

# Managerial Influence Of School Principals On Teacher Competency In MAN 1 Kediri City

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## Abstract.

*The aim of this research is to determine the managerial influence of school principals on teacher performance in MAN 1 Kediri City. The approach in this research is quantitative. The type of research used in this research is associative research. The population is the total number of MAN 1 Kediri City teachers, namely 83 teachers who are also the research sample. The data collection techniques are questionnaires and documentation. Data analysis used multiple linear regression. The results of the research are that there is a significant influence of conceptual skills on teacher competency in MAN 1 Kediri City, there is a significant influence of technical skills on teacher competency in MAN 1 Kediri City, there is a significant influence of Social Skills on competency teachers at MAN 1 Kediri City, there is a significant influence jointly between conceptual skills, technical skills and social skills on the competence of teachers at MAN 1 Kediri City.*

**Keywords:** *Principal Managerial and Teacher Competency.*

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## I. INTRODUCTION

The principal as an administrator holds the key to school improvement and progress. He must be able to lead and carry out his role so that all activities are controlled and directed in innovation efforts and trying new ideas and new practices in the form of more effective and efficient classroom management. The principal as an educational administrator is fully responsible for implementing education and teaching in his school (Burhannudin, Amin, and Adil 2021). School principals, in carrying out their duties well, should understand, master and be able to carry out activities in accordance with their function as educational administrators. Furthermore, the principal's leadership management is expected to improve the performance of teachers, students and other educational components (Hidayati and Haryanti 2022). The principal as a leader must be responsible for the smoothness and success of all matters regarding the regulation and management of the school, formally to his superiors or informally to the community who have entrusted their students. The principal as the leader of an educational institution whose main focus is managing the teaching and learning process, coordinating all staff (teachers and employees), managing students, managing facilities and infrastructure, managing school finances, collaborating with the community, and managing special services. In this context, the principal is essentially the manager of the school. As a manager in the field of education, the principal is required to have a number of managerial abilities/skills. Three skills are required of a manager, namely: conceptual skills, namely the ability to understand the policies of the organization as a whole, human skills, namely the ability to communicate and build coordination within a group or with other groups, and technical skills ( technical skills) in the form of skills in using methods, processes, procedures and techniques for carrying out work, especially in the field of education (Mahayani, Wilian, and Muntari 2020).

The principal's managerial abilities include three sub-skills. This is in accordance with the opinion of Fau, Sarmini, and Asiyah (2022) stating that "School principals as managers really need three types of managerial skills, namely concept skills, technical skills, and human relations skills." Furthermore, according to Mulyasa (2007), the reason why school principals' managerial skills are important is: "School principals are managers who occupy three levels of management. The principal is a top-level manager within the school, as a middle-level manager within the Department of Education, and as a lower-level manager within the Ministry of Education." The urgency of this research is that school principals as managers are required to

have adequate managerial skills. Judging from his responsibilities, school principals clearly have higher and more complex problems than other educational staff at the school level. Therefore, whether an educational institution is good or bad will largely be determined by the extent to which the principal in one unit and at one level of education is able to mobilize all available educational components with the leadership capital he has. The more he is able to dynamize teachers, the greater his opportunity to emerge as a leader who can manage educational institutions professionally. In improving teachers' abilities, the Indonesian government has shown good will, by paying attention to welfare through several steps, including functional allowances and functional allowance subsidies, increasing professionalism by holding teacher certification, and a high enough position to strengthen their role in schools. However, in reality, in the field there are still many cases that reflect the opposite, where there are still many teachers whose education does not match their competence, level of education and so on.

