

ANALYSIS OF THE INFLUENCE OF MANAGERIAL ABILITY ON HR QUALITY
WITH TEACHER COMPETENCE AS AN INTERVENING VARIABLE IN
LABUHAN BATU SELATAN DISTRICT

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Abstract: *Individual teachers with a family attitude also need expertise in classroom management so that learning takes place according to predetermined rules. This is referred to as the quality of human resources and managerial abilities as well as the teacher's competency assessment. The type of research used in this research is quantitative research. The population of this study was 3904 individuals and the sample used was selected using the Slovin formula as many as 100 individuals. The data analysis method used in this research is the component or variance structural equation model, using Partial Least Square (Smart-PLS) version 3.0 for data processing. The results of the study stated that the data analysis showed that managerial ability obtained a T-statistic of $7,103 > 1.96$ with a P-value of 0.000. This means that managerial ability has a significant positive effect on HR quality, or H1 is accepted. Then managerial ability obtains a T-statistic value of $22,721 > 1.96$ with a P-value of 0.000. This means that managerial ability has a significant effect on teacher competence, or H2 is accepted. And the quality of human resources obtained a T-statistic value of $41,808 < 1.96$ with a P-value of 0.023. This means that quality of human resources has a significant positive effect on teacher competence, or H3 is accepted*

Keywords =Quality of HR, Managerial ability, Teacher Competence

1. Introduction

Supporting educational endeavors necessitates knowledge of the educational world. According to (Yuliawati & Enas, 2018), this suitability influences the formation of the teacher's character and leadership style. Educational goals established jointly by school children require successful prerequisites, one of which is competence. Understanding of the educational environment According to (Farla et al., 2021), teachers must be competent in order to produce the finest graduates. (Tabi'in, 2016) defines competence as a combination of personal, scientific, technical, social, and spiritual abilities that characterizes Kaffah as a teacher's competence.

The phenomenon of the world of education, particularly regarding teacher qualifications, is extensively discussed among academic experts in order to find solutions to improve teacher qualifications. According to (Mainuddin, 2020), the teacher is a critical component of the overall education system that must be prioritized, particularly the country and state. The statistics below demonstrate the importance of paying close attention:

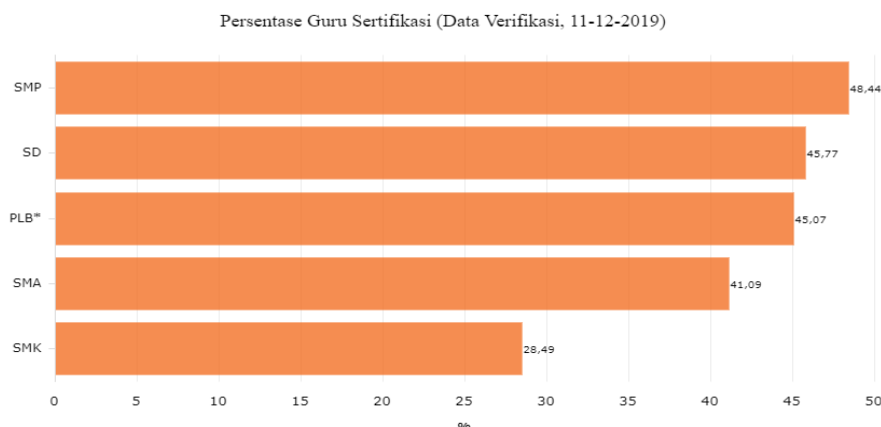


Figure 1. Percentage of Certified Teachers in 2019
Source:(Ministry of Education and Culture, 2019)

According to figure 1, the number of certified teachers did not rise by 50% in 2019, but junior high teacher certification dominated at 48.44% when compared to elementary, high school, and vocational education levels. The study phenomenon is strengthened by the fact that the number of certified teachers is not evenly distributed, indicating that teaching skills in Indonesia still need to be improved. Furthermore, it is known from other supporting data that teacher qualifications are closely related to supporting indicators for getting teacher qualifications.

