

## Research Article

## Implementation of Principal Competence Guidance and Effects on Improving the Quality of Learning at 11 Wajo Public High Schools

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**Abstract:** The purpose of this study was to determine the effect of the implementation of the Principal's competency guidance on learning performance by the teachers at 11 Wajo District High School. This type of research is survey research. Data collection research was conducted using several methods, namely interviews, observations, and questionnaires. Descriptive statistical analysis was carried out by describing data from all variables in the form of frequency distribution and percentage value. The results of the study showed a positive relationship between the competency guidance of principals and an increase in the quality of teacher learning, significantly at the level of trust. The effect of principals' competency guidance on improving the quality of learning is 47.5%. This explains that around 47.5% of the improvement in the quality of learning is caused or influenced by the implementation of guidance on competency of principals, while the rest is around 52.5%, caused by other factors such as teacher teaching motivation, learning facilities and infrastructure, learning conditions and situations.

**Keywords:** Competency Guidance, Principal, Learning Quality.

### INTRODUCTION

The real effort carried out by formal education institutions is by utilizing Guidance and Counseling as an activity that is directed at helping students in particular so that they can develop all their potential, talents and interests and motivate students so they can push themselves to achieve success in learning, including planning for the future, developing careers (Miller & Brickman, 2004; Biggs, 2011). Through Guidance and Counseling students can make various efforts to overcome difficulties and problems faced, in order to avoid interference caused by the emergence of various problems (Kiselica & Robinson, 2001; Lee, 2001; Lambie & Williamson, 2004).

This position needs to be involved and directly related to human resource development efforts, and once as a person who is given the authority and responsibility for the implementation of supervision, guidance, and direction to the teachers in the school he leads, he tries to explore more about the implementation of competency guidance conducted by the principal (Hallinger, 2005; Gysbers & Henderson, 2014) and their influence on the performance of teachers in managing standardized learning (National Research Council, 1996; Adler & Cole, 1995), also through

efforts that are planned, systematic, objective in a scientific approach (Fishman, *et al.*, 2003), so we try to raise the issue as a study material through a simple study, in order to obtain input or material and information based on the reality obtained from the field, so that in the future it can be used as a reference in an effort to improve the quality of principals' competency guidance for teachers.

Through that basis, so that this research activity is attempted to reveal the relationship and influence of the implementation of guidance carried out by principals on student learning activities, so that simple research was conducted with the title implementation of Principal Competence Guidance and Its Effect on Learning Quality Improvement at 11 Wajo Public High School, so that later efforts can be made to strengthen positive things, and reduce negative things. The purpose of this study was to determine the effect of the implementation of the Principal's competency guidance on learning performance by the teachers at 11 Wajo District High School.

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**METHODOLOGY**

This type of research is survey research, this research includes correlative exploratory research between independent variables and dependent variables and leads to the determination of the magnitude of influence. This research was conducted in Wajo District with the aim or object of the research was 11 Wajo Public High School, both towards the school principal and the teachers at the school. This study has two variables, namely the independent variable and the dependent variable. The independent variable consists of the competency guidance variable of the principal who is given the symbol  $x^1$  and the dependent variable is the teacher's performance with the symbol  $y$ .

Design the relationship between the independent variable (free) and the dependent variable (bound). The number of teachers in the study population was 29 Wajo 11 high school teachers. Looking at the condition of the research population which is relatively small in number, research is conducted on all members of the population, so that the sample of this study is a total sample or saturated sample. Operational definition includes Guidance,

Competence, Principal, Influence, Learning and Teacher Performance. Data collection research was conducted using several methods, namely interviews, observations, and questionnaires.