Apart from that, teachers' behavior varies from skipping work for various reasons, being late, being punctual and disciplined in carrying out work, looking attractive, carrying out less interesting lessons, and so on. Teachers are one of the components in the education system, they are very decisive for the implementation of the educational process. The teacher is the main actor as a facilitator in organizing the student learning process. Therefore, his presence and professionalism are very influential in realizing the national education program. Teachers must have sufficient quality, because teachers are a very strategic micro component of the education system and play many roles in the school education process. Republic of Indonesia Law no. 20 of 2003, concerning the education system Chapter Teachers have an important role, are a strategic position, and are responsible in national education. Teachers have duties as educators, instructors and trainers. Educating means passing on and developing life values. Meanwhile, teaching means continuing and developing science, knowledge and technology. Training means developing skills in students (Ilahi and Imaniyati 2016). A teacher is a position or profession that requires special skills as a teacher (Prihartini et al. 2019). This work cannot be done by people who do not have the skills to carry out activities or work as a teacher. People who are good at speaking in certain fields cannot yet be called teachers. To become a teacher requires special conditions, especially as a professional teacher who must truly master the ins and outs of education and teaching with various other knowledge that needs to be fostered and developed through a certain period of education or pre-service education.

A teacher is a person who is responsible for providing guidance or assistance to students in their physical and spiritual development so that they reach maturity, able to carry out their duties as creatures of Allah, Khalifah on the surface of the earth, as social creatures and as individuals who are able to stand alone (Dewi 2018). Thus, the teacher is one of the people who is responsible for the development and education of his students, or in other words, teachers are human resources who really determine the success of educational programs. Teachers are a very dominant component of education in improving the quality of education. This is because teachers are people who are directly involved in the learning process at school. In order for the learning process to be quality, the teachers must also be qualified and professional. The reason for choosing MAN 1 Kediri City as a research location was because there were two things that attracted the attention of researchers. First, management activities are carried out professionally. This was shown by researchers when they saw how good the managerial patterns were in the school. Second, in its development, the school is to meet the level of customer satisfaction (stake holders) and at the same time maintain its existence, so institutionally it always improves itself to improve the quality of education with teachers being encouraged to continue their education and take part in training/upgrading to improve the quality of learning.

## II. METHODS

The research approach used in this research is quantitative research. Quantitative research is "research by examining how much influence the independent variable has on the dependent variable" (Fitri and Haryanti 2020). The quantitative approach aims to test theories, establish facts, show relationships between variables, provide statistical descriptions, estimate and predict results. Research designs that use a quantitative approach must be structured, standard, formal and designed as thoroughly as possible in advance. The design is specific and detailed because it is a research design that will actually be carried out

(Creswell 2018). The research design used in this research is associative research, namely research that aims to determine the relationship between two or more variables. "With this research, a theory can be built that can function to explain, predict and control a phenomenon" (Haryanti 2019). This associative research approach involves at least two variables being connected. In the research conducted by the author, this form of relationship is causal, namely a relationship that influences two or more variables.

In this study, researchers tested at MAN 1 Kediri City. Population is a generalized area consisting of objects and subjects that have certain quantities and characteristics determined by the researcher to be studied and then draw a conclusion. Thus, population is not just the number of subjects or objects being studied, but includes all the characteristics they possess (Sugiyono 2017). Population is "all research subjects, if someone wants to research all the elements in the research area, then the research is also called a population study or case study (Arifin 2012). Meanwhile, another opinion, population is "a group of subjects, including humans, symptoms, test scores, or events (Arikunto 2017). Based on several opinions above, it can be explained that the research population is the entire object being studied by researchers, namely teachers at MAN 1 Kediri City. The population in this study was 83 teachers. Sampling is the method used to take samples. "The term for a sample usually follows the technique and type of sampling used" (Darmawan 2013). While taking samples, as stated by Arikunto (2017), if there are less than 100 subjects, it is better to take all of them so that the research is population research, then if the number of subjects is large, 10-15% or 10-25% or more can be taken.

So this research uses a sampling technique, namely saturated sampling. According to Sugiyono (2017) "saturated sampling is a sample determination technique when all members of the population are used as samples. Another term for a saturated sample is a census, where all members of the population are sampled." Based on this, this research is a sample research, so the entire population of 83 teachers at MAN 1 Kediri City was used as the sample. The data collection techniques that researchers use are: 1) The questionnaire method is "a number of written questions that are used to obtain information from respondents in the sense of reports about their personal or things they know. This method is created by making a list of questions that are prepared in a planned and submitted to respondents to obtain information about a problem they wish to research. This questionnaire method is used to search for data or information about research variables on teachers at MAN 1 Kediri City. 2) The method used by researchers to obtain data about: the number of teachers at MAN 1 Kediri City. Data analysis was carried out in three stages, namely the description stage, the analysis requirements testing stage, and the hypothesis testing stage. Data Description Stage, prerequisite testing and hypothesis testing using the t test and F test.

