

The Role of Competency and Good School Governance in Improving Teacher Performance

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Abstract. This study investigates the role of teacher competency in mediating the influence of servant leadership, supervision systems, and school culture on teacher performance. Additionally, this study examines how good school governance influences the relationship between teacher competence and performance. The research employs a quantitative approach with a non-experimental design. It involves 289 teachers, including both civil servant and non-civil servant teachers, selected from 16 public high schools in Semarang using proportional sampling techniques. The variables examined in the study include the principal's servant leadership, school culture, supervision system, teacher competency, good school governance, and teacher performance. The research findings indicate that servant leadership has a direct influence of 25% on teacher competence, school culture has a direct influence of 30%, and the supervision system has a direct influence of 21%. Concerning teacher performance, servant leadership has a 15% influence, school culture has an 18% direct influence, and the supervision system has an 18% influence. Teacher competency also significantly affects teacher performance, with an influence of 35%. The variable of good school governance (GSG) enhances the influence of teacher competence, as indicated by an increase in the R-square value from 0.243 without moderation to 0.990 with GSG as a moderating variable.

Keywords: servant leadership; supervision systems; school culture; good school governance; teacher competence and performance

INTRODUCTION

The role of the school principal is pivotal in improving an educational institution's quality. This is because a leader must oversee the operations of a school organization. As Ariadna Mulyati (2022) states, the school principal is the driving force, determining the direction of school policy and how educational goals are realized. Concerning the strategic role of the school principal, three skills are essential: conceptual skills, human skills, and technical skills. These competencies indicate that a school principal must be able to manage and understand the school, collaborate effectively with the school community, and motivate and lead subordinates (teachers and educational staff) using the techniques and methods at their disposal. If a school principal does not understand their role and function, it may lead to dissatisfaction among subordinates.

An organization, including a school, will be successful if it has a competent leader. The success of a school in achieving its goals and fulfilling its social responsibilities heavily depends on its management, specifically the school principal. If a school principal performs their duties effectively, the school is more likely to achieve its objectives. A school requires an effective principal who can influence teacher behavior positively. Therefore, a school principal will be recognized as a leader if

they can influence and guide their subordinates towards achieving the school's goals.

Suardi (2018) emphasizes that teachers must be able to stimulate students' learning motivation and prioritize elaboration to observe and foster the desired student behaviors during the learning process, adhering to the principles of active student learning. The development and implementation of academic supervision programs should consider the level of ability, needs, interests, professional maturity, and individual characteristics of teachers. Principals play a crucial role in enhancing the learning process conducted by teachers through organizing and executing supervision activities. This role is significant as principals, in their capacity as supervisors, can offer assistance, guidance, and support to teachers in performing their duties and resolving issues encountered during the learning process. Academic supervision involves planned coaching activities that provide technical assistance to teachers and other staff, aiming to enhance teachers' professional abilities and improve the quality of learning effectively.

Research conducted by Asrul (2021) indicates a significant relationship between teacher competence and performance and the increase in the number of students accepted through the Computer-Based Written Examination.

Additionally, the motivation provided by teachers plays a crucial role in students' success in passing entrance exams for state universities. Positive recognition and appreciation of teachers' performance in helping students pass these exams also positively affect teachers' motivation to continue improving school performance (Miranda, 2022).

One benchmark for high school performance is the number of graduates who gain admission to state universities through the Computer-Based Written Examination. The Higher Education Entrance Test Institute has ranked the top 1,000 schools participating in this exam. In 2021, there were 23,110 schools with a total of 777,858 high school and vocational students participating. Of these, 184,942 students passed the exam, representing 23.8% of the participants, for a total capacity of 197,657 seats in tertiary institutions.

Teachers are professional educators entrusted with the primary responsibilities of instructing, guiding, and evaluating students across various levels of formal education such as early childhood, primary, and secondary education. The evolving landscape of science and technology presents increasingly complex challenges to teachers in their roles today. As pivotal figures in the educational realm, teachers are expected to not only keep pace with but also excel in adapting to these societal advancements. Whether serving as civil servants or in other capacities, teachers play a crucial role in shaping students into competent individuals prepared to confront life's challenges with confidence and self-assurance (Kunandar, 2014).

