THE INFLUENCE OF PRINCIPAL’S LEADERSHIP AND TEACHER PROFESSIONAL COMPETENCY TOWARD STUDENTS’ LEARNING ACHIEVEMENTS

Ipong Dekawati a*, Anah Istianah b

a* Graduate Program of Wiralodra University
Indramayu, Indonesia, ipongdekapati@unwir.ac.id
b Anah Istianah
Graduate Program of Wiralodra University
Indramayu, Indonesia, annahisiti@unwir.ac.id

Abstract
The purpose of this research is to find out and examine the influence of principal's leadership and teacher’s professional competency toward students’ learning achievement. The research method was descriptive and verification methods, with a Likert scale questionnaire as data collection techniques distributed to 54 teachers. Regression analysis technique was used in processing the research result with F-test as the significance test. The results showed that: (1) there was a positive but less significant effect between the leadership of the principal on students’ achievement. (2) There is a positive and significant influence between the professional competencies of teacher on students’ achievement. (3) There is a positive and significant influence between the principal's leadership and teacher professional competence simultaneously on the learning achievement. Starting from these conditions, the authors suggest, that: (1) Principals are expected to be able to implement their mission more optimally by involving teachers in the preparation of vision and mission as well as improving their socialization programs to have whole understanding from all elements in the school (2) Teachers should learn more and comply with ethics code by attending the MGMP discussion and PGRI meetings. The teachers also have to maximize and enrich their teaching materials, by reading more journals and books in accordance with their fields and delving more insight from the internet.

Keywords: Learning Achievement, Principal’s Leadership, Teacher Professional Competence.

I. INTRODUCTION
In current digital age, the quality of schools is challenged to continue and grow in line with the dynamics that take place in the community. One indicator of quality schools is the students achieve both academically and non-academically. Students with high academic achievement in an educational unit mainly depend on how students undergo the learning process. To ensure the continuation of good learning conditions in the context of achieving the expected learning achievement, among them is very dependent on the characteristics of students, learning facilities and infrastructure as well as a conducive environment. On the other hand, slowness, fluency, cheerfulness and comfort in the learning process are more determined by the teacher as the facilitator. Therefore, the teacher should not only have the ability to teach but also the en of his heart to reflect the sincerity of carrying out his duties professionally.

In accordance with teachers’ professionalism, it is an ability that is generally associated with knowledge, skills, and attitudes as a teacher. Teachers as instructors need to have knowledge; skills and attitudes about teaching in class effectively and efficiently, especially
the ability to formulate teaching objectives. The teachers also should have the ability in mastering subject matter, the ability to choose teaching methods appropriately. This implies that the teaching and learning process depend on the teachers’ ability. So in the teaching and learning process, teachers need to have an established and appropriate ability in accordance with their fields so give their best effort in educating students.

The essence of education is the teaching and learning process that is usually carried out in the classroom, and the one responsible for administering it is the teacher. Although in practice it is not only teachers who are involved in education. There are still various factors that can support the smooth implementation of teaching and learning processes such as facilities and infrastructure, the availability of learning resources, the existence of operational funding sources, and so on. The learning process undertaken by students creates the output of changes in students. This result of the learning process can be shown in various forms such as knowledge, understanding, attitudes and behavior, skills, abilities, and abilities includes the changes in other aspects of the individual.

Learning objectives are the statements about the abilities and behavior that students are expected to have or control after they receive or undergo the educational process. When the learning objectives have been achieved, the tendency of student achievement will also increase because what is expected by the teacher for students has been fulfilled. Learning achievement itself shows a picture of one's success in an effort to optimize their abilities through the learning process that they follow. Low learning achievement is something that cannot be left unnoticed, because this will adversely affect the development of human resources, which in turn will hamper national development.

As the person in charge of organizing the education of school principals, it is not an easy responsibility. As a leader, the principal must have a good personality; have sufficient knowledge relating to educators and educational staff. The principal must understand and be able to realize the vision and mission of the school, be able to take the right decisions at the right time and have the ability to communicate well. Seeing the principal's difficult task as stated above, it is clear that the principal's leadership in directing and utilizing all available resources is crucial to the success of the teaching and learning process at school. The principal is very instrumental in controlling the success of educational activities, increasing all the elements contained in the task as the principal. In carrying out the role of supervisor, the principal needs to be supervised by the principal are the teacher. Teachers play an important role in educational activities in the school track. The teacher has the opportunity to create and maintain classrooms to be productive and effective. Therefore, teachers should have adequate professional competence.