### **III. RESULT AND DISCUSSION**

#### **Descriptive Statistical Analysis**

Respondents who have filled out this questionnaire are teachers with a sample size of 83 respondents. Based on the title and problem formulation, this research consists of conceptual skills, technical skills, social skills and teacher competency variables. The number of samples determined was 83 teachers. To explain the research variables. From the respondents' statements, the highest to lowest average values will be obtained. The respondents' responses to the statements presented in the description are as follows:

#### **1. conceptual skills (conceptual skills),**

From the conceptual skill variable, the following are the results of the accumulated answers from 83 respondents when viewed from the mean value or from the mean value of the statement that got the highest score, which was 4,494 or 89.88% with very high criteria. Meanwhile, the lowest average score was 3,916 or 78.31% with high criteria. The average value of the clinical supervision variable was 4,311 or 86.22% in the high category. This reflects that conceptual skills can determine teacher competence.

#### **2. to technical skills (technical skills)**

From the technical skill variable, the following are the results of the accumulated answers from 83 respondents when viewed from the mean value or from the mean value of the statement that got the highest score, namely 4.46988 or 89.3976% with very high criteria. Meanwhile, the lowest average score was

4.253012 or 85.06024 with very high criteria. The average value of the technical skill variable was 4.37108 or 87.4217% in the high category. This reflects that good technical skills can determine teacher competence.

### Inferential Statistical Analysis

Normality test to see whether the data of the variables being tested is normally distributed and suitable for statistical testing using the Kolmogorof-Smirnof test, the following conditions are obtained: Sig value  $< 0.05$ , data distribution is not normal. Sig value  $> 0.05$ , normal data distribution. Normality Test Results can be seen in table 1 as follows:

**Tabel 1. Normality Test  
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		83
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	1.77182513
Most Extreme Differences	Absolute	.096
	Positive	.096
	Negative	-.083
Test Statistic		.096
Asymp. Sig. (2-tailed)		.058 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the results of data analysis in the Appendix, it is known that the value of asymp. Sig (2-tailed) from the Kolmogorof-Smirnov test on the Asymp value. Sig. (2-tailed) of 0.58 is greater than the  $\alpha$  value of 0.05, so it can be concluded that the standardized residual value is stated to be normally distributed or the data is normally distributed. Multicollinearity test is a method used to find out and detect whether or not there is a close linear relationship between the independent variables in the calculation. If there is high multicollinearity, it will cause difficulties to distinguish and separate the influence of each independent variable on the dependent variable. One way to see this relationship is to look at the covariance coefficient matrix from the results of data processing. The greater the covariance coefficient, the higher the multicollinearity, the closer the relationship between the two independent variables

**Tabel 2. Multikolinieritas Test  
Coefficients<sup>a</sup>**

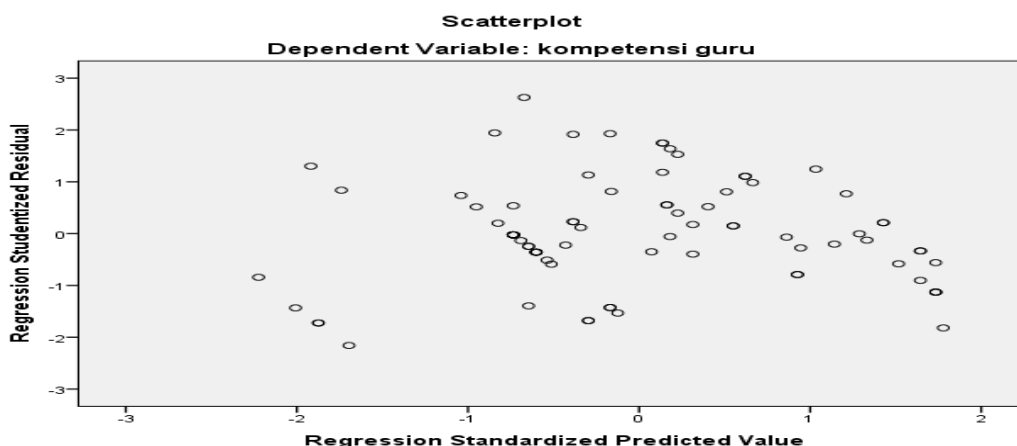
Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
kecakapan konseptual (conseptual skill)	.917	1.091
kecakapan teknis (technical skill)	.589	1.699
Kecakapan Sosial (Social Skills)	.619	1.616

