

The Influence of Teacher Competence, Teacher Performance, and School Head Leadership on Quality of Education

Aurelia Ivon suryati¹, Syaiful Arifin², Yarnest³

¹Students in Program of Magister Management, University of Merdeka Malang, Indonesia

^{2,3}Faculty of Economics and Business, University of Merdeka, Indonesia

Abstract: The purpose of this study is to describe the variables of Competence, Teacher Performance, the Leadership Of School Principals and Quality Of Education, analyzing the influence of competency variables, teacher performance, and leadership of school principals simultaneously on the quality of education. Analyzing competency variables, teacher performance, and school principal leadership partially on the quality of education, and to know and analyze among the competency variables, teacher performance and school principal leadership that have a dominant influence on the quality of education in St. Klaus Kuwu High School. The population in this study were teachers at St. Klaus Kuwu High School, amounting to 60 people and with a sample of 60 people. The sampling technique in this study uses the questionnaire, and interview methods. The data analysis technique used in this research is multiple linear regret analysis. The results showed that the competence, teacher performance, and leadership of school principals simultaneously affected the quality of education, competence, teacher performance, and leadership of principals partially influenced the Quality of Education and competence had a dominant effect on the quality of education in St.Klaus Kuwu High Schools.

Keywords: Competence, Teacher Performance, Principal Leadership And Quality Of Education

Date of Submission: 09-06-2020

Date of Acceptance: 26-06-2020

I. Preliminary

Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual, religious, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state". Schools as an educational institution face two demands, namely, demand from the community and demands from the business world. Sagala (2010) states "Education is an effort to develop all aspects and personality of humans, viewed from the cognitive, affective, and psychomotor aspects.In addition, this research was conducted to succeed in strengthening human resources, especially in the field of education in accordance with the objectives of Sustainability Development Goals (Natsir and Triatmanto, 2009).

In the context of education understanding of quality, in this case, refers to the educational process and educational outcomes. In a quality "educational process" involved various inputs, such as; cognitive, affective, or psychomotor methodology (varies according to the ability of the teacher), school facilities, administrative support and infrastructure, and other resources as well as the creation of a conducive atmosphere. Sallis (2006). The quality of education is not only determined by the school as a teaching institution, but it is also still adjusted to what the views and expectations of the community tend to always develop along with the times.

In general, the low quality of education can be caused by various factors including competency, school principal leadership and teacher performance that is not yet optimal, as well as the applicable curriculum so that the effectiveness of the learning process is low, inadequate infrastructure, and the unequal distribution of teachers, etc. so.

St.Klaus Kuwu High School is a Catholic private educational institution located in Kuwu Poco Likang Village, Ruteng District, Manggarai Regency. This educational institution is under the auspices of the Sukma Ruteng Foundation. This educational institution certainly does not have a few problems or issues related to the quality of education. Although many achievements were obtained from this institution, this educational institution certainly did not experience a few problems related to the quality of education including teacher competency, teacher performance, and leadership of the school principal. However, this educational institution continues to strive to improve the quality of its education so that it produces good and quality output each year so that public trust is increasingly increasing. The quality of education at this school is not optimal so it requires hard work from the educational institution. The quality of education in this institution is still far from its competitors so it has not brought satisfaction to education customers.

II. Literature Review

Sallis (2006) said that the quality of education is not only determined by the school as a teaching institution, but it is also still adjusted to what the views and expectations of the community tend to always develop along with the progress of the times. Employee behavior is the behavior done by the employee to reach the organizational purpose (Respati and Amin, 2014). The intended behavior is the teacher's behavior.

According to Sagala (2010) Indicators of success in improving the quality of education will have an impact from various aspects, namely: (1) Effectiveness (2) leadership of school principals (3) management of teaching staff and (4) schools have a quality culture. Quality education is the implementation of education that can produce professional staff by the needs of the State and nation (Ghufron, 2017: 192). Indicators of the quality of education are: Input, process, output, and outcomes Usman (2011: 513) states that the kinetics or condition of education, defined from the quality of education is divided into several items including inputs, processes, outputs and superior impacts of education. Inputs to education are said to be of quality if they are ready to be processed. Educational quality processes if able to win a learning atmosphere that is.