A study by Aisyah (2017) found no significant difference in performance between civil servants and honorary teachers, except in terms of status, salary, and retirement benefits. Sa'adah (2018) reported that civil servant teachers excel in planning educational activities, managing classrooms, and assessing learning outcomes. Conversely, honorary teachers demonstrated comparable strengths in these areas, with slight advantages in certain aspects.

Organizational performance, as described by Wong, C.Y. & Karia's satellite model (2016), is influenced by several factors including knowledge integration, non-human resources, strategic positioning, human resource processes, and organizational structure. This perspective views performance as the achievement of both business and social goals, incorporating technical, administrative, and human aspects alongside resources such as equipment, technology, and

financial capital.

Learning is an interactive process involving students, teachers, and educational resources within a conducive environment (Rusman, 2015). To enhance teacher performance, it is essential to ensure teachers can fulfill their duties without undue stress. Barnawi and Arifin (2014) argue that government provision of a supportive work environment is crucial. Adequate facilities, such as well-equipped classrooms, laboratories, and libraries, are essential for effective teaching. Principals and colleagues also play key roles by supporting professional development and fostering collaborative environments.

Research conducted by Hadi (2016) suggests that the implementation of educational supervision by school principals has a minimal impact on teacher performance. This finding is consistent with Anggraeni's (2021) research, which also indicates that academic supervision does not significantly affect teacher performance. Consequently, academic supervision may not be considered as a factor that enhances teacher performance, contrary to Uli's (2023) assertion that the principal's academic supervision influences teacher performance. This perspective aligns with Aidi's (2021) study, which demonstrates that supervision conducted by school principals significantly impacts teacher performance.

This research aims to understand and evaluate the impact of servant leadership, supervision, and school culture on teacher abilities and qualifications, both separately and together, to understand and evaluate the impact produced by servant leadership, supervision, school culture, and teacher competency on teacher achievement, both directly and indirectly, examine and evaluate the impact of teacher ability on teacher performance which is influenced by Good School Governance and analyze the relationship between servant leadership, supervision, and school culture on teacher competency and performance in State High Schools in Semarang City.

METHODS

This research employs a quantitative approach and utilizes a non-experimental research design. Therefore, it does not involve the manipulation of variables; instead, it focuses on observing and analyzing the occurrences and experiences of the research subjects. The study did not manipulate the research variables but rather analyzed the facts emerging from events using a questionnaire

comprising numerous questions or statements reflecting respondents' reactions to the variables under study. Sampling was conducted on a portion of the population, following Nasir's (2018) recommendation that "population research is conducted if the population is not excessively large and the researcher can cover all the objects studied. If this is impractical due to constraints such as time and funds, it is advisable to use a representative sample. The research population consisted of 1011 teachers from 16 state high schools in the city of Semarang. Using the Slovin formula, a sample of 289 teachers was determined for the research. To determine the number of samples from the population, Slovin's formula is used as follows:

$$n = \frac{N}{1 + Ne^2}$$

n = sample size; N = population size and e = percentage of tolerance limit or margin of error. So based on the population size above as shown in table 3.1 with $N = 1011$ with a margin of error of 5%, $= 0.05$, the sample size is:

$$n = \frac{1011}{1 + 1011 \times 0.05^2} = \frac{1011}{1 + 2.5} = \frac{1011}{3.5} = 289$$

The number of samples taken was 289 high school teachers. By using proportional techniques, the research sample can be detailed as shown in the table 1.

