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The Influence of Self-Leadership and Professional Competence on Teacher Performance

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Abstract

This study aims to examine the effect of self-leadership and professional competence on teacher performance in Raudhatul Athfal's Temanggung District. This study used a purposive random sampling technique with a quantitative approach. The research subjects were 61 Raudhatul Athfal teachers in Temanggung Regency. The independent variables in this study are self-leadership and professional competence, while the dependent variable is teacher performance. Data was collected using a Google Form questionnaire on self-leadership, professional competence, and teacher performance indicators. The data were analyzed using Smart PLS 4. The results showed a positive and significant effect of self-leadership on teacher performance. Likewise, the analysis results of professional competency variables also positively and significantly influence teacher performance.

Keywords: *professional competence, self-leadership, teacher performance*

INTRODUCTION

In UU No. 14 of 2005, Article 1 states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students. Self-leadership is needed to carry out these tasks, so a teacher needs to have skills adapted to the tasks he is carrying out. Not only teaching but also being able to prepare everything related to learning activities, starting with preparing lesson plans, choosing learning media, using creative learning methods so that learning objectives are well conveyed to students, and conducting evaluations (Hastuti

& Utomo, 2022). Self-leadership is an important element in achieving maximum performance. Strategies included in self-leadership are goal setting, self-monitoring, self-esteem, constructive thinking patterns, mental training, focusing on intrinsic motivation, and work aspects (Unsworth, K. L., & Mason, 2012). The teacher must recognize himself so that he can evaluate himself and have control over himself, which can be seen in his speech and behavior. Meanwhile, another thing is that the teacher is able to recognize his colleagues well and can be a driving force for other teachers to be more productive.

Permendiknas Number 16 of 2007 contains Teacher Qualification and Competency Standards, which require PAUD teachers to have at least a bachelor's degree. Based on existing policies, it provides an understanding that indeed, teachers are required to have academic qualifications and competencies in order to become quality educators (Rochanah, 2021). Permendiknas Number 16 of 2007 clearly explains the four main competencies that must be possessed by teachers, namely pedagogical, personality, social, and professional competencies. Teachers have an important role in improving the quality of education because they are directly related to teaching and learning activities. The professionalism of a teacher is marked by his skills in carrying out the learning process for students (Kristianto, Susetyo, Utama, Fitriono, & Jannah, 2023). Therefore, it is necessary to increase teacher performance to improve the quality of learning in particular and the quality of education in general. However, seeing the conditions in the field, there are still many teachers, especially at the early childhood education level, who still use conventional teaching methods and do not use interesting media so that students get bored.

Raudhatul Athfal, commonly abbreviated as RA, is a level of Early Childhood Education under the auspices of the Ministry of Religion. As with Kindergarten, RA uses a curriculum that emphasizes aspects of educational stimulation so that the child's physical and spiritual growth and development develop optimally. RA education is in the golden age, which is the right golden period to support the optimal growth and development of children. The role of the RA teacher is very important in efforts to achieve the goal of improving the quality of education while preparing quality students. So that teachers are required to provide quality services to their students and have several competencies, especially related to professional competence. An RA teacher should already have a foundational understanding of the concept of child growth and development and be able to present effective and enjoyable learning for children. However, based on the results of researchers' observations of RA teachers in Temanggung Regency, there are still many who have not graduated or have graduated, but the scientific field is not Early Childhood Education. This can have an impact on teachers not mastering the concept of early childhood education, so the professionalism of a teacher is often questioned.

Based on the explanation above, researchers feel the need to dig deeper into the relationship between self-leadership, professional competence, and the performance of RA teachers in Temanggung Regency. Based on the identification, there are several problems, including that there are still RA teachers who have not been able to make interesting learning media, there are still teachers who do not have self-management of their performance, not all RA teachers have self-leadership, there are RA teachers who are not yet undergraduates, and there are still RA undergraduates whose scientific field is not Early Childhood Education. The problems faced by teachers are very diverse, but in order to direct this research so that it does not widen and remains

focused, the researchers limited the problems to be studied, namely those related to self-leadership, professional competence, and the performance of RA teachers in Temanggung Regency. Based on some of the things that have been put forward, the formulation of the problem in this study is whether there is an influence of self-leadership and professional competence on the performance of RA teachers in Temanggung Regency.

In order to obtain a solution to the problem in this study, it is necessary to formulate it clearly. Based on the background that has been stated, the purpose of this study was to determine the effect of self-leadership on the performance of RA teachers and the effect of professional competence on the performance of RA teachers in Temanggung Regency. This research is expected to contribute to the body of knowledge, especially for the development of organizational psychology, especially with regard to improving the quality of human resources with regard to the variables of self-leadership, teacher competence, and performance.

