

# Establishing Teachers' Personality Competence through the Principal's Leadership Role in Vocational High School

Nellitawati

***Abstract---**There is a high level of substandard quality of education in Indonesia. Also, the competency tests conducted on various vocational school teachers also show unsatisfactory results, thus necessitating an investigation. This study, therefore, aims to determine the role of principals in improving a teachers' personality competence in Vocational High Schools in Padang, Indonesia. This was conducted quantitatively and qualitatively, through the use of questionnaires and interviews, respectively. The results indicate the significant effect of the principals' role as an educator, administrator, supervisor, leader, innovator and motivator. Also, the personality competence of 50% and within a high category explains the the positive impact in terms of character, discipline, and morale. Hence, it is possible to adopt the approach of principal assistance as guide countrywide.*

***Keywords---** Table, Figure, Manuscript Format*

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## I. INTRODUCTION

The quality of education in any school is strongly influenced by the leadership role of the principal [1-5], thus stressing the need for them to be highly competent in this disposition. According to the Ministerial Decree No.13 of 2007 on School Principle Standards, the requirement is an important key factor in improving the overall quality of education, subsequently ensuring the organization's success. These are the main responsibilities of the principal, in addition to the primary task of imparting guidance and motivation to teachers and other members of staff in implementing teaching and learning, alongside the the provision of freedom to use school facilities [6]

Therefore, the main necessity required to improve the quality of human resources in Indonesia entails efforts to develop educational standards [7]. However, this manifestation is relatively low, as seen from the insignificant Indonesian human development index, in contrast with other countries of the world [2]. According to the study conducted by Musfa [8], low competence is exhibited by teachers, through any of the following; lack of abilities in classroom management, living lives that ought not to be exemplified by students, inability to conduct studies, failure to master the content of lessons to be delivered, etc. This consequently leads to the incapacity to properly transfer knowledge to students.

In addition, correcting these issues are highly dependent on the quality of teachers, and the high professionalism created through the impact of competence [9]. Out of the four forms of competencies required by the National Education Standards Agency, the professional type with reverence to teachers [10-11] is at a very low level, which is seen in the truncated degree of achievement in graduates [12]. Moreover, the education system in Indonesia has not successfully been able to produce high quality graduates in terms of knowledge and skills. Based on the report

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*Nellitawati, Universitas Negeri Padang, Indonesia. E-mail: nellitawati@gmail.com*

by the Research and Development Center in East Java, there is an evident shortfall in teachers' professional, social, and pedagogical competence, thus the need for continuous improvement in the personality attributes.

A study conducted by Sanusi [13] shows low teachers' personality and social competences, as well as discipline and motivation. Also, there is marked deficiency in the aspect of collaboration among teachers and members of staff in the educational industry, while low pedagogical competence is observed in the ineffective and inefficient methods of teaching and learning that is devoid of quality [14]. The characteristics of personality for educators and teachers ought to be high enough to impact on the progress of students according to normal and accepted societal standards and values. This further influences their ethical behavior, both personally, and as community members, with emphasis of the values of aesthetics, morals, norms, and science. In addition, the mentality, character and personality traits impacted are derived from the application of good discipline during the education process, alongside the teachers' task in promoting self-discipline and general learning to enhance the students' work. Hence, the success of this practice demands discipline on the teachers part in the performance of duties and obligations with the propensity of being emulated [15].

An important role of a school principal is to be a supervisor. This was reinforced by the statement of Rifma [16], stressing their capacity to improve teachers' competence by implementing scientific, clinical, and peer supervision. Also, the application of five disciplines, encompassing: personal competence, mental model, shared vision, learning group and thinking system, is a major approach towards achieving positive outcomes. These are the main focus in a teacher's co-curriculum, and the modification ought to not always be based on the input of the government alone. In addition, there is need to create the appropriate strategies and approaches needed for the development of science, and the positive efforts of school principals are vital in this regard.

Another study conducted by Nor Foniza et al. [17] reveals that school leaders play a vital role in improving teachers. This support was provided in terms of ensuring an environment that is conducive for learning has the capacity to enhance professionalism, and preserve academic excellence. According to Mulyasa [18], principals performing the function of educators, managers, administrators, supervisors, leaders, innovators and motivators is a very key factors in attaining the improvement in teachers' competency. However, the Indonesian government evaluation shows a major failure in this regard, hence, there is a necessity to extensively study methods needed to improve the current state.

