



Contribution of Pedagogical Competence and Transformational Leadership of the Principal to the Implementation of the Tasks of Design and Build Teachers at SMKN 1 Padang

Melda Fajra¹, Jalius Jama², Sukardi³, Danyl Mallisza⁴, Mukhnizar⁵, Oskah Dakhi⁶

¹⁴⁵Program Studi Teknik Sipil, Fakultas Teknik dan Perencanaan, Universitas Ekasakti, Padang, Indonesia

²³⁶Prodi Pendidikan Teknologi dan Kejuruan, FT, Universitas Negeri Padang, Indonesia

* Corresponding Author. E-mail: melda_fajra@yahoo.com

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Abstrak

Penelitian ini bertujuan untuk mengungkapkan dan menganalisis seberapa besar (1) kontribusi kompetensi pedagogik terhadap pelaksanaan tugas guru, (2) kontribusi kepemimpinan transformasional kepala sekolah terhadap pelaksanaan tugas guru dan (3) kontribusi kompetensi pedagogik dan kepemimpinan transformasional kepala sekolah terhadap pelaksanaan tugas guru SMKN 1 Padang baik secara individu maupun secara bersama-sama. Penelitian ini menggunakan pendekatan kuantitatif. Populasinya adalah seluruh guru di SMKN 1 Padang yang berjumlah 89 orang, sedangkan sampelnya adalah 56 orang yang ditentukan dengan teknik Stratified Proportional Random Sampling dan strata yang digunakan adalah sertifikasi pendidik dan masa kerja. Data diperoleh dengan menggunakan angket skala Likert yang telah diuji validitas dan reliabilitasnya. Hasil analisis data menunjukkan bahwa (1) kompetensi pedagogik memberikan kontribusi yang cukup signifikan terhadap pelaksanaan tugas guru sebesar 19,2%. (2) kepemimpinan transformasional kepala sekolah secara signifikan sebesar 8,2%, sedangkan (3) kompetensi pedagogik dan kepemimpinan transformasional kepala sekolah secara bersama-sama berkontribusi sebesar 24%. Analisis data telah menunjukkan bahwa ketiga hipotesis tersebut dapat diterima secara empiris. Dari hasil temuan dapat disimpulkan bahwa kompetensi pedagogik dan kepemimpinan transformasional kepala sekolah merupakan dua variabel bebas yang berdampak positif terhadap variabel terikat pelaksanaan tugas guru. Untuk meningkatkan pelaksanaan tugas guru SMKN 1 Padang perlu ditingkatkan melalui kompetensi pedagogik dan kepemimpinan transformasional kepala sekolah secara baik dan bertanggung jawab.

Kata Kunci: kontribusi, pedagogis, kompetensi, kepemimpinan transformasional

Abstract

This study aims to reveal and analyze how much (1) the contribution of pedagogical competence to the implementation of teacher duties, (2) the contribution of principals' transformational leadership to the implementation of teacher duties and (3) the contribution of pedagogical competence and principals' transformational leadership to the implementation of teacher duties of SMKN 1 Padang both individually and together. This research uses a quantitative approach. The population is all teachers at SMKN 1 Padang totaling 89 people, while the sample is 56 people determined by Stratified Proportional Random Sampling technique and the strata used are educator certification and length of service. Data were obtained using a Likert scale questionnaire that had been tested for validity and reliability. The results of data analysis show that (1) pedagogical competence contributes significantly to the implementation of teacher duties by 19.2%. (2) principals' transformational leadership significantly contributed 8.2%, while (3) pedagogical competence and principals' transformational leadership together contributed 24%. Data analysis has shown that the three hypotheses can be accepted empirically. From the findings, it can be concluded that pedagogical competence and principals' transformational leadership are two independent variables that have a positive impact on the dependent variable of teachers' task implementation. To improve the implementation of the duties of teachers of SMKN 1 Padang, it is necessary to improve through pedagogical competence and transformational leadership of principals properly and responsibly.

