



EXPLORING THE IMPACT OF LEADERSHIP STYLE, SCHOOL HEAD, SUPERVISION, BUDGET, AND INFRASTRUCTURE ON TEACHER COMPETENCE AND MOTIVATION AND ITS EFFECT ON STUDENT ACHIEVEMENT WITHIN UPTD EDUCATION IN PANCALANG KUNINGAN

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Abstract

This study aims to examine the influence of the leadership style of the UPTD head, the leadership style of the principal, the role of the school supervisor, BOS school and the infrastructure on student achievement by being mediated by the competence and motivation of the teacher. Data derived from the results of filling out questionnaires by as many as 124 respondents. Descriptive analysis was used to assess the average for each indicator of the research variable, followed by using the Partial Least Square technique with the help of the Smartpls program. The results of the study showed that the leadership style of the UPTD head, the leadership style of the principal and BOS funds did not affect the level of teacher competence, but it affected the motivation of the teacher. Likewise the role of school supervisors and infrastructure influences teacher competency, but does not affect teacher motivation, the high role of school supervisors and the complete facilities and infrastructure do not support teacher motivation but tend to influence teacher competency. While teacher motivation is not a determinant of high and low student achievement, but the high and low teacher competencies influence student achievement, this shows that the higher the teacher's competency, the higher student achievement.

Keywords: Leadership, Supervisor, Infrastructure, Competence, Motivation, Achievement

INTRODUCTION

Background

Education is an important and beneficial aspect of human life. Through education, students are guided, educated with the aim of making them believers and devoted to God Almighty, noble-minded, responsible, and improve their lives. Education teaches good attitudes, knowledge, and skills that enable the creation of a skilled, creative, intelligent, insightful generation with a strong sense of togetherness to build themselves and together build the nation. This is in line with the national education goals stated in the Indonesian Law No. 20 of 2003, Article 3 on the National Education System, which aims to develop the abilities, shape the character and civilization of a dignified nation in order to educate the potential of students to become people who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, creative, and become democratic and responsible citizens.

In Sri Astutik Suharini's research on "The Influence of Professional and Pedagogical Competence of Islamic Religious Education Teachers on Students' Learning Motivation and

Achievement at SMAN 1 Cerme Gresik in 2016," it is explained that there is a positive and significant influence of professional and pedagogical competence on students' learning achievement, as indicated by the significance value of professional competence of 0.011 and the significance value of pedagogical competence of 0.010, both of which are smaller than the probability of 0.05.

Similarly, Fajar Ratiningrum's research shows that school supervisors, principals, and work commitment have an influence on the pedagogical competence of elementary school teachers in Seputih Banyak Sub-district, Central Lampung Regency, in 2017. Even the influence of supervision in the form of school supervisor supervision is very significant for the pedagogical competence of elementary school teachers.

According to Aharidla Royhan, there is a significant influence between productive teacher work motivation and student achievement at SMKN 3 Yogyakarta. This is indicated by the correlation coefficient of 0.570, which means the correlation is quite strong, which means that the contribution of motivation to achievement is 32.5%. Through the F test, influence of teacher work motivation on student learning achievement is that the higher the motivation, the higher the student learning achievement.

Suparno emphasizes the positive and significant influence of the situational leadership style of the school principal on teacher performance, with a significance value of 0.022, which is smaller than the required probability of < 0.05 . The teacher performance variable examined uses pedagogical competence indicators, meaning that the leadership style of the school principal has a significant influence on teacher competence. Similarly, Eva Tri Susanti confirms the significant influence of situational leadership style on work motivation in the bank. This is also emphasized by Agung Prasetyo, who states that there is a significant influence of leadership style on employee performance, with the employee performance indicator in this case being work motivation.

In summary, the problem with learning in schools within the jurisdiction of UPTD Pendidikan Kecamatan Pancalang Kabupaten Kuningan is that every year there are various competitions related to the ability to absorb students from various subjects, but student achievement is suspected to be low. This is due to students lacking motivation and needs in learning. Teachers use less interesting learning methods which make students become bored during class. They also rarely use media or teaching aids during the learning process which leads to students not understanding the material being taught. Low student motivation is influenced by external factors, such as teachers who lack motivation and maximal competence.