Table 1 Research Sample

	Types of Teachers	Total number of teachers	Total number of samples
1.	Civil servant teacher	850	243
2.	Non-Civil servant teacher	161	46
	Amount	1011	289

The method employed to gather information on good school governance, leadership, supervision systems, school culture, teacher competency, and teacher performance involved the use of questionnaires. These questionnaires were directly filled out by State High School teachers in Semarang City and included perceptions and self-assessments on various study variables. When data collection was intended for testing research instruments or research purposes, the researcher

was directly involved in the process. The data collection was conducted through written questionnaires, where respondents provided written answers to the questions or statements presented. This method was chosen for several reasons: (1) respondents possess the most in-depth knowledge about themselves, (2) respondents are capable of recognizing and selecting accurate and reliable answers and (3) this method is efficient in terms of time, effort, and costs.

RESULTS AND DISCUSSION

The study aims to quantify the influence of servant leadership, school culture, supervision systems, and teacher competence moderated by good school governance on teacher performance. Seven variables are central to this investigation: servant leadership, school culture, supervision systems, teacher competence, good school governance, and teacher performance. Research into the impact of servant leadership on teacher competence has yielded varied outcomes. Metia (2016) indicates that servant leadership influences teacher competence by 12%, while Taufik (2018) finds a significant positive effect of 52% on teacher competence, emphasizing its role in enhancing learning effectiveness. Similarly, Pratiwi et al. (2019) and Cen (2021) report substantial contributions of 22% and 31%, respectively, of servant leadership to teacher competence. In contrast, Shaw (2014) suggests the detrimental effects of servant leadership on teacher competence among educators in private schools in Pakistan, highlighting ongoing inconsistencies in research findings. Hypothesis H1 posits that servant leadership positively affects teacher competence.

Regarding supervision's influence on teacher competence, Cipto (2015) asserts a close relationship between academic supervision and increased teacher competency, attributing a 37% contribution to this development. Ernawati (2016) and Henry (2021) further support this view, indicating significant impacts of 53% and 47%, respectively, of supervision by school principals on teacher competence. However, Yunia (2019) and Armadi (2021) present lower figures, reporting 12% and 15% contributions of academic supervision to teacher competency, respectively. Hypothesis H2 is formulated based on these findings, suggesting that the Supervision System has a positive effect on teacher competence.

This structured approach aims to provide clarity on the complex interplay between

leadership, supervision, culture, competence, governance, and performance in educational settings, offering insights relevant to educational policymakers and practitioners. Several previous studies have explored the relationship between school culture and teacher competence. Cahyono (2013) stated that organizational culture or school culture influences teacher competence by 11%. Sundoro (2016) found a positive effect of 35% of school culture on teacher competence in his research. School culture fosters an environment where members are encouraged to enhance their competence. Similarly, Umiyati (2019) emphasized a significant relationship between school culture and teacher pedagogical competence, contributing 39% to teacher competence. Amelia (2022) reported a highly significant influence on school culture, contributing 42% to teacher competency. In contrast, Kevin (2020) posited that school culture does not affect teacher competency. Given these varying findings, hypothesis H3 was formulated: School culture positively affects teacher competence.

Research by Mulyani (2014) indicated that servant leadership positively and significantly impacts teacher performance by 36%. Similarly, Santoso (2019) observed a significant effect of 39% of servant leadership on teacher performance. In contrast, Hasanah (2020) reported a smaller influence of 18% on teacher performance. Saefurohman (2021) noted a positive influence of 21% of servant leadership on improving teacher performance. Conversely, Danubrata (2020) found no relationship between servant leadership and teacher performance. These inconsistent results led to hypothesis H4: Servant leadership positively affects teacher performance.

Several researchers have explored the influence of supervision on teacher performance. Slamet (2014) reported a positive effect of 21% of educational supervision on teacher performance. Rahmahwati (2016) found that academic supervision by school principals significantly influenced teacher performance by 43%. Similarly, Nurafni (2021) observed a positive influence of 37% of academic supervision on enhancing teacher performance. In contrast, Faturokhim (2016) found no positive effect of supervision by school principals on teacher performance. Yulia (2021) echoed this finding that academic supervision does not significantly affect teacher performance. Consequently, hypothesis H5 was developed: The Supervision System has a positive effect on teacher

performance, but the results are inconsistent.