Keywords: contribution, pedagogical, competence, transformational leadership

INTRODUCTION

The success of teachers in carrying out their duties will also determine the success of achieving educational goals or determine the quality of educators (Akbar, 2021; Andini & Supardi, 2018; Habibullah, 2012; Rusnawati, 2015; Wulandari &

Hendriani, 2021). Therefore, teachers need to carry out their duties as effectively as possible so that students can learn more effectively and the quality of education will be better. Among the teacher professionalism tasks that need to be carried out according to the Law of the

Republic of Indonesia Number 14 of 2005 article 20 paragraph (a) About Teachers and Lecturers are planning lessons, carrying out quality learning processes, and assessing and evaluating learning outcomes. For this reason, teacher competence is needed in carrying out these tasks. Through increasing competence, teachers will be able to carry out their duties as well as possible. Thus increasing teacher competence is expected to be able to improve the quality and quality of education in schools. Thus it is known that the good competence of the teacher will help expedite the implementation of the teacher's duties (Qistiyah, 2020; Timor et al., 2020; Yurizki, Murniati & Nur, 2018).

In addition to pedagogic competence which is a competency that must be possessed by teachers, the leadership role of the school principal also influences the implementation of this teacher's duties. Through his leadership, the principal is expected to be able to set an example for his subordinates to carry out their duties properly (Ali, 2021; Dindin, 2020). In addition, the principal is also expected to be able to influence teachers with their ideals so that teachers have the same vision and mission as the principal. If a teacher and principal have the same mission and are in line, it is hoped that the implementation of the teacher's duties will be better. The principal is also expected to be able to motivate and activate teachers at work, so that teachers are more creative in carrying out their duties. In order for the implementation of tasks to be more stable and consistent, the principal's attention to individual teachers is required. Judging from the form of the principal's duties, the type of school principal leadership needed is the type of principal transformational leadership.

METHOD

This research was conducted using a quantitative methodology using correlational type analysis techniques. The analysis used is descriptive and inferential analysis. Descriptive analysis is intended to describe the condition of the variables as they are without giving treatment and draw generalizations from the sample to the population. While inferential analysis is used to be able to reveal the contribution of pedagogic competence and transformational leadership of school principals as independent variables to the implementation of teacher duties as the dependent variable through correlation and regression techniques. The population of this study is all teachers at SMKN 1 Padang Padang City who have PNS and non-PNS status in 2020/2021.

Based on the initial survey obtained population data of 89 people. Given the large enough population, it is necessary to take a sample. Sampling will be carried out using a stratified proportional random sampling technique. Through this technique it is hoped that a sample will be obtained according to the proportion of each group in the population strata. The sample size was determined by following the formula of Cochran (1977). Sampling will be carried out through four stages, namely: 1) identifying and classifying the population based on strata, 2) calculating the respective proportions of each stratum, 3) determining sample size and 4) determining the subjects who will be used as respondents.

Data collection was carried out by giving a questionnaire to the teachers who were selected as the research sample. The steps taken were to meet the respondent directly at the school that was the research location, submit the instrument and collect it again after it was filled in. Research data were analyzed using correlation and regression techniques. Data analysis was performed with the help of the SPSS

Statistics Program Version 20 computer program

RESULTS AND DISCUSSION

Results

The following description presents a description of the data from each variable, in order to explain the trend of data distribution and the level of attainment of each variable, namely the Implementation of teacher tasks (Y), Teacher pedagogic competence (X1), and principal transformational leadership (X2) for SMK teachers at SMKN 1 Padang.

Implementation of Teacher's Duties

36 items of the teacher's task implementation instrument, ideally the minimum score that can be achieved is 36 and the maximum score is 180. From the respondents' answers, the lowest score was 118 and the highest score was 165, the average score was 145.45, the median was 147, the mode was 147, and the standard deviation was 10.8.

Furthermore, the results of the analysis of the level of achievement of the respondents for each indicator of the implementation of the teacher's duties are presented in Table 1.

Table 1. The Level of Response Achievement for Each Indicator of The Teacher's Task Implementation

Indicator	%TP	Category
Make a lesson plan	80	Well
Carry out learning	83	Well
Carry out evaluation and follow-up	86	Well
Mentoring and coaching	79	Enough
Manage class management	79	Enough
Total	82.04	Well

Pedagogic Competence

35 items in the Teacher's pedagogic Competency instrument statement, the minimum ideal score that can be achieved is 35 and the maximum score is 175. From the respondents' answers, the lowest score was 120 and the highest score was 158. S score mean 136,5, median 136, mode 133 and standard deviation 7,13.

Next, the results of the analysis of the achievement level Respondents for each Teacher pedagogic competency indicator are presented in Table 2.

