

The Correlation Between Leadership Patterns Of School Principals And Teachers Competences With Classroom Management At Secondary Schools In Mataram, Indonesia

Syarafudin¹, Dadi Setiadi², Sudirman³

1(Master of Educational Administration, Postgraduate Program, University of Mataram)

2(Faculty of Teachers Training and Education, University of Mataram)

3(Faculty of Teachers Training and Education, University of Mataram)

Corresponding Author: Syarafudin

Abstract: This study aimed at finding out the relationship between leadership patterns of school principals and the competence of the teachers either it is individual or group competence with classroom management at the National Junior High School level in Mataram, Indonesia. 84 teachers were selected as the samples which were taken by using proportional random sampling. The independent variables in this study were the school principals' leadership patterns (X1) and teacher competence (X2), while the dependent variable was classroom management (Y). The data of this study were collected by using questionnaire with Likert scale. As for the hypothesis testing, regression and correlation analysis were used. The results of the analysis indicated that there is a positive and significant relationship which was shown by regression equation $\hat{Y} = 42,987 + 0,743X1$ for leadership pattern of the headmaster, equation $\hat{Y} = 13,668 + 0,918X2$ for the teacher competence variable, and equation $\hat{Y} = 3,205 + 0,187X1 + 0,864 X2$ for both variables altogether. The strength of the variable relation was shown by correlation coefficient (r), for leadership pattern of headmaster $r_{y1} = 0,4555$ with contribution of 20,75%, for teacher competence $r_{y2} = 0,835$ with contribution 69,72%, and correlation coefficient for both variable $R_{y. 12} = 0.8415$ with contribution of 70,81%. Based on this result, it can be concluded that there is a positive and significant correlation between principal leadership patterns, teacher competence, either individually or collectively with class management at State Junior High School level in Mataram City.

Date of Submission: 18-06-2018

Date of acceptance: 04-07-2018

I. Introduction

School as a formal educational institution aims to form a human personality and develop intellectual learners in order to educate the life of the nation. School is for learners. The main task of educators (teachers) is to make sure that every learner can learn effectively; either individually or in groups. That is, learners should feel comfortable or feel happy to study in school and can achieve high learning achievement. Although there are many places for children to do the learning activities, in fact the school attendance philosophy should be seen as the best place for the learning process and learning achievement.

An optimal learning condition can be achieved if the teacher is able to organize learners and learning equipment and control it in a pleasant atmosphere to achieve the learning objectives. Good interpersonal relationships between teachers and learners, learners with learners, are a requirement of successful classroom management. Effective classroom management is an absolute prerequisite for effective learning activities.

Classroom management is done by a teacher according to the rules that the school has set for the progress of the learner. So classroom management activities are the autonomy rights of the teachers which are limited by the rules that have been established within the school. The role of teachers in the classroom is as a leader that will indicate which direction will be chosen by all class members for the achievement of learning objectives. The role of the teachers covers: (a). Teacher takes the instructional role in which the teacher is required to be able to do the teaching process by doing the planning, carrying out what has been planned, and evaluating the result, (b). Teacher as an educator. In relation to this role, teacher should be a reference value for learners. From the teachers, capacity as an educator, they have a profound influence on the behavior of their students, (c). Teacher as the manager. This third role is an important aspect in order to optimize the students' learning outcomes. Managerial teachers should be able to create conducive atmosphere to the ongoing learning process.

The results of interviews with supervisors of junior high school in Department of Education of Mataram indicated that, in general there are many teachers who are less able in managing the class. A

Mathematics Subject Supervisor discloses that one of the teaching materials and long discussions in the MGMP activities is about classroom management in addition to teacher teaching administration, preparation of exam question and study (Interview, 10 February 2017). Other supervisors argue that teachers' understanding of classroom management is still limited to the seating arrangements in accordance with the learning patterns used, for example students sit in groups when there is material. Whereas the various problems faced by teachers today in the learning process related to the way teachers manage their classes such as disciplinary problems in which students pay less attention, late, talk with friends in which the subject of the talk does not relate to the subject of the learning, and tasks submission which is not submitted in a timely manner. This phenomenon is in line with Little and Akin-Little's¹ statement that the less disciplined behavior teachers complain about most often in the classroom is inattention, over activity and noncompliance. This condition can be minimized if the teacher as a manager of learning in school has sufficient competence to perform their duties professionally.