The motivation of the teacher is a key factor in students' learning process. The lack of motivation and insufficient competence of every teacher in the Pancalang district, especially

elementary school teachers, is due to several factors. External factors that can increase the teacher's motivation are a weak understanding of their rights and obligations as civil servants that have consequences for regulations at all levels, and the lack of enforcement of regulations that reward or punish civil servants in the form of realized actions.

To improve the teaching and learning process, teachers should use more interesting learning methods and teaching aids, which will help students to understand and be more interested in the learning process. Meanwhile, the government should focus on the development of human resources to provide incentives to employees to increase their motivation and skills. In conclusion, the implementation of policies that can enhance teacher motivation, as well as the provision of better resources, could lead to improved learning outcomes for students in the Pancalang district.

LITERATURE REVIEW

The term "prestasi belajar" originated from the Dutch word "prestatile" which in Indonesian means achievement or result of effort. This term is widely used in various fields such as sports, arts, and education. In the realm of education, periodic tests are conducted to determine the level of student absorption of the given subject matter. Based on the results, the teacher assesses the student's learning achievement.

According to Sardiman (2011), learning achievement is the result of measuring students' performance after undergoing the learning process. Learning achievement is a real ability that results from the interaction between various factors that influence learning, both internally and externally. Djamarah (2012) defined learning achievement as the impressions that result in changes in an individual as a result of learning activities, which is in line with Hamdani's (2011) opinion that learning achievement is the impression that results in changes in an individual as a result of an activity. Learning achievement is a measure of how far a student can achieve the set goals.

Based on the above descriptions, it can be concluded that learning achievement is a result obtained from an activity that leads to behavioral changes. Achievement is indicated by test scores or grades given by the teacher as a result of the student's efforts. Learning achievement is said to be perfect if it meets the three aspects of cognitive, affective, and psychomotor, and conversely, it is considered unsatisfactory if a person has not met the target criteria.

From the expert opinions above, the author concludes that learning achievement is the result of measuring students who have undergone the given lessons in the form of grades or scores from the teacher to the students within a certain period of time. Learning achievement is a benchmark for a student's success in achieving the set learning goals.

Academic achievement is the result of the interaction between several factors that influence both internally and externally. According to Dalyono (2012), the success or failure of someone in learning is influenced by several factors that affect academic achievement, including internal factors such as health, intelligence and talent, interests and motivation, and learning methods, as well as external factors such as family, school, community, and the surrounding environment. According to Slameto (2010), the factors that influence academic achievement are classified into two categories: internal and external factors. Internal factors are the factors that exist within the individual who is learning, while external factors are the factors that exist outside the individual.

The professionalism of educators is manifested through a teaching certificate. In article 1 clause (12), it is emphasized that "a teaching certificate is a formal proof of recognition given to teachers and lecturers as professional educators." Empowering all the potential of students can only be done if teachers have good abilities both in terms of quality and quantity in their fields of expertise. Something that describes qualifications is called competence. Teacher competence is the ability that must be possessed by teachers from the pre-school level, elementary level, and secondary level and can be categorized into two categories: general competence and specific competence. General competence is the abilities and skills that must be possessed by every teacher in the educational level. While specific competence is the abilities and skills that must be specifically possessed by certain educators in accordance with the level and type of education they pursue.

According to Wayne F. Cascio in Sunyoto (2012), motivation is "a force generated from someone's desire to satisfy their needs, such as hunger and thirst." As stated by Robert C. Berk in B. Uno (2010), motivation comes from the word motive, which can be interpreted as "a driving force to start an activity in a behavior." Gibson, as cited in B. Uno (2012), defined motivation as a willingness to exert a high level of effort toward organizational goals, conditioned by the effort's ability to satisfy an individual's needs. David McClelland in B. Uno (2012) believed that a motive is the reintegration by a cue of a change in an affective situation, where motive is the implication of learned considerations marked by a change in affective situations. Therefore, it can be understood that the main elements of motivation are effort, organizational goals, and needs. If someone is motivated in performing their task, they will try their best to produce high performance. Meanwhile, all efforts made by someone are directed towards achieving goals. The element of needs is an internal state that causes certain results to seem attractive.