Professional teachers are those who have a set of competencies in carrying out the educational and teaching tasks required by law namely pedagogical competence, professional competence, personality competence and social competence. Teacher Professional Competence is the ability and effort of teachers to carry out learning tasks as well as possible in planning teaching programs, implementing learning activities and evaluating learning outcomes. Professional teachers must also have sufficient knowledge related to the educational foundation, teaching materials, teaching programs and teacher code of ethics.

For more than ten years the writer has served as an educator at the elementary school level in Sliyeg District. According to the author's observations, especially in the school where the author works there are still some problems related to student achievement. Among these learning outcomes are not as expected, if examined to achieve the completeness of the minimum criteria is very difficult, the characteristics of students still do not fully describe students who have good future opportunities. If seen from daily activities,
around 15% of students tend to have lazy characters. Learning facilities and infrastructure have not yet reached the minimum standard as required. Not all schools have a conducive environment for implementing learning.

"Achievement is proof of business that has been achieved (Winkel, 2006: 165). Achievement is "real ability which is the result of interaction between various factors that influence both from within and from outside the individual in learning" (Sardiman, 2012: 46). Achievement is "the result of an activity that has been done, created both individually and in groups" (Djamarah, 2006: 19). From this explanation, it can be seen that the differences in certain words are emphasized, but the essence is the same, namely the results achieved from an activity. For this reason, it can be understood that achievement is the result of an activity that has been done, created, which is pleasing to the heart, which is obtained by way of tenacity of work, both individually and in groups in a particular field of activity. The meaning of learning is "a business process carried out by someone to obtain a new change in behavior as a whole, as a result of his own experience in interaction with the environment" (Slameto, 2005: 2). Simply stated that the essence of learning activities is a change that occurs in individuals. Learning achievement is "the results that have been achieved or obtained by children in the form of subject values. It is added that learning achievement is a result that results in changes in individuals as a result of learning activities "(Nurkencana, 1986: 62).

Bloom's Taxonomy divides learning achievement into three domains; cognitive, affective and psychomotor. The cognitive domain is related to thinking, the affective domain is related to the ability of feelings, attitudes and personality, while the psychomotor domain is related to the problem of motor skills that are controlled by psychological maturity (Hasan, 2003: 23-27). Learning achievement is the ability that students have after they have received their learning experience. High learning achievement is the expectation of teachers and the desires of students "(Nana Sudjana, 2009: 213). Learning achievement can be measured from four dimensions; 1) learning outcomes (expected output), 2) student characteristics (raw input), 3) infrastructure (instrumental input), 4) environment (environmental input) "(Abin Syamsuddin, 2002: 165).

Learning achievement is basically the end result that is expected to be achieved after a person learns. According to Ahmad Tafsir (2008: 34-35), learning achievement or a form of expected behavior change is a target or learning goal which includes 3 (three) aspects; 1) know, knowing; 2) skilled in carrying out or doing what he knows (doing); and 3) carry out what he knows routinely and consistently. As according to Benjamin S. Bloom, as quoted by Abu Muhammad Ibnu Abdullah (2008), that learning achievement is classified into three domains; 1) cognitive domain; 2) the affective domain; and 3) psychomotor domain. After tracing the description above, it can be understood that learning achievement is the result or level of ability that students have achieved after participating in the teaching and learning process within a certain time either in the form of changes in behavior, skills and knowledge and will then be measured and assessed which is then realized in numbers or statement.

Based on this, the authors conclude that the type of learning achievement includes 3 (three) domains or aspects, namely: 1) cognitive domain; 2) the affective domain; and 3) psychomotor domain. To uncover the learning achievements or learning achievements in the three domains mentioned above required benchmarks or indicators as a pointer that someone has managed to achieve achievement at a certain level from the three domains.

To achieve student learning achievement, it is necessary to consider several factors that influence learning achievement, among others; factors contained in students (internal factors), and factors consisting of outside students (external factors). (a) Internal factors:
intelligence, talent, interest, and motivation; (b) External Factors: family situation, school situation, and community environment.