## **II. METHODOLOGY**

This study was performed using both quantitative methods, which required the administration of questionnaires, and the qualitative approach, through interviews and surveys [19-20]. Then both were conducted simultaneously in order to obtain a valid, reliable and objective comprehensive data [14, 21].

This research was carried out in 10 State Vocational High Schools in Padang City, in which clustering random sampling technique was adopted in the selection of groups [22-23].

Two types of questionnaires were used, centered on (1) the role of school principals in improving teachers' competency and (2) teachers' competency itself. Furthermore, the questionnaire consisted of three parts (A, B, and

C), where A encompasses a number of interrogative items used to obtain information on the background of the respondents, covering the teachers' level of education, and the duration of service. In addition, the compilation in part B was according to the guidelines on the role of school principals, as stated by the Minister of Education in Indonesia. This involves seven elements that guide the school principals' role, as (1) educators, (2) managers, (3) administrators, (4) leaders, (5) supervisors, (6) innovators, and 7) motivators. Finally, part C was set up to obtain information on teachers' competency, with respect to pedagogical, personality, social, and professional aspects.

The application software, Social Science Statistical Package for Social Sciences (SPSS) for Windows 21.0, was used in the data analysis, at the significance level of 0.05. Therefore, the Analysis Of Variance (ANOVA) test was used with the aim of investigating the relationship model between the response or the dependent variables and one or more of the independent.

### III. RESULT AND DISCUSSION

Based of table 1 shows the need for improving the roles of principals as administrators, considering the fact that it is moderate in relation to enhancing teachers' competence. This is shown by the mean value (3.41) of graduated teachers, with the standard deviation of 0.758. Also, the frequency was mostly in the 3-point scale of 112 or 42.9%, and 4-point scale of 104 or 39.9%, which makes this stage simple, considering that a majority were on the 3-point. Similarly, the principals' responsibility as a supervisor was also in the moderate level, with mean value of 3.51, and standard deviation of 0.719. In addition, the frequency further indicates that the majority of the respondents perceive this role at a frequency of 114 or 43.7% on a 4-point scale, and 100 or 38.3% on that of 3-point. The role of principals as leaders was shown to be simple, based on the recorded mean value of 3.37, with the standard deviation of 0.775. Also, the data shows that the bulk of the respondents are on a 3-point scale, with a frequency of 114 or 43.7%, and 102 or 39.1% for that of 4-point. This means that the leadership role is not being felt by teachers, in the aspect of compatibility improvement.

It was also established that the functionality of principals as an innovator and motivator were both on the moderate level. This was due to the mean value of 3.55 and 3.53, while the standard deviations were 0.742 and 0.650, respectively. Thus, there is a need to improve these characteristics in order to subsequently enhance teachers' competence.

Likewise, Table 2 shows moderate level for the overall teachers' competence in Padang City, with a mean value of 3.62 and a standard deviation of 0.485. This is, however, very low and ought to be noted by principals and stakeholders, including the government leaders for the purpose of implementing improvement tactics.

**Table 1:** Descriptive Analysis Based on Findings on the Role of Principals

Variable	SKALA					Number of items	Min	Standard deviation	Stage
	STS No (%)	TS No (%)	TP No (%)	S No (%)	SS No (%)				
As an Educator	3 (0.2)	19 (7.3)	63 (24.1)	138 (52.9)	38 (14.6)	6	3.65	0.783	Simple
As Manager	5	25	95	115	11	5	3.45	0.749	Simple

Variable	SKALA					Number of items	Min	Standard deviation	Stage
	STS No (%)	TS No (%)	TP No (%)	S No (%)	SS No (%)				
	(1.9)	(9.6)	(36.4)	(44.1)	(4.2)				
As an Administrator	5 (1.9)	24 (9.2)	112 (42.9)	104 (39.9)	16 (6.1)	5	3.41	0.758	Simple
As a Supervisor	3 (1.1)	20 (7.7)	100 (38.3)	114 (43.7)	24 (9.2)	5	3.51	0.719	Simple
As a Leader	5 (1.9)	19 (7.3)	114 (43.7)	102 (39.1)	15 (5.7)	6	3.37	0.775	Simple
As an Innovator	2 (0.8)	15 (5.7)	86 (33.0)	125 (47.9)	33 (12.6)	4	3.55	0.742	Simple
As a Motivator	1 (0.4)	20 (7.7)	91 (34.9)	134 (51.3)	15 (5.7)	5	3.53	0.650	Simple
Min Overall Role of Principal						<b>36</b>	<b>3.50</b>	<b>0.659</b>	Simple

The personality competencies evaluated were described as follows: (A) Self-awareness refers to the ability of a teacher to identify the personalized emotional aspects and needs, which is a major component of emotional intelligence (B) Emotional management is a qualification that helps in identifying the level of ability and the desire to understand the importance of habits affected by the sensation itself. Hence, there is need for the proper management of excessive anger, anxiety and fear [24-25]; (C) Motivation is a sort of emotional support towards successfully achieving the goals set by an individual or organization.

