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## Correlation between the role of principle with the pedagogical competences of teachers in Vocational School

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### Abstrak

*This research examined the role of the headmaster and pedagogical competences of teacher in Vocational School and also to see the relationship between the two variables. The populations in this research were 72 teacher and 40 samples using proportional stratified random sampling technique. The research used likert scale as instrument. A score of variable leadership of headmaster was 0,907 and pedagogical score of teachers competence was, 897, which mean the instrument was reliable. The data was analyzed by product moment correlation,  $r$  score =  $.33 > = .284$  believed  $r$  table standard 95%. Research found that there are relationships between the roles of headmaster with the pedagogy competencies of teacher in Vocational School.*

**Kata Kunci:** principal, pedagogy competencies, teacher, headmaster

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### INTRODUCTION

The present study is conducted based on the observation did at the State of Vocational High School 1 Solok revealed that there are still lack of pedagogical competences of teachers. It can be seen at the phenomenon like: (1) the lack of teacher's ability in understanding the students. Teachers teach the students without determining the level of students, in this case teachers have less understanding to give the students level of materials related with the student's intelligences, so the easier and interesting learning process could not reach yet, (2) the lack of a few teachers carrying student's creativities. Teachers have less immersed several approaches in developing student's creativities through several interactions and learning experiences in order to make learning condition well and (3) teachers decrease giving attention to the physical condition and cognitive development of students in conducting their job. It is better for teachers to apply more patient, persevering, but do these naturally, so there is not a negative trace. Besides, teacher either will not to work hard and or will not to receive bigger peril from their job.

The main problem in this study is the lack of pedagogical competences of teachers at the State of Vocational High School 1 Solok. It is supported by result of Sanusi (2007) revealed that pedagogical competence of teacher was still low category which caused by teacher's skill in acquiring learning method (Sanusi & Sulung, 2007). Furthermore, C.A Klaassen (2002) found that "Teachers see the pedagogical and moral tasks as an important part of their job and this is apparent not only from the quantitative data but also from the qualitative research findings" (Klaassen, 2002).

Then also, pedagogical competence of teacher is the ability of teacher in managing student's learning, including understanding to the students, planning, and teaching in the learning process (Riyana, 2010; Yulianti, 2012). This competence orders the teacher to have abilities in understanding of educational rules, students and building potential of students, curriculum development from planning aspect, doing and scoring of learning results (Gulo, 2008; Habibullah, 2017a; Ningrum, 2009).

Pedagogical competence of teacher is the ability of teacher to manage the learning and students, such as: understanding of perception or fundamental of education, understanding of students, developing curriculum and syllabus, lesson plan, implementation of learning which is educated and criticized, implementation of learning technology, evaluation of learning result, enhancing students to actualize their several potentials. It means that pedagogical competence is really important to be had by teacher since this competence is a technique used to educate the students. A good teacher should be known its students, and then should give aid to students in conducting their learning and develop them maximally.

So, pedagogical competence of teacher is important because either success or fail of a particular school depends on teacher's role (Anggara & Chotimah, 2012; Werdayanti, 2011). If teacher has high pedagogical competence, so automatically the quality of education in that school will be increased. In contrast, if existence of pedagogical competence is less or low, so automatically the quality of education in that school will be low. It can be said that pedagogical competence of teacher is a basic capital which is important and it should be had by teacher (Alawiyah, 2016) to ensure his/her job in certain school, so that school will reach its goal maximally.

Pedagogical competence of teacher is an effort from teacher for arranging the students (Nellitawati & Boon, 2015). It is supported by Habibullah. A (2012) revealed that "Pedagogical competence is one of important competencies to the teachers" (Habibullah, 2017b). It will be having a impact to result of study of student. As Yulianti F. (2012) found by result that correlation about pedagogical competence of teachers with result of study on PAI'S subject have significant correlation (Yulianti, 2012).

Furthermore, process of learning in class, pedagogical competences are the importance aspects since it covers comprehension of learning strategy, comprehension of what and how learners motivation, learner's attitude on the subject, teaching and school environment, building knowledge and reasoning from the learner and so on (Kependidikan, JENDERAL, KEPENDIDIKAN, & NASIONAL, 2008).