The results of this study can be utilized by teachers, institutions, and the Raudhatul Athfal teacher association. This is related to the variables of self-leadership, teacher competency, and performance. Knowing how much influence these variables have, variables that are still considered weak can be used as a reference for teacher self-development plans, especially in Temanggung Regency. Leadership comes from the wordlead, which means directing, fostering, managing, guiding, and influencing. A leader has responsibility for the successful work of his followers or subordinates (Widagdo, Maulyda, & R, 2020). Based on this understanding, it can be understood that leaders not only have the capacity to lead but also serve as motivators in an organization. Organizational success can be achieved if there is good cooperation between leaders and followers.

Education is an important aspect in the context of forming a nation's civilization. In order to achieve these goals, teachers who are skilled in educating the next generation of the nation are needed. Educators do more than just teach; they provide role models for their students. The key to achieving educational success lies in an exemplary teacher. The teacher's example is closely related to the teacher's self-leadership. Self-leadership is a way for individuals to be able to influence their thoughts, feelings, and actions so that goals are achieved. Important aspects of forming self-leadership are self-awareness, self-management, other management, and other awareness. Self-awareness is the ability to recognize oneself in order to understand feelings and thoughts and be able to evaluate oneself. With self-awareness, a person is able to recognize the strengths, weaknesses, potentials, and values that exist within him. Self-management is an individual's ability to control speech and behavior. Other-awareness is an individual's ability to recognize the weaknesses and strengths of others. Furthermore, other-management is a person's ability to motivate others so that they can develop their potential in order to achieve organizational goals (Christopher P. Neck, Charles C. Manz, 2020).

Professional competence comes from the word profession, which means recognition or expertise in doing a job. In terms of terminology, a profession is defined as a job that, in carrying out its duties, requires expertise, uses certain techniques, and also has high dedication. The requirements that must be possessed by a profession are: 1) must have skills based on scientific concepts and theories; 2) have expertise in a certain field according to the field of profession; 3) have an adequate level of education; 4) have sensitivity to society; 5) have a code of ethics as a reference in carrying out its

duties and functions; and 7) have a fixed service object, such as a teacher and his students (Amri, 2014).

A teacher is required to have four competencies: personal competence, pedagogical competence, social competence, and professional competence. Professional competence is the mastery of in-depth learning material. Including mastery of curriculum material as well as scientific methodology. Professional competence includes mastery of material, concepts, structures, and scientific mindsets that can support learning; mastery of competency standards and the basic competencies of each mastered field; developing learning materials creatively; carrying out professional development on an ongoing basis; using IT; and doing self-development. Performance is an individual's business or activity in carrying out their duties and responsibilities in order to achieve the goals that have been set (Supardi, 2014). The teacher's performance achievements will also be the output of success for the school. With good performance, it affects the learning process at school and student achievement.

Performance is individual performance that can be seen through the appearance of behavior and work performance as a result of individual competence (Mulyasa, 2013). Attitudes and behaviors toward achieving the desired results are shown by individuals in the activities carried out, both related to the learning process and their obligations as teachers. Teacher performance is the teacher's ability to carry out his duties in learning and is responsible for providing guidance aimed at improving student achievement. Based on the previous explanation, the framework of this study can be described as follows:

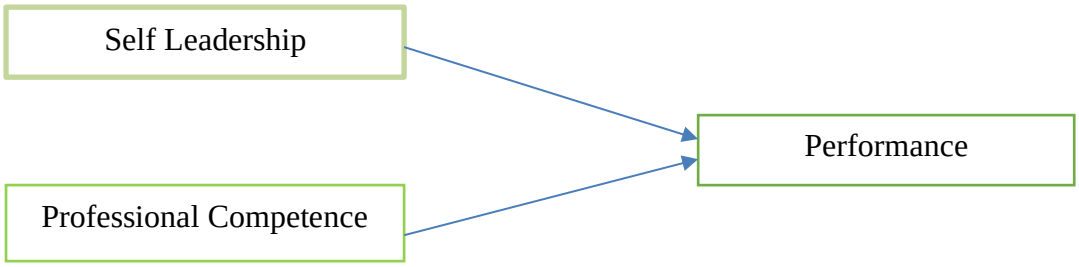

Figure 1. Research Conceptual Framework

Previous research that has been related to self-leadership is the result of a study (Ahmad, 2014) on the visionary leadership of school principals, teacher self-leadership, and effective schools, which examined teachers and principals in Makassar City. The results of his research found that the principal's visionary leadership and the teacher's self-leadership only produced 34% of the influence on effective schools, while 66% was determined by other factors. The results of a study (Riyadi & Mulyapradana, 2017) conducted on 97 RA teachers in Pekalongan City found that work motivation has a positive and significant effect on performance. The results of the study (Tsabitah & Fitria, 2021) found that there was a 49.3% significant effect of teacher professional competence on the quality of learning in RA.

