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Research Article

The Impact of Transformational Leadership and Principal Managerial Competence on The Learning Performance of Junior High School Teachers in Pasangkayu Regency

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Abstract
This study aims to determine the effect of school principal transformational leadership partially on the learning performance of state junior high school teachers in Pasangkayu Regency; know the effect of the principal's managerial competence partially on the learning performance of state junior high school teachers in Pasangkayu Regency; know how much influence the transformational leadership and managerial competence of school principals together have on the learning performance of state junior high school teachers in Pasangkayu Regency; to find new concepts or novelty in public administration especially in the study of human resources related to transformational leadership theory, managerial competence and performance. This research uses quantitative research methods. The research data were processed descriptively and inferentially using SPSS Version 22.0 and SEM Software Model AMOS Version 23.0. The research locations were in Pasangkayu Regency in all State First Middle Schools under the auspices of the Pasangkayu Regency Education Office. The number of state junior high schools is 41 schools with a total of 671 teachers, both civil servant and non-civil servant teachers. The number of research samples taken by stratified random sampling. Hypothesis 1 test results obtained that partially transformational leadership has a positive and significant effect on teacher learning performance. Hypothesis 2 test results obtained that the partial managerial competence of school principals has a positive and significant effect on teacher learning performance. Hypothesis 3 test results obtained that simultaneously transformational leadership and managerial competence of school principals have a positive and significant effect on teacher learning performance.

Keywords: Transformational Leadership; Managerial Competence; Learning Performance

Introduction

The performance of educational institutions is very high by school principals and teachers in implementing national education standards in Pasangkayu Regency, Indonesia. The quality map of Pasangkayu Regency Education in Junior High School in 2016 shows that the figure is still low

or below the national standard that complements the National Education Standards which contains the Graduates Competency Standards score of 5.03, Content contents increase value 4.16, Process standards get a value of 4.92, Standards get a value of 3.74, PTK standards get a value of

4.61, Facilities and infrastructure standards get a value of 4.45, Management standards get a value of 3.76 and a financing standard gets a value of 4.00. Educational quality achievements based on the eight Pasangkayu Regency National Education Standards in 2017 at the Junior High School level indicate that: 1) Competency standards score 5.55; 2) Content standards score 5.36; 3) Process standards score 5.96; 4) Education Value Standards Get a value of 5.84; 5) Educators and manpower standards get a value of 3.83; 6) Educational facilities and infrastructure standards get a value of 3.97; 7) Education Management Standards Achieved a value of 5.30; and 8) Financing Standards score 5.44. Sub performance indicators for school principals in carrying out leadership tasks only scored 1.81. These figures are manifestations of the planning of education management by the school principal as the leader and manager of the school responsible for implementing the National Education Standards and managing the Internal Quality Assurance System at the school level (Yukl, 1999).

As an illustration of the leadership competency of school principals, data on evaluation results from the Education Quality Assurance Agency (LPMP), the Ministry of Education and Culture of West Sulawesi Province can be presented. Principal Competency Test Results are shown in the Table 1.

The Table 1 shows that the competency of principals is still low on the 5 dimensions in the leadership dimension, obtains a value of 49.69, where the entrepreneurial spirit develops a value of 47.27, the managerial leadership dimension receives a value of 53.84, the supervision dimension (supervision) receives a value of 34.95 and the business development dimension of the school scored 50.06.

Likewise, the average value of the National Examination at the Junior High School level in Pasangkayu Regency is still low for 2 in a row as illustrated in the Table 2.

Table 1: Value of School Principal Competency Test Results Per Dimension and Per Level in Pasangkayu Regency, West Sulawesi Province in 2016

No	Dimension	Level			
		Elementary School	Junior High School	Senior High School	Vocational High School
1.	Learning leadership	38,69	**49,69**	52,00	56,00
2.	Development of an entrepreneurial spirit	39,20	**47,27**	40,00	44.00
3.	Managerial	44,90	**53,84**	50,67	52,00
4.	Supervision	29,15	**34,95**	30,67	42,67
5.	School development effort	44,55	**50,06**	45,60	53,60

Source: Kemendikbud RI, LPMP Provinsi Sulbar Tahun 2016

Table 2: Average scores for junior high school national examination results

No	National Examination Subjects	Average National Exam Scores		Information
		2016	2017	
1.	Indonesian	55,54	54,37	Descending
2.	English	42,39	45.15	Ascending
3.	Mathematics	38,75	44,22	Ascending
4.	Natural Science	40,48	45,72	Ascending
	District average score	**44,27**	**48,47**	Ascending

Source: The Kemendikbud Assessment Center, 2016 and 2017

The same thing shows the low learning achievement of State Junior High School students for 2 years, namely 2016 and 2017, where the average score of students who took the 2016 national exam gained an average score of 44.27 and in 2017 obtained an average grade of 48.47 for four fields of study nationally tested. Student achievement and student competitiveness are often associated with teacher performance in the learning process.

Although the results of the National Examination cannot be used as the only indicator to measure the quality of the results and the educational process as a picture of the performance of educational institutions that are processed through the task of teachers and principals in implementing eight Education standards, but the most prominent of all indicators is the results of the Exams National because these indicators measure teacher performance in producing graduate competencies. Teacher performance is an indicator of the functioning of leadership and competence and quality of schools. Several studies state that the teacher's role is very central to student achievement (Biggerstaff, 2012).