Regarding leadership, Blanchard and Hersey (1986: 99) argue that leadership is "the process of influencing the activities of a person or group of people to achieve goals in certain situations. Every time someone tries to influence others, that person can be said to be a leader and the person affected is a follower. Here it does not matter whether the person is superior, friend or even subordinate.

Rivai (2003: 3) further explains that leadership is the process of directing and influencing activities that have to do with groups. Leadership is understood in two senses, namely as a power to move and influence people "(Rivai, 2003: 3). Leadership is "an effort to influence between individuals (interpersonal), through the communication process, to achieve something or some goals” (Gibson, et.al., 2009: 263). So it can be concluded that leadership includes elements of influence, communication and achievement of goals. A leader is said to succeed if one or several goals are achieved. So people will look at effective leaders in terms of the satisfaction they get from working. To be more comprehensible in describing the operational leadership of the principal, it can be explained that the principal as a leader can be analyzed from (1) personality (traits of the leader / principal), (2) knowledge of the teaching staff, (3) vision and mission school, (4) decision making skills, and (5) communication skills. (Mulyasa 2011: 115).

The principal is the leader and manager who must manage, give orders as well as protect his subordinates namely the teachers and solve the problems that arise. “The principal is a functional teacher who is given the task to lead a school where teaching and learning processes are held or where interactions occur between the teacher who gives lessons and students who receive lessons” (Wahjosumidjo, 2003: 83). Based on the understanding above, it can be concluded that the principal is a teacher who has the ability to lead and manage all the resources available at a school so that it can be maximally utilized to achieve common goals.

Principal's leadership "provides work motivation for increasing teacher work productivity and student learning outcomes. The principal's leadership must be truly accountable, because the principal's responsibility is very important and determines the level of student learning outcomes, as well as teacher's productivity and enthusiasm "(Tabrani and Wijaya, 2006: 71). Principal's leadership "is one of the factors that can encourage schools to realize the vision, mission, goals and objectives of their schools through programs that are implemented in a planned and gradual" (Mulyasa, 2009: 90). The aforementioned opinion implies that school principals are required to have adequate management and leadership abilities to be able to take initiatives to improve school quality. Leadership especially in educational institutions has a standard or standard of work that must be done by the principal as the highest leader.

Teachers are the most influential component in creating quality educational processes and outcomes. Thus, any improvement efforts are made. To improve education will not make a significant contribution without the support of professional and competent teachers. Therefore, we need a teacher who has high qualifications, competence and dedication in carrying out his professional duties. One key task and position of the teacher as a professional staff according to the provisions of article 4 of Law Number 14 of 2005 concerning Teachers and Lecturers, is "as a learning agent (learning agent) that functions to improve the quality of national education. As an agent of learning the teacher has a central and quite strategic role, among others, as a facilitator, motivator, motivator, learning engineer, and inspirer of learning for students ". The teacher's task in implementing learning is how to facilitate students' learning (facilitating learning) to students, so that they are able to interact with the external environment so that changes in behavior occur as stated in the
content standards (SI) and graduate competency standards (SKL).

Teacher professional development on an ongoing basis, "intended to stimulate, maintain, and improve teacher competence in solving educational and learning problems that have an impact on improving the quality of student learning outcomes" (Danim, 2010: 5). Therefore, increasing the competence of teachers to be able to carry out their duties and responsibilities in a professional manner in an education unit, becomes a very urgent need and cannot be delayed. This is in view of developments or reality that exist now and in the future.

Increasing teacher competency is increasingly needed given the developments in government, from a centralized system to decentralized. The implementation of the regional autonomy system was also followed by a change in the education management system by adopting a decentralized pattern. "Decentralized education management will bring education closer to education stakeholders in the region and therefore teachers are increasingly required to describe the desires and needs of the community towards education through its competence" (Saud, 2009: 99).

Professional teachers are essentially those who have competence in carrying out educational and teaching tasks. Competence comes from the word competency, which means a set of abilities or abilities required by the Law; Pedagogic Competence, professional competence, personal competence and social competence. However, in this research study the authors limit only on professional competence.

Uzer Usman (2006: 35) states that competence is something that describes a person's qualifications or abilities, both qualitative and quantitative. Competence is a rational behavior to achieve the required goals in accordance with expected conditions. Teacher professional competence is an adequate task for the ownership of knowledge, skills and abilities required by one's position. It includes the following dimensions: (1) Mastering the educational foundation; (2) Mastering teaching materials; (3) Develop teaching programs; (4) Implement teaching programs; (5) Assessing the results and teaching and learning process; (6) Has a code of ethics in carrying out tasks.