Descriptive statistical analysis was carried out by describing data from all variables in the form of frequency distribution and percentage value. The inferential statistical analysis used is correlation analysis, and to determine the effect of the variable  $x^1$  on  $y$ , simple linear regression is used with the inferential statistical analysis formula as follows:

$$y = \beta_0 + \beta x + \epsilon$$

The estimated function or regression equation for the model is:

$$y = b_0 + b.x$$

Information:

$y$  = the quality of the teacher's learning

$b_0$  = regression constant

$b$  = variable constant  $x$

$x$  = the principal's competency guidance score

**RESULTS AND DISCUSSION**

**Table 1. Distribution of Percentage of Implementation of Principal Guidance According to Aspects of Professional Competence, 2018.**

No.	Professional Competence	F x	Ideal score	%
1.	Preparation of Learning Programs	182	224	81,25
2.	Implementation of Learning Programs	222	280	79,29
3.	Compilation of Learning Outcomes Evaluation	174	224	77,68
4.	Analysis of Learning Evaluation Results	179	224	79,91
5.	Remedial Teaching	224	280	80,0
<b>Total</b>		<b>981</b>	<b>1232</b>	<b>398,125</b>
<b>Average Percentage</b>				<b>79,63</b>

Source: Research Questionnaire Data, 2018

Based on the percentage management results as shown in table 1. above, it is explained that the percentage value of the average implementation of competency guidance carried out by the 11th principal of SMA Wajo to twenty-seven teachers in the school he leads is 79.63%. . This shows that the level of implementation of principals' competency guidance for teachers is in the "good" category. This means that competency guidance has been done well by the principal of the teachers at the school he leads. The implementation of competency guidance as stated in the table above, if described in imitation of aspects of competency guidance, obtained the distribution of percentage values according to aspects and questionnaire items, as stated in succession following.

**a. Program Preparation Guidance**

Learning activities are always preceded by the preparation of learning plans, because learning is held without adequate preparation support, most likely not

able to achieve optimal learning outcomes. Learning that is held on complete and adequate preparation support is not necessarily able to have an optimal impact on learning outcomes, what else is learning that has no preparation.

The principal should give guidance to all the teachers he leads in the formulation of learning plans, because principals are seen to have higher knowledge and understanding and skills than the teachers. In addition, principals are also seen as having higher teaching experience than teachers, so that through competency guidance, it is expected that principals can share experience, knowledge, understanding, and skills with the teachers they lead, so that teachers have knowledge, understanding and adequate skills regarding the preparation of learning programs. The results of the data processing implementation of the principal's competency guidance in the form of compiling learning programs are presented in the following table.

**Table 2. Percentage Distribution of Compilation Guidance Program According to Questionnaire Items, 2018.**

No.	Frequency x Value				Score		Percentage
	a	b	c	d	Answer	Ideal	
1.	12	18	10	0	40	56	71,43
2.	32	12	4	0	48	56	85,71
3.	28	15	4	0	47	56	83,93
4.	32	9	6	0	47	56	83,93
<b>Σ</b>	<b>104</b>	<b>54</b>	<b>24</b>	<b>0</b>	<b>182</b>	<b>224</b>	<b>325</b>
<b>%</b>	<b>46,43</b>	<b>24,11</b>	<b>10,71</b>	<b>0,00</b>	<b>81,25</b>	<b>100,00</b>	<b>81,25</b>
<b>Av.</b>	<b>81,25</b>						

Source: questionnaire data, 2010

The results of processing percentage data as shown in table 2. above explain that: (1) Competency guidance given by the principal, by the teachers, is seen as helping the teachers in making the teaching and learning program unit program, with a percentage of 71.43%. The percentage value is in the "good" category. (2) Competency guidance given by the principal, by the teachers assessed as helping to improve their abilities, specifically in making the teaching and learning program unit program, with a percentage value of 85.71%. The percentage value is in the "very good" category. (3) Competency guidance given by the principal, by the teachers assessed as helping to improve the quality of their teaching and learning program units, with a percentage of 83.93%. The percentage value is in the "good" category. (4) Competency guidance given by the principal, by the teachers assessed as helping to improve the quality of their skills in the preparation of teaching and learning program units, with a percentage of 83.93%. The percentage value is in the "good" category.

Based on the values of the percentage of guidance as an effort to establish competency in the

preparation of the learning program for teachers, the average value is 81.25%, the percentage value is in the "good" category. This shows that the guidance for the preparation of learning programs has been carried out well.

**b. Program Implementation Guidance**

The learning plan is not enough just to be prepared in the form of a complete program with adequate quality, but requires implementation efforts in the form of actual implementation. So that the learning program prepared by each teacher, should be realized in real learning practices.