Weak leadership and competence, as well as ineffective performance simultaneously will have an impact on the effectiveness of the delivery of public services in educational organizations especially at the Junior High School Unit which is the focus of this research. Transformative school leadership is a superior choice in creating effective schools (Biggerstaff, 2012).

The results of empirical studies show that there are a number of performance problems of teachers and school principals that have an impact on the quality of educational outcomes, including the results of early 2018 research conducted with documentation and observation methods on the performance of teachers and junior high school principals in Pasangkayu Regency which have an impact on school performance empirical facts as follows:

First, the quality of teacher work still needs to be improved. This shows how the level of discipline of teachers in the management of learning time still needs to be improved, especially the accuracy of the use of learning time at the time of changing class hours between one subject and another. It is often found there are hours of study wasted, so students roam around during study hours. This is also made worse by the still weak learning supervision process;

Second, the level of obedience of teachers when creating learning administration tools that reflect the main tasks in implementing, implementing, guiding, evaluating and participating students, still needs to be improved;

Third, the limited number of teachers so that in teaching teachers must be able to make other subjects that are not in accordance with competence, and certain subjects are still needed that are collected by teachers who are not in

accordance with their expertise. This has led to improvements between qualifications and competencies, so that the implementation of teacher duties is less optimal;

Fourth, the limited training of teachers who take part in the training and development of teacher human resources in teaching and learning (Dessler, 2013), for example curriculum and learning training, training on formulation of questions based on Higher Level Thinking Skills, training on Strengthening Character Education and so on;

Fifth, the still weak leadership of principals in the implementation of the Internal Quality Assurance System in schools within the framework of monitoring the quality of education.

Sixth, the principal managerial ability is still weak in managing freedom of the National Education Standards. This is because the appointment of the principal as a place that has not been through the correct selection.

Seventh, the low competitiveness of students in competitions such as the National Science Olympiad, INAP Tests, National Student Sports Olympiad and National Student Art Competition Festival, as well as the competitiveness of State Junior High School competitions in Pasangkayu Regency in the academic field are also low;

Eighth, the lower participation of the community in the world of education because they see that the needs of schools have been borne in the state budget or regional budget by 20% and view education is responsible to the government with the tagline "free education".

Observing these problems, the role of leadership and competence of school principals as education managers in schools needs to be improved because the principal is a major factor in the success of a school in improving the entire management process in schools in improving teacher performance in learning.

The study of transformational leadership, managerial competence and performance is a field of Human Resource Management (HRM), as a middle theory. Human Resource Management is part of the field of Public Administration Study as a grand theory. This has been discussed in the development of public administration theory and the paradigm of public administration, where leadership, HR competencies and performance have been the focus of discussion on the development of theories and changes in the paradigm of public administration. Denhardt and Denhardt (2006: 2) defines public administration with a brief formula that: "*We have already described public administration as the management of public programs*". which means that public administration is the management of public programs.

Bass (1990) states that:

> *"Transformational leadership refers to the leader moving the follower beyond immediate self-interests through idealized influence (charisma), inspiration, intellectual stimulation, or individualized consideration. It elevates the follower's level of maturity and ideals as well as concerns for achievement, self-actualization, and the well-being of others, the organization, and society. Idealized influence and inspirational leadership are displayed when the leader envisions a desirable future, articulates how it can be reached, sets an example to be followed, sets high standards of performance, and shows determination and confidence. Followers want to identify with such leadership. Intellectual stimulation is displayed when the leader helps followers to become more innovative and creative. Individualized consideration is displayed when leaders pay attention to the developmental needs of followers and support and coach the development of their followers. The leaders delegate assignments as opportunities for growth".*

Based on a theoretical study of transformational leadership, managerial competence and performance, the researcher designed the research framework is shown in Fig. 1.

Hypothesis

Holding the frame of mind, the hypotheses are formulated as follows:

1. Is there a partial influence on the principal's transformational leadership on the performance of teachers in learning in State Junior High Schools in Pasangkayu Regency?
2. Is there a partial effect on the principal's managerial competence on the performance of teachers in learning at State Junior High Schools in Pasangkayu Regency?
3. Is there a simultaneous influence of transformational leadership and managerial competence of principals on teacher performance in learning at Public Middle Schools in Pasangkayu District?

