# Effects of Transformational Leadership and Supervision Systems on Teacher Performance Through Teacher Competence Mediation and Good School Governance as Moderation

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*Abstract:*
*Background: This study intends to examine and analyze teacher competence in mediating the effect of transformational leadership and supervision systems on teacher performance and to analyze good school governance in moderating the effect of teacher competence on teacher performance.*
*Materials and Methods: This type of research is quantitative research using a non-experimental design. The research design chosen was path analysis. The sampling technique in this research is using Stratified Proportional Sampling. Data collection techniques through questionnaires and document studies.*
*Results: Testing the effect of moderating by using the Moderated Regression Analysis (MRA) approach. Testing the mediation hypothesis was carried out using a procedure developed by Sobel (1982) and known as the Sobel Test. Empirical testing on the variables of transformational leadership, supervision system, and teacher competence shows that transformational leadership and supervision system are statistically proven to have a significant positive effect on teacher competence. Empirical studies on the variables of transformational leadership and supervision systems on teacher performance show a significant positive effect.*
*Conclusion: The test of Good School Governance (GSG) as a moderating variable on the effect of competence on teacher performance shows that Good School Governance (GSG) is statistically proven to strengthen the influence of teacher competence on teacher performance. That is, a good implementation of Good School Governance (GSG) which is oriented towards transparency, accountability, responsibility, independence, fairness will strengthen the influence of teacher competence on teacher performance.*
*Key Word: GSG; transformational leadership; supervision system; teacher competence and performance.*

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## I. Introduction

Strategic issues that continue to be voiced by various groups towards this country include the demand for good governance and accountability. Recently, there has also been a growing demand for the implementation of good corporate governance for non-government sectors, especially for public companies and the like. In the future, based on the economic analysis of education, schools as an industry should be able to ensure that good corporate governance can be applied to every aspect at all levels in the primary and secondary education units. This is because currently there are still many schools that have not implemented good governance.

The theory that reveals the first performance is the contingency theory. The contingency approach as a theory began in the mid-1960s (Lekatompessy, 2012: 52). This theory then developed rapidly in the field of management accounting studies. Basically this theory arises because of various studies on the contingent nature of accounting. According to Scoech (2006:1) in Shah (2014:17) states that the essence of contingency theory is that best practices depend on the contingencies of the situation. This statement means that the essence of contingency theory is that all jobs depend on certain situations. Contingency theory basically explains two phenomena, namely when a phenomenon is known to its situation or condition, based on that phenomenon, contingency theory can predict phenomena that will occur in other aspects. This is because contingency theory assumes that a certain condition is influenced by other conditions.

The basic essence of this theory is that an organization must adapt to its contingency structure such as the environment, organizational size, and business strategy if the organization is run well (Gardin in Lekatompessy, 2012: 53). Various studies have been conducted to examine this theory. These studies then give birth to various contextual factors that can affect the performance of an organization or the performance of someone who works in the organization. The next theory that discusses performance is the theory of Resort-Based View (RBV). The concept of competitive advantage is the foundation in a resource-based perspective which views the organization as unique and surrounded by diverse resources and capabilities (Barney in Lakatompessy, 2012: 55).

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According to Nanang Fattah (2003) states that "work performance or work performance (performance) is defined as an expression of ability based on knowledge, attitudes, and skills and motivation in producing something. Performance is the level of success in carrying out tasks and the ability to achieve the goals that have been set. Keith Davis explained that the factors that influence the achievement of performance are (1) Human performance (Ability and Motivation), (2) Motivation (attitude and situation), (3) Ability (Knowledge and skill). Meanwhile, according to JM. Ivancevich, James H. Donnely (2006) focuses more on internal employee and organizational factors. Organizational internal factors focus more on leadership, resources and, rewards and job design structures. Theoretically, the process of organizational performance is influenced by many factors. According to the satellite model (Wibowo, 2016: 83), organizational performance is obtained from the integration of knowledge factors, non-human resources, strategic positions, human resource processes, and structures.