Accordingly, it can be concluded that pedagogical competence of teacher is very important to be had by teacher to manage the learning and learners, including: comprehension of perception or educational basis, comprehension of learners, developing curriculum and syllabus, lesson plan, implementation of educated and dialogize learning, implementation of learning technology, evaluation learning result, enhancing learners to actualize several potentials they have, the minimal of pedagogical competence is significantly affected in educational quality which can be seen in the learning results from the learners.

There are many factors potentially influenced to the pedagogical competence of a teacher, one of them is the role of the principle (Yastika, 2015; YUSUF, 2016), as the leader in its school. As mentioned by Mulyasa in (Nellitawati & Boon, 2015) the role of principle not only as an organizer but also as a leader, educator, manager, supervisor, motivator, and innovator (Nellitawati & Boon, 2015). Furthermore, the role of leadership is every single action that does by individual or group to coordinate and give the direction into individual or others group in which united into one institution for reaching goals have determined before (Danim, 2004). Besides, the principle's duty is completely complex, those are leader, administrator, manager, supervisor and social relation maker (Kiswanto, 2010).

While, from the role of leadership of principle side has some problems, it can be seen at the phenomenon's: (1) Principle has limited action in affected teachers to be discipline developing their competences, (2) Principle has less role in giving guidance and guidelines to the teachers in developing their competences, (3) Principle has minimal role in motivating teachers to develop their competences.

If those phenomenon have got permission and there is not attention eventually influenced the implementation of teacher's job which goes out from the prospects at the qualified goals of institution or organization. Disorder in applying role of leadership of principle can lead minimalism of teacher's competence in conducting their job.

Based on the explanation above, this study aims to find "The Correlation between the Role of Principle with Pedagogical Competences of Teachers at the State of Vocational High School 1 Solok". The importance

of this study aims for teacher, principle, and educational policy maker; make appropriate steps in developing Pedagogical Competences of teachers.

Specifically, this study tries to answer 3 (three) questions, they are: (1) How is the role of principle at the State of Vocational High School 1 Solok? (2) How are the pedagogical competences of teachers the State of Vocational High School 1 Solok? (3) Is there a significance correlation between the role of principle with pedagogical competences of teachers at the State of Vocational High School 1 Solok?

## METHODOLOGY

This study is correlation study. Populations in this study are all teachers as civil servant at the State of Vocational High School 1 Solok, 72 teachers participated. The sample is taken by *Stratified Proportional Random Sampling*. The samples in this study are 40 person.

Quantitative data is used in this study which is took from respondents immediately, data analysis involves correlation technique. Analysis data is done with *product moment* correlation formula.

## RESULTS

### Distribution Data for Pedagogical Competences of Teachers at the State of Vocational High School 1 Solok

The maximum score for competences of teachers were 200 and minimal score were 40. Besides, from respondents answers gained high score 193 and low score 118 with the average score (mean) 162,05, median 160,4, modus 157,1 and standard deviation 17,38.

Table 1. Frequency Distribution of Pedagogical Competences Teachers Variable

Interval Class	f	% f	Relative Frequency
184 – 194	6	15	40
173 – 183	6	15	34
162 – 172	7	17,5	28
151 – 161	11	27,5	21
140 – 150	6	15	10
129 – 139	3	7,5	4
118 – 128	1	2,5	1
	40		

As shown in table 1, the highest frequency score were 151-161 with relative frequency score 21, while lowest frequency was 1. According to data analysis for questionnaire variable of pedagogical competences of teachers (Y) with compared the average score (mean) with maximum score multiplied 100%, so mean score became 162,05, divided with maximum score 200, so gained score  $0,81 \times 100\% = 81\%$ . It meant that pedagogical competences of teachers at the State of Vocational High School 1 Solok variable existed in "high" category at 81% from ideal score. It shown that pedagogical competences of teachers at the State of Vocational High School 1 Solok, such as teacher's spirit, teacher's discipline, and teacher's responsibility of their job were related with the expectation but still needed to be developed again.

### Data Distribution from the Role of Principle at the State of Vocational High School 1 Solok

The maximum score of the role of principle was 175 and minimum score was 35. While from the respondent answer gained highest score 173 and the lowest score 96 with the average score (mean) 140, 5, median 140,74, modus 141,22 and standard deviation 20,64.