Research Methods

This research uses descriptive research with quantitative methods. Quantitative methods is a method for testing certain theories by examining the relationships between variables Creswell (2009). These variables are measured - usually with research instruments so that data consisting of numbers can be analyzed based on statistical procedures Creswell (2009). The research variable is the transformational leadership model based on Bas and Riggio (2006) theory as X1 variable which includes dimensions 1) idealized influence, 2) inspirational motivation, 3) intellectual stimulation and 4) individual consideration. The second variable is the Managerial Competency Variable (X2) based on the concept of managerial competence Spencer and Spencer (1993) which includes dimensions: 1) Developing others, 2) Directiveness: Assertiveness and use of positional power, 3) Team work and cooperation, 4) Team leadership. The third variable is the performance variable based on Mathis and Jackson theory (2010) which includes 1) quantity of output, 2) Quality of output, 3) Timeliness of output 4) Presence / attendance of the job 5) Efficiency of work completed, and 6) Effectiveness of work completed.
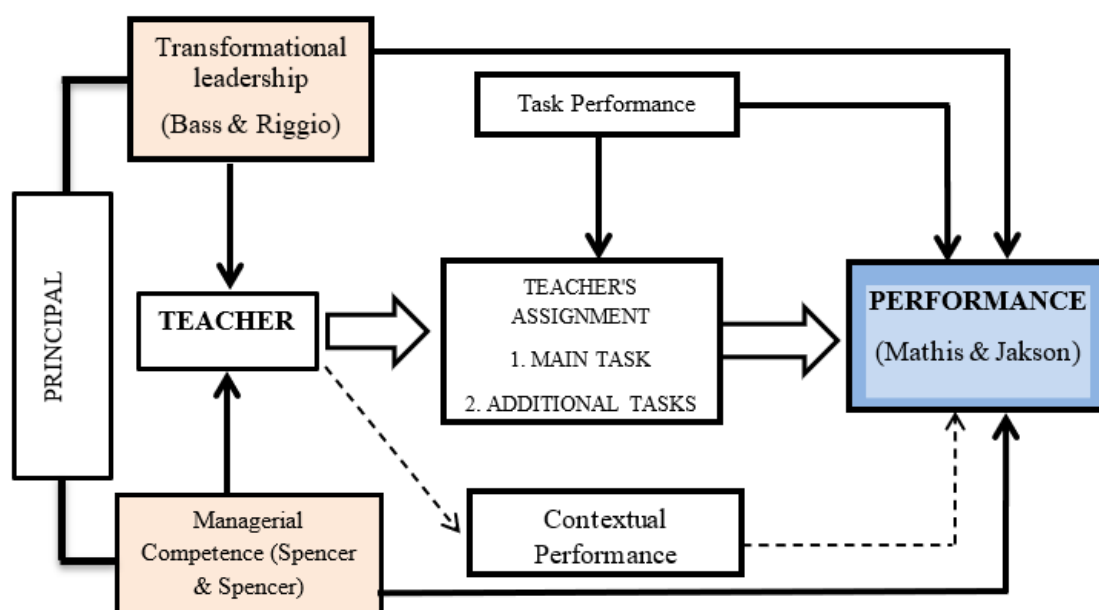
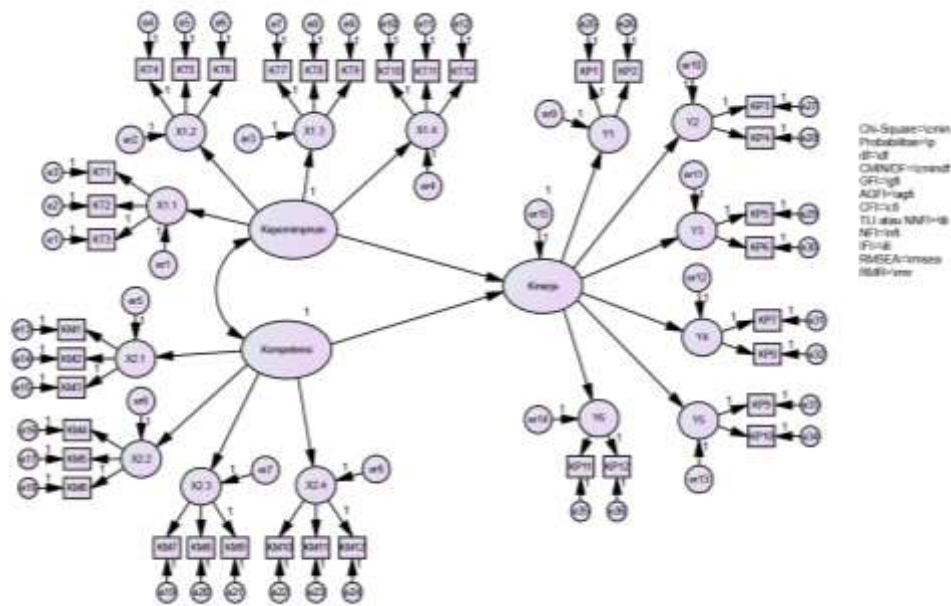**Fig. 1**: Research Framework and Design

Fig. 2: Complete Diagram of Research.

The next research flowchart is illustrated in the SEM model as the initial model or estimation model as follows:

1. Transformational leadership variables (X1) which include dimensions: 1) idealized influence (X1.1.), 2) inspirational motivation (X1.2), 3) intellectual stimulation (X1.3) and 4) individual consideration (X1. 4).

2. Variable Managerial Potential (X2) which includes dimensions: 1) Developing others (X2.1), 2) Directiveness: Assertiveness and use of positional power (X2.2.), 3) Team work and cooperation (X2.3)), and 4) Team leadership (X2.4.).

3. Performance Variables (Y) which include dimensions: 1) Quantity of output (Y1), 2) Quality of output (Y2), 3) Timeliness of output (Y3), 4) Presence / attendance of the job (Y4), 5) Efficiency of work completed (Y5), and 6) Effectiveness of work completed (Y6).

The population of the study was all 617 Junior High School teachers in Pasangkayu Regency. The sampling method used was Stratified random sampling with three strata namely strata of class IV teachers, strata of class III teachers and strata of non-group teachers or Non-Civil Servant teachers. The sample is determined based on Ferdinand's opinion that the minimum sample size is 100-200 or the number of indicators multiplied by 5 to 10 (Ferdinand, 2002). Whereas, Hair et. al. (2006) suggested a minimum sample size of 5 to 10 times the estimated number of parameters. In this study there are 3 variables, 14 dimensions and 36 indicators or parameters. Based on these provisions the researchers determined 6 times the number of research parameters so that a sample of 216 people was obtained, 6 x 36 parameters.