Competence is a duty and responsibility that becomes the knowledge, skills, and abilities demanded by the competency position is an attribute to attach qualified and superior human resources. Sudarmanto (2009: 45) states in his writings that the role of teachers is crucial in efforts to improve the quality of education. Article 10 of 2005 concerning Teachers and Lecturers explained that teacher competencies include pedagogical competencies, personal competencies, social competencies, and professional competencies obtained through professional education. This research proves that competence is closely related to the quality of education. Competence is an attribute to attach quality and superior human resources. These attributes are the qualities given to people or things, which refer to certain characteristics needed to be able to carry out work effectively. These attributes consist of knowledge, skills, and expertise, or certain characteristics. Sudarmanto (2009: 45) the role of teachers is crucial in efforts to improve the quality of formal education.

In addition to teacher performance competencies, teacher performance is also a factor in improving the quality of education. Supriadi (2014: 47), teacher performance is a manifestation of the ability in the form of real work, the results of work, and responsibility in carrying out the tasks, the profession it carries, and its morale. (Sharif, 2011). Teacher performance is the level of success of teachers in carrying out tasks and achieving the goals set that can be seen from the ability in the form of an ability to plan, organizing the ability to manage teaching and learning activities, task results in work efficiency and effectiveness.

In addition to the competency and performance of the teacher principal's leadership can improve the quality of education. Sulistyia (2013) states that the principal's leadership as a superior can influence subordinates in determining school progress, and must have administrative management, have responsibilities, be empathetic, transparent, and be able to interact in carrying out their duties. Sujak (2011) argues that "Leadership is a pattern of relationships between individuals who use authority and influence on other people or groups of people to form cooperation to complete a task. Handoko (2001) said that "Leadership (leadership) is a relationship between a person and others, leaders can influence others to be willing to work together in tasks related to achieving the desired goals.

Hypothesis

H1: It is suspected competence, teacher performance, and school principal leadership simultaneously have a significant effect on the quality of education in St. Klaus Kuwu High School.

H2: It is suspected that competence, teacher performance, and school principal leadership have a significant effect on the quality of education in St. Klaus Kuwu High School.

H3: It is suspected that teacher competence has a dominant effect on the quality of education in St. Klaus Kuwu High School.

III. Research Methods

This research uses quantitative analysis and the method of this research is descriptive analysis. This research uses quantitative analysis and the method of this research is descriptive analysis. Quantitative means that the analysis is performed on data in the form of numbers (Sriningsi 2000). Quantitative means that the analysis is performed on data in the form of numbers. research, data analysis is quantitative or statistical, intending to test the hypotheses that have been set (Sugiyono, 2017: 8). Descriptive because this study was conducted to determine the existence of independent variables, both only on one or more variables without making a comparison of the variables themselves and looking for relationships with other variables (Sugiyono, 2017: 35). The population in this study were all teachers in ST. Klaus Kuwu Manggarai high school totaling 60 people and a sample of 60 people. While the sampling technique uses a census, where all members of the population are sampled (Sugiyono, 2017).

Data analysis technique

Data analysis in this study uses descriptive analysis and multiple linear analyses. The equation model can be formulated as follows;

$$Y = \alpha + b_1X_1 + b_2X_2 + b_3X_3 + e$$

Note: Y = Quality of Education, X₁ = Competence, X₂ = Teacher performance, X₃ = Principal's leadership, a = Constant Value, b = Koefisen Regression, e = Residual Error

IV. Research Results And Discussion

4.1 Description of Respondents

The number of respondents in this study was 60 people. It consists of all teachers in ST. Klaus Kuwu High School. With different characteristics. Therefore a grouping with certain characteristics is needed as follows:

Table 1 Characteristics of Respondents

Respondent's identity	Frequency		Percentage (%)	
Gender				
Male	27		45%	
Female	33		55%	
Total	60		100%	
Age				
21-32	9		15%	
33-44	23		38%	
45-56		20	33%	
57-68		8		14%
Total		60	100%	
Level of education				
S1		58	96%	
S2			24%	
Total	60		100%	
Years of service				
1-11	12		20%	
12-21	34		56%	
22-31	9		15%	
32-41		5		9%
Total		60	100%	

4.2 Validity test

Based on the results of the validity test of all items statements of each variable obtained a probability value smaller than $\alpha = 0.05$. These results indicate that the statement items of the variables of competence, teacher performance, school principal leadership and quality of education in the questionnaire are valid because they can measure what must be measured.