Table 2. Level of Achievement for each Teacher pedagogic Competency Indikator

Indicator	%TP	Category
Understand the foundation of teaching	87.4	Well
Mastering the science of teaching	85,1	Well
Get to know students	79.7	Enough
Organizing educational learning	67,9	Enough
Communicate effectively, sympathetically and politely	65,4	Enough
Total	77	Enough

Principal Transformational Leadership Based on the 37 points of the principal's transformational leadership instrument, the ideal score that can be achieved is a minimum of 37 and a maximum of 185. From the respondents' answers, the lowest score was 124 and the highest score was 175. The average score was 155,21; median 156, mode 156, and standard deviation 7.32.

Furthermore, the results of the analysis of the level of achievement of the respondents for each indicator of school principals' transformational leadership are presented in Table 3.

Table 3. Level of Attainment of Responses for each Indicator of transformational Leadership of School Principals

Indicator	%TP	Category
Show exemplary work	88.7	Well
Influence teachers with idealism	78.5	Enough
Motivating and activating teachers on duty	85.6	Well
Foster creativity	79.7	Enough
Give individual attention	81.6	Well
Total	82.9	Well

Furthermore, inferential analysis was carried out to test the truth of the hypothesis, with the following results: hypothesis put forward in this study is "Teacher's pedagogic competence contributes to the implementation of teacher tasks". To test this hypothesis, a simple correlation and regression analysis was performed.

The summary of the results of the correlation analysis can be seen in Table 4 below:

Table 4. Summary of Correlation Analysis Results of Teachers' Pedagogic Competence with the Implementation of Teacher's Tasks

Connection	Koef. Correlation (r)	Koef. Determination (r ²)	P
Teacher pedagogical competence (X1) with the implementation of teacher tasks (Y)	.438 _	0.192 _	< 0.001

Based on the table it can be seen that the magnitude of the contribution of pedagogic competence to the implementation of teacher duties is 19.2%.

The second hypothesis is proposed through this research is "the principal's transformational leadership contributes to

the implementation of the teacher's duties". To test this hypothesis, a simple correlation and regression analysis was performed. The results of the analysis can be seen in Table 5 below.

Table 5. Summary of Correlation Analysis Results of School Principals' Transformational Leadership with The Implementation of Teacher Tasks

Connection	Koef. Correlation	Koef. Determination	P
Principal transformational leadership (X 2) with the implementation of teacher duties (Y)	0.287 _	0.082 _	0.001

From the results of this analysis, it is known that transformational leadership contributes to teacher implementation by 8.2%.

Third hypothesis tested in this study is "Teacher pedagogical competence and transformational leadership of school principals jointly contribute to the implementation of teacher tasks." The analysis for testing this hypothesis uses correlation analysis and multiple regression techniques.

First of all, a multiple correlation analysis was carried out between the variables of teacher pedagogical competence and the principal's transformational leadership and the implementation of teacher tasks. The summary of the results of the correlation analysis and the significance test can be seen in Table 6 below.

Table 6 . Summary of Results of Multiple Correlation Analysis of Teacher's Pedagogic Competency and Transformational Leadership of Principals with the Implementation of Teacher's Tasks

Connection	Koef. Correlation (R)	Coefficient Determination (R ²)	p.s
Teacher pedagogic competence and transformational leadership of school principals with the implementation of teacher tasks	.490 _	.240 _	< 0.001

From the table it can be seen that the magnitude of the contribution of pedagogic competence and transformational leadership of school principals to the implementation of teacher duties is 24%.

Based on the results of the analysis of the description of the data and the level of achievement of the responses of teachers at SMK at SMKN 1 Padang, Padang City, for each variable measured, it can be explained that the level of achievement of respondents regarding the implementation of tasks, Teacher pedagogic competence and transformational leadership of school principals including enough category. This finding turned out to be not much different from the initial suspicion based on pre-survey observations which stated that the implementation of the teacher's duties was not adequate as it should be, Teacher's pedagogical competence moderate and mediocre principal transformational leadership. The findings of this study are no different from preliminary observations

in the pre-survey, although the researchers concluded from the data based on visible observations only. After conducting research using the scientific method where the measurements used valid instruments, the results showed empirical truth as explained below.

The Contribution of Teacher's pedagogic Competence to the Implementation of Teacher's Tasks

After going through a series of analyzes, it is finally certain that the research hypothesis which states "Teacher's pedagogical competence contributes to the implementation of teacher tasks" has been tested at the 99% level of confidence. It can be interpreted that the teacher's pedagogical competency factor has a very significant predictive power to increase the implementation of teacher tasks. The Contribution of Teacher's pedagogic Competency to the Implementation of Teacher's Tasks at SMKN 1 Padang, Padang City 0.192 or 19.2 %.

