

The Effect of Principal's Leadership and Professional Competency on The Performance of School Counselors

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Abstract

The performance of school counselors is important for further research because it is related to the quality of counseling services in schools. The purpose of this study was to analyze the influence of Principal Leadership and Professional Competence on the Performance of Guidance and Counseling Teachers at SMPNs throughout Grobogan Regency. A total of 50 counselors were involved as respondents in the survey. The results of these findings indicate that the professional competence of teachers and principals' leadership have a simultaneous effect on teacher performance. The analysis technique uses regression analysis, hypothesis testing using the F test and t test. After analyzing, that the contribution of the principal's leadership and professional competence to the performance of school counselors at public junior high schools in Grobogan Regency is 67.6%.

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INTRODUCTION

School counselor performance have certain specifications and important because it is related to the quality of counseling services in schools. Performance counselor activities in the learning process. With regard to the performance standards of school counselors, that the work standards of school counselors in carrying out professional duties, school counselors are required to plan lessons, carry out quality learning processes and assess and evaluate learning outcomes.

According to Erlangga (2015) that the principal's leadership has the greatest influence on the performance of guidance and counseling teachers. Maccording to Fitria (2018) that to improve the performance of school counselors, that a good organizational culture and trust as factors that can encourage the creation of good teacher performance.

Maccording to Hardyanto & Prihatin (2016) Bthat the higher the work motivation of the supervising school counselor, the higher the performance. Tidarini (2011).As a leader, the principal must be able to guide, direct and encourage students to school counselor to improve performance.

School counselors who have good professional competence will always improve their abilities, seek new experiences that can improve their competence and always try to find ideas to improve their performance, this is in line with Surya (2003) that guidance and counseling teachers who have professional competence are related to the effectiveness of counseling . According to Mohammad (2011) the better the professional competence of a school counselor, the better his work motivation, the better his performance.

According to Jumail (2013) the competence of school counselors in mastering the theoretical framework, praxis, designing programs, assessing the process and results of guidance and counseling activities. The counselor's competence in the services provided to students shows that the counselor has understood and mastered the concepts and

practices in guidance and counseling services. Murad (2005).

This study aims to analyze the influence of principal's leadership and professional competenceschool counsellor effect on performance school counselor. This research is expected to be used as a reference for the management pattern of counseling guidance services and can be applied in public schools in Grobogan Regency. As input in order to improve performanceschool counselor andmanagement of guidance and counseling services in schools.

METHODS

The research is located in public junior high schools in Grobogan Regency. The research respondents are counselors for public junior high schools in Grobogan Regency. So that the number of respondents is 50school counselor.

The principal's leadership was measured using the leadership scale developed by the author. This scale has 27 items with a five-point scale (1, Very Not Appropriate, 5, Very Appropriate). Test resultsThe reliability shows that the leadership scale has an alpha coefficient of 0.87.

Counselor Professional Competence is measured using a professional competency scale developed by the authorhas 25 items with a five-point scale (1, Strongly Disagree, 5, Very Appropriate). The results of the reliability test show the scale of professional competencehas coefficient alpha has a coefficient of 0.92.

School counselor performance, measured using the school counselor performance scale developed by the authorhas 17 items with a five-point scale (1, Very Disagree, 5, Very Appropriate). The results of the reliability test show that the school counselor's performance scale has an alpha coefficient of 0.89.

RESULTS AND DISCUSSION

Data Principal's Leadership and Professional Competence on School Counselors' Performancein table 1. Based on the results of descriptive statistical analysis, the performance of

school counselors tends to be at the moderate level ($M = 67.7$, $SD = 6.44$), while the principal's leadership tends to be in the high category ($M = 110.8$, $SD = 9.13$). The professional competence of school counselors is in the medium category ($M = 100.8$, $SD = 7.67$).

Table 1. Principal's Leadership and Professional Competence on School Counselors' Performance

Variable	N	M	SD
School Counselor Performance	50	67.7	6.44
Principal leadership	50	110.8	9.13
School Counselor Professional Competence	50	100.8	7.67

Table 2 Multiple Linear Regression Test Results Principal's Leadership and Professional Competence on School Counselors' Performance

Predictor	R	R2	F	b	t
Criteria:					
School Counselor Performance	.82	.67	49.14*		
Principal leadership				.40	2.88**
School Counselor Professional Competence				.46	3.32**

* $p < 0.01$ ** $p < 0.05$

The results of the regression analysis showed that the principal's leadership and professional competence of counselors affected the performance of school counselors ($R = 0.82$, $p < 0.01$). The principal's leadership and the professional competence of the counselor simultaneously explain the variance of the counselor's performance of 67.6%, ($R^2 = 0.67$) so it can be concluded that the professional competence of teachers and principals' leadership affect teacher performance.

Principal leadership has a positive effect on counselor performance ($b = 0.40$, $p < 0.05$). The counselor's professional competence also predicts a positive influence on the counselor's performance ($b = 0.46$, $p < 0.05$). It can be concluded that the principal's leadership and school counselor professional competence

influence simultaneously or have a joint influence on teacher performance.

One of them is by improving the performance of school counselors in implementing BK services in schools through the professional competence of school counselors. Supa'at (2013) the performance of school counselors who are oriented to the development of measurable school quality is still using the partial development model in an effort to develop school quality improvement.

Organizational leaders who adopt transformational leadership models and apply leadership practices can foster change in the development of a team-centered environment that fosters inclusion, support, growth, recognition, stability, and satisfaction. Thomas (2014). Leaders don't lead by issuing orders. Leaders communicate well and often, and they listen to others. Listening does not mean stopping monitoring or stopping managing something that is one's responsibility or failing to play the role of a leader. Listening means working with other people's ideas and talents and putting energy into creating a vision. Often leadership is clear, but not always.