4.3 Reliability Test

Which shows that the variables of competence, teacher performance, the leadership of school principals and quality of education have a reliability coefficient of 0.60 and are therefore suitable for use in this study.

4.4 Description of Research Variables

Competency Variable (X1)

Table 2 Frequency Distribution of Competency Variables (X1)

Item	STS		TS		N		S		SS		Average
	F	%	F	%	F	%	F	%	F	%	
X 1.1	0	0	0	0	5	8	43	72	12	20	4,30
X 1.2	0	0	0	0	2	3	11	18	47	79	4,11
X 1.3	0	0	0	0	3	5	26	43	31	52	4,00

X 1.4	0	0	0	0	5	8	33	55	22	37	4,19
Average											4,15

From the above table that the overall average is 4.15 which is supported by the highest variable X1.1 with an average of 4.30 and. While item X1.4 (personality competency) has the lowest average value (4.00). From the analysis and interview results, it was found that the teachers at St. Klaus Kuwu High School is aware of the importance of teacher pedagogical competence. This awareness arises because based on experience that teacher competence can improve the quality of education. Therefore, teacher competencies especially pedagogical competencies need to be improved. On average, overall has a value of 4.15, which means that respondents agree with the variable Competency (X1).

Teacher Performance Variables (X2)

Table 3Frequency Distribution of Teacher Performance Variables (X2)

Item	STS		TS		N		S		SS		Average
	F	%	F	%	F	%	F	%	F	%	
X 2.1	0	0	0	0	7	12	36	60	17	28	4,20
X 2.2	0	0	1	1	6	10	22	37	31	52	4,11
X 2.3	0	0	0	0	2	3	25	42	33	55	4,05
X 2.4	2	3	2	3	8	13	30	51	18	30	4,08
X 2.5	0	0	0	0	5	8	44	73	11	19	4,02
Average											4,09

Conclusion Based on the results of the analysis, the overall average is 4.09 which is supported by the statement items item X 2.1 (Quality of Work) has the highest average value of 4.20. This quality of work is an important aspect that must be possessed by a teacher. (Communication) has the lowest average value of 4.02.Teachers create harmonious relationships with each other and carry out transparency which is a direct responsibility within the teachers.

Principal's Leadership Variables (X3)

Table 4 Frequency Distribution of Principal Leadership Variables (X3)

Item	STS		TS		N		S		SS		Average
	F	%	F	%	F	%	F	%	F	%	
X 3.1	2	3	10	17	15	25	23	38	10	17	4,00
X 3.2	2	3	12	20	21	35	18	30	7	12	3,47
X 3.3	1	1	9	15	19	32	20	33	11	19	3,20
X3.4	0	0	7	12	15	25	29	48	9	15	4,20
X3.5	1	1	6	10	17	28	24	40	12	21	3,54
Average											3,68

The conclusion from the above table that the overall mean is 3.68. Based on the analysis results, from all the average of each item statement item X3. 4 (Able to Make Decisions) has the highest average value of 4.20. From the results of the interview, it was found that the principal at St. Klaus Kuwu High School can make the right decisions and can evaluate activities with the school community, especially with teachers, while X3.3 (Understanding the Vision and Mission of the School) has the lowest average value of 3.20. The reason is that principally the school principal already knows the vision and mission of the school.