This study uses data processing and analysis with SPSS Version 22.0 to process descriptive data and SEM methods of the AMOS version 23.0 model as an inferential statistical data analysis tool. This analysis tool is used to test the validity and reliability of the instrument and the validity and reliability of the research construct.

Results and Discussion

Test the Validity and Reliability of the Instrument

Before conducting actual research on 216 samples of research data, a trial of 30 respondents was first conducted to obtain a valid and reliable instrument (questionnaire). To test the validity of the Pearson Correlation product moment correlational test, by correlating each item with the total number of respondents' answers from all instrument items. The r value of this product moment is then consulted with the r value of the critical product moment in the statistical table with n = 30; degree of freedom (df) = n-2; α = 0.05. R table value obtained 0.361. To test the validity of this study, the SPSS software (PASW Statistics 22.0) was used. According to Ghozali (2006: 45) the calculated r value is indicated by the Corrected Item-Total Correlation value at the SPSS output. Thus, if a question has a Corrected Item-Total Correlation value of 36 0.361, it means that the question item is declared valid. The results of testing the validity of the instrument can be concluded that the questionnaire constructational leadership, managerial competence and teacher learning performance have good validity.

While the instrument reliability testing Questionnaire reliability test in this study uses Cronbach's Alpha statistical test which is a reliability coefficient that shows how positive the relationship of questions or statements used in the

measurement instrument. According to Nunnally in Ghozali (2006: 42) a construct or variable is declared to be reliable if it has a Cronbach's Alpha value> 0.60. The Cronbach's Alpha value used to test reliability is the Cronbach's Alpha value based on standardized items from the SPSS output. Instrument reliability test results can be concluded that the transformational leadership construct questionnaire, managerial competence and teacher learning performance have good reliability.

Analysis of Structural Equation Modeling (SEM)

Structural Equation Modeling (SEM) analysis in this study was carried out using a two-step approach (Two-Step Apprroach) with the help of AMOS 23 software. Two step approach is to combine the CFA model of an acceptable construct into a whole model (hybrid model) or full model to be estimated and analyzed to see the suitability of the overall model and evaluation of the structural model so that it is obtained full acceptable model (Ghozali, 2014).

1.   Data Normality

Before SEM analysis is carried out, it is necessary to know the distribution of data that will be used in the analysis. This is needed to determine the estimation method that can be used in the analysis. Multivariate normal data will be estimated with Maximum Likelihood (ML) while multivariate abnormal data will be estimated with Robust Maximum Likelihood (RML) with corrected Chi Square value, Satorra-Bentler Scaled Chi-Square. From the results of normality tests that have been printed AMOS 23 results contained in the appendix it is known that the research data

is normally distributed multivariately. Data are expressed as multivariate normal distribution if it has a P-value at Skewness and Kurtosis> 0.05.

2.   Overall Model Analysis (Full Model)

Testing of the overall model fit level refers to the model fit. In the following description, only the full initial model and full final model (fit) will be explained from the full model analysis stage. To see more fully the stages (iteration) of full model analysis can be seen in the Appendix. The path diagram of Full Model_Awal can be seen in Fig. 3.

Based on Figure 3, data processing (running) is carried out with AMOS 23 to see the suitability of the model. It turns out that after running with AMOS 23 it takes 15 (fifteen) stages or iterations to produce the GOF values required in the analysis or measurement of structural models in order to obtain Full Model_Fit. Stages (iteration) until the discovery of a full model analysis that is fit can be seen in the Appendix in this study.

The path diagram of Full Model_Fit can be seen in Fig. 4.