Contains various literature that demonstrates his study (: MUKLIS, 2019) discovered that teacher competence is still lacking at this time, so improvements and attention are required by all parties so that Indonesian education is more advanced. The low quality of Indonesian teachers is mirrored in their qualifications and teaching skills. Furthermore, the loss of student learning caused by the Covid-19 pandemic in Indonesia resulted in only a 40% increase in the efficacy of teaching and learning activities. In response to these issues, attempts to improve teacher quality in Indonesia are increased year after year, particularly to prepare for the impact of learning loss during the Covid-19 pandemic.

According to data from the Central Statistics Agency (BPS), the number of qualified instructors is increasing year after year. Teachers who satisfy the academic qualification criteria for Class IV (D4) or Strata I (S1) or higher are considered qualified teachers, according to Ministry of National Education Regulation No. 16 of 2007. According to the statement (Diva Angelia, 2022), apart from the level of education, teacher quality and teacher competence can be seen from their managerial abilities and their eligibility to teach, so age can also be a benchmark for an educator to whether or not to provide teaching in class based on ability and quality of resources.



Figure 4: Comparison of the number of teachers eligible to teach for the 2017/2018 to 2020/2021 academic years | Agaphier/GoodStats
Source : (Diva angelia, 2022)

In the 2020/2021 school year, Indonesia had 2,910,955 qualified instructors, a percentage of 95.78 percent. In comparison to the same time last year, the number increased 9.6 percent to 2,654,945 students. This substantial increase in teacher teaching skills and managerial abilities indicates that the quality of teachers in Indonesia is improving, though it is not sufficient to indicate an improvement in the quality of education in Indonesia.

Many other factors influence the high quality of education, including the teacher's character and physical and mental readiness, the availability of appropriate learning and teaching opportunities, teacher-student relationships, and the introduction of appropriate teaching methods. schooling in Indonesia

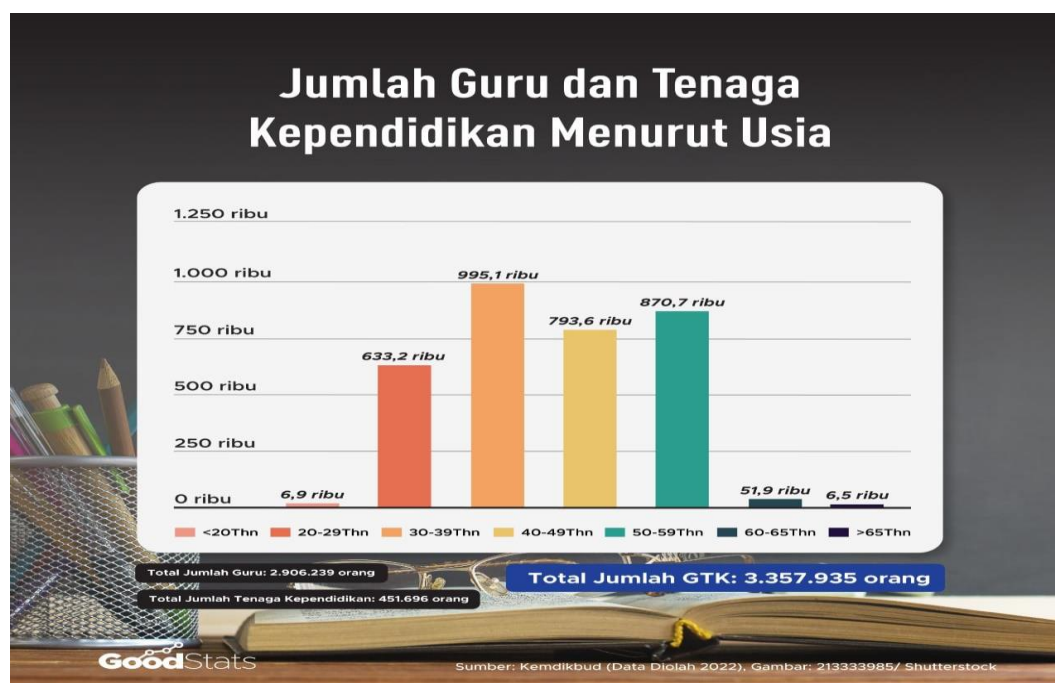


Figure 3. Number of teachers and education personnel by age
 Source: (Diva angelia, 2022)

2. Literature Review

2.1 Quality of Human Resources

According to (Leuhery, 2018), human resources play a significant role in achieving the group's objectives. Human resources are also essential for corporate growth. As a result, qualified human resources are required to accomplish the goal of establishing an organization or institution.

