

## **The Effect of Principal Managerial and Professionalism of Teachers on the Implementation of School-Based Management**

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### **Abstract**

The goal of this study was to determine and evaluate the impact of teachers' professionalism and school leaders' managerial skills on the implementation of school-based management. Based on these goals, this study employs quantitative research techniques using a descriptive-inferential strategy. While primary data was gathered using a questionnaire instrument, secondary data were collected through observation, interviews, and documentation studies. Following that, the data was prepared and subjected to path analysis with a mixed multiple regression model. The research population consists of junior high school principals and instructors. The sampling strategy samples the entire population using the Slovin formula, which, rounded up, will result in a total of 150 samples. Following an analysis of the study's findings, it was discovered that managerial competence of school principals has a significant direct effect on teacher professionalism by 81.6%, a direct effect on school-based management by 77.4%, a direct effect on school-based management by 75.4%, and a combined significant direct effect on both teacher professionalism and managerial competence of school principals by 75.4%. Thus, the professionalism of teachers through the managerial skill of school principals has a 60.7% impact on management at the school.

**Keywords:** Principal Managerial Competence, Teacher Professionalism, School-Based Management

### **Abstrak**

Tujuan penelitian ini adalah untuk mengetahui dan mengevaluasi dampak profesionalisme guru dan kemampuan manajerial kepala sekolah terhadap implementasi manajemen berbasis sekolah. Berdasarkan tujuan tersebut, penelitian ini menggunakan teknik penelitian kuantitatif dengan strategi deskriptif-inferensial. Pengumpulan data primer dilakukan dengan instrumen kuesioner, sedangkan pengumpulan data sekunder dilakukan melalui observasi, wawancara, dan studi dokumentasi. Setelah itu, data disiapkan dan dilakukan analisis jalur dengan model regresi berganda campuran. Populasi penelitian terdiri dari kepala sekolah SMP dan instruktur. Strategi pengambilan sampel seluruh populasi menggunakan rumus Slovin, yang jika dibulatkan, akan menghasilkan total 150 sampel. Setelah dilakukan analisis terhadap temuan penelitian, diketahui bahwa kompetensi manajerial kepala sekolah berpengaruh langsung signifikan terhadap profesionalisme guru sebesar 81,6%, berpengaruh langsung terhadap manajemen berbasis sekolah sebesar 77,4%, berpengaruh langsung terhadap manajemen berbasis sekolah sebesar 75,4%, dan gabungan pengaruh langsung yang signifikan terhadap profesionalisme guru dan kompetensi manajerial kepala sekolah sebesar 75,4%. Dengan demikian, profesionalisme guru melalui kemampuan manajerial kepala sekolah memberikan pengaruh sebesar 60,7% terhadap manajemen di sekolah.

**Kata Kunci:** Kompetensi Manajerial Kepala Sekolah, Profesionalisme Guru, Manajemen Berbasis Sekolah

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## INTRODUCTION

In essence, a country will make the caliber of its people resources a mirror of the caliber of its educational system, because education is a place for the formation of quality human resources until they are born. In fact, the existence of a multidimensional crisis due to the low quality of human resources is also closely related to all processes in education. As a result, the primary goal of every educational institution is to raise the standard of instruction. This leads to the development of school-based management (SBM), a new paradigm that inspires universal confidence in schools' capacity to plan every level of education in a way that is more efficient and of the highest caliber. School activities are not only used as a learning crowd between students and teachers, but all of that is within the scope of a fairly complex system. Every system within the scope of this school is interconnected, and its management definitely requires superior human resources to produce output that is able to compete in the era of globalization and the many demands of society because it is from the output that all will have an impact on national development (Alius, 2016).