3.   Model Match Test

Thus, it can be concluded that overall Full Model_Fit in Fig. 4. can be accepted and can be used for the preparation of models or structural equations as well as testing the hypotheses proposed in this study. Then to evaluate the results of the analysis of the research on the structural model estimation values are used based on the standardized Regression Weight values that exist in AMOS 23.0 output, and or can be seen in the Table 4.
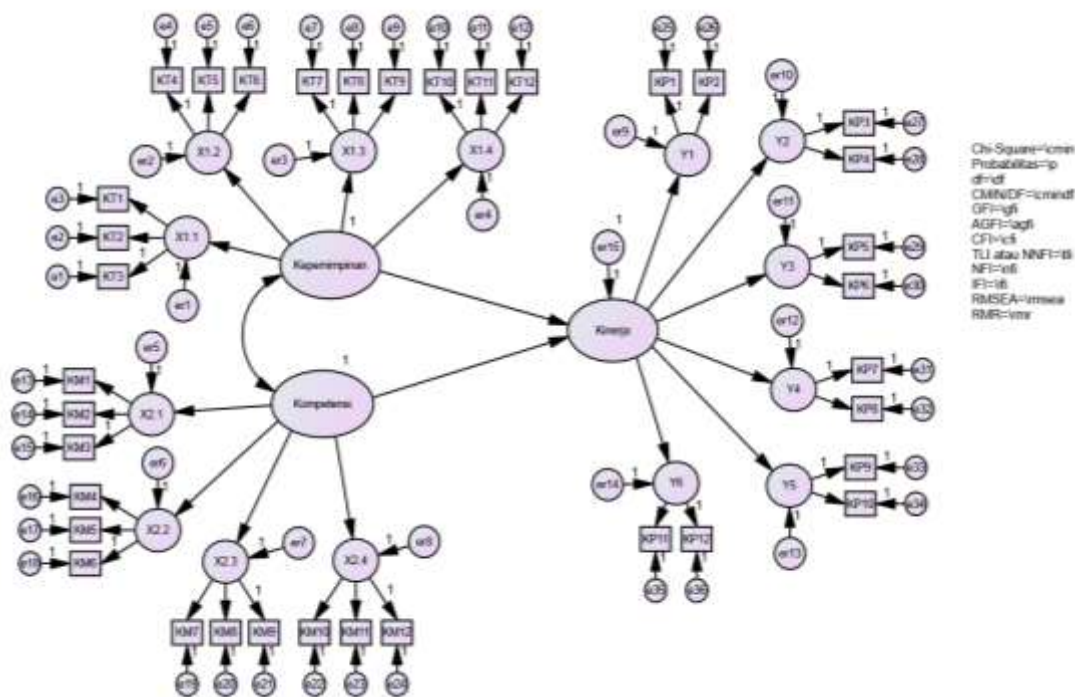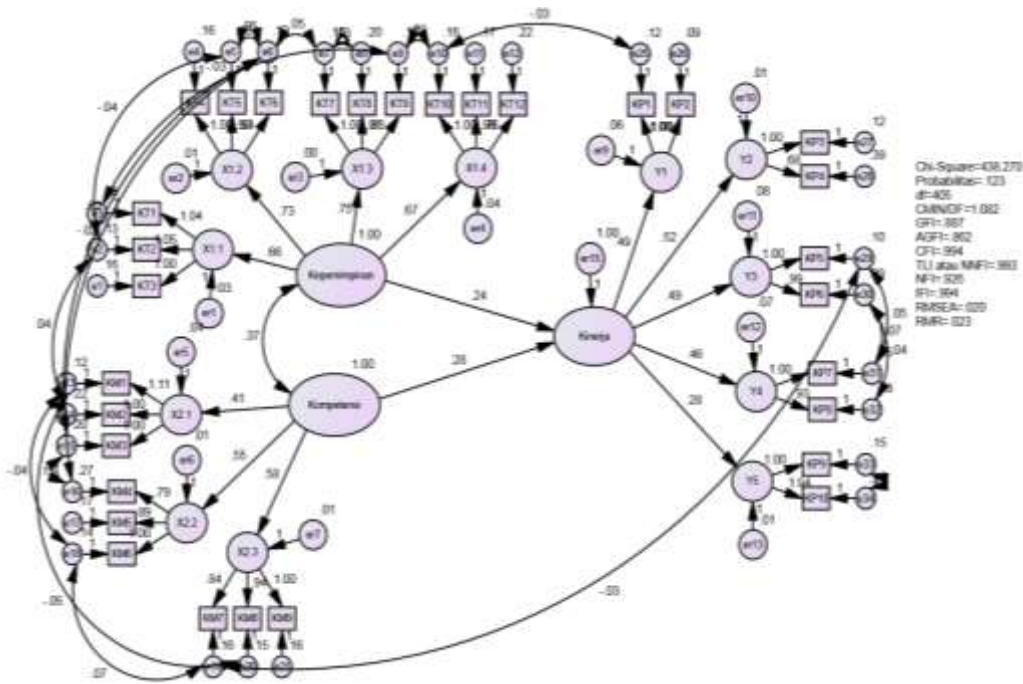

Fig. 3: Full Model_Head

Fig. 4:   Full Model_Fit (Standardized)

Table 3: Model Matching Test Results or Goodness of Fit Statistics (GOF), Full Model_Fit.

No	*Goodness of Fit Statistic*	**Results**	*Cut off Value* (**Limit Value**)	**Criteria**
1.	*Probability (P)* dari *Chi-Square*	**0,123**	> 0,05	Good Fit
2.	GFI	**0,887**	≥ 0,90	Marginal Fit
3.	AGFI	**0,862**	≥ 0,90	Marginal Fit
4.	CFI	**0,994**	≥ 0,90	Good Fit
5.	TLI	**0,993**	≥ 0,90	Good Fit
6.	CMIN/DF	**1,082**	≤ 2	Good Fit
7.	RMSEA	**0,020**	≤ 0,08	Good Fit
8.	NFI	**0,926**	≥ 0,90	Good Fit
9.	IFI	**0,994**	≥ 0,90	Good Fit

Evaluation of Construction Reliability (Variables)

Reliability shows the extent to which a measuring instrument can provide relatively the same results if the measurements were taken again on the same subject. Measuring construct reliability in SEM is used composite reliability measure or composite reliability measure and variance extracted measure or variant extract size (Wijanto, 2008: 66). The level of reliability received is when the value of Construct Reliability ≥ 0.7 and the value of Variance Extract ≥ 0.5 (Hair *et al.*, 2010; Wijanto, 2008: 66). The composite reliability of a construct is calculated using the following formula:

$$Construct\ Reliability\ = \frac{(\Sigma\ Std.Loading)^2}{(\Sigma\ Std.Loading)^2\ +\ \Sigma\ ej}$$

$$Variance\ Extract\ = \frac{\Sigma\ Std.Loading^2}{\Sigma\ Std.Loading^2\ +\ \Sigma\ ej}$$

Information:

- Std. loading is obtained from standardized loading for each indicator that is obtained from AMOS 23 calculation results, namely the value of lamda produced by each indicator.

- $\sum e_j$ is the measurement error for each indicator. Measurement errors can be obtained directly from AMOS 23 output or calculated using the formula:

$$\sum \varepsilon_j = \sum (1 - Std.Loading^2)$$

Construct Reliability (CR) and Variance Extract (VE) construct reliability calculations in this study are as shown in Table 5.