According to reference papers from Sukarjati, Minarsih, and Warso, human resources are intangible assets in a business organization that can actualize the organization's existence. (2016: 4). Meanwhile, Amhas reports (2018). Human resources of high quality are assets with superior physical or cerebral abilities (Subarkah & Ma'ruf, 2020).

Human resources that can be said to be competent if they have the ability to develop or generate creative and innovative ideas or thoughts, the ability to think and have a broad vision, and the ability to find the right solution to a problem to be found and occupied. become. be a risk that will be faced later. Indicators of human resource quality (Eriva et al., 2019) are as follows:

- a) Physical quality and Health
- b) Intellectual quality (knowledge and skills)
- c) Spiritual quality (struggle and passion)

2.2 Managerial Ability

According to (Degrey U Lengkong, 2018), leadership is defined as a person's ability to effectively use available resources to accomplish his goals. Management refers to a person's unique abilities and abilities to carry out activities both alone/individually and in collaboration with other people/groups in order to accomplish institutional/organizational goals in a productive, effective, and efficient manner. A leader who is an expert in his field is required to implement effective management in an organization, and this is also true in the world of education, particularly schools.

The leadership trait possessed by a person is very useful for moving forward, every step

has careful calculations and considerations, so that the goals to be achieved can be carried out in an orderly and precise manner. Several indicators of managerial ability (Akhmadal Badawi et al., 2020) are as follows:

- a) Planning (planning)
- b) Organizing
- c) Actuating (Implementation)
- d) Controlling (Supervision)

2.3 Teacher competence

According to (Fabiana Meijon Fadul, 2019) based on a quote from the National Professional Certification Agency & Ahmad (2009) Competence is a person's ability to manage and apply the knowledge, competencies and skills they have to continue to improve efficiency that must be done.

Teachers have a huge responsibility when they fulfill their role as school teachers. To achieve quality learning objectives, improving teacher competence must be continuously improved. Teacher competence must be improved in a directed and sustainable manner through various advanced training systems to improve the teacher's performance (Ramaliya, 2018).

In his time, a person's competence was revealed from time to time based on how they tried to add value to themselves. Teacher competency indicators (Beautiful Hari Utami, 2018) are:

- a) Curriculum development
- b) Educational learning.
- c) Development of the potential of students.
- d) How to communicate.
- e) Assessment and evaluation of learning.

2.4 Conceptual framework

The conceptual framework that the authors describe in this study is as shown below:

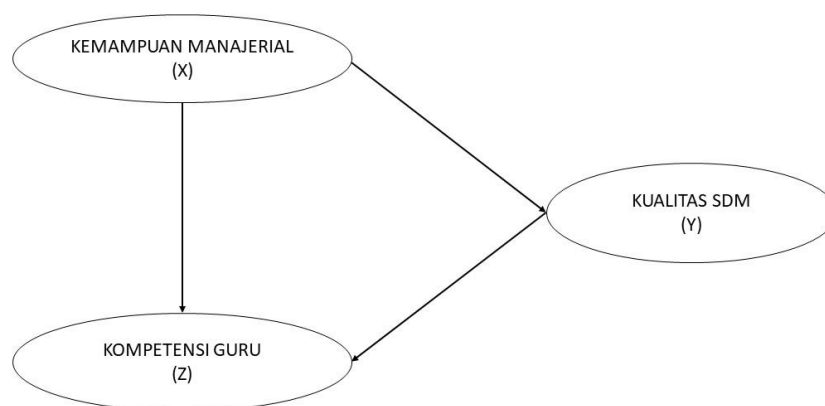


Figure 3 Conceptual framework

2.5 hypothesis

"The hypothesis is a temporary answer to a problem formulation that has been made" Sugiyono (2017). The hypothesis itself is a theoretical answer to the problem formulation that has not yet found an accurate answer. The results of the hypothesis in the form of acceptance and rejection were found based on the research conducted. Therefore, the hypothesis is a temporary

theory and its truth has not been tested. Based on the theoretical basis, the research hypothesis is:

H1 : There is a positive influence between managerial ability and human resource quality

H2: There is a positive influence between managerial ability and teacher competence

H3: There is a positive influence between the quality of human resources and teacher competence

3. Research Method

3.1 Types of research

The type of research used in this research is quantitative research. Quantitative research method is a type of research whose specifications are systematic, planned and well structured from the beginning to the final results of the research. According to (Priadana & Sunarsi, 2021) that quantitative research is research that provides research focus points that are numerical in nature and analyzes an approach based on the causes and effects of several related variables.