In the current context of education, ideally every corner of the school wants a school where they can gain superior knowledge in all fields, and to make this happen, good management is needed in it. One of the most effective strategies that is frequently used is management at the school. According to some, school-based management helps schools be better able to deliver pupils a better-quality and more sufficient education. With the implementation of SBM, good opportunities will become more real for school principals, teachers, and students to be active and carry out many innovations and improvisations in schools, related to curriculum issues, managerial learning, and so on, that grow from a series of activities, creativity, and professionalism that are possessed in order to raise the standard of instruction in educational institutions. The idea of a management plan for schools, according to Ansori et al. (2022), is based on the meaning of modeling, namely as a management model for schools that gives greater autonomy to school members (teachers, principals, parents, and the community) to improve quality. This policy is expected to be implemented in schools in Indonesia, including public schools. In terms of independent education, school principals as leaders, managers, and administrators must continuously study science, both related to government policy and organization and learning to develop school programs. This independence is not implemented in terms of creativity in developing school work programs, which are almost the same every year. School principals tend to play it safe in programming to anticipate administrative and budgetary problems. In most schools, the creation and development of school programs is more based on budget orientation, meaning that program development is adjusted to the existing budget and not to program orientation, where it is precisely the budget that is sought through school-independent efforts to develop school programs (Fitri et al., 2020).

However, the reality in the field of education today is that most of the management of the education management system still uses a centralized system (Panji et al., 2023). Thus, resulting in the

loss of independence of school principals and teachers in efforts to develop schools and their students. The concept of "school-based management" (SBM) first appeared in the United States. In the background because the community questions the relevance and correlation of education held in schools with the demands of community needs. Starting from these conditions, it is seen that schools need to build a system that is able to provide basic abilities for students. School management emerges through the SBM concept, which is viewed as a type of educational reform that reimagines and modifies school government structures by empowering schools to raise the standard of education at the federal level (Sumaryanto, 2007). Apart from the role of the school principal, the teacher also determines the success of implementing school-based management (SBM) (Gore et al., 2017). Because the teacher is a human component who is closely associated to children in their daily educational endeavors at school, the teacher is a resource factor that significantly influences the achievement of education in schools. The teacher is in charge of carrying out the learning process in the classroom (Marmoah et al., 2019). It is necessary to consistently and sustainably raise the caliber of teachers in schools. There is no way to isolate this from the aspects of school-based management (Ramli et al., 2023). Teachers, who are the main object in the educational process, need to obtain in-depth guidance from the school principal through seminars or others so that the output is maximized, but the facts on the ground show that this guidance is not often carried out. The survey states that since the COVID-19 pandemic, teachers are not required to attend seminars or workshops. This was done on the basis of the teacher's own will. Teachers are given the option to search for online seminars independently. Of course, this will not be effective for all teachers (Sudirman et al., 2019).

## **METHOD**

Quantitative research was the method used in this investigation. The research is then categorized as associative research, depending on the level of explanation. Path analysis was utilized to analyze the data for this study. The probability sampling technique was used for this study's sampling. In this study, there were two parts to the data collection process: document study and field study. The research instrument used to collect data from the three research variables was a Likert scale model questionnaire, which was also equipped with an interview guide. The preparation of a questionnaire for each variable is carried out in the following steps: a) Make a grid for each variable based on variable indicators. b) preparation of items according to variable indicators; c) conducting rational analysis to see conformity with indicators and accuracy of compiling questionnaire items in terms of content and aspects being measured.

## **RESULT AND DISCUSSION**

The managerial skills of the school administrator have an impact on differences in a teacher's level of professionalism. If you look at the contribution of the principal's managing ability, you get a value of  $0.816 \times 100\% = 81.6\%$  because the direct effect has a magnitude of 0.949. As a result, it can

be concluded that the principal's managerial competency variable has an effect on the variable of teacher professionalism by 81.6% and that other factors outside of the study have an influence on the remaining 18.4%. This means that the variable of teacher professionalism can be explained by the principal's managerial competency variable by 81.6%. The beta coefficient ( $\beta$ ) value in the hypothesis test based on data analysis is thus 0.816, with a t-count of 25.627 and a sig value of 0.000 where  $0.000 < 0.05$ . These findings suggest that teacher professionalism is positively and significantly influenced by the primary managerial competency variable in this study. According to Gorton's research, this is the case (2006: 8), which says that managerial competence is important for the performance and professionalism of a teacher; therefore, the principal must act as an effective manager. The analysis's findings demonstrate that, with a score of 94.9%, the principal's managerial competence has an impact on teachers' professionalism. These findings suggest that the degree of teacher professionalism is significantly influenced by the managerial proficiency of school leaders in carrying out management duties in schools.