Education Quality Variable (Y)

Table 5 Frequency Distribution of Educational Quality Variables (Y)

Item	STS		TS		N		S		SS		Average
	F	%	F	%	F	%	F	%	F	%	
Y1.1	1	1	7	12	18	30	23	38	11	19	3,57

Y 1.2	0	0	1	1	17	28	29	48	13	23	4,00
Y 1.3	0	0	5	8	15	25	27	45	13	22	3,78
Y1.4	1	1	4	7	13	22	31	52	11	18	3,72
											3,76
Average											

In conclusion, the average number of education quality variables is 3.76. From the average of each statement item, item Y1.2 (Process), the highest average is 4.00. Based on the results of data processing and interviews found that the learning process at St. Klaus Kuwu High School is increasing from time to time, teachers realize that the success or success of an institution's education depends also on how the learning process. Whereas item Y 1.1 (Input) has the lowest average value of 3.57. This is influenced by school principals who are appointed according to the needs of the school all teachers and employees work according to their competencies and adequate facilities and infrastructure can support the quality of St. Klaus Kuwu High School.

4.5 Multiple Linear Regression Analysis

Table 6 Analysis of Multiple Linear Regression

Variable	Regression Coefficient	t statistic	Sig.	Information
Competence	0,341	3,171	0,000	Significant
Teacher performance	0,248	2,346	0,000	Significant
Principal's leadership	0,038	0,978	0,092	Not Significant
A constant	1,680			
R square	0, 655			
Adjusted R square	0,625			
F hitung	22,232			
Sig. F	0,000			
N	60			
Dependent variable =	Quality of Education (Y)			
F table=	3,15			
t table=	2,000			

From the data are shown in table 7 it can be seen that the value of the multiple linear regression constant is 1.680, with the regression coefficient value of the competency variable 0.341, the teacher performance coefficient value 0.248, the principal leadership regression coefficient value 0.038. Where: Y = Quality of Education, X1 = Competence, X2 = Teacher performance, X3 = Principal's leadership, ei = Residual Error

Then by referring to the formula of multiple linear regression equations $Y = a + b_1.X_1 + b_2.X_2 + b_3.X_3 + e_i$, can be formed multiple linear equations as follows: $Y = 1,680 X_1 + 0,341 X_2 + 0,248 + 0,038 X_3 + e_i$

The significance of the multiple linear regression equation above contains implications:

- 1) Constants 1, 680 implies that if there are no competency, Teacher Performance, and Principal leadership variables ($X_1, X_2, X_3 = 0$) then the quality of education is at 1.680.
- 2) Regression coefficient X_1 (Competence) 0.341 and having a positive sign means a direct effect, if there is an increase in the competency variable it will have a tendency followed by an increase in the quality of education.
- 3) Regression coefficient X_2 (teacher performance) 0.248 and marked positive implies that there is a direct effect if an increase in teacher performance variables will have a tendency followed by an increase in the quality of education.
- 4) Regression coefficient X_3 (leadership of school principals) 0.038 and marked positive implies that there is a direct effect if an increase in leadership variables of the principal will have a tendency followed by an increase in the quality of education.
- 5) The coefficient of determination is 0.625. Implies that the variables of competence, teacher performance, the leadership of school principals affect the quality of education in St. Klaus Kuwu High School 62.5%.

Classical Assumption Test

Multicollinearity Test

To detect the presence or absence of multicollinearity by looking at the value To detect the presence or absence of multicollinearity by looking at the Tolerance and VIF values. If the Tolerance value is more than 0.1 and the VIF value is less than 10 then there is no multicollinearity.

Table 7 Multicollinearity Analysis of Colinearity Data

Independent Variable	Tolerance	VIF
Competence	0,993	1,538
Teacher Performance	0,652	1,534
Principal's leadership	0,650	1,007

The table above shows that among the independent variables there is no multicollinearity problem, where the results of the variance inflation factor (VIF) test each indicate a value of less than 10 (VIF <10). VIF value less than 10 indicates that there is no multicollinearity problem in this research model, whereas when viewed from the tolerance value on the variables of competency, work motivation, work discipline, organizational commitment, has a value greater than 0.1 (tolerance 0.1), then there is no multicollinearity problem between these four variables.

Heteroscedasticity Test

The following table is the result of the heteroscedasticity test of competency variables, work motivation, work discipline, organizational commitment to teacher performance.

Table 8 Data Heteroscedasticity Analysis

Variable	Significance value
Competence	0,179
Teacher Performance	0,152
Principal's leadership	0,130

The table above shows that among the independent variables there is no heteroscedasticity problem because all sig values of each variable are > 0.05.