3.2 Population and sample

According to (Soendari, 2015) determining the population and research sample is an important step in research, because research results will generally take accurate and high-quality results. Population is the whole of the data collection that is generally researched from a study. Meanwhile, according to (Soendari, 2015), a sample is a form of data that will be collected specifically based on a portion of the subject area determined by the specified population.

Based on this theory, the recorded population of teachers is 3,904 teachers. Based on the calculation of the slovin formula with a margin of error (e) set at 10%. With the terms and explanation of the following formula:

RUMUS SLOVIN

$$n = \frac{N}{1 + (N \cdot (e^2))}$$

Keterangan

n = jumlah sampel
N = jumlah populasi
e = tingkat error

Sample completion :

$$n : \frac{N}{1+N \cdot e^2}$$
$$n : \frac{3904}{1+3904 \cdot (10\%^2)}$$
$$n : \frac{3904}{1+(3904 \cdot 0.01)}$$
$$n : \frac{3904}{40,04}$$
$$n : 97,50$$

With this formula, the number of samples used in this study was 97.50 and this was completed to 100 respondents/teachers in South Labuhanbatu District.

3.3 Data source

Primary data and secondary data are used as data sources in this study. Basic information from the survey results was distributed to respondents via google forms and questionnaires. Secondary data was obtained through a survey that collected magazines, books, articles and online media to support this research. This material serves as a literature study and as a reference to form the theoretical basis of this research.

3.4 Data analysis technique

1. The data analysis method used in this study is component or variance based structural equation modeling in processing the data using the Partial Least Square (Smart-PLS) version 3.0 program. PLS is intended for casual-predictive analysis in situations of high complexity and low theoretical support (Ghozali, 2018)

4. Result and Discussion

Based on the results of hypothesis testing and other tests that have been carried out, it can be seen that the discussion of the research results is as follows:

H1 : There is a positive influence between managerial ability and human resource quality

The results of the hypothesis test or Bootstrapping test show that the managerial ability variable obtains a T-statistic value of $7,103 > 1.96$ with a P-value of 0.000. This means that managerial ability has a significant positive effect on HR quality, or H1 is accepted. Then the R Square test results state that the R Square value for equation 1 is 0.799 or 79.9%. Managerial ability is influenced by the quality of human resources while the remaining 24.4% is influenced by other variables not included in this study. This is in line with Muhamad Sidi Nawawi's research (Nawawi, 2022) in which the result is that teacher certification can encourage good quality human resources which in the end has a positive effect on increasing teacher competence. Meanwhile, according to (Supriati et al., 2018) teacher certification is also a procedure for determining whether or not a teacher is appropriate to carry out his teaching license and authority. This is necessary because institutional teacher training graduates vary widely, both among public and private universities. Based on the test from (Supriati et al., 2018) according to Mulyasa's 2007 research explaining that teacher certification is used for recognition and competency improvement in accordance with the chosen profession. This certification is also proof of teacher recognition of meeting professional teacher performance standards at certain types and levels of education.

According to (Rosdiawati, 2015) Education is a very important human need in preparing quality and quality human resources for the development and progress of the nation and country. Humans have an obligation to assume responsibility for the development of themselves and others around them, so that as humans they must strive to advance knowledge and life experience so that they become quality individuals.

The quality of school performance will greatly depend on the quality of performance shown by a teacher. Apart from being required to be able to carry out the main obligation to provide quality and quality learning, professional teachers are also required to carry out continuous professional development (CPD) improvements. One of the manifestations of CPD is that the teacher carries out and implements a form of discussion and reflection activity as well as research activities as a professional teacher to improve educational practices which are the responsibility of a teacher. This is in line with research conducted by Elis Rosdiawati (Rosdiawati, 2015).