a. Dependent Variable: kompetensi guru

Based on the table above, it can be seen that there are two parameters used to detect multicollinearity, namely the tolerance value and the VIF (Variance inflation factor) value, where the Tolerance value is  $> 0.10$  and the VIF value must be  $VIF < 10$ . From the results of the calculation above, we get a tolerance value of  $> 0.1$  where the value is  $> 0.1$  and the VIF value is not less than 10.00, meaning that multicollinearity is not detected. The heteroscedasticity test is used to determine whether or not there is an indication of variance between inhomogeneous residuals which results in the estimated value obtained being no longer efficient. A good regression model is one where heteroscedasticity does not occur. There are several ways to detect the presence or absence of heteroscedasticity, one of which is by looking at the scatter plot. A good regression model is obtained if the residual scatter diagram does not form a particular pattern and if the data radiates around zero (on the Y axis). Apart from that, there is no particular pattern on the graph, such as converging in the middle, then narrowing and then widening and vice versa.

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**Fig 1.** Heteroscedasticity test

Source: Data Processing Results Using the SPSS 22.0 for Windows Software Program

Figure 4.1 explains that the scattered data does not form a particular pattern and is spread around the zero point on the Y axis. This means that it can be concluded that the data to be studied meets the heteroscedasticity assumption. The autocorrelation test in this study used the Durbin Watson test. The following are the results of the autocorrelation test:

**Tabel 3.** Durbin Watson Test Results

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.929 <sup>a</sup>	.862	.857	1.80515	1.714

a. Predictors: (Constant), Kecakapan Sosial (Social Skills) , kecakapan konseptual (conseptual skill), kecakapan teknis (technical skill)

b. Dependent Variable: kompetensi guru

From the table above, it is known that the Durbin Watson value is 1.714. The autocorrelation free area for the number of samples (n) 83 and the number of independent variables (k) 2 is 1.6898 (dU) to 2.3101 (4-dU). Because 1.714 is still between the values above (2.3101 > 1.714 > 1.6898), it can be said that it does not experience autocorrelation.

Multiple linear regression is used to determine the magnitude of the difference between one variable and another variable. The results of the multiple linear test can be seen in the coefficients table as follows:

**Table 4.** Results of Multiple Linear Regression Analysis

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.515	2.595		1.740	.086
kecakapan konseptual (conseptual skill)	.198	.089	.097	2.225	.029
kecakapan teknis (technical skill)	.480	.131	.200	3.672	.000
Kecakapan Sosial (Social Skills)	1.550	.108	.765	14.399	.000

a. Dependent Variable: teacher competency

Based on the results of the regression analysis obtained in table 4.7, the regression equation can be written as follows:

$$Y = a_1 + b_1X_1 + b_2X_2 + b_3X_3 + e$$

$$Y = 4.515 + 0.198X_1 + 0.480X_2 + 1.550X_3 + 2.595e$$

From the regression equation above it can be interpreted as follows:

- 1)  $\alpha = 4.515$  shows that if the values of X1, X2 and
- 2)  $b_1 = 0.198$  states that if X1 increases, then Y will increase by 0.198 assuming there is no increase in the constant values of X2 and X3.
- 3)  $b_2 = 0.480$  states that if X2 increases, then Y will increase by 0.480 assuming there is no increase in the constant values of X1 and X3.
- 4)  $b_3 = 1,550$  states that if X3 increases, then Y will increase by 1,550 assuming there is no increase in the constant values of X1 and X2.