Unsatisfied needs motivate individuals to achieve them. Motivation can be defined as a factor that causes and maintains an individual's behavior. Motivation is a psychological characteristic of humans that contributes to one's commitment. From the various opinions above, the author concludes that experts interpret motivation differently where there are differences in the emphasized factors. Motivation is closely related to behavior and job

performance. Motivation is directed towards achieving goals. And the provision of motivation cannot be separated from the concept of human needs.

According to Kurniadin et al. (2012), leadership style is a collection of characteristics used by leaders to influence subordinates to achieve organizational goals. It can also be said that leadership style is a pattern of behavior and strategies frequently preferred and applied by a leader. Furthermore, leadership style is the attitude, gestures, and appearance chosen by a leader in carrying out their leadership duties (Priansa, 2014). Thus, leadership style is used and demonstrated by a leader to try to influence the behavior of others. This is in line with Prasetyo's (2006) definition in Rusdiana (2015) that defines leadership style as the way used in the leadership process implemented in a person's leadership behavior to influence others to act according to what they want.

Based on the understanding that has been explained, leadership style is the way chosen and used by a leader in carrying out their leadership duties to influence the behavior of their subordinates so that the organization's goals can be achieved. The behavior displayed by a leader in influencing their subordinates' activities will show the characteristics of their leadership. So, there is no one best leadership style among all the styles available. However, there is effective leadership. The most effective leadership is the one that is most capable of influencing and motivating subordinates to achieve the set goals (Andang, 2014).

The main task of school supervisors is to carry out professional guidance and training for teachers and supervisory tasks that include academic and managerial supervision. Technically, the main tasks of school supervisors include four tasks: arranging school supervision programs, monitoring the implementation of 8 national standards, assessing administrative, academic, and functional aspects, and carrying out special area supervision. This activity aims to improve the performance of teachers in learning and improve the performance of school principals in managing education. According to Regulation No. 30 of 2013 regarding the Functional Position of School Supervisors and their Credit Numbers, the task of school supervisors is to carry out academic and managerial supervision tasks in educational units which include arranging supervision programs, carrying out coaching, monitoring the implementation of 8 national standards, assessing, guiding and providing professional training for teachers, evaluating the results of the supervision program implementation, and carrying out supervisory tasks in special areas.

Assignments are divided into three categories: young, middle, and senior school supervisors. All tasks are the same, but senior supervisors provide guidance to middle and young supervisors. The tasks of school supervisors are (1) arranging school supervision programs; (2) carrying out teacher coaching; (3) monitoring the implementation of the curriculum standards, process standards, graduation competency standards, and assessment standards; (4) conducting teacher performance assessments; (5) evaluating the results of the

supervision program implementation in their assigned schools; (6) arranging professional guidance and training programs for teachers in KKG/MGMP/MGP and similar organizations; (7) carrying out coaching and professional training for teachers; and (8) evaluating the results of coaching and professional training for teachers.