Field facts prove that not everyone who is able to develop a learning program is also able to implement it in the form of learning practices. On this basis, giving guidance from the principal in terms of the preparation of learning programs still needs to be continued with guidance on the implementation of learning programs. The results of data processing implementation of the competency guidance of school principals in the form of the implementation of learning programs are presented in the following table.

**Table 3. Distribution of Percentage of Program Implementation Guidance According to Questionnaire Items, 2018.**

No.	Frequency x Value				Score		Percentage
	a	b	c	d	Answer	Ideal	
1.	8	27	6	0	41	56	73,21
2.	28	15	4	0	47	56	83,93
3.	24	18	4	0	46	56	82,14
4.	20	21	4	0	45	56	80,36
5.	16	21	6	0	43	56	76,79
<b>Σ</b>	<b>96</b>	<b>24</b>	<b>24</b>	<b>0</b>	<b>222</b>	<b>280</b>	<b>396,4286</b>
<b>%</b>	<b>34,29</b>	<b>36,43</b>	<b>8,57</b>	<b>0,00</b>	<b>79,29</b>	<b>100,00</b>	<b>79,29</b>
<b>Av.</b>			<b>79,29</b>				

Source: questionnaire data, 2010

The results of processing the percentage data as shown in table 3. Above explain that: (1) Competency guidance given by the principal in helping teachers implement the teaching and learning program unit program, the percentage value is 73.21%. The

percentage value is in the "good" category. (2) Competency guidance given by the principal in helping teachers to carry out more quality learning activities, the percentage value is 83.93%. The percentage value is in the "good" category. (3) Competency guidance given

by the principal in helping teachers detect weaknesses in implementing learning programs, the percentage value is 82.14%. The percentage value is in the "good" category. (4) Competency guidance given by the principal in helping teachers to improve weaknesses in implementing learning programs, the percentage value is 80.36%. The percentage value is in the "good" category. (5) Competency guidance given by the principal in helping teachers have optimal mastery in implementing the teaching and learning program unit program, the percentage value is 76.79%. The percentage value is in the "good" category.

The implementation of guidance as an effort to establish competency in implementing learning programs, the average percentage value is 79.29%, the percentage value is in the "good" category. This shows that the guidance for implementing the learning program has been well organized.

**c. Guidance for Preparing Learning Outcome Evaluations**

The implementation of the program in the form of learning activities, actually still requires learning outcomes evaluation activities in order to know the success of students absorbing the subject matter presented to him, including measuring the success of the teacher managing learning activities. So that the

evaluation of learning outcomes, is meaningful, because the evaluation of learning outcomes provides information on the success of learning and the success of teachers as facilitators of learning.

Evaluation of learning outcomes is a mechanism in an effort to differentiate the level of mastery and the quality of learning outcomes, but if the evaluation tool is of less quality, then the measurement function and differentiation, there is a possibility of explosion is achieved. Therefore, the principal should provide competency guidance to the teachers in the preparation of evaluation of learning outcomes.

Preparation of quality evaluation tools, basically requires a variety of abilities and skills, including the ability to analyze the level of difficulty of questions and items. Problems that are very difficult, may not be solved by students who have the average ability, while the questions are very easy, less able to measure the level of the ability of the tester, so an evaluation tool that can measure and distinguish the level of ability of the tester is needed.

The results of data processing implementation of the principal's competency guidance in the form of compiling learning outcomes, are presented in the following table.

**Table 4. Distribution of Percentage of Guidance on Evaluation of Learning Outcomes According to Questionnaire Items, 2018**

No.	Frequency x Value				Score		Percentage
	a	b	c	D	Answer	Ideal	
1.	16	15	10	0	41	56	73,21
2.	20	18	6	0	44	56	78,57
3.	28	15	4	0	47	56	89,93
4.	16	18	8	0	42	56	75,00
<b>Σ</b>	<b>80</b>	<b>66</b>	<b>28</b>	<b>0</b>	<b>174</b>	<b>224</b>	<b>310,7143</b>
<b>%</b>	<b>35,71</b>	<b>29,46</b>	<b>12,50</b>	<b>0,00</b>	<b>77,68</b>	<b>100,00</b>	<b>77,68</b>
<b>Av.</b>	<b>77,68</b>						

Source: questionnaire data, 2010.