Multiple regression analysis was used to determine the influence of the independent variables consisting of conceptual skills, technical skills and social skills on the dependent variable, namely teacher competence. From calculations using the SPSS 22.0 for Windows program, the regression results obtained are multiple regression coefficient values which overall appear in the table as follows:

**Tabel 5.**  
**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.929 <sup>a</sup>	.862	.857	1.80515

a. Predictors: (Constant), Kecakapan Sosial (*Social Skills*), kecakapan konseptual (*conceptual skill*), kecakapan teknis (*technical skill*)

b. Dependent Variable: kompetensi guru

Based on table 5, it shows an R value of 0.929, which means that the correlation or relationship between independent variables consisting of conceptual skills, technical skills and social skills has a very strong relationship. The R Square value shows 0.862, this means that the influence of the independent variables consisting of conceptual skills, technical skills and social skills, with the dependent variable being teacher competency is 86.2% while the rest is influenced by other factors. The t statistical test basically shows how much influence an explanatory or independent variable individually has in explaining variations in the dependent variable. Based on the analysis, the following analysis results were obtained.

**Tabel 6. Uji t**  
**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.515	2.595		1.740	.086
kecakapan konseptual (conceptual skill)	.198	.089	.097	2.225	.029
kecakapan teknis (technical skill)	.480	.131	.200	3.672	.000
Kecakapan Sosial (Social Skills)	1.550	.108	.765	14.399	.000

a. Dependent Variable: Teacher Competence

**a. Dependent Variable: teacher competency**

From the data above, the following analysis results are obtained:

- a. Based on the results of the analysis above, the value of  $t_{count} > t_{table}$  is  $2.225 > 1.66437$  and the significance value is  $0.029 < 0.05$ , it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, so that there is a significant influence of conceptual skills on teacher competency at MAN 1 Kediri City.
- b. Based on the results of the analysis above, the value of  $t_{count} > t_{table}$  is  $3.672 > 1.66437$  and the significance value is  $0.000 < 0.05$ , it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, so that there is a significant influence of technical skills on teacher competency in MAN 1 Kota. Kediri.
- c. Based on the results of the analysis above, the value of  $t_{count} > t_{table}$  is  $14,399 > 1.66437$  and the significance value is  $0.000 < 0.05$ , it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, so that there is a significant influence of Social Skills on teacher competency in MAN 1 Kota Kediri.

### 1. F Test

To determine the influence of conceptual skills, technical skills and social skills on teacher competency at MAN 1 Kediri City, the test was carried out using the F Test. The F Test is intended to determine the influence of all variables X1, X2 and X3 on the variable Y. In this case there is a significant influence together with conceptual skills, technical skills (technical skills) and social skills (social skills) on teacher competencies in MAN 1 Kota Kediri by using the comparison of Fcount and Ftable with a significance level of 5% and N 83, the F table is 2.72 using a confidence level of 95%,  $\alpha = 5\%$ , df2 (number of variables -1) or 2-1 = 1, and df 2 (n-k-1) or 83- 3-1 = 79 (n is the number of respondents and k is the number of independent variables). The result obtained from Ftable is 2.72. Based on calculations with the help of the SPSS for Windows Versions 22.00 program, the following results were obtained:

**Table 7.** Simultaneous Test Results (F-Test)

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1610.042	3	536.681	164.698	.000 <sup>b</sup>
	Residual	257.428	79	3.259		
	Total	1867.470	82			

a. Dependent Variable: kompetensi guru

b. Predictors: (Constant), Kecakapan Sosial (Social Skills) , kecakapan konseptual (conceptual skill), kecakapan teknis (technical skill)

*Source: Research Data Processing Results (2023)*

a. Dependent Variable: teacher competency

b. Predictors: (Constant), Social Skills, conceptual skills, technical skills

Source: Research Data Processing Results (2023)

Table 7 shows that based on the output above the Fcount and Ftable values, it can be seen that Fcount (164,698) > Ftable (2.72) so that Ho is rejected and H4 is accepted. Hypothesis testing is also carried out by comparing the significance value with the significance level. A significance value of 0.000 is less than the significance level of 0.05, so it shows that the independent variables together have a significant influence on the dependent variable. The accepted hypothesis is that there is a significant joint influence of conceptual skills, technical skills and social skills on teacher competency in MAN 1 Kediri City. Then the result is that H0 is rejected, thus the results are significant. So the conclusion is that the independent variables used in this research together have an influence on the dependent variable.