**Table 2:** Descriptive Analysis Based on the findings of Teacher Competency Level

Variable	SKALA					Number of items	Min	Sd	Stage
	STS No (%)	TS No (%)	TP No (%)	S No (%)	SS No (%)				
Pedagogical aspect	2 (0.8)	18 (6.9)	90 (34.5)	139 (53.3)	12 (4.6)	9	3.50	0.646	Simple
Personality aspect	-	24 (9.2)	92 (35.3)	124 (47.5)	24 (9.2)	6	3.49	0.755	Simple
Professional aspect	-	6 (2.3)	98 (37.6)	140 (53.6)	17 (6.5)	7	3.64	0.579	Simple
Social aspect	-	13 (5.1)	61 (23.4)	110 (42.2)	77 (29.5)	6	3.83	0.759	Height
Min Overall Teacher Competence						28	3.62	0.485	Simple

It was established that the social aspect is the only dimension of teachers' competence with high degree of standard, with mean value of 3.83, and a standard deviation of 0.759. Accordingly the number of frequencies was estimated to be 110 or 42.2% on a 4-point scale and 77 or 29.5% on that of 5-point. This indicates that the rating in Padang City included the possession of social souls, considering the high level of feedbacks from the teachers.

Their competence in the pedagogical aspect was reported to be in the moderate category, with a mean value of

3.50, and a standard deviation of 0.646. Also, a majority was on a 4-point scale of 139 or 53.3%, indicating a low degree, although there is great need for these pedagogical skills in conducting their duties as educators.

The other two competencies, i.e personality and professionalism were identified to be moderate, with a mean value of 3.49 and 3.64 and a standard deviation of 0.755 and 0.579, respectively.

The results of multiple linear regression analysis shown in Table 3 indicates a significant difference between the overall role of principals and teachers' competencies, with a significant value of 0.000 and  $F = 12.984$ .

Table 3 further demonstrates an influence level of 28.7%, indicating the existence of other factors not included in this study. This was also supported by the high or constant value of 3.338, and a significance of 0.000. Additionally, three dimensions of the principals' role were identified to confer no significant effect, including the aspect of (1) management, with the significant value of 0.933, which is greater than 0.05. This implies the need to improve in this perspective, in order to optimally instill competence in teachers, towards carrying out their duties.

(2) The role as administrators, possessing a significant value of 0.775, which is also greater than 0.05, further stressing the need for improvement.

(3) The responsibility as leaders was observed to have no significant effect on the competence of the teachers, with a significant value of 0.491, which is greater than 0.05. Therefore, there is a need to improve the principal's leadership qualities, in order to ensure success.

The role play as educators was deemed significant due to the value of 0.017, which is less than 0.05. This indicates that principals, as educators, possess the capacity to influence the competence level of the vocational high schools teachers in Padang City. Furthermore, similar outcomes were observed with the role as supervisors, innovators and motivators, based on the fact that the values recorded were smaller than 0.05.

It is possible to conclude the existence of a significant increase in competence level of vocational high schools teachers in Padang City, following a modification of the principals' responsibility.

**Table 3:** The Results of Regression Analysis of Principals' Role Influence on Teachers' Competency

Role of Principal / Independent Variables	$\hat{I}^2$	$T$	Sig
Constant / Constant	3.338	20.871	0.000
As an Educator	0.148	2.406	0.017
As a Manager	-0.009	-0.085	0.933
As Administrator	0.033	0.287	0.775
As Supervisor	0.244	4.056	0.000
As a Leader	-0.225	-0.716	0.491
As an Innovator	0.297	3.103	0.002
As Motivator	0.219	2.330	0.021
The dependent variable: Teacher Competence Adj $R^2 = .287$ $R = .514$ $F = 12.984$ $R^2 = .309$ sig = .000			

Based on Table 4, the highest number that responded to the socio-competence level of the teachers was five, which represents 83% of the total respondents, while only one or 17% stipulated a moderate stage. Furthermore, the interview was based on the involvement of teachers in social activities, with the propensity of contributing to the increase in competence level as educators. The lowest number was identified in the pedagogical aspect, where only four (67%) provided a moderate statement, and two or 33% affirmed a low stage.