**Tabel 2. Distribution of Variable Data Frequency of Roles of Principal**

Interval Class	f	% f	Relative Frequency
168 – 179	4	10	40
156 – 167	7	17.5	36
144 – 155	7	17.5	29
132 – 143	<b>9</b>	<b>22.5</b>	<b>22</b>
120 – 131	7	17.5	13
108 – 119	2	5	6
96 – 107	4	10	4
	<b>40</b>		

Table 2 revealed that highest frequencies were 132-143 with relative frequency scored 22, while the lowest frequency was 4. Based on data questionnaire analysis variable of the role of principle (X) through compared the average score (mean) with maximum score multiplied 100%, so mean score became 140,5, divided with maximum score 175, gained score  $0,80 \times 100\% = 80\%$ . It meant that variable of the role of principle at the State of Vocational High School 1 Solok existed in “well” category, with gained 80% from ideal score. It meant that the role of principle at the State of Vocational High School 1 Solok as the organizer, leader, educator, manager, supervisor, motivator, and innovator aimed influencing, giving guidance, and motivating teachers in conducting their job carefully was well done but still needed to be developed again.

**Correlation between the Role of Principle with the Pedagogical Competences of Teachers at the State of Vocational High School 1 Solok**

According to data analysis between the role of principle with pedagogical competences of teachers at the State of Vocational High School 1 Solok revealed  $r_{count} = 0,33 > r_{table} = 0,284$  at believed level 95% with  $N = 40$ . To see the significant correlation, so it was conducted t-test with gain score of  $t_{count} = 2,15 > t_{table} = 2,021$ . So, the final gain of  $r_{count} > r_{table}$  and  $t_{count} > t_{table}$  at the believed level 95%.

**Table 3. Coefficient Correlation and Significant Correlation Testing between Variable X and Y with Table of r test and Table of t test**

Coefficient Correlation (r)	r Table $\alpha = 0.05$	Significant Correlation (t)	t Table $\alpha = 0.05$
<b>0.33</b>	0.284	2.15	2.021

**DISCUSSION**

Results of present study revealed that pedagogical competences of teachers and the role of principle at the State of Vocational High School 1 Solok at the beginning condition was still low. It could be seen from the observation done at the State of Vocational High School 1 Solok. After conducted the study at the State of Vocational High School 1 Solok reported that pedagogical competences of teachers at that school existed in high category with percentage 81%, the study involved management of learning and students, like: understanding of knowledge or fundamental of education, comprehension of students, curriculum and syllabus development, lesson plan, implementation of learning which educated and dialogize, implementation of learning technology, evaluation learning results, enhancing students to actualize some potentials they have, and teacher’s work spirit, teacher’s work discipline and also teacher’s responsibility in conducting their job. As mentioned in theoretical study that pedagogical competence of teacher is very important to be had by a teacher since it is the ability of teacher in managing the learning and students aimed to create internal condition of people which manifested in the teacher’s work spirit, teacher’s work discipline, and responsibility of teacher in conducting his job in which will affect the goals of individual or organization itself that have determined before.

Pedagogical competence is a teacher's ability to manage his students. This competence invites teacher to have abilities in understanding educational basis, understanding of students and how to enhance potential of students, understanding of curriculum development from planning aspect, doing and scoring the learning results (UU RI No. 14 . 2005, BSNP. 2006, PP. RI. No. 74,2008).

Furthermore, in class activities, pedagogical competence refers to the important aspects which covers comprehension of teaching strategy, understanding of what and how to motivate the students, learners attitude on the subject lesson, learning and school system, and also increasing knowledge and reasoning in the learners and so on (Rifma, 2011).

This pedagogical competence influenced by many factors, one of them was the role of principle in his/her fair leading. It is related with Kouzes & Posner's opinion, he claims that the role of leadership of principle in conducting his/her job is the ability to influence, coordinate, actuate, utilize, and empower all sources have by the school, more over inspire its point of view in order to reach the goals of educational organization through the role of principle as a organizer, leader, educator, manager, supervisor, motivator, and innovator in school (Anam, 2014; Geberesslassie, 2014; Posner & Kouzes, 2004).