Autocorrelation Test

Priyatno (2013: 62) to detect the presence or absence of autocorrelation by the Durbin– Watson test. The following Durbin – Watson (DW) statistics can produce dU and dL values.

Table 9 Autocorrelation Test

Model Summary				
Model	R	R Square	Adjusted R Square	Durbin-Watson
1	.3,27 ^a	.655	.625	1,123

From the results of the above output obtained the DW value generated from the regression model is 1.123 While the DW table with a significance of 5% and the amount of data n = 60 and k = 4 obtained values dL = 1.4443 and dU = 1.7274 because the DW value (1,123) located between dU (1.7274) and 4- dU (2.2726) then Ho is accepted, which means no autocorrelation.

Normality test

Normal Probability Testing with the following decision-making criteria:

Table 10 Test Normality of Data with Skewness and Kurtosis

	N	Skewness	Std. Error of Skewness	Kurtosis	Std. Error of Kurtosis
	Statistics	Statistics		Statistics	
Unstandardized Residual	60	-,520	0,309	-0,650	0,524
Valid N	60				

From the above table it is clear that the Skewness ratio = $-0.520 / 0.309 = -1.68$ while the Kurtosis ratio = $-0.650 / 0.524 = -1.24$. Testing criteria whether the data is normally distributed or not with the provisions that are if the ratio of skewness and kurtosis ratio is between -2 to +2, then it can be concluded that the data distribution is normal. From the ratio of skewness and kurtosis above, it is obtained -1.68 to -1.24 which means it is in the range between -2 to +2 which means the data is normally distributed. Besides, it can also be shown by the following picture;

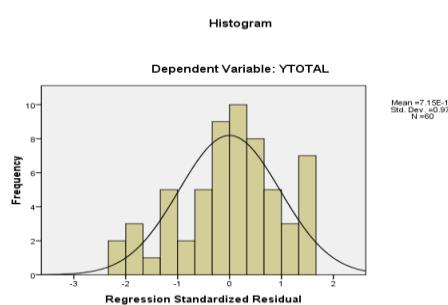


Figure 1 Histogram

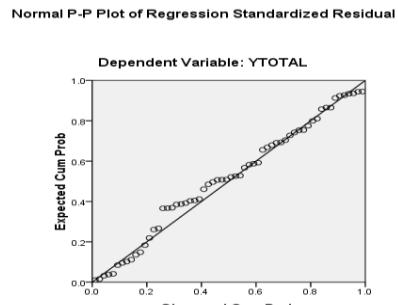


Figure 2 Normal P-Plot

Hypothesis Testing

First Hypothesis

Table 11 Competency F Test Results, Teacher Performance, and Principal Leadership.
ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	65.050	3	21.683	22.232	.0,000 ^a
Residual	543.933	56	9.713		
Total	608.983	59			

From the calculation results of multiple regression analysis using SPSS obtained F count it = 22,232 and probability 0,000 because the probability value is smaller than α 0.05 then Competency (X1), Teacher Performance (X2), Principal Leadership (X3), simultaneously or as a whole influence the quality of education (Y). Thus, based on the above calculations it can be concluded that the first hypothesis which states that the competence, teacher performance, and leadership of the principal simultaneously influence the quality of education in St. Klaus Kuwu High School is statistically proven with α 5%.

Second Hypothesis

Table 12 Partial Regression Coefficient Test

Variable	t statistic	t table	Sig	Information
Competence	3,171	2,000	0,000	Significant
Teacher Performance	2,346	2,000	0,000	Significant
Principal's leadership	0,978	2,000	0,092	Not Significant

Based on the calculation of the sig value in table 4.31 which states that the Competency variable (X1) and the Teacher Performance variable (X2) significantly influence the Education Quality variable (Y), the results of the analysis of the Principal Leadership (X3) variable are stated to have no significant effect on the Quality variable Education (Y), it can be concluded that the second hypothesis is not proven with α 5%.