Research on the influence of organizational culture on employee performance has yielded mixed results. Ferdian (2020) and Nurhalim (2015) found no significant influence of organizational culture on employee performance. In contrast, Oktaviani (2015) and Rizal (2017) reported significant positive influences of school culture on teacher performance, ranging from 23% to 53%. Saragih (2017), Komariyah (2020), and Novitasari (2022) similarly found significant positive effects of school organizational culture ranging from 35% to 43% on teachers and education staff. Due to these inconsistent findings, hypothesis H6 was developed: School culture has a positive effect on teacher performance.

Narsih (2017) found no significant positive influence of teacher competencies on teacher performance. Guruh (2018) reported a substantial 49% influence of teacher competencies on teacher performance. Purnamasari (2019) also highlighted that teacher competencies contribute 37% to teacher performance. Meanwhile, Rohaman (2020) and Muktar (2020) reported significant effects of competencies on teacher performance, ranging from 22% to 42%. These varied findings led to hypothesis H7: Competence positively affects teacher performance.

Various studies have investigated the impact of good school governance on teacher performance with differing results. Utama (2014) reported a significant positive effect of 47% from characteristics like transparency, accountability, and responsibility on teacher performance. Syah (2016) found that Good School Governance (GSG) had an effect on teacher performance but it was not significant. Elton (2022) reported a significant effect of 34% of GSG on teacher performance. Novitasari (2022) found a positive relationship of 23% between Good School Governance and teacher performance, with leadership commitment as a moderating variable contributing 37% to improving school performance and quality. Due to these varying results, hypothesis H8 was formulated: Good School Governance positively affects teacher performance.

The research aims to explore the extent of influence exerted by servant leadership, supervision, and school culture on teacher competence, both individually and collectively. It seeks to ascertain whether there exists a notable impact of servant leadership, supervision, school culture, and teacher competence on teacher performance, directly or indirectly. Furthermore,

the study intends to quantify the influence of teacher competence, which itself is influenced by Good School Governance (GSG), on teacher performance. Lastly, it examines the interrelationships between servant leadership, supervision systems, school culture, teacher competence, and teacher performance within State High Schools in Semarang City. Based on the preceding discussion, the theoretical framework of this research can be visually represented in figure 1.

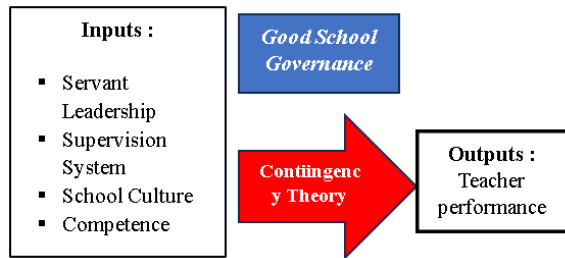


Figure 1. Theoretical structure

Based on the theoretical basis and conceptual framework that has been established, this research explores an empirical research model that will be tested in this research shown in figure 2.

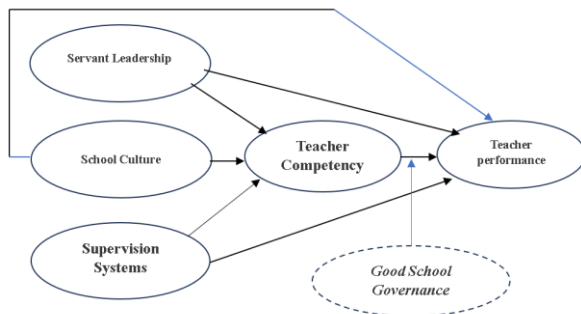


Figure 2. Empirical Research Model

A questionnaire was administered to 289 respondents (teachers), comprising 16 indicator questions related to servant leadership (X1), 18 indicator questions related to school culture (X2), 14 indicator questions related to the supervision system, 23 indicator questions related to teacher competency (Y), 18 indicator questions related to good school governance (X4), and 20 indicator questions related to teacher performance (Z). Each question was rated on a scale from 1 to 10, reflecting the teacher's perception of each indicator. The collected data was subsequently analyzed using the Lisrel 8.80 program.