II. METHODS
This research is a descriptive study with a quantitative approach that expresses the relationship between variables and expressed in numbers and explains it by comparing with existing theories and using data analysis techniques that are in accordance with the variables in the study. Data collection techniques using a questionnaire with a Likert scale, against 54 elementary school teachers in the Anyelir Cluster in Sliyeg District, Indramayu Regency. Processing of research results using regression analysis techniques. The significance test uses the F-test.

III. RESULTS AND DISCUSSION
A. Results
The results should be clear and brief. The following conditions are shown for each variable based on respondents' ratings

![Figure 1: Overview of the Principal's Leadership](image_url)

From the results of data processing and analysis, it can be obtained that the principal’s leadership has reached 64.96% of the criteria set and this is included in the category of moderate criteria, with intervals of 34% - 67% of the percentage indicating that the principal's leadership has been going well.

![Figure 2: Overview of Teacher Professional Competencies](image_url)
From the results of data processing and analysis, it can be obtained that the teacher's professional competence has reached 70.19% of the criteria set and this is included in the high criterion category, with an interval of 68% - 100% of the percentage shows that the teacher's professional competence has been classified as very good.

![Figure 3: Overview of Learning Achievement](image)

Table 1: Tendency in Principal Leadership Dimensions

| Dimension         | Score | Criteria |
|-------------------|-------|----------|
| Personality       | 3.55  | Good     |
| Educational Staff | 3.57  | Good     |
| Vision and Mission| 2.99  | Enough   |
| Decision Making   | 3.83  | Good     |
| Communication     | 3.83  | Good     |

The following can be seen the tendency of the principal's leadership seen from each dimension, namely: personality, knowledge of the teaching staff, vision and mission, ability to make decisions and communication skills.

The table above shows that all dimensions are good, except that the vision and mission dimensions still need improvement. The figure below is provided to get easier interpretation.

Figure 4: Principal’s Score Achievement

The following can be seen the tendency of student achievement seen from each dimension, namely: learning outcomes (expected output), student characteristics (raw input), infrastructure (instrumental input), and environment (environmental input).

Table 2: Tendency in Teacher Professional Competency Dimensions

| Dimension                        | Score | Criteria   |
|----------------------------------|-------|------------|
| Educational Foundation           | 3.23  | Good       |
| Teaching Material                | 3.48  | Good       |
| Developing Teaching Programs     | 3.94  | Enough     |
| Implementing Teaching Program    | 3.91  | Good       |
| Knowledge                        | 4.05  | Very Good  |
| Evaluating The Result of Teaching and learning Process | 3.14 | Good      |

In the table above it can be seen that the dimensions assessing the process and results of the teaching and learning process are very good. While the other four dimensions are only at a good stage. The figure below provides easier visualization to interpret.

Figure 5: Teacher Professional Competency Score Achievements

The following can be seen the tendency of student achievement seen from each dimension, namely: learning outcomes (expected output), student characteristics (raw input), infrastructure (instrumental input), and environment (environmental input).
The Influence Of Principal's Leadership And Teacher Professional Competency Toward Students’ Learning Achievements

Dimension | Score | Criteria
--- | --- | ---
Expected Output | 4.22 | Very good
Raw Output | 4.01 | Very good
Instrumental Output | 4.38 | Very good
Environmental Output | 4.32 | Very good