Third Hypothesis

Table 13 Results of Dominant Variable Regression Coefficient Tests

Variable	B	t statistic	t table	Sig	α	Information
Competence	0,341	3,171	2,000	0,000	0,05	Significant
Teacher Performance	0,248	2,346	2,000	0,000	0,05	Significant
Principal's leadership	0,038	0,978	2,000	0,092	0,05	Not Significant

From the results of calculations in table 4.32 that have been stated previously show that the coefficients of each variable are Competence (X1) 0.341 Teacher Performance (X2) 0.248 and Principal Leadership (X3) 0.038, but it turns out from the calculations above can be explained that the Head Leadership variable Schools do not have a significant effect on Education Quality and teacher performance variables are not variables that have a dominant influence on the quality of education. From the results of these calculations, there is the greatest coefficient is Competence (X1) 0.341, which means that it has a significant effect on the Quality of Education (Y). Thus, from the results of the third hypothesis test which states that the alleged Competency variable (X1) is the variable that has the dominant influence on the quality of education in ST. Klaus Kuwu High School thus the third hypothesis is statistically proven with a 5%.

V. Discussion Of Research Results

The discussion is directed to answer the main research problem, namely the influence of teacher performance competencies and school principal leadership on the quality of education in St. Klaus Kuwu High School.

5.1 Effect of Competence Variables on Quality of Education

The results showed that competence had a significant influence on the quality of education in St.Klaus Kuwu High School with a significance value of $0,000 < 0.05$. The quality of the education process is determined by the competencies of the teachers. This is caused by the teacher's role as the spearhead in education. This result is supported by research conducted by Saragih (2016) which states that competence has a significant effect on the quality of education. It was also strengthened by the results of observations and interviews that the competency variable is an important aspect that must be present, lived, and carried out by teachers in St. Klaus Kuwu High School. Teachers feel that their competencies are less effective and thus have an impact on their performance as educators. This is caused by competence being an aspect that underlies its role as an educator. Without adequate mastery of competencies, it will affect the quality of education in the school. Therefore, teachers realize that competence has a significant influence on the quality of education.

5.2 The Influence of Teacher Performance Variables on the Quality of Education

Based on the results of the study showed that the performance of a significant effect on the Quality of Education with a significance value of $0,000 < 0.05$. The results of research from Yunus (2016) states that Teacher Performance and Work Motivation affect the Quality of Education. This result is strengthened by the observation and interview that teacher performance is an important aspect that must be present in St. Klaus Kuwu High School teachers. The teachers realize that their performance is less than optimal so that it impacts on the quality of education. Therefore, teachers recognize that teacher performance has a significant influence on the quality of education.

5.3 Principal's leadership (X3) On the quality of education (Y)

Competence has a dominant influence on the quality of education based on the results of testing the third hypothesis states that teacher competence has a dominant effect on the quality of education. This can be proven by the multiple linear regression coefficients of 0.341 and a calculation of 3.171. Based on the results above it will be described how much influence the four competencies have on the quality of education. Pedagogic competence must be possessed because it is related to the ability of teachers in managing the learning process and understanding the characteristics of students. Teachers who have pedagogical competence in the ability to evaluate learning outcomes. Without the ability of pedagogical competence, it is very difficult for educational institutions to get good quality education, satisfying learning achievement. Pedagogical competence is the ability of an educator in processing the learning process related to students, including understanding insight or educational foundation, understanding of students, curriculum or syllabus development, learning design, implementation of teaching and dialogical learning, utilization of learning technology, evaluation of learning outcomes, and the development of students to actualize the various potentials they have (Law No. 14 of 2015).

The conclusions from the results obtained provide evidence that the competency, teacher performance, and leadership of school principals together have a role in improving the quality of education. Teachers who are competent in learning planning can create good performance in carrying out their duties. Based on the results of the coefficient of determination test, the effect of competency, teacher performance and leadership of the principal on the quality of education in St. Klaus Kuwu High School is 62.5%, the rest 37.5%, influenced by other variables namely organizational culture, work ethic, and certification and so on in this study were not used as the main focus.

5.4 The implication of Research Results

As a study carried out in the educational environment, the conclusions that are ascended certainly have implications in the field of education and also further research. In connection with this, the implications are as follows: Results of research on Competence, Teacher Performance, and Principal's Leadership on Education Quality in St. Klaus Kuwu High School.