Rivai (2004) states that the role of leadership of principle completely is leading and influencing, motivating, managing, providing renewal or giving a figure from the leader to its subordinate in order to reach the goal did by individual or group to coordinate and give direction for other individual and groups which is united in particular institution to grab the goals that have determined before (Zulu, 2004). Commonly, principle as the leader of school organization definitely has important role to enhance pedagogical competence of teacher (Crowther, Ferguson, & Hann, 2009; Hairon & Dimmock, 2012; Murphy, 2005). In contrast, pedagogical competence of teacher is also influenced by many factors and each of them is the role of leadership of the principle.

As mentioned by Mukhtar & Iskandar (2009), they argue that principle is main activator in school environment, so the principle takes an important role related with education (Mukhtar, 2009). At the National Education Policy perspective (Depdiknas, 2006) there are seven main roles of principle, they are: (1) educator, (2) manager, (3) administrator, (4) supervisor, (5) leader, (6) work atmosphere maker, (7) entrepreneur, those things need to be operated by principle in managing the school, so it can be ran well. Moreover teacher as the subordinate in that school organization is also able to operate his job well while is able to increase pedagogical competence better related with its expectation. The existence of that leadership of principle will affect to the enhancement of pedagogical competence of teacher in that school. That is why, to develop pedagogical competence of teacher, principle needs to implement his role of leadership to better direction, so there is linier correlation between the role of leadership of principle with pedagogical competence of teacher (Harris & Muijs, 2004; Printy, 2008). It means if the role of leadership of principle is better so pedagogical competence of teacher will increase. In contrast, if the role of leadership of principle is less so pedagogical competence of teacher will decrease or disorder. Result of present study shown that the role of leadership of principle existed in well category with percentage 80% after did the study including managing activity, leading, teaching, influencing, giving guidance and motivating teacher's work.

Based on gain of hypothesis testing did to the pedagogical competences of teachers, it has significant correlation with the role of principle as the leader. It was confirmed result of hypothesis testing that done, gained coefficient correlation  $r_{\text{count}} = 0,33 > r_{\text{table}} = 0,284$ . So there was a correlation with the result of significant correlation testing score,  $t_{\text{count}} = 2,15 > t_{\text{table}} = 2,021$  (at the believed level 95%).

Regarding to the explanation above, it can be concluded that the role of leadership of principle has a correlation with pedagogical competences of teachers. It can be seen at the result of pedagogical competences of teachers existed in well category, beside the role of leadership of principle at the State of Vocational High School 1 Solok was well.



## CONCLUSION AND SUGGESTION

According to results of this study, it can conclude that the role of leadership of principle including managing, leading, supervision, innovation, influencing, giving guidance, and motivation existed in well category with the average achievement level 80% and pedagogical competence of teacher including management of learning, and students such as understanding of knowledge or base education, comprehension of students, curriculum development and syllabus, lesson plan, implementation of learning which is educated and dialogize, implementation of learning technology, evaluation learning results, enhancing students to actualize several potential they have, teacher's work spirit, teacher's work discipline, and teacher's responsibility in conducting their job existed in high category with the average level achievement 81%. The role of leadership of principle has a correlation with the pedagogical competences of teachers at the State of Vocational High School 1 Solok proved at level of coefficient correlation  $r_{\text{count}} = 0,33$ . Which mean the correlation in the present study is liner correlation, if variable of the role of leadership of principle is better so pedagogical competences of teachers will increase, and so in contrary. In addition, the role of leadership of principle is also one of the factor which affects pedagogical competence of a teacher.

Regarding to the findings and discussion, so it suggests to the teachers at the State of Vocational High 1 Solok, to maintain and keep going to develop pedagogical competence better through growing spirit inside them. In addition, for principle, it is hope to give a reward in order make teachers have work discipline which birth from themselves caused by the existence of that reward, develop time discipline in the process of learning by coming to school on time, and teacher's responsibility during the job through developing learning process better. Furthermore, it is hope to principle to enhance implementation of leadership better through getting training and guidance from school supervisor. Furthermore add a figure and higher work spirit, giving an example to come on time in school and always showing responsibility in conducting its job. Moreover, principle learn more through reading books and searching references related with work spirit, work discipline, and work responsibility. For school supervisor, as additional suggestion and guidelines aims leading principle to develop implementation of leadership which is better and aims leading teacher to develop its work moral into better direction.

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