This is in line with research by Agus Anas Fuadi (2014) which states that leadership has a significant effect on work productivity, organizational culture and job satisfaction do not significantly affect work productivity. Organizational commitment is able to moderate the influence of leadership on teacher work. The results of Agus Wahyudin's research (2009) state that good governance has a partial effect on organizational performance. This is very contradictory to the results of research by Renny, et al (2013) who concluded that the Implementation of Good Corporate Governance can affect directly on corporate performance by EVA, and also shows affect indirectly through firm size. When examined further, the results of these studies are not consistent. Therefore, it is still interesting to research and reveal what variables affect performance, especially school performance, teacher competence and good school governance. Based on the description above, this study wants to know the extent of the influence of transformational leadership and supervision systems on school performance, teacher competence, and good governance.

## II. Material And Methods

**Sample size:** The population in this study were all public and private junior high school teachers in Batang Regency, totaling 70 junior high schools (51 public junior high schools and 19 private junior high schools) totaling 300 teachers. The sample size will be determined using the Slovin formula (Wahyudin, 2015: 128) with the following formula.

$$n = \frac{N}{1 + Ne^2}$$

Where n is the sample size, N = the study population size, and e is the acceptable range of error tolerance.
**Subjects & selection method**: The sampling technique in this research is using Stratified Proportional Sampling. This technique was taken on the grounds that the population is not homogeneous but heterogeneous which is divided into two strata/classes, namely public junior high schools and private junior high schools.
**Procedure methodology**
There are five research variables examined in this study, namely: the independent variable of transformational leadership and the variable of the supervision system, the mediating variable of teacher competence, the moderating variable of good school governance, and the dependent variable of teacher performance. The principal's transformational leadership in this study was focused on carrying out his duties as a leader.

The tasks carried out by the principal are influencing and moving the people they lead to achieve school goals through the use of influence, transformation of vision and mission, empowerment, mobilization, motivation, direction and guidance and the formation of commitment.

The measurement of teacher competence refers to the Law on Teachers and Lecturers Number 14/2005; Government Regulation No. 19/2005; Law of the Republic of Indonesia Number 20 of 2003 concerning Teacher CompetencyStandards; Amanahtuzuriah, Nurmadiah, Asmariani (2017): personality competence, pedagogic competence, professional competence, and social competence. This study involves the Good School Governance (GSG) variable as a moderating variable. Good School Governance (GSG) is good governance is a common element of many organizational structures, effective management contributes to the strategic direction and performance of the organization (Kroll et al., 1997) in Sedarmiyanti (2012). Governance involves responsibility and accountability for the overall operation of the organization. Good school governance or good governance has the principles of (1) Transparency (2). Accountability (3). Responsibility (4). Independence (5). Fairness (Fairness).

The technique used to collect data on good school governance, leadership, supervision system, school culture, teacher competence and school performance is a questionnaire that is filled out directly by junior high school teachers according to perceptions and self-assessments on various research variables. Instrument testing is a test carried out on indicators that become a measuring instrument for research variables. Instrument testing is done by using a validity test and reliability test approach.

Classical assumption test is a test conducted to analyze the basic assumptions that must be met in the use of regression. This classical assumption test aims to produce the best unbiased linear estimator from the regression model obtained from the least squares method.

## Statistical analysis

To find out whether there is an influence of the independent variable on the dependent variable, then the hypothesis that will be proposed in this study is tested. The method of testing the hypothesis is done partially by using the t test with the following criteria:
1.   If the value of t count > t table or significance value < 0.05, it can be concluded that the independent variable is statistically proven to have an effect on the dependent variable.
2.   If the value of t count < t table or significance value > 0.05, it can be concluded that the independent variable is not statistically proven to have an effect on the dependent variable.