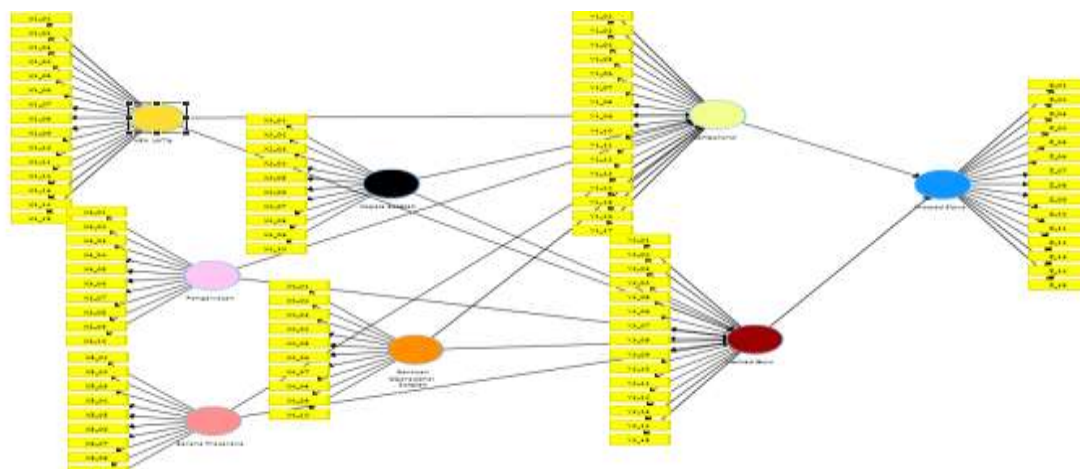
METHOD

In accordance with the problems and objectives proposed in this study, namely to obtain an empirical picture of the Leadership Style of the Head of UPTD, the Leadership Style of the Principal, the Role of Supervisors, School BOS and infrastructure on the Competence and Motivation of teacher work that has an impact on student achievement, the research method that will be used is a descriptive method carried out through a survey. Research using this method is directed to reveal problems that occur in the present, namely at the time of the research and are actual.

The research method used is the survey method. According to , the survey method is used to obtain data from certain places by means of researchers collecting data, for example by distributing questionnaires, tests, and structured interviews. (Sugiyono, 2013)

Based on the type of data to be analyzed, this study uses a quantitative approach. Quantitative research is directed to answer the problems posed through technical data analysis by using statistics as a tool. To test the relationship of the variables to the twelve hypotheses proposed in this study. will be analyzed using SmartPLS 3.0 software. In accordance with the hypothesis that has been formulated, in this study starting from the measurement of the model (*outer model*), the structure of the model (*inner model*) and testing the hypothesis. The analysis can be carried out by the Partial Least Square (PLS) method. (Jogyanto , 2009)

PLS is a multivariate statistical technique that performs comparisons between multiple dependent variables and multiple Independent variables. PLS is one of the variant-based SEM statistical methods designed to solve multiple regression when there are specific problems with the data such as small research sample size, missing data and multicollinearity. The selection of the PLS method is based on the consideration that in this study there are two latent variables that are formed with formative indicators and form a moderating effect. The formative model assumes that a latent construct or variable affects an indicator by which the direction of the causality relationship from the construct to the indicator or manifest . Here's the design of the study: (Ghozali, 2006)



Research Method and Design Drawings

RESULTS AND DISCUSSION

In this study, descriptive analysis was used to see an overview of respondents' characteristics and an overview of research variables based on the results of filling out a questionnaire. Descriptive analysis of respondents' characteristics was carried out by making a Frequency distribution table while descriptive analysis of research variables was carried out by calculating the average value and standard deviation on each indicator of the research variable.

Description of Respondent Characteristics

The number of respondents in this study was 124 respondents, all of whom were teachers in the UPTD environment, based on the data collected, the following are the results of a descriptive analysis of respondents' characteristics according to gender, age and position of respondents:

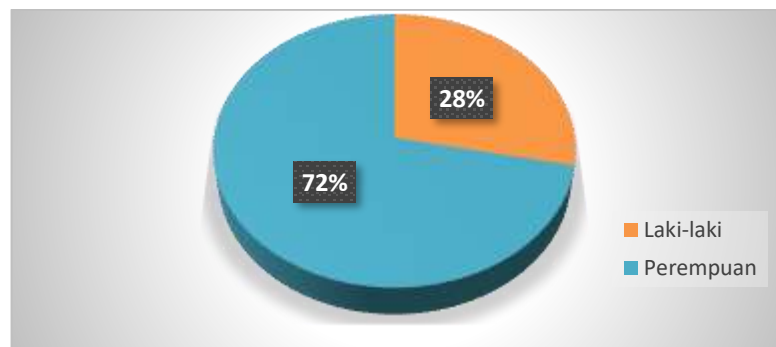
a. Gender

Table 1 Gender Characteristics

Gender	Frequency	Percentage
Men	35	28.2
Women	89	71.8
Total	124	100

Source : Processed data

Based on the results of the descriptive analysis in table 1, the results of the analysis showed that of the 124 respondents studied, most of the respondents were female (89%), while the remaining 11% of respondents were male.