Table 4: Test Results of Indicator Validity in Full Model_Fit

No.	Latent Variable (*2stCFA*)	Latent Variable (*1stCFA*)	Manifest Variable	*Std. Loading Factor*	Validity
1.	Transformational Leadership	X1.1	KT1	0,889	Good
			KT2	**0,890**	**Good**
			KT3	0,861	Good
		X1.2	KT4	0,881	Good
			KT5	0,863	Good
			KT6	0,848	Good
		X1.3	KT7	0,882	Good
			KT8	0,837	Good
			KT9	0,832	Good
		X1.4	KT10	0,869	Good
			KT11	0,852	Good
			KT12	0,751	Good
2.	Managerial Competence	X2.1	KM1	0,823	Good
			KM2	0,698	Good
			KM3	0,718	Good
		X2.2	KM4	0,650	Good
			KM5	0,773	Good
			KM6	**0,832**	**Good**
		X2.3	KM7	0,781	Good
			KM8	0,818	Good
			KM9	0,829	Good
3.	Learning Performance	Y1	KP1	0,858	Good
			KP2	0,899	Good
		Y2	KP3	0,857	Good
			KP4	0,530	Good
		Y3	KP5	0,887	Good
			KP6	0,895	Good
		Y4	KP7	0,829	Good
			KP8	0,820	Good
		Y5	KP9	0,640	Good
			KP10	0,887	Good

From the results of the calculation of Construct Reliability and Variance Extract shown in Table 5, it shows that the Construct Reliability (CR) of all constructs and their dimensions has met the recommended value (CR ≥ 0.7). The Variance Extract (VE) of most constructs and dimensions also meet the recommended value (VE ≥ 0.5). Thus overall, it can be concluded that all constructs and dimensions in Full Model_Fit have good reliability.

Structural Model Analysis

Structural model analysis is related to the evaluation of the coefficients or parameters that show the causal relationship or the effect of one latent variable on another latent variable. These causal relationships are hypothesized in research. Evaluations of structural models include: coefficient or parameter values, t-values of the coefficients or parameters taken from the AMOS output. While Table 6 is a tabulation that researchers made based on the tables.

Table 5: Construct Reliability (CR) and Variance Extract (VE) Test Results

Variable	Dimension	Manifest Variable	*Std. Loading Factor*	λ^2	Error = $1-\lambda^2$	CR=$(\Sigma\lambda)^2$ $((\Sigma\lambda)^2+\Sigma$ Error)	VE=$(\Sigma\lambda^2)$ $((\Sigma\lambda^2)+\Sigma$ Error)	Conclusion
Transformational Leadership	X1.1	KT1	0,889	0,790	0,21			Valid
		KT2	0,890	0,792	0,208			Valid
		KT3	0,861	0,741	0,259			Valid
	X1.2	KT4	0,881	0,776	0,224			Valid
		KT5	0,863	0,744	0,256			Valid
		KT6	0,848	0,719	0,281			Valid
	X1.3	KT7	0,882	0,777	0,223			Valid
		KT8	0,837	0,700	0,3			Valid
		KT9	0,832	0,692	0,308			Valid
	X1.4	KT10	0,869	0,755	0,245			Valid
		KT11	0,852	0,725	0,275			Valid
		KT12	0,751	0,564	0,436			Valid
	Σ		**10,255**	**8,775**	**3,225**	0,970	0,731	Reliable
Managerial Competence	X2.1	KM1	0,823	0,677	0,323			Valid
		KM2	0,698	0,487	0.513			Valid
		KM3	0,718	0,515	0,485			Valid
	X2.2	KM4	0,650	0,422	0,578			Valid
		KM5	0,773	0,597	0,403			Valid
		KM6	0,832	0,692	0,308			Valid
	X2.3	KM7	0,781	0,609	0,391			Valid
		KM8	0,818	0,669	0,331			Valid
		KM9	0,829	0,687	0,313			Valid
	Σ		**6,922**	**5,355**	**3,645**	0,929	0,595	Reliable
Learning Performance	Y1	KP1	0,858	0,736	0,264			Valid
		KP2	0,899	0,808	0,192			Valid
	Y2	KP3	0,857	0,734	0,266			Valid
		KP4	0,530	0,280	0,72			Valid
	Y3	KP5	0,887	0,786	0,214			Valid
		KP6	0,895	0,801	0,199			Valid
	Y4	KP7	0,829	0,687	0,313			Valid
		KP8	0,820	0,672	0,328			Valid
	Y5	KP9	0,640	0,409	0,591			Valid
		KP10	0,887	0,786	0,214			Valid
	Σ		**8,102**	**6.699**	**3,301**	0,952	0,67	Reliable

Table 6: Evaluation Results of the Structural Model Coefficient (Standardized)

No	Path	Estimate Standardized	T-value/C.R.	P-value	Conclusion
1.	Transformational Leadership Teacher Learning Performance	0,220	2,940	0.003	Significant
2.	Managerial Competence of Teacher Learning Performance	0,261	3,381	***	Very Significant
3.	Transformational Leadership and Managerial Competence in Teacher Learning Performance	Uji GOF	Uji GOF	Uji GOF	Significant

Whereas, the value of the coefficient of determination (R2) in this study is taken from the output of AMOS Squared Multiple Correlations in Table 7.