From the results of the Teacher Task Implementation research it was found that pedagogical competence contributed significantly to the Teacher Task Implementation by 19.2% at SMKN 1 Padang. This means that pedagogical competence can be used as a tool to predict teacher performance. In other words, the Implementation of Teacher Tasks can be determined by pedagogical competence of 19.2%. The better the pedagogical competence, the better the implementation of the teacher's duties.

These findings support the theory of Teacher Task Implementation which has been put forward by Djamarah (2000: 36) which says that a new teacher is said to be perfect if his function is as an educator and also serves as a guide. In this case the supervisor has the means and a series of efforts in advancing education. A teacher

becomes an educator as well as a mentor. In addition, these findings also support the findings of research on Teacher Assignment Implementation that has been carried out by previous researchers such as Nursyawiyah Hutauruk (2011), from these findings it can be interpreted that pedagogic competence factors have significant predictive power towards improving Teacher Assignment Implementation. In other words, the implementation of teacher duties can be improved by increasing pedagogical competence. The better the pedagogic competence, the better the implementation of the teacher's duties.

Furthermore, when viewed from the results of the description of the data regarding the Implementation of Teacher Tasks, it shows that the Implementation of Teacher Tasks of teachers at SMKN 1 Padang is good. This shows that the implementation of the teacher's duties at SMKN 1 Padang in terms of planning, implementing, evaluating, and providing follow-up, guiding and training and managing classroom management is generally good). Even though this is good, the implementation of the teacher's duties still needs to be improved because the implementation of the teacher's duties is very important in achieving quality education. This means that the activities of planning, implementing, evaluating and providing follow-up, guiding and training and managing classroom management that have been carried out by teachers need to be improved.

Improving the implementation of this teacher's task, based on research results, can be done by increasing the teacher's pedagogic competence (X1). As can be seen from the results of the study, the teacher's pedagogical competence (X1) at SMKN 1 Padang in terms of guiding and training and managing classroom management also has not shown the

expected results because it is still in the sufficient category. This means that understanding the basis of teaching, mastering the science of teaching, getting to know students, organizing learning that educates and communicates effectively, is sympathetic and polite especially indicators of knowing students, organizes learning that educates, and communicates effectively, is sympathetic and polite needs to be improved so that planning activities , implementing, evaluating, and providing follow-up, guiding and training and managing class management or the Implementation of Teacher's Tasks can be increased.

The principal's transformational leadership contribution to the implementation of the teacher's duties

By following a series of analytical procedures, it can also be understood that the research hypothesis which reads "The transformational leadership of school principals contributes to the implementation of teacher duties" has been tested empirically at the 99% confidence level. Furthermore, it is interpreted that the principal's transformational leadership factor can be used to predict the implementation of teacher tasks. Based on the results of the analysis above, it can be concluded that the better the transformational leadership of the school principal, the higher the implementation of the teacher's duties in the school. The predictive power of the principal's transformational leadership on the implementation of the duties of vocational teachers at SMKN 1 Padang, Padang City found to be 0.082 or 8.2 %.

From the results of the study that the principal's transformational leadership can be used as a tool to predict the implementation of teacher tasks. In other words, the implementation of the teacher's duties can be determined by the

transformational leadership of the school principal by 8.2%. The better the principal's transformational leadership, the better the implementation of the teacher's duties.

These findings support the theory of transformational leadership from Nurhizrah (2009:157) which states that transformational leadership is proactive leadership, raises the level of awareness of followers about the importance of togetherness and helps followers achieve extraordinary work results. With transformational leadership, followers feel trust, admiration, loyalty, respect for the leader and are motivated and inspired to do more than was originally expected of them. So that through transformational leadership, a school principal is able to influence his subordinates so that the implementation of the teacher's duties is better. In addition, these findings also support research findings that have been conducted by previous researchers such as Sholihin (2009), from these findings it can be interpreted that the school principal's transformational leadership factor has significant predictive power for improving teacher task implementation. In other words, the implementation of the teacher's duties can be improved by increasing the transformational leadership of the school principal. The better the transformational leadership of the principal, the better the implementation of the teacher's duties.

Furthermore, when viewed from the results of the description of the data regarding the Implementation of Teacher Tasks, it shows that the implementation of teacher duties at SMKN 1 Padang in terms of planning, implementing, evaluating, and providing follow-up, guiding and training and managing class management is generally good). Even though this is good, the implementation of the teacher's duties still needs to be improved because the implementation of the teacher's duties is very important in achieving quality

education. This means that the activities of planning, implementing, evaluating and providing follow-up, guiding and training and managing classroom management that have been carried out by teachers need to be improved.