## IV. RESULT AND DISCUSSION

### *The influence of conceptual skills on teacher competency at MAN 1 Kediri City*

The results of the research show that there is a significant influence of conceptual skills on teacher competence in MAN 1 Kediri City as evidenced by the value of tcount > ttable, namely 2.225 > 1.66437 and a significance value of 0.029 < 0.05, so it can be concluded that H0 is rejected and Ha is accepted. This means that the higher the conceptual skills, the higher the teacher's competence. According to Dessler (2004) states that conceptual skills are not only the mental capacity to analyze and diagnose complex situations but also as cognitive skills which include the ability to analyze, think logically, formulate concepts, and provide inductive considerations. Every school principal needs to have these conceptual skills in order to be able to realize the educational goals and vision and mission of the educational institution he leads. And to be able to carry out this conceptual ability, it is influenced by interpersonal skills.

As Helmawati (2014) stated that the conceptual ability of a leader is influenced by his interpersonal skills, broad and comprehensive knowledge (religious knowledge, law, legislation), management (natural resources management, financial management, marketing management), and organizational behavior. Conceptual skills are the ability to look holistically and broadly at various problems to then link the organization between different types of behavior and harmonize the various decisions issued by the organization, which as a whole work to achieve predetermined goals. The principal has the ability to create concepts, ideas, for the betterment of the school. These ideas and concepts are described in the

activity plan to make it happen. The process of translating ideas into a concrete work plan is called the planning process. Therefore, conceptual skills can also be understood as skills for making work plans (Priansa 2017). The results of this research support the research of Kuruway, Ratang, and Thane (2022) that the results of this research show that partial and simultaneous conceptual skills are proven to have a significant effect on teacher performance.

*The influence of technical skills on teacher competency at MAN 1 Kediri City*

The results of the research show that there is a significant influence of technical skills on teacher competence in MAN 1 Kediri City as evidenced by the value of  $t_{count} > t_{table}$ , namely  $3.672 > 1.66437$  and a significance value of  $0.000 < 0.05$ , so it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. This means that the higher the technical skills, the higher the teacher's competence. According to Mahayani, Wilian, and Muntari (2020) technical skills are "expertise that must be possessed by school principals in carrying out their main duties." In this technical expertise, there are many main tasks that must be known and carried out by school principals. If these many tasks are organized or managed well, they will be easily carried out with satisfactory achievements. However, on the other hand, if many tasks are not managed well, they will experience obstacles in their implementation. And the obstacles that arise when carrying out these tasks will make it difficult to achieve goals effectively and efficiently. Technical skills are anything related to specific information and abilities (skills) about a job or the skills needed to do a specific job. Technical skills are the ability to use the knowledge, methods, techniques and equipment needed to carry out certain tasks obtained from experience, education and training.

*The Influence of Social Skills on teacher competency in MAN 1 Kediri City*

The results of the research show that there is a significant influence of Social Skills on teacher competency in MAN 1 Kediri City as evidenced by the value of  $t_{count} > t_{table}$ , namely  $14,399 > 1.66437$  and a significance value of  $0.000 < 0.05$ , so it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. This means that the higher the Social Skills, the higher the teacher's competence. The social skills possessed by a person can be observed through their social behavior. According to Hoffman, people who have Social Skills can give a better impression, and improve their personal appearance, can create positive feelings within themselves compared to people who do not have such abilities. Social Skills are interpersonal abilities that are closely related to the communication function. (Luthans 2009) states that Social Skills is the ability to interact effectively with people, the ability to provide individual support at all levels of the organization. A manager in technical skills must have administrative skills (the ability to manage the administrative field), mastery of language (to socialize and relate to people). And the mastery of faculties in work which is their field of specialization, of course the head of the madrasah as the fac manager is in the field of education (Sholeh and Yantoro 2022). Most of the technical skills need to be mastered by frontline managers. This is because frontline managers deal directly with education officers, especially teachers. The frontline managers are also supervisors, who are obliged to guide and control the work of the teachers. The leading manager in an educational institution is of course the head of the madrasa.