The moderating effect is tested using the Moderated Regression Analysis (MRA) approach or the interaction test is a special application of linear multiple regression where the regression equation contains an interaction element (multiplication of two or more independent variables).

According to Baron and Kenny (1986) in Ghozali (2009), a variable is called an intervening variable if the variable influences the relationship between the predictor variable (independent) and the criterion variable (dependent).

Mediation hypothesis testing can be done using a procedure developed by Sobel (1982) and known as the Sobel Test. The Sobel test is carried out by testing the strength of the indirect effect of the independent variable (X) on the dependent variable (Y) through the intervening variable (M). The indirect effect of X to Y through M is calculated by multiplying path X→M (a) by path M→Y (b) or ab. So the coefficient ab = (c - c'), where c is the effect of X on Y without controlling for M, while c' is the coefficient of the effect of X on Y after controlling for M.

The standard error of coefficients a and b is written as Sa and Sb, the magnitude of the indirect effect Sab is calculated by the following formula:

To test the significance of the indirect effect, we need to calculate the t value of the ab coefficient with the following formula:

$$t = \frac{ab}{Sab}$$

This t-count value is compared with the t-table value and if the t-count value is greater than the t-table value, it can be concluded that there is a mediation effect.

# III. Result

## Direct Effect Testing.
The t-test was used to examine the effect of transformational leadership and supervision systems on teacher competence. Testing the significance of the effect is carried out using the following criteria:
1.   If the significance value is <0.05, it can be concluded that the independent variable is statistically proven to have an effect on the dependent variable variabel
2.   If the significance value is > 0.05, it can be concluded that the independent variable is not statistically proven to have an effect on the dependent variable.

**Table 1:** T-Test Results on the Teacher Competency Equation

| Coefficients | | | | | |
|---|---|---|---|---|---|
| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | B | Std. Error | Beta | | |
| (Constant) | 13,962 | 11,162 | | 1,251 | ,213 |
| Transformational leadership | ,225 | ,042 | ,266 | 5,324 | ,000 |
| Supervision System | ,772 | ,056 | ,698 | 13,907 | ,000 |
| a. Dependent Variable:  teacher competence | | | | | |

Source: Processed primary data, 2021

Referring to the SPSS output above, it can be tested on the research hypothesis as follows:

The Effect of Transformational Leadership on Teacher Competence The significance value of the test results for the transformational leadership and teacher competence variables is 0.000. The significance value (0.000) <0.05 means that this study shows that transformational leadership is statistically proven to have a significant positive effect on teacher competence.

The significance value of the test results for the supervision system variable and teacher competence is 0.000. The significance value (0.000) <0.05 means that this study shows that the supervision system is statistically proven to have a significant positive effect on teacher competence.

Based on the results of tests conducted on the variables of transformational leadership, school culture, supervision system and teacher competence, the multiple regression equation can be formulated as follows:

$Y1 = 0,266X1 + 0,698X2$

Where :

Y1 = Teacher competence

X1= ransformational leadership

X2 = Supervision system

Based on the results of tests conducted on the variables of transformational leadership, school culture and the supervision system on teacher competence, it can be seen that the supervision system with a regression coefficient of 0.698 is the variable that has the dominant or greatest influence on teacher competence.

The t-test in this study was used to examine the effect of transformational leadership and supervision systems on teacher competence. Testing the significance of the effect is carried out using the following criteria:

(1) If the significance value is <0.05, it can be concluded that the independent variable is statistically proven to have an effect on the dependent variable.

(2) If the significance value is > 0.05, it can be concluded that the independent variable is not statistically proven to have an effect on the dependent variable.