From With the previous description, leadership in school organizations is generally the same. The principal is a leader as well as a manager who must regulate, give orders as well as protect his subordinates, namely the teachers and solve problems that arise. In fact, in achieving common goals, leaders and members have dependence on one another. Every member of the organization has the right to contribute to the achievement of organizational goals. Therefore, there is a need for togetherness. A sense of togetherness and a sense of belonging to each member is able to create a good organizational atmosphere.

Leadership is also seen from the intellectual stimulus from a school principal. This intellectual stimulus can be seen by looking at several indicators, namely the attitude of the principal who gives equal rights to every teacher, fosters innovation, supports the way teachers work, involves teacher participation in solving

problems, and have intelligence or intellectual.

The last principal leadership function in this study is caring. The principal's concern can be seen in providing guidance and advice to school counselors, employees, and students. The quality of the principal's leadership is based on the assessment of junior high school teachers in Grobogan Regency. The principal's leadership is assessed based on aspects of charisma, the influence of idealism, inspirational motivation, intellectual stimulation to teachers, and concern for individual teachers. That the leadership quality of principals is assessed by most of the school counselors of public junior high schools in Grobogan Regency is in the high category, while others assess the principal's leadership to be in the medium category. Positive indication because most teachers gave a positive assessment of the leadership quality of the principal. Positive assessments from these teachers can be a reflection that the principal has succeeded in being a good leader for teachers of SMP Negeri in Grobogan Regency, so that he is able to deliver the school he leads towards the main goal of education, namely creating quality human resources. The principal as management always has a desire to improve the performance of school counselors. School counselors in improving performance are efforts to foster discipline, increase motivation, have targets at work, have awards and perceptions.

The professional competence of school counselors in the implementation of guidance and counseling services shows that the counselors of public junior high schools throughout Grobogan Regency have mastered professional competence to be able to become educators in providing guidance and counseling services for students (counselees). As a comparison, the results of this percentage achievement are not much different from the results of research conducted by Jumail on professional competence in the perspective of school counselors and their role in guidance and counseling services at SMA Negeri in Padang City. In addition, according to Istiqomah (2008) regarding the professionalism of counselors, it shows that the level of

competence possessed by counselors in SMA Negeri in Rembang Regency also has moderate criteria.

According to McLeod (2011) school counselors who have interpersonal competencies and skills, personal beliefs and attitudes, conceptual abilities in guidance and counseling services, have emotional and personal resilience and stability, master various techniques in providing services, have the ability to understand and work with social system and always open to learn and ask about new things. School counselors should have excellent personal qualities including their knowledge, insight, skills and values that will facilitate them in carrying out the counseling process so as to achieve goals successfully (effectively), Sofyan (2009).

The measurement of teacher competence is still constrained (1) the concept of competence that has not been implemented by the government; and (2) improper measurement procedures. Therefore, it is necessary to improve the concept of teacher competence, namely pedagogic, professional, personality, and social competencies into individual competencies, collective competencies and organizational competencies.

The influence of school work climate on teacher performance is not good enough and can motivate teacher performance. Carudin (2017). Principal leadership and work climate have a significant positive effect on teacher performance. Firdaus & Suminar (2017) The improvement in the performance of school counselors based on teaching demonstrations can be carried out by supervisors, so that they can improve the performance of school counselors in learning.

According to Fitria (2018), counselors of Palembang Private Junior High Schools that to improve performance in teaching, they can pay attention to good organizational culture and trust, because it is believed that good organizational culture and trust are factors that can encourage the creation of good teacher performance. Meanwhile, according to Ndapaloka, Hardyanto & Prihatin (2016) to overcome problems in teacher performance, efforts are needed from related institutions,

education supervisors, school principals and teachers, through improvements in the implementation of more programmed supervision, more appropriate principal leadership and increased teacher motivation. to excel.

School counselor It is expected to further increase commitment which in turn will also have an impact on job satisfaction so that it will improve performance later. One of the main duties of the principal is to carry out academic supervision of teachers. Rozi, Prihatin & (2016) So by increasing the intensity of supervision that provides more positive direction or encouragement, the teacher's performance will increase. There is a positive and significant effect of supervision on superiors and leadership on the performance of school counselors, that the better the supervision of superiors and leaders, the better the contribution to the performance of school counselors. Rubiyah (2016).

According to Tidarini (2011). that the higher the work motivation of school counselors, the higher their performance. In order for the performance of school counselors to be more optimal, the principal as a leader should have the ability to plan and organize and provide motivation to achieve student goals optimally. Because leaders who are able to provide motivation to supervising teachers will create an increasing supervisory teacher's performance.

CONCLUSION

Principal leadership can be interpreted as the perception of teachers and all employees of a school on the behavior pattern or form of the procedures of a principal in influencing his subordinates to want to do their job with pleasure to achieve the goals of the school.

The leadership role of the principal has a strategic role because here the principal is directly under the auspices and supervision, therefore all decisions are submitted and centered by the principal. All policies and standard rules that are decided by the head or principal themselves are motivation and guidance for school counselors, to measure the performance of each educator.

What is assigned can be completed properly and optimally. The principal's leadership, professional competence and BK teacher performance variables show a very strong positive relationship.

School counselors should be able to improve human resources through trainings and seminars as basic capital in carrying out their daily tasks optimally and professionally. Thus, there is a significant influence between the principal's leadership and competence with the performance variable of the counselor at public junior high schools in Grobogan Regency.

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