Theoretical implications

Based on the results of the research conducted shows that Competence, Teacher Performance, and Principal Leadership are related to Education Quality. The theoretical implications of this research relate to the theories of Education Quality, Competence, Teacher Performance, and Principal Leadership.

a. Quality Of Education

This research is related to several factors. Improving the quality of education is proportional to the related factors. Apandi (2014) that influences the quality of education is pedagogical competence and leadership of school principals.

b. Competence

This research proves that competence is closely related to the quality of education. Competence is an attribute to attach quality and superior human resources. These attributes consist of knowledge, skills, and expertise, or certain characteristics, Sudarmanto (2009: 45).

c. Teacher Performance

This research proves that teacher performance is closely related to the quality of education. Teacher performance is the level of success of teachers in carrying out tasks and to achieve the goals set that can be seen from the ability in the form of an ability to plan, organize the ability to manage teaching and learning activities (Sharif, 2011).

d. Principal's Leadership

This research proves that the principal's leadership is closely related to the quality of education. Sujak (2011) revealed that school principals must have data as a platform to make changes towards achieving goals and meeting the needs of students.

The results of this study are used as input for teachers, to improve themselves in connection with improving the quality of education by taking into account the performance competencies and leadership of the school principal.

In this study also, statistically tested it turns out that the Principal Leadership variable has a value of 0.092 which means that respondents in St. Klaus Kuwu high school have an assumption that the principal's leadership is not a priority in improving the quality of education. For this reason, St. School Klaus High School needs to evaluate the principal's leadership so that it gets better. Thus, it can improve the quality of education, while in the third hypothesis it is assumed that the variable Of Competence Has A Dominant Effect On The Quality Of Education In St. Klaus Kuwu High school can be proven and accepted in this study. This is in line with research conducted by Hamsah (2017) which states that competence has a dominant effect on the quality of education, which means that when competency is improved it will improve the quality of education. This is in line with the theory put forward by Sudarmanto (2009) Competence is an attribute to attach qualified and superior human resources. These attributes are the qualities given to people or things, which refer to certain characteristics needed to be able to carry out work effectively. These attributes consist of knowledge, skills, and expertise, or certain characteristics. The role of teachers is crucial in efforts to improve the quality of formal education.

VI. Conclusions And Suggestions

6.1 Conclusion

Based on the results of research and analysis of Teacher Competency and Performance data and Principal Leadership in St.Klaus Kuwu High School is still not optimal and needs to be increased to support the quality of education. Pedagogic and professional indicators of competency variables are things that need to be considered and improved again, because based on the results of teacher interviews in St. Klaus Kuwu High School. Klaus realizes that pedagogic and professional competencies are very important for teachers, this awareness arises based on the experience that teacher competencies can improve the quality of education. In addition to Teacher Competency and Performance, it also needs to be improved to improve the Quality of Education in St. Klaus Kuwu High School that needs to be considered based on the results of analysis and interviews are the quality of work and accuracy of work. In addition to the competency and leadership performance of school principals, what needs to be improved is being able to make decisions and strong personalities. Besides, the quality of education in St. Klaus Kuwu High School is still not optimal and must be improved again.

Simultaneously Competence, Teacher Performance, and Principal Leadership affect the Quality of Education in St. Klaus Kuwu High School. The higher the competence, teacher performance, and principal leadership, the higher the quality of education.

Partially Competence has a significant influence on the Quality of Education in St.Klaus Kuwu High School with a significance value of $0,000 < 0,05$. The quality of the education process is determined by the competencies of the teacher's Competence has a dominant effect on the quality of education.

6.2 Suggestion

In the face of competition in the field of education, teachers must further improve their competence, especially the mastery of the internet and other modern technological tools in updating learning material so that the implementation of learning can run well and get satisfying results and by the goals of the St. Klaus Kuwu High School education institutions.