Table 1: Dimension Scores

The processing of research results was assisted by the SPSS Program Version 22. Tables of statistical calculation results are not shown here. The calculation results obtained from the table are presented to strengthen the basis of the analysis. Based on the results of the t test it was found that the t-count value of the principal's leadership variables had a value of p-value 0.000 <0.05, meaning that it was significantly distributed. This means that the principal's leadership partially influences student achievement. Regression equation $y = a + bx_1$ from the calculation results obtained $y = 61.364 + 0.285X_1$. A constant of 61.364 states that if there is an increase in the value of the principal's leadership variables, then student achievement is 61.364. Regression coefficient of 0.285 states that every change of one score or the principal's leadership value will give a score of 0.285. F test to test the significance of constants and dependent variables (student achievement). From decision making that is by comparing the F calculated with the F table as follows: if the significance value <0.05, then Ho is rejected, it means that the regression coefficient is significant, and vice versa. Based on the results of the t test it was found that the t-value of the teacher's professional competency variable had a value of p-value 0.000 <0.05, which meant significant. Thus the teacher's professional competence partially influences student achievement. Regression equation $y = a + bx_2$ from the calculation results obtained $y = 43.147 + 0.472X_2$. A constant of 43.147 states that if there is an increase in the value of the teacher's professional competence variable, student achievement is 43.147. Regression coefficient of 0.472 states that every change of one score or teacher's professional competence will give a score of 0.472. The magnitude of the effect of teacher professional competence on student achievement can be seen from the results of the calculation of the coefficient of determination that $R^2 = 0.213$, this means that $KD = R^2 X 100\% = 21.3\%$ student achievement is influenced by variables of professional competence teachers, while the remaining 78.7% is influenced by other factors not examined. According Purwanto (1979: 104) "teacher factors and how to teach are important factors, how the attitudes and personality of teachers, the level of knowledge possessed by the teacher, and how the teacher influenced by head leadership variables school, while the remaining 93.3% is influenced by other factors not examined. Eddy Sahroni's research (2007) about the contribution of leadership style to team development and the empowerment of KBM by school principals on student achievement in SDN in Cimahi Tengah District. The results of the study concluded separately that the leadership style contributed to the quality improvement of 41.4%. Team development contributed to student learning achievement by 19.6%, and empowerment of KBM contributed to student learning achievement by 9%.
teaches that knowledge to their students also determine the learning outcomes to be achieved by students. "Based on the results of the t test, it was obtained that the t-count value of the principal's leadership variables and the teacher's professional competence simultaneously (simultaneously) had a value of p-value 0.000 <0.05, which means significant. Thus the principal's leadership and teacher's professional competence simultaneously influence student achievement. The multiple linear regression equation $\hat{Y} = 19.026 + 0.293X_1 + 0.476X_2$ states that each addition of headmaster leadership and teacher professional competence by one will increase student achievement by 0.293 and 0.476, meaning that each increase in headmaster leadership and one teacher's professional competence will increase student learning achievement 0.293 and 0.476.

F test to test significant constants and dependent variables (student learning achievement). From decision making that is by comparing the F calculated with the F table as follows: If the significance value <0.05, then Ho is rejected, it means that the regression coefficient is significant, and vice versa. The magnitude of the influence of the leadership of the principal professional competence of teachers on student achievement can be seen from the calculation of the coefficient of determination that $R^2 = 0.283$, this means that $KD = R^2 = 28.3\%$ of student learning achievement is influenced by the principal's leadership and teacher's professional competence are simultaneously, while the remaining 71.7% is influenced by other factors not examined. From the results of research, it has been proven that student achievement is significantly influenced by the principal's leadership and teacher's professional competence. Therefore, the authors suggest: First, the principal as the leader of the education unit is expected to be able to implement his mission more optimally so that his vision is achieved according to expectations by involving the teacher in developing the vision and mission and improving its socialization program so that every component in the school truly understands and strive to achieve it. Second, the teachers should learn more and follow the teacher code of ethics with more discussion at MGMP and PGRI meetings. To maximize and enrich teaching materials, teachers should read more journals and books in accordance with their fields and delving more insight from the internet.

IV. CONCLUSION/RECOMMENDATION
This research was carried out for almost six months from preparation to completion. After processing the research data and analyzing it, the authors conclude that: First, there is a positive but less significant influence between the principal's leadership on student achievement. Based on the results of statistical calculations 6.7% student learning achievement is influenced by the principal's leadership variable, while the remaining 93.3% is influenced by other factors not examined. Second, there is a positive and significant influence between the professional competences of teachers on student learning achievement. Based on the results of statistical calculations 21.3% student achievement is influenced by the teacher's professional competence variables, while the remaining 78.7% is influenced by other factors not examined. Third, there is a positive and significant influence between the principal's leadership and the teacher's professional competence simultaneously on student achievement. Based on the results of statistical calculations 28.3% student achievement is influenced by variables of school leadership and teacher professional competence simultaneously, while the remaining 71.7% is influenced by other factors not examined.

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The Influence Of Principal’s Leadership And Teacher Professional Competency Toward Students’ Learning Achievements) | 84
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