Respondent Characteristic Image

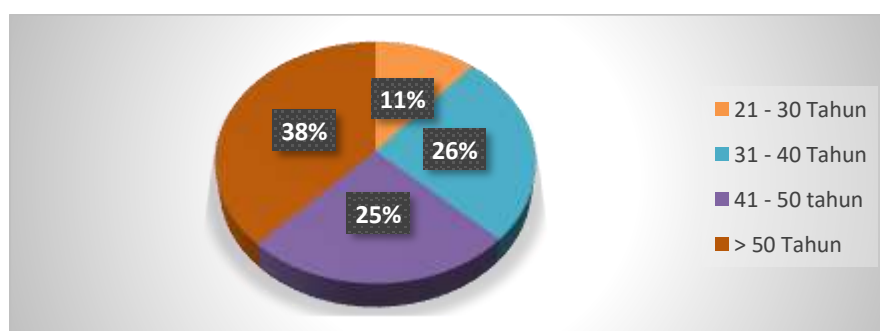
b. Age

Lose 2 Age characteristics of respondents

Age	Frequency	Percentage
21 - 30 Year old	14	11.3
31 - 40 Year old	32	25.8
41 - 50 Year old	31	25
> 50 Year old	47	37.9
Total	124	100

Source : Processed data

Based on the results of the descriptive analysis in table 2, the results of the analysis showed that of the 124 respondents studied, most of the respondents were > 50 Years old (37.9%), while the remaining 11.3% of respondents were aged 21 - 30 Years old, as many as 25.8% of respondents aged 31 - 40 Years old and as many as 25% of respondents aged 41 - 50 Years old. The age of the respondents can be more clearly seen in the following figure:



Respondent's Age Characteristics Image

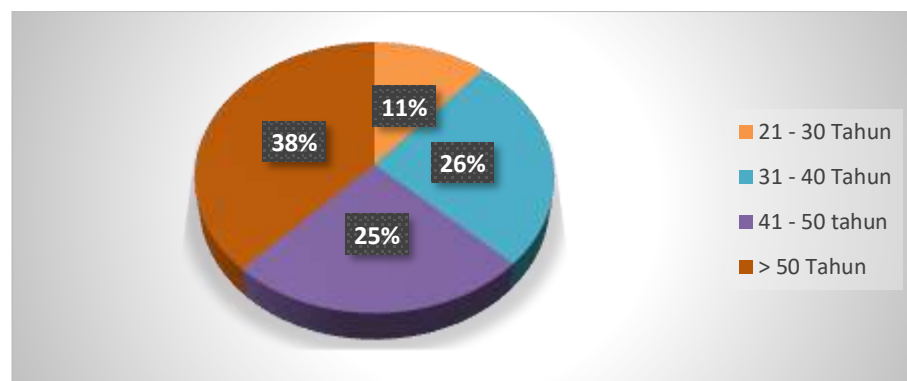
c. Position

Table 3 Respondents' Job Characteristics

Position	Frequency	Percentage
PNS	78	62.9
THL	46	37.1
Total	124	100

Source : Processed data

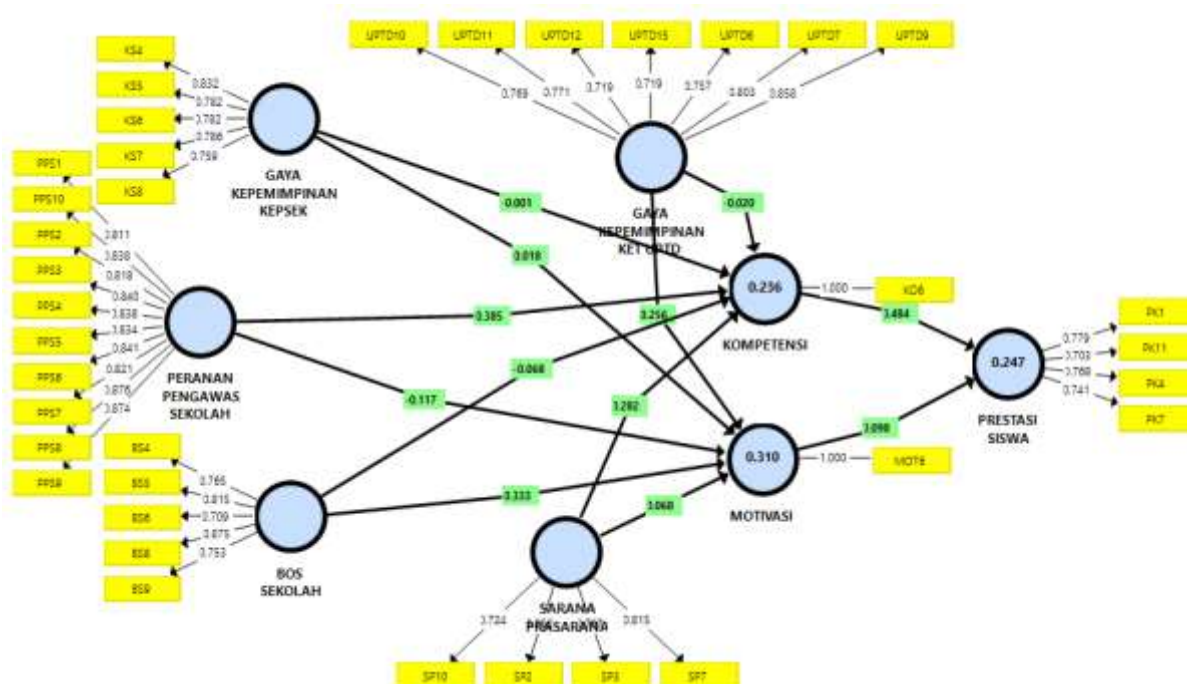
Based on the results of the descriptive analysis in table 3, the results of the analysis showed that of the 124 respondents studied, most of the respondents were civil servants (62.9%), while the remaining 37.1% of respondents were THL. The respondent's job title can be more clearly seen in the following figure:



Respondent's Job Title Characteristics Image

Research Results

From the results of the study obtained as in the following figure:



Based on the figure above, the discussion of the test results of the 5 variables tested using the PLS tool can be explained as follows:

Statistically, it has been proven that the variables that affect teacher work motivation are the leadership style of the head of the UPTD Education and BOS funds. Meanwhile, the situational leadership style of the principal, supervisor and infrastructure has no effect on the motivation of teachers' work in research at the Pancalang Education Unit. This research is in accordance with the previous research, namely the Agung Prasetyo Year old 2017 research with the title Leadership Style and Its Influence on the performance of BPRS employees of Mitra Agro Usaha Bandar Lampung. There is an influence of leadership style on employee performance, in which case the employee's performance indicator is work motivation.

The Head of UPTD Education greatly influences the motivation of teachers' work based on research and facts in the field. This is understandable because of the fact that the position of head of the UPTD Education, which stands for the Education Office, has the authority to propose various policies related to the continuity and personal needs of a teacher, both in terms of career path and placement of teacher and principal formations as well as monitoring the performance assessment of teachers and principals.