Table 7: Squared Multiple Correlations output

	Estimate
Performance	.158

Based on Table 7 Output Squared Multiple Correlations can be formed 1 model or structural equation using standardized estimated values, namely:

Structural Equation:

Performance = 0,220 * Leadership + 0,261*Competence, R² = 0,158

Based on the structural equation of the study, the interpretation can be made as follows:

- In the above equation it can be explained that transformational leadership can affect teacher learning performance by 0.220 or 22.0%. While the principal's managerial competence can affect teacher learning performance by 0.261 or 26.1%.

- In the structural equation it has an R2 of 0.158 which means 15.8% of the variation in the constructs of teacher learning performance which can be explained by variations in the constructs of transformational leadership and managerial competencies of principals. In other words, the contribution of the construct of transformational leadership variables and managerial competency variables simultaneously or jointly to teacher learning performance is 15.8%. (Yu *et al.,* 2002)

Hypothesis Testing 1
H1: There is a partial influence of transformational leadership of school principals on the learning performance of Junior High School teachers in Pasangkayu Regency.

Based on the standardized output regression, the t value obtained from the effect of transformational leadership on teacher learning performance is 2,940> 1.96 with a P-value of 0.003 <0.05. The results of both of these values provide information that the influence of transformational leadership variables on the learning performance of teachers of State Junior High Schools in Pasangkayu Regency is acceptable, because it meets the requirements above 1.96 for t arithmetic, and for P Value and below 0.05 for grades the probability. So, partially transformational leadership has a positive and significant effect on teacher learning performance, meaning that the higher the transformational leadership is applied, the higher the learning performance of state junior high school teachers in Pasangkayu Regency. Thus, *Hypothesis H1 is accepted / Hypothesis H0 is rejected.*

Hypothesis Testing 2
H2: There is an effect of the principal's managerial competence partially on the learning performance of junior high school teachers in Pasangkayu Regency.

Based on the standardized output regression, the t value obtained from the effect of the principal's managerial competence on teacher learning performance is 3,381> 1.96 with a p value of 0,000 (***) <0.05. The results of these two values provide information that the influence of the principal's managerial competency variables on the learning performance of junior high school teachers in Pasangkayu can be accepted, because it meets the requirements above 1.96 for t arithmetic, and for P Value and below 0.05 for the probability value. So, partially the principal's managerial competence has a positive and significant effect on teacher learning performance, meaning that the higher the managerial competency of the principal is applied, the higher the learning performance of junior high school teachers in Pasangkayu Regency. Thus, the H2 Hypothesis is accepted / Hypothesis H0 is rejected.

Hypothesis Testing 3
H3: There is a simultaneous influence of transformational leadership and managerial competence of school principals on the learning performance of junior high school teachers in Pasangkayu Regency

Based on the output in Figure 4 Full Model_Fit (Standardized) above, it is known that the results of the Goodness of Fit Index test are in accordance with the required criteria. Based on the criteria provides information that simultaneously or together transformational leadership

and managerial competence of school principals have a positive and significant effect on teacher learning performance, meaning that with the implementation of transformational leadership coupled with an increase in managerial competence of principals, the higher learning performance of junior high school teachers in Pasangkayu Regency. Thus, Hypothesis H3 is accepted / Hypothesis H0 is rejected.

Discussion

Based on the results of the analysis of research that has been done in the previous sub-chapter, the discussion will then be carried out on the results of the analysis. The discussion is made by looking at the causality relationship that occurs as a proof of the hypothesis raised in this study. Theories or the results of empirical research conducted by previous researchers will be used in discussing research results, whether the theories or results of empirical research support or contradict the results of testing hypotheses carried out in research and will also reveal the limitations of the research this.

In the human resource management literature, many factors affect teacher performance, including work motivation, organizational communication, leadership, organizational culture, job satisfaction, discipline, education and training, organizational commitment and others. Of the many factors that affect performance in this study will be tested and analyzed the effect of transformational leadership, and managerial competence of principals on the learning performance of junior high school teachers in Pasangkayu Regency.

The three causal relationships established in this study are synthesis of several theories and the results of previous studies that have been discussed in a conceptual framework. Based on the assessment of respondents on all indicators of research variables, it turns out that most respondents gave good and quite good ratings. However, with a description of the indicators of the research variable, it only provides information about how high or low a teacher evaluates what is assessed and felt by what he has given to his organization (work output) and what the school gives to the teacher (feedback). This information is not able to answer research questions and provide an explanation (explanation) about the structured relationship that is built between the three variables studied.

The research question was answered by the results of structural equation analysis (SEM) using the AMOS version 23.0 program. From the results of testing the models (measurement models and structural models) made for this study (ie evaluating the suitability of the model with the data) a reasonable level of conformity is generated so that the model constructed is suitable for testing the research hypothesis and then the results of the research hypothesis test are obtained. On the basis of the results of the

hypothesis test conducted in the previous sub-chapter, this section presents a discussion of the results of the research hypothesis test. There are 3 (three) hypotheses tested in this study and it is proven that these 3 (three) hypotheses show a significant influence.

1. **Effects of Transformational Leadership on Teacher Learning Performance**
   The results of this study prove that transformational leadership has a positive and significant effect on teacher learning performance, meaning that the leadership style is really needed by a school principal to be able to achieve a high performance even though according to the nature of the work itself the amount is very relative or different between one person with another person. But overall, the respondents stated that while working in the school they expressed the leadership style that had been given by the principal to the teachers at the school was good.

