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Teachers' Perception Toward the Principal Competence in School-Based Management

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11 Abstract

This study aims to describe teachers' perceptions of the competence of the principal at a High School in SMA UNIMUDA of Sorong Papua, Indonesia viewed from a nature-based leadership perspective using the following variables: personality competence, managerial competence, supervision competence, and social awareness. This research is a quantitatively oriented descriptive study. This investigation was conducted at a High School in SMA UNIMUDA of Sorong Papua, Indonesia. This study employed a basic random sampling strategy to choose its sample of 40 Teachers. The data collecting strategies employed are questionnaires. In this study, descriptive quantitative data analysis was employed. The level of leadership perceived by Teachers at SMA UNIMUDA High School in Sorong Papua, Indonesia, is diverse. The highest degree of principal competence was managerial competence, with a mean of 4.6, followed by personality competence, with a mean of 4.1, and competence in supervision and Social Awareness, with a mean of 3.6 and 3.4, respectively. The following explanation goes into greater information about the principal's leadership at the High School.

Keywords: Teachers' perceptions; principal's leadership; school-based management.

1. Introduction

The school principal is responsible for the implementation of instructional activities, school administration, the coaching of other educational staff, and the usage and upkeep of resources and infrastructure (Helfat & Martin, 2015). There is a strong correlation between the quality of school principals and several areas of school life, including school discipline, school cultural climate, and the drop in student misconduct (Balli et al., 2020; Anang et al, 2020). It grows more mutually impactful in tandem with the rising complexity of the principal's job, which necessitates good leadership, management skills, supervision skills, and social competence (Bellamy et al; Daga et al, 2024).

As the school's most powerful and prominent leader, the principal must possess administrative skills, a high level of devotion, and flexibility in carrying out his tasks (Bang & Saekhow, 2017). A good principal's leadership must be able to boost teacher performance through an education staff capacity-building program. The principal must have a vision and mission, as well as a comprehensive, quality-focused education management strategy (Hasniati et al, 2023; Jusmin et al, 2023). Therefore, the principal must possess the necessary personality qualities, competencies, and skills to effectively lead an educational institution (Lorentza et al, 2022). Additionally, a school principal

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must be able to manage the resources that support teaching and learning activities to produce graduates who are skill-oriented and competent (Lathifah et al., 2020; Iskandar et al., 2023). The quality of the learning process entails the capacity of school resources to convert a variety of inputs and conditions into a degree of added value for Teachers (Mitchell et al., 2019; Pahmi & Busman, 2022). Educational outcomes are seen to be of high quality if they foster academic and extracurricular excellence in Teachers who have been declared to have finished levels of education or specific learning programs (Rustamadji, 2020; Suciati et al., 2022).

As a role model, a school principal is not only an advocate for employee assessment in school organizations, but must also be able to provide examples and direction in its implementation (Sunaengsih et al., 2019; Salim et al., 2024). With this evaluation, perceptions will also emerge, so it can be said that if the evaluation of the leadership is positive (Sirojjuddin et al., 2019), then the perception will be positive, and indirectly the participation of employees in carrying out their duties will be realized because employees will have a better understanding of the existing programs (Navaridas-Nalda et al., 2020; Asmirah et al., 2023). Thus, the teacher's perception of the principal's leadership is a cognitive process that every teacher undergoes in understanding and accepting, through hearing, seeing, smelling, and feeling, the principal's ability to influence subordinates and motivate them to work with high enthusiasm, cooperation, and discipline (Fajar et al., 2023; Hidayatullah et al., 2023).

Perception plays a crucial role in the evaluation of the principal's leadership; based on this perception, it is possible to determine whether the principal is already in the right position as an organizational leader, particularly in a school that has an international standard school pilot title, which is required by an organization or school to have at least a system (Pan & Chen, 2021; Karim et al., 2021). Good management, adequate human resource expertise, and effective leadership at the top. Teachers have their impressions about the leadership of the principal they supervise, as perception is a method of evaluating based on the experience of existing things or experiences that have been encountered in conjunction with their ideas and beliefs. Positive and negative perceptions of the school principal's leadership and ability as an organization's chief executive officer might emerge among teachers and Teachers (Zheng et al., 2017)

2. Literature review

2.1. School Principal

The principal has the greatest impact on the performance of a school, as he or she must possess skills beyond teaching. The concept of the principal is as follows: "The principal can be the owner of the school, as he or she is intimately familiar with the day-to-day operations of the school. A school principal holds his post because he is appointed and appointed by his superior (Head of the Office of the Ministry of Education and Culture or Foundation), but he must be accepted by the teachers he leads to carry out his duties effectively and smoothly (Wu & Shen, 2022). principal is someone who is selected to head a school where teachers and Teachers interact during the learning process. For an effective educational process, a school principal must be viewed as a trustworthy leader by his teachers (Yusof et al., 2020).