The range of control of supervision, assessment and guidance is very effective with the existence of the position of head of the sub-district Education Unit in encouraging teacher work motivation. Based on this research, it has been proven that the Regulation of the Minister of Home Affairs No. 12 Year old 2017 concerning the Abolition of Structural Positions in the UPTD Education which will be replaced with general functional positions (staff) is unfounded and tendentious and very contrary to the spirit of educational progress. Because the existence of staff as an extension of the Education Office does not have any

authority. Its authority is only limited to collecting data from schools to education offices and receiving data from the education office to be distributed to schools. Meanwhile, there are quite a lot of problems in the complexity of teachers and schools, including affecting teacher performance.

In addition to the leadership style of the head of the UPTD Education, statistically the BOS Fund also affects the motivation of teachers' work. The allocation of funds from BOS for the implementation of various activities in schools whose allocation is for honorariums for both civil servants and honorary workers is very helpful in increasing teacher work motivation.

Statistically, the variables that affect the competence of a teacher are obtained from the role of school and infrastructure supervisors. Meanwhile, the leadership style variables of the head of UPTD and school BOS have no effect. This is in accordance with previous research Based on research conducted by Fajar ratiningrum with the research title The Influence of School Supervisors, Principals and Work Commitment to the Pedagogic Competence of Elementary School Teachers in Seputih Many District, Lampung Tengah Regency Year old 2017 shows that the influence of supervision in the form of supervision of school supervisors is very significant on the Pedagogic Competence of teachers in elementary schools.

In fact, the ability of teachers in schools is quite good with the role of school supervisors who carry out their duties in the form of academic supervision. The implementation of academic supervision carried out by the school supervisor directly guides and directs teachers in the process of scientific transformation in classroom learning. In addition to the role of supervisors that affect the competence of teachers, another influence is infrastructure. The managerial presence of infrastructure is very supportive of teacher competence. Teachers always need various means to hone and conduct experiments on various theories before they are given to students, so that their competence can increase.

The use of infrastructure in addition to conducting various experiments is also used to provide concrete examples in the learning process so as to attract interest in learning to students.

Four of the five variables studied each had a significant effect on both motivation and competence. Variables The leadership style of the head of UPTD and BOS is very influential on the motivation of the teacher's work while the Variable Role of supervisors and infrastructure has a significant effect on competence. One interesting thing is that there are differences in the results of previous studies related to the principal's leadership style towards teacher work motivation. Based on Suparno's research entitled The Effect of Work Motivation and Situational Leadership of Principals on the Performance of State Junior High School Teachers in Pematang District, Pematang Regency, Year old 2007, it shows that there is an influence of Positip and signippion the principal's situational leadership style on Teacher Performance by 0.022 is less than the probability required < 0.05 . Meanwhile, the Teacher Performance Variables studied used pedagogic competency indicators, which

means that the influence of the principal's leadership style greatly affects teacher competence.

Conditions in the field can be explained as follows: The authority of the principal, which is only limited to the teacher performance assessment process (PKG) in employee work targets (SKP) is often not implemented optimally. Sometimes teacher performance assessments (PKG) are made by teachers themselves and according to their own wishes. This is due to the length of time the principal has served in the school and the lack of implementation of the minister of education regulations regarding the rotation of principals. It should be that the principal who has finished carrying out his duty period is transferred to another school to avoid bad habits or fatigue. However, the principal rotation policy only applies in one sub-district and is less effective because teachers already know the character of the principal in the region. In addition, motivation is also influenced by the length of time teachers are in the same school and the process of reward and punishment that is less effective. The large shortage of civil servant teachers in elementary schools, especially in Pancalang sub-district and generally in Kuningan Regency, has caused school principals to look for volunteer teachers only to meet minimum service standards. This is due to the moratorium on civil servant revenue imposed in Kuningan Regency because 70% of the regional budget is used for employee spending, while only 30% is for development spending.

In addition to the influence of the principal's leadership style on work motivation, the situational work leadership style also differs in results on the competence of the teacher in this case pedagogical competence. Based on Suparno's research entitled *The Effect of Work Motivation and Situational Leadership of Principals on the Performance of State Junior High School Teachers in Pematang District, Pematang Regency, Year old 2007*, it shows that there is an influence of Positip and signippion the principal's situational leadership style on Teacher Performance by 0.022 is less than the probability required < 0.05 . Meanwhile, the Teacher Performance Variables examined use pedagogic competency indicators, which means that the influence of the principal's leadership style greatly affects teacher competence.