   The analysis shows that there is a positive and significant influence on the principal's transformational leadership on teacher learning performance. Transformational leadership affects the learning performance of teachers with an estimated standard value of 0.220% (22%). Based on table 4.32 above, the t value of the influence of transformational leadership on teacher learning performance is 2,940> 1.96 with a p value of 0.003 <0.05. So it can be said that partially transformational leadership has a significant effect on teacher learning performance, meaning that the better the application of transformational leadership styles, the higher the learning performance of Junior High School teachers in Pasangkayu Regency. The results of testing on this first hypothesis are in line and support several opinions and theories about transformational leadership put forward by experts in previous research, including research by: Hughes *et al*. (2015) which confirms that: "*Found so much evidence that transformational leadership is a predictor organizational effectiveness is significantly better than transactional leadership or laizzes-faire. Avolio and Bass also believe transformational leadership increases performance far more than transactional leadership does. MLQ can be trusted to identify transformational leaders and that these leaders can drive change and effectiveness in organizations more than transactional leadership*".

2. **Effect of Managerial Competence on Teacher Learning Performance**
   The results of the second hypothesis in this study prove that the principal's managerial competence has a positive and significant effect on teacher learning performance, meaning that managerial competence is

really needed by a school principal to be able to achieve the expected performance. A school principal is required to work not only as a routine, but as a principal being led to always develop his abilities. In this study as a whole, the respondents stated that while working in their schools they felt that the principal's managerial competence had been good, but needed to be improved.

The results of the research analysis showed that there was a positive and significant effect on the principal's managerial competence on teacher learning performance. Principal's managerial competence influences the teacher's learning performance with an estimated standard value of 0.261% (26.1%). Then based on table 4.32 above, the t value calculated from the effect of managerial competence on teacher learning performance is 3,381> 1.96 with a p value of 0,000 (***) <0.05. So, it can be concluded that partially the managerial competence of school principals has a significant effect on teacher learning performance, meaning that the higher the managerial competency of school principals, the higher the learning performance of junior high school teachers in Pasangkayu Regency. The results of testing on the second hypothesis in this study are in line and support several opinions and theories about managerial competence put forward by experts and previous research, including research by Spencer and Spencer (1993) "*A competency is an underlying characteristic of an individual that is causally related to criterion-referenced effective and / or superior performance in a job or situation. Underlying characteristic means the competency is a fairly deep and enduring part of a person's personality and can predict behavior in a wide variety of situations and job tasks. Causally related means that competency causes or predicts behavior and performance:*" This implies that competence is the determinant of the birth of superior performance. Competence results in or predicts behavior and performance.

3. The Effect of Transformational Leadership, and Managerial Competence simultaneously on Teacher Learning Performance

The results of the third hypothesis in this study prove that transformational leadership, and the managerial competence of principals simultaneously or jointly affect the learning performance of teachers, meaning that with the application of transformational leadership style and the existence of high managerial competence from a school principal, will increase teacher performance. Based on research analysis testing found that transformational leadership, and principals' managerial competence simultaneously and jointly affect teacher learning performance. This

conclusion is based on the results of testing the Goodness of Fit Index that meets the required criteria.

4. The Magnitude of the Effects of Transformational Leadership, and Managerial Competence simultaneously on Teacher Learning Performance

Based on Table 6 Output Squared Multiple Correlations can be formed 1 model or structural equation using standardized estimated values, namely:

Performance=0,220*Leadership+0,261* Competence, R^2 = 0,158.

Based on the structural equation it can be concluded that the magnitude of the transformational leadership value can affect the learning performance of teachers is equal to 0.220 or 22.0%. Whereas the principal's managerial competency variable can affect teacher learning performance by 0.261 or 26.1%. Based on the structural equation, it is known that the value of R2 is 0.158, which means 15.8% of the variation in the construct of teacher learning performance that can be explained by variations in the construct of transformational leadership and managerial competence of school principals. In other words, the contribution of the construct of transformational leadership variables and managerial competency variables simultaneously to teacher learning performance is 15.8%, while the rest is influenced by other variables not examined in this study.

Conclusion

Based on the results of hypothesis testing and analysis and discussion of the results of this study, the following conclusions can be made:

1. There is an influence of transformational leadership on the learning performance of junior high school teachers in Pasangkayu Regency. Hypothesis 1 is accepted because the t-*values* are 2,940> 1.96; The most dominant transformational leadership indicator is KT2 with the statement "*Leaders make subordinates feel proud to be their coworkers*" with a loading factor of = 0.890. Based on these results it can be concluded that the transformational leadership partially has a positive and significant effect on the learning performance of state junior high school teachers in Pasangkayu Regency.

2. There is an influence of the principal's managerial competence on the learning performance of state junior high school teachers in Pasangkayu Regency. Hypothesis 2 is accepted because the t-*values* are 3.381> 1.96; The dominant indicator of managerial competence is KM6 with the statement "*The leader has the ability to provide direction on work quality standards in detail and clearly*" with a loading factor of = 0.832. Based on these results it can be concluded

that managerial competence has a positive and significant effect on the learning performance of junior high school teachers in Pasangkayu Regency.

3. There is an influence of transformational leadership, and the managerial competence of principals simultaneously on the learning performance of junior high school teachers in Pasangkayu Regency. Hypothesis 3 is accepted because the GOF test results meet the required criteria. The contribution of the influence of transformational leadership variables and managerial competence simultaneously on teacher learning performance is 15.8% (see structural equation).

Conflict of Interest

The authors declare that there is no conflict of interest with present publication.

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