H2: There is a positive influence between managerial ability and teacher competence

The results of the hypothesis test or Bootstrapping test show that the managerial ability variable obtains a T-statistic value of $22,721 > 1.96$ with a P-value of 0.000. This means that managerial ability has a significant effect on teacher competence, or H2 is accepted. Then the results of Suare's R test stated that the R Square value for equation 1 was 0.799 or 79.9%, managerial abilities were influenced by teacher competence while 25.7% were influenced by other variables not included in this study. This is in line with research conducted by Siti Sopiah

and Maman Herman (Sopiah & Herman, 2018) The Effect of Principal Managerial Capability and Teacher Work Culture on Teacher Competence. The results of testing the hypothesis show that the managerial ability of the principal has a positive effect on teacher competence, this means that the higher the managerial ability of the principal, the greater the competence of the teacher.

According to (Herman et al., 2022) based on research from Wahjosumidjo (2010). Principals as managers need 3 managerial skills, namely: conceptual skills, technical skills and relationship skills, so that with these skills they can shape the character of quality principals and can form quality teachers in educating the nation's children.

Meanwhile, conceptual skills, human and social skills, and technical skills are listed as managerial requirements or abilities by (Safrul et al., 2021; Sulastris, 2021). Teacher performance is influenced by both madrasah abilities and the organizational climate. In order to improve teacher performance, school principals must also improve their managerial abilities.

This skill is something that the principal must master. Activities in this skill are generally in the form of planning, organizing, leadership, monitoring which fall into three essential categories, significantly if the principal will demonstrate his function in good regulation.

Based on a quote (Sulastris, 2021) which is in line with research conducted by Trimono (2019) and Lisnawati (2018) said that achieving school goals is not easy because the effectiveness of a leader is measured by organizational performance and growth and teacher satisfaction with his leadership. Therefore, leaders must influence their subordinates to carry out the tasks ordered without coercion so that subordinates will voluntarily behave and work in accordance with organizational demands.

Good managerial skills of school principals must be sought to improve teacher performance through capacity building programs for educational staff. Therefore, the principal must have the personality, ability and skills to manage educational institutions. In his role as a manager, the principal must be able to pay attention to the needs and feelings of the people who work so that the teacher's performance is maintained consistently.

H3: There is a positive influence between the quality of human resources and teacher competence

The results of the hypothesis test or Bootstrapping test show that the variable quality of human resources obtains a T-statistic value of 41,808 < 1.96 with a P-value of 0.023. This means that the quality of human resources has a significant positive effect on teacher competency, or H3 is accepted. Then the R Square test results state that the R Square value for equation 2 is 0.726 or 72.6%. HR quality is influenced by teacher competency while the remaining 25.7% is influenced by other variables not included in this study. This is in line with research by Guvinda & Muaji (Guvinda & Mujiati, 2015) and Diva Angelia (Diva Angelia, 2022) that the quality of human resources as seen from enthusiasm, productivity, responsibility, physical, intellectual ability and even age determines the eligibility of a teacher in managing a class or school.

And it can also be explained according to (Diva Angelia, 2022) through his quote which is based on data from the Central Statistics Agency (BPS) showing the number of qualified teachers continues to increase every year due to the teacher's education level. However, it can be seen that the level of education alone does not guarantee the quality of human resources because of increasing age, stamina and even decreased morale and physical strength also greatly affect the quality of human resources and the ability of teachers to manage classes. Thus it can be qualified from the data determined for the appropriate age limit for teachers in teaching.

In the 2020/2021 school year, the number of qualified teachers in Indonesia has reached 2,910,955 people with a percentage of 95.78 percent. Compared to the same period last year, the

number rose 9.6 percent to 2,654,945 students. This significant increase in teacher teaching and leadership skills is a sign that teacher levels in Indonesia are increasing, although this is not enough to indicate an increase in the quality of education in Indonesia.

5. Conclusion

5.1 Conclusion

Based on data analysis, the results of the study stated that the data analysis obtained managerial abilities to obtain a T-statistic of $7.103 > 1.96$ with a P-value of 0.000. This means that managerial ability has a significant positive effect on HR quality, or H1 is accepted. Then managerial ability obtains a T-statistic value of $22.721 > 1.96$ with a P-value of 0.000. This means that managerial ability has a significant effect on teacher competence, or H2 is accepted. And the quality of human resources obtained a T-statistic value of $41.808 < 1.96$ with a P-value of 0.023. This means that the quality of human resources has a significant positive effect on teacher competence, or H3 is accepted

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