Teacher competency needs to be maintained and enhanced again by providing opportunities for teachers to broaden their horizons by mastering IT-based learning.Teacher performance needs to be considered and improved so that the learning process runs well and can obtain satisfactory results by the expectations of the institution. Principal's leadership should be evaluated and increased again, although the regression coefficient of the variable is low and not significant, a positive value of the variable can affect the quality of education

This study only examined the variables of competence, teacher performance, and school principal leadership in only one private school. For this reason, it is hoped that further researchers will examine other variables, for example, organizational climate, organizational culture and work ethics.It is important to note that the quality is not reviewed by the company standpoint, it is seen from the perspective of the customer or public (Respati,2010). Therefore, the quality of education needs attention to be examined.

References

- [1]. Departemen Pendidikan Nasional, 2005. *Undang-undang Nomor 14 Tahun 2005,Tentang Guru dan Dosen*, Jakarta: Depdiknas
- [2]. Ghufron, Muh, 2017, *Filsafat Pendidikan*, Yogyakarta: Kalimedia.
- [3]. Edward, Sallis.2006. *Total Quality Management in Education*. Jogjakarta:IRCisoD
- [4]. Hasmah, Hasmah. *Pengaruh Kompetensi Tenaga Pendidik Terhadap Peningkatan Mutu Pendidikan di SMP Negeri 5 Duampanua Kabupaten Pinrang*. Diss. universitas Islam Negeri Alauddin Makassar, 2017.
- [5]. Handoko, 2001, *Manajemen Personalia dan Sumber Daya Manusia*. Yogyakarta:BPFE Yogyakarta.
- [6]. Jamil Suprihatiningrum. (2014). *Strategi Pembelajaran*. Yogyakarta: Ar- Ruzz Media.
- [7]. Natsir,Mokhamad.,Triatmanto,Boge. 2019. A Descriptive Analysis of Sustainability Development Goal (SDCs), Community Empowerment, and The Participatory Rural Appraisal Approach. Advances in Social Science, Education and Humanities Research. 6th International Conference on Community Development. Vol 349
- [8]. Respati, H., and Amin, R. 2014. Research on Continues Mediation: Employee Behavior and TQM Practice as ISO 9000 Strategy to Improve Performance of Manufacturing Company in East Java, Indonesia.*European Journal of Business and management*. Vol.6, No.29
- [9]. Respati, Harianto. 2010. Total Quality Manajemen dan Daya Saing Perusahaan sebagai Antesenden Kepuasan Pelanggan Menghadapi CAFTA 2010. Iqtishoduna, *Jurnal Ekonomi dan Bisnis Islam*. Vol.6.No.1. pp.1-14
- [10]. Sagala, Syaiful. 2010. *Supervisi Pembelajaran dalam Profesi Pendidikan*. Bandung Alfabeta.
- [11]. Sudarmanto, 2009, *Kinerja dan Pengembangan Kompetensi SDM*, Yogyakarta: Pustaka Pelajar,
- [12]. Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta, CV.
- [13]. Syarif, H.M. (2011) *Pengaruh Komunikasi Interpersonal dan Supervisi Kepala Sekolah Terhadap Kinerja Guru*. Jurnal Media Akademika, 26(1).
- [14]. Sulistiya, (2013). Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru. Jurnal Ilmiah Pendidikan Ekonomi IKIP Veteran Semarang, Vol. 1 No. 2, Oktober 2013.
- [15]. Zainal dan Sujak, 2011. Panduan dan Aplikasi Pendidikan Karakter . Bandung: Yarma Widya
- [16]. Usman, Husaini. 2011. *Manajemen. Teori, praktik, dan riset pendidikan*. Bumi Aksara. Jakarta.
- [17]. Yunus, dkk. (2016). Pengaruh Pelatihan dan Pengalaman Belajar terhadap Profesionalisme guru (Studi pada Guru IPS Terpadu Yang Memiliki Latar Belakang Pendidikan Dalam Bidang Pendidikan Ekonomi). *Journal Ad, Ministrare*, VOL.3 No.2, 2016.

Aurelia Ivon suryati, et. al. "The Influence of Teacher Competence, Teacher Performance, and School Head Leadership on Quality of Education." *IOSR Journal of Business and Management (IOSR-JBM)*, 22(6), 2020, pp. 52-61.