

The contribution of principal leadership style, teachers' professional competence and school climate on the quality of learning outcomes at Vocational High School in Padang

Putri Purnomo Sari^{*}, Ganefri² and Muhammad Anwar³

¹ Postgraduate of the Technical and Vocational Education, Faculty of Engineering, Universitas Negeri Padang, **INDONESIA**

² Department of Electrical Engineering, Faculty of Engineering, Universitas Negeri Padang, **INDONESIA**

³ Department of Electronic Engineering, Faculty of Engineering, Universitas Negeri Padang, **INDONESIA**

*Corresponding author: putripurnomosari@yahoo.co.id

<https://doi.org/10.24036/jptk.v3i1.3623>

Abstract — Learning outcomes are the results achieved in the form of numbers or scores after being given a test of learning outcomes at the end of each meeting. The quality of learning outcomes itself is influenced by several factors; the principal's leadership style, professional competence and school climate. This research aims to know the contribution of (1) principal's leadership style, (2) professional competence, and (3) school climate on the quality of learning outcomes at Vocational High School (SMK) in Padang. This research used a quantitative method. The data were collected by using questionnaire. The data were analyzed by using multiple linear regressions using LISREL. The results showed that there was a positive and significant relationship between the principal leadership style and the teachers' professional competence on the quality of learning outcomes at several vocational schools in Padang. There was a positive and significant relationship between the principal leadership style and professional competence through the school climate on the quality of learning outcomes at several vocational schools in Padang.

Keywords: *Principal leadership style, professional competence, school climate, quality of learning outcomes*

I. INTRODUCTION

Learning outcomes are the results achieved in the form of numbers or scores after being given a test of learning outcomes at the end of each meeting. The grades obtained by students become a reference to see the mastery of students in receiving subject matter [1]. Meanwhile, it can be interpreted as a totality of characteristics of a product (goods and services) that support its ability to satisfy specified or specified needs [2]. Thus, the quality of learning outcomes is a characteristic of overall learning outcomes in the form of numbers or scores that illustrate the extent of a student's ability to receive learning.

A journal entitled "Learning Experiences of Higher Education Students: Approaches to Learning as Measures of Quality Learning Outcome" discusses the quality of learning outcomes that can be seen from the learning approach used. The results

showed that students who were given a learning approach in-depth showed better quality of learning outcomes compared to students who were given a simple approach [3]. The quality of learning outcomes itself is influenced by several factors both internally and externally, in this study the researchers focused on the principal leadership style, professional competence and school climate.

Based on observations done by the researcher of several vocational schools in the city of Padang, obtained some information that the quality of learning outcomes in these schools is still low on average. This can be seen from the midterm scores of students who on average are below the minimum completeness standard that has been outlined, which was under 75. In addition, students also have low scores on psychomotor aspects. Therefore, researchers are increasingly interested in digging deeper about the causes of the low quality of

learning outcomes in several vocational schools in Padang.

The next problem that the researcher found in the field was that the leadership style used by the principal was not in accordance with the characteristics of the environment and the academic community at the school. This can be seen from the authoritarian attitude of the school principal which creates a less communicative relationship between the school principal and the teacher. In addition, the principal leadership style that was more concerned with personal opinions than the opinions of teachers was also one of the triggers for various problems in schools. Indirectly those have an impact on the teaching and learning process by teachers in the classroom.

The next problem found in the field was the lack of professional attitude that teachers have in carrying out their duties. This could be seen from the number of teachers who did not complete the teaching tools and did not have clear manuals for each subject matter that they provided to students. Then, there are still many teachers who were late coming to school, not even coming to school without a clear reason. Some issues related to teachers' professional competence indirectly those have an impact on the learning process and the quality of learning outcomes.

Moreover, the problem that the researcher found was that the school climate was less conducive. However, many schools are in the centre of the crowd, so the teaching and learning process is not carried out optimally. In addition, the relationship between teachers seemed to be less harmonious, where the teachers made friends in groups and did not mingle with other groups. As well as various other phenomena, researchers might not describe them one by one.

Based on the problem above, the researcher wants to examine the problem in a study entitled *The Contribution of Principal Leadership Style, Teachers' Professional Competence and School Climate to Learning Outcomes Quality in Vocational High School in Padang*.

II. METHODS

A. The type of the research

The type of this research was quantitative research with correlational research. Quantitative research methods are interpreted as research methods based on the philosophy of positivism, used to examine populations or specific samples, collecting data using research instruments, quantitative/statistical data analysis, with the aim to test the hypotheses that have been set [4]. Meanwhile, correlational research

is research that provides an opportunity to predict certain scores because of the existence of other scores and explain between variables [5].