The difference between this research and previous research (Ahmad, 2014) is that the former only relates self-leadership to visionary leadership, while the latter emphasizes the relationship between self-leadership, professional competence, and performance. This research is also different from research (Riyadi & Mulyapradana, 2017), which examines the relationship between motivation and performance, while

this study emphasizes the relationship between self-leadership, professional competence, and performance. Likewise, it is different from research (Tsabitah & Fitria, 2021), which examines professional competence and learning quality, so it is different from this study, which focuses on three variables, namely self-leadership, professional competence, and performance.

Based on the several studies that have been put forward and the results of the researcher's search, there has been no study that raises the interrelationship of the three variables, namely self-leadership, professional competence, and performance, simultaneously. Therefore, the researcher is interested in conducting research on these three variables. Based on the theory put forward and some research results, the following research hypotheses are proposed: 1) There is a positive influence of self-leadership on performance; 2) There is a positive effect of professional competence on performance.

METHODOLOGY

This study used a purposive random sampling technique with a quantitative approach. Test the validity and reliability of the self-leadership questionnaire, professional competence, and performance using the SMART PLS 4 program. The population in this study was teacher Raudhatul Athfal in Temanggung Regency. While the sample in this study used a purposive random technique, that is, all subjects who have the characteristics determined by the researcher have the opportunity to become the research sample, the data collection method in this study used a questionnaire to gather data from subjects. There are three measurement scales used, namely the self-leadership scale, the professional competence scale, and the performance scale.

RESULTS AND DISCUSSION

In this study, the analysis of the measurement model (outer model) was carried out by testing the validity and reliability tests. Validity tests include convergent validity and discriminant validity. While the reliability test uses the calculation of composite reliability and Cronbach's Alpha values. Discriminant validity can be seen in the loading factor, as shown in Figure 1 and Table 1.

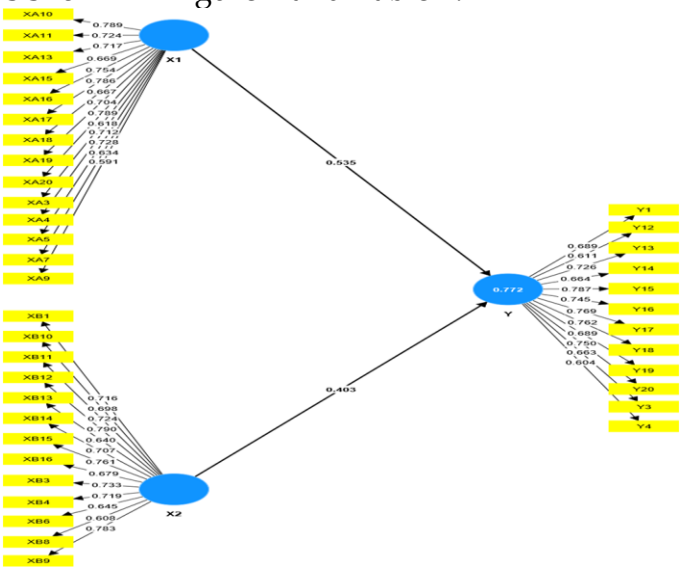

Figure 2. Loading Factor Results

According (Hair, Risher, Sarstedt, & Ringle, 2019) the outer loading factor value > 0.7 indicates the data used is valid. However, in testing the validity of this study, the limit value of outer loading > 0.5 is still acceptable, provided that the validity and reliability of the constructs have been met. Based on Figure 5, the results of the calculation of the loading factor are shown. The results of the analysis show that the loading factor value is above 0.50, so the indicator is declared valid. For more details, it can be seen in Table 1 as follows:

Table 1. Loading factor results

Latent Variable (X1)	**Variable Manifest**	**Loading Factor**	**Significance**
	XA10	0.789	Valid
	XA11	0.724	Valid
	XA13	0.717	Valid
	XA15	0.669	Valid
	XA16	0.754	Valid
	XA17	0.786	Valid
	XA18	0.667	Valid
	XA19	0.704	Valid
	XA20	0.789	Valid
	XA3	0.618	Valid
	XA4	0.712	Valid
	XA5	0.728	Valid
	XA7	0.634	Valid
	XA9	0.591	Valid
Latent Variable (X2)	**Variable Manifest**	**Loading Factor**	**Significance**
	XB1	0.716	Valid
	XB10	0.698	Valid
	XB11	0.724	Valid
	XB12	0.79	Valid
	XB13	0.64	Valid
	XB14	0.707	Valid
	XB15	0.761	Valid
	XB16	0.679	Valid
	XB3	0.733	Valid
	XB4	0.719	Valid
	XB6	0.645	Valid
	XB8	0.608	Valid
	XB9	0.783	Valid