**Table 2:** T-Test Results on the Teacher Performance Equation

| Coefficientsa | | | | | |
|---|---|---|---|---|---|
| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | B | Std. Error | Beta | | |
| (Constant) | -32,514 | 18,570 | | -1,751 | ,082 |
| Kepemimpinan Transformasional | ,152 | ,069 | ,098 | 2,215 | ,028 |
| Sistem Supervisi | ,293 | ,122 | ,144 | 2,400 | ,018 |
| Kompetensi Guru | ,274 | ,119 | ,149 | 2,301 | ,023 |
| GSG | ,969 | ,068 | ,662 | 14,329 | ,000 |
| a. Dependent Variable: Kinerja Guru | | | | | |

Source: Processed primary data, 2021

Referring to the SPSS output above, it can be tested on the research hypothesis as follows:

1) The Effect of Transformational Leadership on Teacher Performance
   The significance value of the test results for transformational leadership variables and teacher performance is 0.028. The significance value (0.028) <0.05 means that this study shows that transformational leadership is statistically proven to have a significant positive effect on teacher performance.

2) The Influence of the Supervision System on Teacher Performance
   The significance value of the results of testing the variables of the supervision system and teacher performance is 0.018. The significance value (0.018) <0.05 means that this study shows that the supervision system is statistically proven to have a significant positive effect on teacher performance.

3) the Influence of Teacher Competence on Teacher Performance
   The significance value of the test results for the teacher competency and teacher performance variables is 0.023. The significance value (0.023) <0.05 means that this study shows that teacher competence is statistically proven to have a significant positive effect on teacher performance.

By using the regression equation in the multiple regression model above, it can be described as follows:

1) β1 = 0.098 = β1 is positive indicating the magnitude of the influence of transformational leadership on teacher performance, which means that if leadership is more transformational, it will improve teacher performance.

2) β2 = 0.144 = β2 with a positive sign indicating the magnitude of the influence of the supervision system on teacher performance, which means that the better the supervision system, the better the teacher's performance.

3) β3 = 0.149 =β 3 is positive indicating the magnitude of the influence of teacher competence on teacher performance, which means that the better the teacher's competence, the better the teacher's performance.

4) β4 = 0.662 = β4 is positive indicating the magnitude of the influence of GSG on teacher performance, which means that the better the GSG, the better the teacher's performance.

Based on the results of tests conducted on the variables of transformational leadership, supervision system, teacher competence, GSG on teacher performance, it can be seen that GSG with a regression coefficient of 0.662 is the variable that has the dominant or greatest influence on teacher performance.

The Good School Governance (GSG) variable in this study is a moderating variable that will be tested for the significance of its effect or influence in strengthening or weakening the influence of teacher competence on teacher performance. The moderating significance test conducted in this study used an approach to the effect of interaction variables on teacher performance. This interaction variable is the result of multiplying the standardized estimated value of the teacher competence variable and GSG. The following is an explanation of the results of statistical tests carried out in this study.

The t-test was used to examine the effect of transformational leadership, supervision systems, teacher competence on teacher performance and the effect of competence on teacher performance moderated by GSG. Testing the significance of the effect is carried out using the following criteria:

a. If the significance value is <0.05, it can be concluded that the independent variable is statistically proven to have an effect on the dependent variable variabel

b. If the significance value is > 0.05, it can be concluded that the independent variable is not statistically proven to have an effect on the dependent variable.

**Table 3:** T-Test Results on Moderating Equation

| Coefficientsa | | | | | |
|---|---|---|---|---|---|
| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | B | Std. Error | Beta | | |
| (Constant) | 61,438 | 17,082 | | 3,597 | ,000 |
| Kepemimpinan Transformasional | ,152 | ,070 | ,097 | 2,176 | ,031 |
| Sistem Supervisi | ,281 | ,124 | ,138 | 2,266 | ,025 |
| Kompetensi Guru | ,344 | ,138 | ,187 | 2,483 | ,014 |
| Kompetensi_GSG | ,006 | ,000 | ,811 | 13,972 | ,000 |
| a. Dependent Variable: Kinerja Guru | | | | | |

Source: Processed Primary Data, 2021

Referring to the SPSS output above, it can be tested on the research hypothesis as follows:

The significance value of the test results for transformational leadership variables and teacher performance is 0.031. The significance value (0.031) <0.05 means that this study shows that transformational leadership is statistically proven to have a significant positive effect on teacher performance.