B. Place and Time of the Research

The research was conducted at a vocational high school (SMK) in Padang, West Sumatra. This research was conducted in the even semester of the 2017/2018 academic year.

C. Population and sample

The samples of this study are 179 persons taken with purposive sampling technique.

D. The data collection technique

The technique to collect the data used questionnaire.

E. The research variable indicators

The quality of learning outcomes was measured based on student learning outcomes. Leadership style was measured based on spiritual, social and physical maturity, showing exemplary, being able to solve problems creatively, empowering education, carrying out tasks and work in a timely manner, apply leadership principles indicators. [6] [7]. The indicators of professional competence were learning experience, supporting facilities, The health situation of the teacher, teacher welfare level, supervision of the principal, teacher training that is followed [8] [9]. School climate was measured by using the indicators' of Teachers' behaviour, Principal's behaviour, The teacher feels comfortable, The principal has confidence in his performance, Learners feel comfortable and study hard [10].

Tabel 1. The Research Variable Indicators

No	Variables	Indicators
1	Learning Outcomes Quality	Students' test result
2	Leadership Style (X_1)	Spiritual, social and physical maturity Showing exemplary Being able to solve problems creatively Empowering education Carrying out tasks and work in a timely manner Applying leadership principles
3	Professional	Learning experience

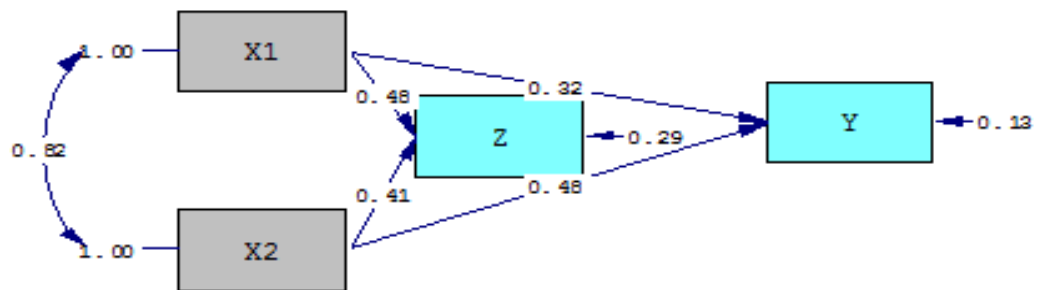
No	Variables	Indicators
	Competence (X ₂)	Supporting facilities
		The health situation of the teacher
		Teacher welfare level
		Supervision of the principal
4	School Climate (X ₃)	Teacher training that is followed
		Teacher's behaviour
		Principal's behaviour
		The teacher feels comfortable
		The principal has confidence in his performance
		Learners feel comfortable and study hard

F. The technique of data analysis

After all the data have been collected and the research instruments have been tested, the last thing to do was to analyze the data that have been collected, by using several tests with LISREL application, including the presentation of data, the size of data concentration, the size of data distribution, Path Analysis (Normality test, multi-collinearity, and linearity).

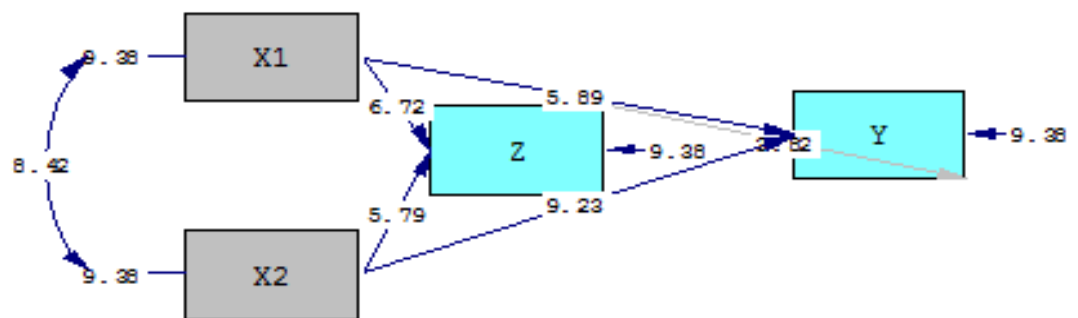
III. RESULTS AND DISCUSSION

The results of data processing using Lisrel can be presented as follows:



Chi-Square=0.00, df=0, P-value=1.00000, RMSEA=0.000

Figure 1. Path Chart



Chi-Square=0.00, df=0, P-value=1.00000, RMSEA=0.000

Figure 2. Path Chart of the t count

The results of the path coefficients can be seen in table 2:

Table 2. Structural Model Path coefficients 2

Endogenous (Dependent) Variables	Exogenous (Independent)	Path coefficient
Z	X1	0,48
	X2	0,41
Y	X1	0,22
	X2	0,48

Moreover, the values between variables were described as follows. The path coefficient values were presented in the table below. Hypothesis testing analysis was performed with a significance level of 5% to produce a critical value of 1.96. The hypothesis was accepted if the t count obtained > 1.96 while the hypothesis is not supported if the t count obtained < 1.96 . The following was a summary of the hypothesis test to see if the model was supported by data:

Table 3. Hypothesis test

Endogenous (Dependent) Variables	Exogenous (Independent)	T - count	T table value
Z	X1	5,89	
	X2	9,22	1,96
Y	X1	6,72	1,96
	X2	5,79	1,96
X1-Z-Y		3.32	1,96
X1-Z-Y		3.19	1,96

The analysis results showed that all paths were significant because t count > 1.96 . Thus, the hypothesis which stated that there was a positive and significant relationship between the principal's leadership style and professional competence of teachers to the quality of learning outcomes in several vocational schools in the Padang. There was a positive and significant relationship between the principal's leadership style and professional competence through the school climate on the quality of learning outcomes at several vocational schools in Padang.

Some researchers like Nunu has found that there is a significant positive relationship between leadership style and learning achievement students [11] so that the students

could get better learning results. In this research, it can also be proved that there was a significant influence between professional competence and quality of learning outcomes. This is supported by previous studies such as research [12]. The study states that personal competence affects learning motivation positively and significantly so that the students could get a better quality of learning outcomes.

This research proved that there was a positive and significant relationship between the school climate and the quality of learning outcomes. These results are in line with research [13], which states that school climate affects students' achievement. The good school climate makes the students' achievement better so that the quality of learning outcomes will be good.

IV. CONCLUSION

Based on the results of the research it can be concluded that there was a positive and significant relationship between the principal's leadership style and the teachers' professional competence on the quality of learning outcomes at several vocational schools in Padang. There was a positive and significant relationship between the principal's leadership style and professional competence through the school climate on the quality of learning outcomes at several vocational schools in Padang.

REFERENCES

- [1] Dimiyati., & Mudjiono. *Belajar dan Pembelajaran*. Jakarta: PT Rineka Cipta. 2006.
- [2] Suhana, C. *Konsep Strategi Pembelajaran*, Edisi Revisi. Bandung: Refika Aditama. 2014.
- [3] Qureshi, Shazia., Ullah, Raza. Learning Experiences of Higher Education Students: Approaches to Learning as Measures of Quality of Learning Outcomes. *Bulletin and Research*, 36(1), 79-100. 2014.
- [4] Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta. 2006.
- [5] Creswell, John W, *Research Design, Pendekatan Kualitatif, Kuantitatif, dan Mixed*, Edisi Ketiga. Bandung: Pustaka Pelajar. 2008.
- [6] Wahyudi. *Kepemimpinan Kepala Sekolah dalam Organisasi Pembelajaran*. Bandung: Alfabeta. 2009.

- [7] Mulyasa, E. *Implementasi Kurikulum 2013*. Bandung: PT Remaja Rosdakarya. 2015.
- [8] Syah, Muhibbin. *Psikologi Pendidikan dengan Pendekatan Baru*. Bandung: Remaja Rosdakarya. 2006.
- [9] Purwanto, Ngalim. *Psikologi Pendidikan*. Bandung: PT Remaja Rosdakarya. 2006.
- [10] Supardi. *Sekolah Efektif Konsep Dasar dan Praktiknya*. Jakarta: Rajawali Pers. 2013.
- [11] Nunu, Nuchiyah, Pengaruh Kepemimpinan Kepala Sekolah dan Kinerja Mengajar Guru Terhadap Prestasi Belajar Siswa. *Jurnal UPI*. 2011.
- [12] Mas, S.R. Hubungan Kompetensi Personal dan Profesional Guru Dengan Motivasi Belajar Siswa di SMKN 2 Kota Gorontalo. *Jurnal Pendidikan Dan Pembelajaran (JPP)*, Vol.19. 2012.
- [13] Dulay, S., & Karadag, E. The Effect of School Climate on Student Achievement. The Factors Effecting Students Achievement: Meta analysis of Empirical Studies. 2017.

© The Author(s)

Published by [Universitas Negeri Padang](http://www.unpad.ac.id)

This is an open-access article under the: <https://creativecommons.org/licenses/by/4.0>