The results of processing the percentage data as listed in table 4 above explain that: (1) Competency guidance given by the principal in helping teachers obtain adequate knowledge in compiling evaluation tools, the percentage is 73.21%. The percentage value is in the "good" category. (2) Competency guidance given by the principal in helping teachers to be able to develop learning outcome evaluation tools, the percentage is 77.68%. The percentage value is in the "good" category. (3) Competency guidance given by the principal in helping teachers to be skilled in assessing student learning outcomes, the percentage is 83.93%. The percentage value is in the "good" category.

4) Competency guidance given by the principal in helping teachers to be able to consider aspects of making evaluation tools properly, the

percentage is 75.00%. The percentage value is in the "good" category.

The implementation of guidance as an effort to establish competency in composing learning outcomes evaluation, the percentage value of the average is 77.68%, the percentage value is in the "good" category. This shows that the guidance of the evaluation of learning outcomes has been well organized.

**c. Guidance on Evaluation of Analysis Results**

Learning outcomes are not enough just to be evaluated by using a quality-tested evaluation tool, but need to be followed up by analyzing the evaluation results to obtain more complete and more detailed information about all matters related to the evaluation results. Evaluation is not enough just to give an idea of the abilities and skills achieved by each tester, but

further than that, evaluation should provide information about the location of weaknesses and the factors that cause these weaknesses. The results of data processing

implementation of the principal's competency guidance in analyzing the results of learning evaluations, are presented in the following table.

**Table 5. Percentage Distribution of Guidance Analysis of Evaluation Results According to Questionnaire Items, 2018**

No.	Frequency x Value				Score		Percentage
	a	b	c	D	Answer	Ideal	
1.	24	9	10	0	43	56	76,79
2.	28	12	6	0	46	56	82,14
3.	16	21	6	0	43	56	76,79
4.	28	15	4	0	47	56	83,93
<b>Σ</b>	<b>96</b>	<b>57</b>	<b>26</b>	<b>0</b>	<b>179</b>	<b>224</b>	<b>319,6429</b>
<b>%</b>	<b>42,86</b>	<b>25,45</b>	<b>11,61</b>	<b>0,00</b>	<b>79,91</b>	<b>100,00</b>	<b>79,91</b>
<b>Av.</b>			<b>79,91</b>				

Source: questionnaire data, 2018

The results of processing the percentage data as listed in table 5. above explain that: (1) Competency guidance given by the principal in helping teachers have sufficient knowledge to carry out the difficulty level analysis of questions as an evaluation tool, the percentage value is 76.79%. The percentage value is in the "good" category. (2) Competency guidance given by the principal in helping teachers carry out the difficulty level analysis of questions as an evaluation tool, the percentage value is 82.14%. The percentage value is in the "good" category. (3) Competency guidance given by the principal in helping teachers make a distinguishing analysis of the evaluation tools they have compiled, the percentage value is 76.79%. The percentage value is in the "good" category. (4) Competency guidance given by the principal in helping teachers translate the results of evaluations conducted, the percentage value is 83.93%. The percentage value is in the "good" category.

Implementation of guidance as an effort to establish competency analysis of the results of learner evaluation, the percentage value of the average is 79.91%, the percentage value is in the "good" category. This shows that the guidance for evaluation of learning outcomes has been well organized.

**d. Remedial Teaching Guidance**

Remedial teaching is a form of teaching intended for students who apparently have not reached the required graduation standard. So that remedial teaching is directed towards improvement efforts for students who have abilities below the average.

As teaching improvement, remedial teaching requires teaching preparation that is simpler than the preparation of learning in general, because it is intended for students who are classified as weak.

Remedial teaching basically requires more complete administrative preparation of learning, especially the provision of learning aids (props). Through teaching aids, students are expected to take part in audiovisual learning activities. This audiovisual is complete and more detailed about the subject matter presented to him.

The results of data processing implementation of the principal's guidance on competency in conducting remedial teaching are presented in the following table.