The influence of teacher motivation that is not optimal from the situational leadership style of the principal has an impact on the competence of the teacher. There are several factors that can explain the impact:

First, perfunctory teacher performance assessment (PKG) prevents teachers from being assessed based on actual competence. The principal only gives instruction in the learning process without conducting a competency evaluation.

Second, the encouragement of motivation through the development of existing teacher competencies, such as the Teacher Working Group (KKG), has not gone well. KKG activities are often just a mere formality and the methods have not been in line with expectations. Although many education and training are organized by the education office and the education quality assurance agency (LPMP), it has not been integrated in learning and is not trained at the KKG level. All these factors contribute to the low motivation and competence of teachers.

Based on the results of statistical tests that affect student learning presupation from the variables of competence and motivation, it can be applied as in previous studies revealing different results related to factors that affect student learning achievement. The first research by Sri Astutik Suharini found that teacher competence has a positive and significant influence on student learning achievement, with a sig value of Professional Competence of 0.011 and a sig value of Pedagogic Competence of 0.010. Meanwhile, the second study by Aharidla Royhan found that teacher work motivation had a significant influence on student learning achievement, with a correlation coefficient of 0.570 and a price determinant coefficient of 0.325. However, statistical tests show that teacher work motivation does not significantly affect student learning achievement. A simple regression equation shows that the higher the teacher's work motivation, the higher the student's learning achievement. In addition, observations and trials conducted by a school supervisor showed that understanding the characteristics and abilities of students as well as training with a programmatic schedule can improve student learning achievement, as can be seen from the increase in the ranking of the Pancalang sub-district in athletic sports activities at the district level.

Field conditions show that there is no difference in terms of motivation between those who carry out their duties earnestly and those who do not, especially in terms of salary earnings and benefits. The payment of teacher certification for civil servants is the same for both. However, the data shows that the number of Freelance Daily Workers (Honorary) is almost the same as the number of civil servants. We know that THL/Honorary work motivation is based on income that is not optimal and not worthy of life, which has an impact on the low work motivation of teachers.

CLOSING

Conclusion

In the context of leadership, a study shows that the leadership style of the head of the UPTD has no significant effect on teacher competence. This means that the level of teacher competence is not influenced by the leadership style of the head of the UPTD. However, the leadership style of the head of the UPTD has a positive and significant effect on teacher motivation. The better the leadership style of the head of the UPTD, the higher the teacher's work motivation, and vice versa.

The same study also shows that the leadership style of the school principal has no significant effect on teacher competence. Whether the leadership style of the school principal is good or not does not affect teacher competence. The same goes for teacher motivation, the leadership style of the school principal does not affect it.

On the other hand, the role of the school supervisor has a positive and significant effect on teacher competence. The greater the role of the school supervisor in the learning process,

the higher the teacher competence, and vice versa. However, the role of the school supervisor does not affect teacher motivation. The size of the role of the school supervisor does not affect teacher work motivation.

The size of the school's BOS funds does not affect teacher competence. The level of teacher competence is not influenced by the amount of BOS funds provided by the government. However, the school's BOS funds have an effect on teacher motivation. The better the management of the school's BOS funds, the higher the teacher's work motivation, and vice versa.

School facilities and infrastructure have a positive and significant effect on teacher competence. The better the school facilities and infrastructure, the higher the teacher competence, and vice versa. However, school facilities and infrastructure do not affect teacher motivation. The level of teacher work motivation is not determined by the facilities and infrastructure available.

In the end, teacher competence has a positive and significant effect on student achievement. The higher the teacher's competence, the higher the student achievement, and vice versa. However, teacher motivation does not affect student achievement. The level of student achievement is not influenced by the level of teacher motivation.

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