*The Influence of Social Skills on teacher competency in MAN 1 Kediri City*

The results of the research show that there is a significant influence of Social Skills on teacher competency in MAN 1 Kediri City as evidenced by the value of  $t_{count} > t_{table}$ , namely  $14,399 > 1.66437$  and a significant value of  $0.000 < 0.05$ , so it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. This means that the higher the Social Skills, the higher the teacher's competence. The social skills possessed by a person can be observed through their social behavior. According to Hoffman, people who have Social Skills can give a better impression, and improve their personal appearance, can create positive feelings within themselves compared to people who do not have such abilities. Social Skills are interpersonal abilities that are closely related to the communication function. (Luthans 2009) states that Social Skills is the ability to interact effectively with people, the ability to provide individual support at all levels of the organization

There are three skills that are required of a manager, namely: conceptual skills, namely the ability to know the policies of the organization as a whole, human skills, namely the ability to communicate and build coordination within a group or with other groups, and technical skills. (technical skills) in the form of skills



in using methods, processes, procedures and techniques for carrying out work, especially in the field of education (Mahayani, Wilian, and Muntari 2020). The results of this research are supported by research (Sopiah and Herman 2018), the results of which show that the results of hypothesis testing show that the principal's managerial ability has a positive effect on teacher competence. This means that the higher the principal's managerial ability, the greater the teacher's competence.

## V. CONCLUSION

Based on the results of the research and discussion, the conclusion in this research is that there is a significant influence of conceptual skills on teacher competence in MAN 1 Kediri City as evidenced by the value of  $t_{count} > t_{table}$ , namely  $2.225 > 1.66437$  and a significance value of  $0.029 < 0.05$ , so it can be concluded  $H_0$  is rejected and  $H_a$  is accepted. This means that the higher the conceptual skills, the higher the teacher's competence. There is a significant influence of technical skills on teacher competency at MAN 1 Kediri City as evidenced by the value of  $t_{count} > t_{table}$ , namely  $3.672 > 1.66437$  and a significance value of  $0.000 < 0.05$ , so it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. This means that the higher the technical skills, the higher the teacher's competence.

There is a significant influence of social skills (Social Skills) on teacher competence in MAN 1 Kediri City as evidenced by the value of  $t_{count} > t_{table}$ , namely  $14,399 > 1.66437$  and a significance value of  $0.000 < 0.05$ , so it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. This means that the higher the Social Skills, the higher the teacher's competence. There is a significant joint influence of conceptual skills, technical skills and social skills on teacher competence. in MAN 1 Kediri City, it is proven from the obtained values of  $F_{count}$  with  $F_{table}$ , it can be seen that  $F_{count} (164.698) > F_{table} (2.72)$  so that  $H_0$  is rejected and  $H_4$  is accepted. Hypothesis testing is also carried out by comparing the significance value with the significance level. A significance value of 0.000 is less than the significance level of 0.05, so it shows that the independent variables together have a significant influence on the dependent variable. Thus, the higher the conceptual skills, technical skills and social skills, the higher the teacher's competence.

## VI. SUGGESTION

### 1. For school principals

It is hoped that the results of this research can be a reference for the managerial abilities of madrasah heads to increase teacher competence so that educational goals can be carried out well.

### 2. For teachers

It is hoped that the results of this research can become reference material for improving teacher competence in carrying out their duties as educators optimally.

### 3. For future researchers

It is hoped that the research results can become a reference regarding the managerial abilities of madrasa heads, as well as increasing knowledge about teachers' abilities in improving the quality of learning

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