**Table 6. Percentage Distribution of Remedial Teaching Guidance According to Questionnaire Items, 2018**

No.	Frequency x Value				Score		Percentage
	a	b	C	D	Answer	Ideal	
1.	24	15	6	0	45	56	80,36
2.	24	21	2	0	47	56	83,93
3.	16	18	8	0	42	56	75,00
4.	20	21	4	0	45	56	80,36
5.	20	21	4	0	45	56	80,36
<b>Σ</b>	<b>104</b>	<b>96</b>	<b>24</b>	<b>0</b>	<b>224</b>	<b>280</b>	<b>400</b>
<b>%</b>	<b>37,14</b>	<b>34,29</b>	<b>8,57</b>	<b>0,00</b>	<b>80,00</b>	<b>100,00</b>	
<b>Av.</b>			<b>80,00</b>				

Source: questionnaire data, 2018

The results of the percentage data processing as shown in table 6. above explain that: (1) Competency guidance given by the principal in helping teachers

prepare remedial teaching programs, the percentage value is 74.07%. The percentage value is in the "good" category. (2) Competency guidance given by the

principal in helping teachers implement remedial teaching programs, the percentage value is 68.52%. The percentage value is in the "medium" category. (3) Competency guidance given by the school principal in helping teachers consider the different abilities of children who are remedial, the percentage value is 75.0%. The percentage value is in the "good" category. (4) Competency guidance given by school principals in helping teachers consider differences in remedial children's talents, the percentage value is 74.07%. The percentage value is in the "good" category. (5) Competency guidance given by the school principal in helping teachers consider differences in interest in remedial children, the percentage value is 68.52%. The percentage value is in the "medium" category. The implementation of guidance as an effort to establish remedial teaching competencies, the average percentage value is 78.70%, the percentage value is in the "good" category. This shows that remedial teaching guidance has been well organized.

**1. Relationship between Principal Implementation and Quality Improvement of Learning Management**

The competency guidance carried out by the principal to the teachers within the Wajo 11 Senior High School, actually aims to improve the ability or competency of learning management by each teacher. In order to obtain a clearer picture of the relationship between the guidance of competencies applied by the principal to the teachers, the following values are expressed in the implementation of the guidance of competency of principals with the quality of managing the learning of teachers, especially the quality of managing post-guidance learning actions.

After calculating the value of the implementation of competency guidance with the management of learning of the teachers available at Wajo 11 High School after the implementation of the guidance, a correlation value of 0.669 was obtained. As stated in the following table.

**Table 7. Principal Guidance with Teacher Professional Capabilities**

		Guidance for the Principal	Professional Ability
Guidance for the Principal	Pearson Correlation	1	,669(**)
	Sig. (2-tailed)		,009
		N	29
Ability	Pearson Correlation	,669(**)	1
	Sig. (2-tailed)	,009	
		N	29

\*\* Correlation is significant at 0.01 level (2-tailed).

The correlation coefficient of the principal's competency guidance with the ability of the teacher profession as shown in table 4.7 above, explains that the correlation coefficient is greater than the table value, at a significance level of 0.01 with a number of 14 (fourteen) subjects. So that it can be stated that the observation value is greater than the table value,

because the table value is at the 0.01 significance level with the number of fourteen subjects is 0.661, and if written with the comparison notation it appears as follows.

$$0.669 > 0.661$$

The greater the value of observation compared to the table value proves that the implementation of competency guidance carried out by the principal to the teachers has a positive and significant effect on the improvement of learning management skills. So that it can be stated that between the guidance of the competency of the principal is directly proportional to the increase in the ability or professional competence of the teachers. This means that, if the principal's competency guidance is improved, it will tend to result in an increase in the ability to manage the learning of the teacher, in the sense that the higher the quality of the implementation of competency guidance the greater the opportunity to improve learning quality, and vice versa.

Another fact shows that the value of the ability or competence of learning management before and after the guidance by the principal with the number of subjects (N = 29) is 0.690 at a significance of 0.006 as stated in the following table.

**Table 8. Correlation of Teacher's Professional Capabilities Before and After Implementation of Principal Competence Guidance**

		After guidance	Before guidance
After guidance	Pearson Correlation	1	,669(**)
	Sig. (2-tailed)		,006
		N	29
Before guidance	Pearson Correlation	,669(**)	1
	Sig. (2-tailed)	,009	
		N	29

\*\* Correlation is significant at 0.01 levels (2-tailed).

The correlation value is greater than the table value at the 0.01 significance level, because the table value at the significance level is that the implementation of competency guidance by the principal is positive and significant towards improving the quality of learning.