As a leader, the principal must pay attention to and exercise leadership in everyday life (Zubaidah et al., 2021). These functions are as follows: a. The principal must act prudently, wisely, fairly, or in other words, must treat everyone equally (arbitrating) b. Suggestions or recommendations to subordinates (suggesting) c. Fulfillment or provision of required support (supplying) d. Act as a catalyst. Regarding the roles and responsibilities of the principal, the school as a work organization with a system is highly dependent (Wahab, 2021). The competence and talents of the education staff to manage

all activities in their schools have a significant impact on the smooth operation of a system and the success of the education and teaching process in schools. In this instance, the principal, as the highest manager, is directly accountable for organizing, directing, and overseeing all school activities (Sehgal et al., 2017; Karim et al, 2023). The principal plays a crucial role in the educational process at his institution.

2.2. Competence of the school principal

The competence of the principal is very important for the school he leads, as stated in the regulation of the Minister of National Education No. 13 of 2007 concerning the competency standards of school principals (Maela Zulfah, 2021), namely:

1. Personality Competence
 - a. Have a strong personality integrity as a leader
 - b. Have a strong desire for self-development as a school principal
 - c. Be open to carrying out the main duties and functions of the principal
 - d. Able to control themselves in dealing with problems at work as a school principal
 - e. Have talent and interest in a position as an educational leader
2. Managerial Competence
 - a. Able to prepare school plans for various levels of planning
 - b. Able to develop school organization according to needs
 - c. Able to manage school finances by the principles of accountable, transparent, and efficient management
 - d. Able to manage school administration in supporting school activities
3. Competence in Supervision
 - a. Capable of carrying out supervision by appropriate procedures and techniques
 - b. Capable of monitoring educational programs
 - c. Capable of evaluating and reporting educational programs by relevant processes and techniques
4. Social Awareness
 - a. Capable of partnering with others based on mutual benefit and benefiting the school
 - b. Capable of participating in social activities
 - c. Socially sensitive to other persons or groups
 - d. Able to manage school-community relations to find support for ideas, learning resources, and school financing

3. Research methods

This study employs a quantitative methodology, as all data are provided numerically and analyzed with the percentage technique (McKenney & Reeves, 2014). Quantitative research has a general nature, its objectives, methods, subjects, and data sources have been consistent and detailed from the beginning; this makes research more focused on the plan (Sugiyono, 2002).

This research uses an open questionnaire or a questionnaire in addition to a review of supporting documents as a data-gathering technique. 40 Teachers were given an open

questionnaire to establish their perception of the principal's leadership. The questionnaire was used to collect data on teachers' perceptions of the principal's leadership.

The data for this investigation was analyzed using descriptive statistical analysis (Ingleby, 2012; Jusmin et al, 2023). The descriptive analysis technique used in this study involves calculating the minimum value, maximum value, mean (mean), and standard deviation. These variables are employed in the generation of frequency distribution tables and score classifications.

4. Result and Discussion

4.1. Result

After the research has been completed, statistical descriptive analysis is used to analyze data by describing collective data from each variable researched so that it is easier to grasp. The average student's perception of the leadership of the principal at High School in SMA UNIMUDA of Sorong Papua, Indonesia. The table below shows the results of descriptive calculation data on each indicator.

Table 1. Students' perception of Teacher's Classroom Management

No.	Perception indikator	Average	Level of Perception
1	Personality Competence	4.1	High
2	Managerial Competence	4.6	High
3	Competence in Supervision	3.6	Medium
4	Social Awareness	3.4	Medium

Source: Authors findings, 2023.

From the table above it can be known that students' perceptions of the leadership of the principal at High School in SMA UNIMUDA of Sorong Papua, Indonesia vary in the level of leadership. Managerial Competence has the highest level of leadership with a mean of 4.6. followed by Personality Competence with an average of 4.1. Competence in Supervision and Social Awareness was the medium perception of the Teachers toward the leadership of the principal with mean of 3.6 and 3.4. In detail, the leadership of the principal at the High School can be seen in the following explanation.

The result of Teachers' perception of their principal personality competence can be seen in the table below:

Table 2. Personality competence

	Statements	Strongly agree	Agree	Disagree	Strongly disagree
1	Have a strong personality integrity as a leader	28.70%	31.40%	29.40%	10.50%
2	Have a strong desire for self-development as a school principal	24.80%	39.70%	13.90%	21.60%
3	Be open in carrying out the main duties and functions of the principal	12.30%	50.40%	35.60%	1.70%
4	Able to control themselves in dealing with problems at work	41.40%	28.70%	29.40%	0.50%

	as a school principal				
5	Have talent and interest in a position as an educational leader	31.70%	20.40%	35.60%	12.30%

Source: Authors findings, 2023.

Table 2. above describes the Teachers' perception of their principal personality competence. The result showed that the majority of Teachers strongly agree that Able to control themselves in dealing with problems at work as a school principal with a percentage of 41.40. 50,40% of Teachers agree that the principal is open to carrying out the main duties and functions of the principal.