The significance value of the test results for the supervision system variable and teacher performance is 0.025. The significance value (0.025) <0.05 means that this study shows that the supervision system is statistically proven to have a significant positive effect on teacher performance.

The significance value of the test results for the teacher competency and teacher performance variables is 0.014. The significance value (0.014) <0.05 means that this study shows that teacher competence is statistically proven to have a significant positive effect on teacher performance.

The significance value of the GSG variable test results and teacher performance with GSG moderating is 0.000. The significance value (0.000) < 0.05 means, this study shows that the GSG is statistically proven to moderate positively significantly on the effect of teacher competence on teacher performance.

Based on the results of tests conducted on the variables of transformational leadership, school culture, teacher competency supervision system, and teacher performance as well as GSG as a moderator, the multiple regression equation can be formulated as follows:

Y2 = 0,097X1 + 0,138X2 + 0,187Y1 + 0,811Y1*Z

Dimana :

Y1                = Teacher Competence

| Y2 | = Teacher Performance |
|----|----|
| X1 | = Transformational Leadership |
| X2 | = Supervision system |
| Y1*Z | = Good School Governance |

**Table 4:** The Result of the Coefficient of Determination of the Moderating Equation

| Model Summary[b] | | | | |
|----|----|----|----|----|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | ,849[a] | ,720 | ,712 | 18,742 |
| a. Predictors: (Constant), Competency_GSG, Transformational Leadership, Supervision System, Teacher Competence | | | | |
| b. Dependent Variable: Teacher Performance | | | | |

Source: Processed Primary Data, 2021

The coefficient of determination used in this study is the Adjusted R Square value of 0.712 or 71.2%. This shows that the independent variables (transformational leadership, supervision system, teacher competence, and GSG as moderator) are able to explain the variation that occurs in teacher performance by 71.2%.

Analysis of the influence of the intervening variables was conducted to examine the significance of the influence of transformational leadership, school culture, and the supervision system on employee performance mediated by teacher competence. Testing the effect of the intervening variable was carried out using the Sobel Test.

**Table 5:** Testing the Effect of Transformational Leadership on Teacher Performance Mediated by Teacher Competence

| Pengaruh antar Variabel | | Sa | Sb | Sab | t | t |
|----|----|----|----|----|----|----|
| Transformational Leadership | Teacher Competence → Teacher Competence (b) | | | | | |
| 0,266 | 0,187 | 0,04 2 | 0,13 8 | 0,0 38 | 1,3 09 | 1,98 0 |

Source: Processed Primary Data, 2021

Testing the effect of transformational leadership on teacher performance with teacher competence as a mediator produces a t value of 1.309. The calculated t value (1.309) is smaller than the t table value at = 5% of 1.980. Referring to these results, it can be concluded that teacher competence does not significantly mediate the effect of transformational leadership on teacher performance.

The results of the regression coefficient test for the influence of the teacher competence variable in mediating the influence of the supervision system on teacher performance are as follows.

**Table 6:** Testing the Effect of the Supervision System on Teacher Performance Mediated by Teacher Competence

| Pengaruh antar Variabel | | Sa | Sb | Sab | t | t tabel |
|----|----|----|----|----|----|----|
| Supervision System →Teacher Competence (a) | Teacher Competence → Teacher Performance (b) | | | | | |
| 0,698 | 0,187 | 0,056 | 0,138 | 0,097 | 1,342 | 1,980 |

Source: Processed Primary Data, 2021

Testing the influence of the supervision system on teacher performance with teacher competence as a mediator produces a t-count value of 1.342. The calculated t value (1.342) is smaller than the t table value at = 5% of 1.980. Referring to these results, it can be concluded that teacher competence does not significantly mediate the influence of the supervision system on teacher performance.