The positive relationship gives the meaning that between the independent variables, namely the guidance of the competency of the principal, is directly proportional to the improvement of the quality of learning. So it can be stated that if the principal's competency guidance is "improved", it will tend to result in "quality improvement" of learning. On the contrary, if the principal's competency guidance is "declining", it will lead to a "decline" in the quality of learning.

A positive relationship between the guidance of competency of the principal with an increase in the quality of teacher learning is significant at the level of trust of 99% (ninety-nine percent). This suggests that the positive relationship can be trusted with the truth value of ninety-nine percent, because the standard hypothesis testing error is 0.01%. But it is not significant at the ninety-nine percent confidence level, because the empirical value is smaller than the table value at 0.01% error.

**2. Effect of Principal Guidance on Learning Quality**

In theory, the quality of learning processing is basically closely related to the quality of student learning outcomes, and the quality of students becomes the main benchmark of the quality of education units. The higher the quality of learning outcomes of students, the higher the quality of the education unit concerned. Quality management of learning can only be achieved if the management teachers have the ability and quality skills as well.

Therefore, it is appropriate and reasonable if each principal tries to improve the abilities or competencies of the teachers he leads. This also becomes the basis of reference for the head of Wajo 11 High School, so that he strives with all his ability to provide competency guidance for his teachers. Because it is fully realized that there are still among teachers who have less experienced work experience, and there are still teachers who have knowledge or skills that are relatively limited in carrying out learning activities. In addition, in order to prevent teachers from learning errors that have been distant, guidance efforts are held.

In a simple and general description, the influence of principals' competency guidance on improving the quality of learning management can be seen from the comparison between the quality of learning management before and after the implementation of guidance education actions.

Based on these considerations, the following table presents a comparison of the value of the percentage of implementation of learning management by all teachers in the scope of 11 Wajo Public High School. Based on the comparison of the percentage value of learning management abilities as listed in table 9. above, it shows that: The quality of learning management before competency guidance by the principal is lower than the quality of learning after the act of giving guidance. This shows that the implementation of competency guidance results in an increase in the quality of learning management. ; The increase in the average quality of learning management as a result of the implementation of competency guidance by the principal was 22.49%.

In addition to the comparison of the percentage value of learning management skills before and after the guidance of principals' competencies, another assumption that was made adasr was the result of the calculation of the influence of principals' competency guidance on the learning management capabilities of teachers by utilizing SPSS facilities.

The calculation results through the SPSS for Windows Release 11.5 facility, obtained by R. Square values as shown in the following table.

**Table 10. Model Summary of the Effect of Principal Guidance on Teacher Professional Capabilities.**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,690(a)	,475	,432	5,06115

**a Predictors: (Constant), before**

Based on the results of SPSS data processing as stated in table 4.10 above, it appears that the magnitude of the influence of the principal's competency guidance on improving the quality of learning is 47.5%. This explains that around 47.5% of the improvement in the quality of learning is caused or influenced by the implementation of guidance on competency of principals, while the rest is around 52.5%, caused by other factors such as teacher teaching motivation, learning facilities and infrastructure, learning conditions and situations and so on. This suggests that there are about forty-seven point five percent chance of success in trying to improve the quality of learning, if the competency guidance factor of the principal is well empowered. If the improvement of the quality of learning is pursued optimally, then other factors such as teacher motivation, completeness of facilities, learning infrastructure and facilities, environmental conditions and atmosphere need to be improved.

**CONCLUSION**

Principal competency guidance proved to have a positive and significant effect on improving the quality of learning implementation. The positive influence is evidenced by the greater correlation between the implementation of guidance and the quality of learning as an observation value compared to the table value as a theoretical value. In addition, the percentage of the average implementation of post-guidance learning is greater than the percentage of the average implementation of pre-guidance learning with an increase of about twenty percent more. The significance of the influence of competency guidance on improving the quality of learning is proven to be greater in value than the value of the table, at a level of confidence of 99%. In addition, the results of managing the data show that 47.5%, the improvement of the quality of learning is caused by the guidance factor of

the principal's competence. While the rest is influenced by other factors such as teacher work motivation, catchiness and quality of facilities and infrastructure as well as the learning conditions and conditions and others.

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