The result of Teachers' perception of principal managerial competence can be seen in the table below:

Table 3. Managerial competence

No.	Statements	Strongly agree	Agree	Disagree	Strongly disagree
1	Able to prepare school plans for various levels of planning	29.70%	30.40%	29.40%	10.50%
2	Able to develop school organization according to needs	34.80%	29.70%	13.90%	21.60%
3	Able to manage school finances in accordance with the principles of accountable, transparent, and efficient management	42.30%	20.40%	35.60%	1.70%
4	Able to manage school administration in supporting school activities	49.00%	25.50%	12.20%	13.00%

Source: Authors findings, 2023.

Table 3 above describes Teachers' perception of the principal managerial competence. The results are varied. More than 40% of Teachers strongly agree that the principal can manage school finances with the principles of accountable, transparent, and efficient management and can manage school administration in supporting school activities. 30,40% of Teachers agree that the principal can prepare school plans for various levels of planning.

The result of Teachers' perception of principal competence in supervision can be seen in the table below:

Table 4. Competence in supervision

No.	Statements	Strongly agree	Agree	Disagree	Strongly disagree
1	Capable of carrying out supervision in accordance with appropriate procedures and techniques	43.20%	5.50%	32.20%	19.10%
2	Capable of monitoring educational programs	2.20%	26.90%	49.40%	21.50%

3	Capable in evaluating and reporting educational programs in accordance with relevant processes and techniques	31.80%	18.70%	23.90%	25.60%
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Source: Authors findings, 2023.

Table 4 above discusses the Teachers' perception of principal competence in supervision. 43.20% of Teachers agree that the principal is capable of carrying out supervision by appropriate procedures and techniques. However, 41.40% strongly disagree that the principal is Capable of monitoring educational programs.

The result of Teachers perception of principal social awareness can be seen in the table below:

Table 5. Social awareness

No.	Statements	Strongly agree	Agree	Disagree	Strongly disagree
1	Capable of partnering with others on the basis of mutual benefit and benefiting the school	38.70%	11.40%	29.40%	20.50%
2	Capable of participating in social activities	24.80%	9.70%	43.90%	21.60%
3	Socially sensitive to other persons or groups	12.30%	50.40%	35.60%	1.70%
4	Able to manage school-community relations in order to find support for ideas, learning resources, and school financing	29.00%	25.50%	32.20%	13.00%

Source: Authors findings, 2023.

Table 5 above describes the Teachers' perception of social Awareness. The result showed that the majority of Teachers agree that the principal is always Socially sensitive to other persons or groups. However, 43,90% disagree that the principal is capable of participating in social activities.

4.2. Discussion

As the school's senior leader, the principal must have administrative skills, a strong commitment, and the flexibility to carry out his responsibilities. A competent principal's leadership must be able to aim to increase teacher performance by implementing a capacity-building program for educators. The principal must have a clear vision and mission, as well as a quality-oriented education management approach (Yulianti, 2020) As a result, the principal must possess the necessary personality qualities, competencies, and skills to lead a school. To produce graduates who are ability-oriented and competent, a school principal must also be able to manage the resources that support teaching and learning activities (Guha, 2021).

Teachers must be involved in the principal's evaluation, and they must be able to interact with the principal as their superior. In this context, there must be reciprocity between leaders and their subordinates to improve the quality of the school they lead and, in particular, to create a harmonious organizational climate (Ismo et al., 2019). If something goes wrong and it is considered that it would affect the school, the teacher

must be able to assess the school. Sometimes the administrator makes poor decisions, and the teacher must be able to participate in these decisions. A good leader, as well as the principal, must be able to accept the evaluation.

Perception is crucial in evaluating a principal's leadership; from this perception, it can be determined whether the principal is already in the right position as an organizational leader, particularly in a school with an international standard school pilot title, which requires an organization or school to have at least a system (Nkudong & Sucuoglu, 2021).

From the research result it can be known that Teachers' perceptions of the principal's leadership at SMA UNIMUDA High School in Sorong Papua, Indonesia, vary depending on the level of leadership. The greatest degree of leadership was Managerial Competence, with a mean of 4.6, followed by Personality Competence, with a mean of 4.1. Competence in Supervision and Social Awareness, with a mean of 3.6 and 3.4, were the Teachers' perceptions of the principal's leadership.

Some of the competencies above are ideal criteria for school principals in establishing education amidst the demands of the times and the expectations of society, according to the result above. If the ideal competencies are not met, a principal must at the very least have ideals for advancing schools, teacher professionalism, student creativity, and the development of soft skills for the school community he leads. The general assessment offered by teachers, students, staff, and the community is sufficient to state that the principal who heads a school is the perfect principal (Aturupane et al., 2022).

5. Conclusion

Students' perceptions of the principal's leadership at SMA UNIMUDA High School in Sorong Papua, Indonesia, vary depending on the level of leadership. The greatest degree of leadership was Managerial Competence, with a mean of 4.6, followed by Personality Competence, with a mean of 4.1. Competence in Supervision and Social Awareness, with a mean of 3.6 and 3.4, were the students' perceptions of the principal's leadership.

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