The principal's managerial ability has an impact on how well management at a school varies in success or failure. If you look at the managerial expertise of the principle and multiply the direct effect by 100%, you obtain a result of  $0.774 \times 100\% = 77.4\%$ . This indicates that the principal's managerial competency variable can account for 77.4% of the school-based management variable, leading to the conclusion that it influences school-based management variables by 77.4% while the remaining 22.6% is influenced by the school-based management variable other than research. The beta coefficient ( $\beta$ ) value in the hypothesis test based on data analysis is thus 0.774, with a t count of 22.487 and a sig value of 0.000, where  $0.000 < 0.05$ . These findings suggest that the primary managerial skill variable in this study has a favorable and significant impact on management at schools.

This is consistent with earlier research, which indicates that the school principle is one of the human resources that plays a significant role in determining the performance of school-based management. Given that they serve as the school's manager, administrator, policy maker, and supervisor, the principle is crucial in deciding the quality of education. According to additional study, the adoption of school-based management is positively impacted by the managerial abilities of school principals. This condition shows that the likelihood of implementing school-based management will grow with improved managerial abilities of school leaders. The analysis's findings demonstrate that, to the tune of 77.4%, the school principal's managerial aptitude affects school-based administration. These findings suggest that the degree of adoption of school-based management is significantly influenced by the managerial proficiency of school administrators in carrying out management functions in schools.

The professionalism of a teacher has an impact on how management in a school varies in success or failure. The immediate impact is 0.754; therefore, if you look at the contribution of teacher professionalism, you get a figure of  $0.754 \times 100\% = 75.4\%$ . This means that the school-based management variable can be explained by 75.4% by the teacher professionalism variable, hence, it

can be said that the teacher professionalism variable influences school-based management by 75.4%, with other factors beyond the scope of the study influencing the remaining 24.6%. The beta coefficient ( $\beta$ ) value in the hypothesis test based on data analysis is therefore 0.754, with a t count of 21.281 and a sig value of 0.000 where  $< 0.05$ . These findings suggest that the study's variable measuring teacher professionalism has a favorable and significant impact on school-based management.

According to earlier study, the implementation of school-based management is shown through the process of organizing activities or creating school programs by involving members of the community and professional teachers, which will encourage the realization of openness and reduce the level of planning errors to a minimum. The analysis's findings demonstrate that there is a 75.4% influence of teacher professionalism on the adoption of behavioral management. These findings suggest that the implementation of school-based management is significantly influenced by the professionalism of teachers in performing their tasks and obligations at school. The examination of this study's data revealed that, with an influence rate of 83.3%, the managerial skills of school principals and the professionalism of teachers had a considerable impact on school-based management.

Hence, the managerial competency variable of school principals through teacher professionalism influences variances in the success or failure of school-based management. The contribution of the principal's managerial skills directly to school-based management through teacher professionalism can be calculated as  $0.607 \times 100\% = 60.7\%$  because the direct influence has a magnitude of 0.607. This indicates that the principal's managerial competency variable influences the school-based management variable through the teacher professionalism variable by 60.7%, while the remaining 39.3% is influenced by other variables outside the study. It can therefore be concluded that the principal's managerial competency variable influences the school-based management variable through the teacher professionalism variable by 60.7%. This is in accordance with Gumelar's research (2002: 1), which says that school-based management is a school management system that gives broad autonomy to school principals and teachers in organizing or managing education. The analysis's findings demonstrate that, with a score of 60.7%, the principal's managerial competence has an impact on school-based administration via teacher professionalism. These findings suggest that the degree of teacher professionalism has a substantial impact on the implementation of school-based management, as does the managerial skill of school principals in carrying out management tasks in schools.

## **CONCLUSION**

The study's findings are based on the analysis's findings, and they are as follows: Teacher professionalism is directly impacted by the principal's managerial ability (X1) (X2). The management skills of the principal have a direct impact on school-based management (X1) (Y). The management of schools is directly impacted by teacher professionalism (X2) (Y). Together, the professionalism of

teachers (X2) and school principals (X1) have a substantial impact on school-based administration (Y). Via teachers' professionalism, the principal's managerial ability (X1) has an impact on school-based management (Y) (X2).

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