Through path analysis with statistical processing of 289 data related to servant leadership, school culture, supervision system,

and teacher competency with teacher performance moderated by good school governance, the following modeling in figure 3.

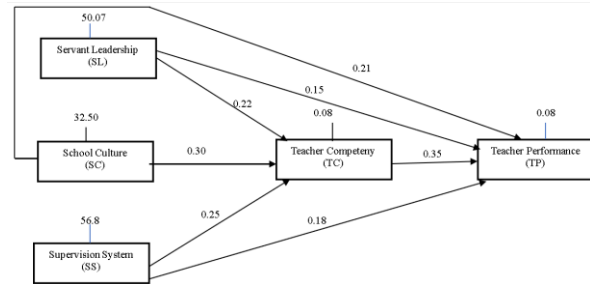


Figure 3. Path diagram

It can be seen in the picture above the value of direct and indirect influence between variables. It can be seen that servant leadership has a direct influence of 22%, school culture has an indirect influence of 30% and the supervision system has an indirect influence of 25% on teacher competency. Likewise, the direct influence on teacher performance and servant leadership has a direct influence of 15%, school culture has a direct influence of 21%, and the supervision system influences 18%. These three independent variables (servant leadership, school culture, and supervision system) through teacher competency have an indirect influence of 35% on teacher performance.

To determine the significant influence of each variable, you can use the T-statistical test to determine the path coefficient of each variable as in figure 4.

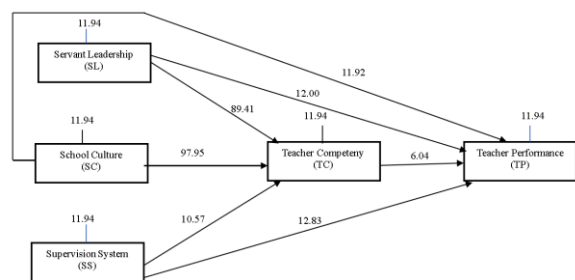


Figure 4. Path diagram statistical T value

The criteria for the path coefficient value are said to be significant if the statistical t value exceeds 1.96, then it is said to be significant, meaning that the hypothesis created can be accepted. Based on the graph above, the statistical t value of servant leadership on teacher competency is 90.93, meaning that servant leadership has a positive effect on teacher competency, meaning that H1 is accepted. School culture has a statistical t value of 88.5 on teacher

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.493 ^a	.243	.240	4,56993

a. Predictors : (Constant), Teacher Competence

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.995 ^a	.990	.990	.46071

a. Predictors : (constant), Teacher Competence, GSG, Teacher Competence x GSG

Table 2. Moderating Effect of GSG on teacher competency on teacher performance

competency, which means that school culture has a positive influence on teacher competency, so statistically H2 is accepted. Likewise, the supervision system gives a figure of 15.28 for teacher competency so that H3 is accepted. Servant leadership has a significant direct influence on teacher performance with a t-test value of 10.45 on teacher performance, which means H4 is accepted. Organizational culture has a significant direct influence as evidenced by the t-test value of 15.28, meaning that H5 is accepted. Likewise, the supervision system has a t-test value of 12.05, meaning it directly has a significant influence on teacher performance, or in other words, H6 is accepted. As can be seen from the relationship between teacher competency and teacher performance, the t-test value is 6.04, meaning that teacher competency has a significant influence on teacher performance. This means that H7 is accepted.

The R-square value of the influence of teacher competence on teacher performance is directly read at 0.243, while the R-square value of the influence of teacher competence moderated by good school governance is 0.990, meaning that good school governance can moderate teacher competence on teacher performance by making a very significant contribution. 74.7% compared to without moderation (shown in table 2). This means H8 is accepted.

CONCLUSION

Based on the research results above, all hypotheses from H1 to H8 can be accepted, where servant leadership, school culture, and supervision systems have a significant impact on teacher competence. Likewise, servant leadership, school culture, supervision system, and teacher competency positively influence teacher performance. Good school governance also has a positive influence so that it can very significantly moderate teacher competence in teacher performance

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