**Table 4:** Frequency and Percentage of participants that Responded Based Teacher Competency Level

No.	Teacher Compatibility	Stage					
		Height		Simple		Low	
		No	(%)	No	(%)	No	(%)
1	Pedagogy Competence	-	0	4	67	2	33
2	Personality Competence	3	50	3	50	-	0
3	Social Competence	5	83	1	17	-	0
4	Professional Competence	-	0	5	83	1	17

The results of teachers' professional competence indicated that five (83%) respondents stated moderate stage while one (17%) described it as low. Finally, it was established that three respondents, which represents 50%, reported high and moderate values in terms of personality.

Therefore, all respondents were of the opinion that the overall level of competence in vocational high schools teachers within Padang City was moderate, as shown in Table 5.

**Table 5:** Competence of Vocational High Schools Teachers in Padang City

Respondents	Opinion	Assessment
1,3,4, 5,6	Teacher's character	Well
1,2,3, 5	Teacher's discipline	Well
1,3,4 .6	Teacher's moral	Well

Based on Table 5, the level of teachers' personality competency was moderate, which is interesting because the value obtained was half-staged. Hence, the government only provides minimal support in attempts to ensure a high level. It is further imperative to improve the school principals' role, in order to ensure the successful conduction of teachers' duties.

Based on the response obtained from the interview, the principals have created plans to serve as a guide for the improvement of competence, as instructors. Also, similar statements were provided, in support of the fact that principals have not failed in their supervisory duties, as it was considered smooth and good.

This practice increases competencies in teaching and subsequently the education of students, although efforts are needed to unite the slight problem of diverse vision amongst teachers. However, the supervisory role principal's impact using various handling techniques makes it not so serious.

**Table 6:** The Role of Principal at Vocational High School in Padang City

Respondents	Opinion	Assessment
TB: 8, 12	Principal communication	Well
TB: 7,8,9,10,12	Guiding teachers	Good acceptance
TB: 8, 10,11,12	Commitment	Serious

Generally, teachers do not face challenges in the aspect of increasing personality competence, as only a few found this difficult. Specifically, those that are hard-working find it hard performing tasks in line with the implementation of learning and teaching that involves other teachers. This is because of the lack of patience while working with others.

The interview results shown in Table 6 explain the absence of problems in the aspect of improving personality competence, as principals tend to pay serious attention in this direction. This consideration is attributed to the awareness that teachers, as examples for students, need to demonstrate their worth and personality. Therefore, they tend to have no problems enhancing this characteristic.

This study expresses the role of principals in improving competence, based on the evident impact of their overall functionality towards teachers in performing personal duties. This was indicated by the significant value of F test, which was smaller than 0.05, although some aspects were identified to not confer significant effects.

The various functions of principals are deemed to be of high importance, as teachers are perceived as models to emulate in schools. Hence, there is an enhancement in the propensity to serve as great inspirations and as strong support for success, especially while applying the four aspects of competence.

As shown in the findings, both the quantitative and qualitative studies revealed that the role of principals in improving teachers' competence is at a modest stage and all indicators towards the impact were also moderate. This, therefore, shows the need for an upgrade in the functionality of principals.

These findings are not in line with the opinions expressed by Mulyasa [26], which stated that a principal ought to possess qualifications standards while conducting the duties required. These are needed for providing a strong positive influence on the quality of staff, and also the teachers' competence. Therefore, the principal ought to play both the role of a leader, manager or administrator, as well as a supervisor, educator, motivator, and innovator [27]. In addition, government regulations stated the conditions that they are able to perform at least seven functions in schools, encompassing the role as an educator, manager, administrator, leader, supervisor, innovator and motivator. These findings indicate the role as simple, suggesting the need for efforts towards improving the competence of teachers for more quality outputs.

#### **IV. CONCLUSION**

The effective leadership role of principals in a vocational high school possesses the capacity to improve teachers' personality competence, formed with a high level of character, discipline, and morale. Also, the principals'

commitment to guide teachers with the use of good communication skills always confers a positive impact.

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