Discriminant validity is used to test whether the tool measures the construct correctly. In addition to determining convergent validity, instrument validity is also determined by discriminant validity. To test the discriminant validity, it can be seen from the cross loading value and the construct's AVE root. Discriminant validity is obtained from the cross-loading value, namely, the acquisition of score loading on the same indicator block must be greater than the correlation value between latent variables. According to (Ghozali & Latan, 2015), each item has a higher correlation with the variable it measures, so it can be said that discriminant validity can be fulfilled. The cross-loading value of the research hypothesis is shown in Table 2 as follows:

Table 2. Cross loading values

	X1	X2	Y
XA10	0.789	0.562	0.673
XA11	0.724	0.574	0.626
XA13	0.717	0.42	0.636
XA15	0.669	0.468	0.618
XA16	0.754	0.707	0.688
XA17	0.786	0.584	0.648
XA18	0.667	0.573	0.551
XA19	0.704	0.496	0.601
XA20	0.789	0.714	0.645
XA3	0.618	0.367	0.477
XA4	0.712	0.561	0.52
XA5	0.728	0.526	0.543
XA7	0.634	0.442	0.378
XA9	0.591	0.375	0.578
XB1	0.702	0.716	0.602
XB10	0.5	0.698	0.631
XB11	0.551	0.724	0.57
XB12	0.52	0.79	0.64
XB13	0.604	0.64	0.52
XB14	0.525	0.707	0.542
XB15	0.483	0.761	0.543
XB16	0.392	0.679	0.491
XB3	0.592	0.733	0.602
XB4	0.571	0.719	0.641
XB6	0.429	0.645	0.435
XB8	0.463	0.608	0.468
XB9	0.556	0.783	0.66
Y1	0.574	0.389	0.689
Y12	0.475	0.432	0.611
Y13	0.646	0.706	0.726
Y14	0.512	0.342	0.664
Y15	0.666	0.557	0.787
Y16	0.529	0.584	0.745
Y17	0.687	0.659	0.769

Y18	0.548	0.584	0.762
Y19	0.645	0.682	0.689
Y20	0.637	0.581	0.75
Y3	0.561	0.543	0.663
Y4	0.553	0.624	0.604

Table 6 shows the value of the loading factor for each variable that has shown a value greater than the cross-loading value. Based on this, it shows that all variable indicators used in this study have been declared valid. Discriminant validity can also be seen from the AVE (Average Variance Extracted) value. According to (Sarstedt, Ringle, & Hair, 2017) the AVE value of a good variable is ≥ 0.5, so the requirements for convergent validity are met. This shows that the construct can already explain 50% or more of the variations in the items. The AVE value in this study is shown in Table 3 as follows:

Table 3. Average Variance Extracted

	Average Variance Extracted (AVE)
X1	0.502
X2	0.504
Y	0.5

The next analysis after the validity test is carried out is to test the reliability. The instrument reliability test aims to determine the consistency of the measurement results of an instrument. Assuming that even if it is carried out at different times, locations, and populations, the results obtained will remain consistent. Construct reliability is measured by two different criteria, namely Composite Reliability and Croncbach's Alpha (Internal Consistency Reliability). According to (Ghozali & Latan, 2015) a construct is declared reliable if the value of Croncbach's Alpha is greater than 0.7. Similar to the Cronbach's Alpha value, the Composite Reliability (Rho c) value is said to be reliable if the value is > 0.7 (Sarstedt et al., 2017). The results of the reliability test calculations on Composite Reliability and Croncbach's Alpha in this study are shown in Table 4 below:

Table 4. Composite Realibility dan Croncbach's Alpha

	Cronbach's Alpha	**Composite Reliability (Rho_a)**	**Composite Reliability (Rho_c)**
X1	0.923	0.927	0.933
X2	0.917	0.921	0.929
Y	0.908	0.912	0.923