The empirical model developed in this study examines the Good School Governance (GSG) variable which moderates the effect of teacher competence on teacher performance. The results show that Good School Governance (GSG) is statistically proven to be able to strengthen or weaken the influence of teacher

competence on teacher performance. That is, if the Good School Governance (GSG) implemented in schools is getting better, this will encourage the strengthening of teacher competencies which have an impact on increasing teacher performance. The results of this study support previous research conducted by Utama, Daniel Aditya & Rediana Setiyani (2014). This study shows that the implementation of Good School Governance (GSG) in schools can significantly strengthen the influence of teacher competence on teacher performance.

Good School Governance (GSG) is measured using five dimensions which include transparency, accountability, responsibility, independence and fairness. Of the five dimensions, the dimension regarding fairness is the lowest perceived dimension by respondents related to service equality, services that refer to standards, and assessment mechanisms based on standards. Meanwhile, the perception of Good School Governance (GSG) encourages the less strong influence of teacher competence on teacher performance.

Since the reforms were rolled out, various fundamental changes in governance have been thoroughly corrected, including the education sector. The issuance of Law Number 32 of 2004 concerning Regional Government as the juridical basis for changing the government system in Indonesia. Among the authorities or affairs that are also decentralized are the authorities or affairs in the education sector. To achieve the goals of education itself, it is necessary to realize good and clean governance in general, based on the principles of openness and transparency, accountability, effectiveness and efficiency, upholding the rule of law, democracy, responsiveness, and opening up public participation. , is a demand as well as an absolute necessity to achieve development goals. This issue raises the concept of good school governance principles. In this study, the concept of good school governance is involved in testing the effect of teacher competence on teacher performance as a moderating variable. The results show that the implementation of good school governance is statistically proven to strengthen the influence of teacher competence on teacher performance.

## IV. Conclusion

From the results of data analysis carried out in this research activity, the following conclusions were obtained:

a. Empirical testing on the variables of transformational leadership and teacher competence shows that transformational leadership is statistically proven to have a significant positive effect on teacher competence. Based on these findings, it means that if the implementation of transformational leadership that is oriented to the use of influence, transformation of vision and mission, empowerment, mobilization, motivation, direction and guidance, as well as the formation of commitments implemented by the principal, the better will have an impact on increasing teacher competence.

b. Tests on the presence or absence of the influence of the supervision system on teacher competence that have been carried out in this study using empirical data show that there is a significant positive effect of the supervision system on teacher competence. This finding implies that a supervision system that pays attention to the intensity of supervision, the form of supervision, the purpose of supervision, and well-executed follow-up will be able to improve teacher competence.

c. Empirical studies on the variables of transformational leadership and teacher performance show a significant positive effect of transformational leadership on teacher performance. This finding means that transformational leadership oriented to the use of influence, transformation of vision and mission, empowerment, mobilization, motivation, direction and guidance, and the formation of commitment can actually improve teacher performance.

d. The influence of the supervision system on teacher performance was also investigated in this study. The results show that the supervision system has a significant positive effect on teacher performance. This means that the supervision system needs to pay attention to the intensity of supervision, the form of supervision, the purpose of supervision, and follow-up to be able to contribute to improving teacher performance.

e. This study through scientific studies using empirical data is able to show that teacher competence is statistically proven to have a significant positive effect on teacher performance. This finding implies that in order to improve teacher performance, it is necessary to increase teacher competence which includes personality competence, pedagogic competence, professional competence, and social competence.

f. The test of Good School Governance (GSG) as a moderating variable on the effect of competence on teacher performance shows that Good School Governance (GSG) is statistically proven to strengthen the influence of teacher competence on teacher performance. That is, a good implementation of Good School Governance (GSG) which is oriented towards transparency, accountability, responsibility, independence, fairness will strengthen the influence of teacher competence on teacher performance.

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