Based on research results, improving the implementation of the teacher's duties can be done by increasing the transformational leadership of the school principal (X2). As can be seen from the results of the study, the transformational leadership of the school principal (X2) at SMKN 1 Padang in terms of influencing teachers with idealism and fostering creativity has also not shown the expected results because it is still in the sufficient category. This means that showing exemplary work, influencing teachers with idealism, motivating and activating teachers on duty, fostering creativity and giving individual attention, especially indicators of influencing teachers with idealism and fostering creativity need to be improved so that activities plan, implement, evaluate and provide action. further, guiding and training and managing class management or the Implementation of Teacher's Tasks can be increased.

However, in this case, pedagogic competence contributes more than the leadership of the principal. This is because pedagogic competence is an aspect that exists within the teacher, which is the driving force for the teacher to do something. The higher the motivation that exists within the teacher, the better or stronger the implementation of the teacher's duties. While leadership exists outside of the individual teacher, it may happen that this leadership will not have a significant effect on the implementation of the teacher's duties if the teacher really has very high pedagogical competence.

The joint contribution of the Teacher's Pedagogic Competence and the Principal's

Transformational Leadership to the Implementation of Teacher's Tasks

The third hypothesis put forward through this research is "Teacher pedagogical competence and transformational leadership of school principals jointly contribute to the implementation of teacher tasks". This hypothesis has also been tested empirically at the 99% level of confidence. This means that the multiple regression model found can be used to predict the implementation of the duties of vocational teachers at SMKN 1 Padang, Padang City, if the Teacher's pedagogic Competency scores and the principal's transformational Leadership are known. The magnitude of the contribution of the two predictors is 24 %. The effective contribution of the two predictors to the implementation of the teacher's task of 24 % comes from the teacher's pedagogical competence of 17.6% and from the principal's transformational leadership of 6.4% .

Findings related to testing the research hypothesis show that the contribution of teacher pedagogic competence to the implementation of teacher tasks is 19.2%, the contribution The principal's transformational leadership on the implementation of teacher duties is 8.2%, while the joint contribution of the two variables simultaneously is 24%. This shows that the variables of teacher pedagogic competency and school principal's transformational leadership contribute about 24% to the implementation of teacher tasks . While the remaining 76% comes from other factors not examined in this study.

The results of data analysis and hypothesis testing show that the three hypotheses have empirically tested. From the results of the data analysis, it shows that the teacher's pedagogical competence and the transformational leadership of the school principal are two urgent predictors

for improving the implementation of teacher tasks

CONCLUSION

From the results of the research that has been discussed, it can be concluded that several findings are as follows following: 1) The teacher's pedagogical competence contributes significantly to the implementation of the teacher's duties. The amount of the contribution is 19.2 %. This means that if you want to improve the implementation of the teacher's duties, you can do this by increasing the teacher's pedagogical competence to be better. The results of the description of the data regarding the implementation of the teacher's duties show that the implementation of the teacher's duties included in the good category (82.04% _ideal score), but pedagogic competence is still in the pretty good category. These results indicate that the implementation of the teacher's duties in terms of planning, implementing, evaluating, and providing follow-up, guiding and training and managing SMK classroom management at SMKN 1 Padang, Padang City is in the good category and can be increased through increasing teacher pedagogical competence in terms of basic understanding teach, master the science of teaching, get to know students, organize educational learning, and communicate effectively, sympathetically and politely. 2) The principal's transformational leadership contributes significantly to the implementation of the teacher's duties. The amount of the contribution is 8.2%. This means that a good principal's transformational leadership can improve the implementation of the teacher's duties. The results showed that the school principal's transformational leadership was in good condition with an achievement level of 82.9%. Thus for every 1 point increase in the principal's transformational

leadership in terms of showing exemplary work, influencing teachers with idealism, motivating and activating teachers in their duties, fostering creativity and giving individual attention, will be followed by an increase in the implementation of teacher duties by 8.2%. 3) The teacher's pedagogical competence and the principal's transformational leadership together contribute significantly to the implementation of the teacher's duties, which is equal to 24%. This means that teacher pedagogical competence and good school principal transformational leadership will contribute to improvement together the implementation of the teacher 's duties for the better.

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