The results of Composite Reliability and Croncbach's Alpha measurements in Table 8 show that all variables for Composite Reliability have values above 0.70 and all variables for Croncbach's Alpha have values above 0.70. Thus, these results can be declared valid and have a fairly high level of reliability. The next analysis is the structural model. A structural model (Inner Model) is defined as the relationship between latent constructs by looking at the results of the estimated parameter coefficients and their level of significance. The inner model can be measured by calculating the R-square for the dependent construct, the t-test, and the significance of

the structural path parameter coefficients. The grouping of R-square values is divided into 3 categories: if the R-square value is 0.75, it is included in the strong category; if the R-square value is 0.50, it is included in the moderate category; and if the R-square value is 0.25, it is included in the weak category. The R-square value of the dependent variable obtained in this research model can be seen in Table 5 below:

Table 5. R-Square value

	R-square	Prediction Models
Y	0.772	Strong

Structural model testing by looking at the R square value as a goodness-fit model test or alignment test. From the results of the R-square value in the table above, it can be explained that the Teacher Performance variable (Y) has an R-square value of 0.772 after being analyzed using Smart PLS. This means that the variance ability that can be explained by self-leadership and professional competence variables on teacher performance variables is 77.2%. The next step after the R square value is obtained is to carry out a significance t-test of the structural path parameter coefficients. The Path coefficients indicated by the t value for the hypothesis with two tails are 1.65 (10% significance level), 1.96 (5% significance level), and 2.58 (1% significance level). The influence between latent variables can be seen from the statistical significance value. The path coefficient table can be seen in Table 6.

Table 6. Path coefficient (mean, STDEV, T- Values, p values)

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
X1 -> Y	0.535	0.547	0.102	5.249	0.00
X2 -> Y	0.403	0.399	0.11	3.654	0.00

The results of testing each hypothesis based on the results of t-statistics and path coefficients in Table 7 are explained as follows: 1) H1: Self-leadership has a positive effect on teacher performance. In testing the first hypothesis, it was proven that self-leadership has a significant effect on teacher performance. This can be seen from the t statistic value of 5.249, where the value is greater than the t table value of 0.67 and sig. 0.000 < α 0.05, so this hypothesis is accepted. The results of testing the hypothesis state that self-leadership has an effect on teacher performance; 2) H2: Professional competence has a positive effect on teacher performance. In testing the second hypothesis, it was found that professional competence has a significant effect on teacher performance. This is based on the results of the statistical t value of 3.654, where the value is greater than the ttable value of 0.67 and sig. 0.000 < α 0.05, so this hypothesis is accepted. The results of testing the hypothesis stated that professional competence had an effect on teacher performance. The results of hypothesis testing can be seen in Table 7 below:

Table 7. Hypothesis Testing Results

Hypothesis	Path		t value	t table	Information
	from	to			
Hypothesis 1	X1	Y	5.249	0,67	**Hypothesis Accepted**
Hypothesis 2	X2	Y	3.654	0,67	**Hypothesis Accepted**

Based on the hypothesis test, it is known that H1 is accepted. This means that self-leadership has a significant effect on teacher performance. The output result for the t count above 0.67 is 5.249. The results of the study show that self-leadership makes a major contribution to teacher performance, which is equal to 53.5%, as seen from the value of the Path Coefficients (Original Sample O). This is in accordance with previous research (Hattari & Ariyanto, 2023);(Inam, Ho, Sheikh, Shafqat, & Najam, 2023) that shows that there is a significant effect of self-leadership on performance. Based on the hypothesis test, it is known that professional competence has a positive influence on teacher performance. The output path coefficients show that the calculated t value of the professional competence construct is greater than the t table, namely 3.654, so that professional competence has a significant effect. The coefficient value of the self-leadership variable in the output path coefficients is 0.403. Based on the results of the analysis of self-leadership variables, there is a positive effect of 40.3% on teacher performance. This is in accordance with previous research (Agustina & Saxena, 2022);(Iskamto, 2022), which shows that there is a significant effect of teacher professional competence on performance.

CONCLUSION

Based on the formulation of the problem put forward, the initial hypothesis, and the results of the research analysis, it can be concluded that there is a positive and significant influence on the research entitled "Self-leadership and professional competence on the performance of RA teachers in Temanggung Regency". Based on the analysis of the data that has been collected, it can be concluded that self-leadership has a significant effect on teacher performance. This can be seen from the t statistic value of 5.249, where the value is greater than the t-table value of 0.67 and sig. 0.000 < α 0.05, so this hypothesis is accepted. The results of testing the hypothesis state that self-leadership has an effect on teacher performance. Based on the results of the analysis, professional competence also has a significant effect on teacher performance. This is based on the results of the statistical t value of 3.654, where the value is greater than the t-table value of 0.67 and sig. 0.000 < α 0.05, so this hypothesis is accepted. The results of testing the hypothesis stated that professional competence had an effect on teacher performance.

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