Furthermore, based on the results of the Teacher Competency Test conducted online by the Directorate General of Teachers and Education Personnel of the Ministry of Education and Culture of the Republic of Indonesia, the level of competence of junior high school teachers in Mataram followed by 988 teachers in 2015 obtained the fact that 66.50% of teachers are considered competent when measured from pedagogic competence and professional competence. The data shows that there are still 33.50% of teachers who are not yet competent in performing their duties.

Another factor that is not less important in the success of teachers to create an effective learning process through efficient classroom management is the leadership pattern of the principal. When teachers teach in a comfortable atmosphere, not under pressure and given the freedom that is appreciated in teaching, it can be found live classes, full of creativity and learning becomes more meaningful. This condition is different from the learning process undertaken by teachers under the leadership of the principal who is full of pressure, threat and without adequate support. Possible teachers' apathy and poor creativity in managing the class. Learning runs monotonically, losing passion and losing its meaning.

The leadership is the principal's effort to influence, encourage, guide, direct, and drive teachers, staff, students, parents, and the community in achieving the stated goals and missions. The role of the principal as a leader is to emphasized on his ability to utilize existing resources. The principal contributes in guiding and motivating the teacher to not only master the subject matter (professional competence), but must be able to manage the learning of learners (pedagogic competence), have a steady personality, noble character, wise, authoritative and become exemplary learners (personality competence), and able to communicate effectively and efficiently with learners (social competence).

Departing from the phenomena mentioned above, it is necessary to study and found the existence of connectivity between the Leadership Pattern of the Principal and Teacher Competence with the Quality of Classroom Management in Junior High School of Mataram.

II. Material and Methods

Conceptual Description

Good classroom management is the most important part of a teacher's learning activities. Classroom management consists of two words, 'management' and "classroom". Management is derived from the word 'manage' which means to organize, implement, manage, control, and treat. But the word management itself has been absorbed into the Indonesian language 'manajemen' which means the same as the term 'management', namely as a process of coordinating and integrating work activities to be completed effectively and efficiently.

According to Terry², management is a typical process, which consists of actions: planning, organizing, mobilizing and supervising, which is done to determine and achieve the goals that have been established through the utilization of human resources and other sources. Furthermore, Sweeney and McFarlin³ describes management as the science and art of managing the process of utilizing human resources and other resources effectively and efficiently to achieve a certain goal. A similar opinion is suggested by Fatah⁴ in which management is defined as the process of planning, organizing, leading and controlling the organization's efforts with all its aspects in order to achieve organizational goals effectively and efficiently. In addition, Usman⁵ states that management in the broad sense is planning, implementation, and monitoring of organizational resources to achieve goals effectively and efficiently.

Regarding the word 'classroom', Kompri^{6 7} stated that the class has two senses which are the class in the narrow sense in which it is a room limited to four walls where a number of students gathered to follow the learning process. While the class in the broad sense has a meaning of a small society that is part of the school community which is unity organized into a work unit and dynamically organized into a variety of creative learning activities which is intended to achieve a goal.

Classroom management and instruction are two closely related activities, but can and should be distinguished from each other because their goals are different. According to Ismawati⁸, instruction includes all activities directly intended to achieve the specific objectives of teaching (determining the student's entry

behaviour, preparing plans to inform, question, rate and so on). Meanwhile, classroom management refers to activities that create and maintain optimal conditions of learning (discontinuation of students who divert class attention, rewards for student task completion, determination of productive group norms, etc.). In other words, in the process of teaching and learning in schools, there are two problems that need to be distinguished those are teaching and classroom management issues. As the basic equipment and the preparation of conditions for the occurrence of an effective learning process, class management refers to the arrangement of people and facilities. The facilities here cover a broad understanding ranging from air ventilation and lighting as well as seating with the planning of appropriate teaching and learning programs, including software settings.

According to Semiawan et al.⁹, classroom organization is a series of teacher activities to foster and maintain effective classroom organization that includes: teaching objectives, use of available time, room arrangements and classroom furniture, and grouping of students in learning. Lefrancois¹⁰ defines class management as a generic term that leads to all teacher actions to organize its classes and the instructions used and the use of time effectively as well as fun so as to maximize learning. Weinstein¹¹ argues that effective classroom management will improve the quality of learning. Effective classroom management is also believed to encourage student activeness that ultimately supports the creation of optimal learning¹². Meanwhile, according to Djamarah¹³, Classroom Management is a teacher's skill to create and maintain optimal learning condition and return it in case of interruption in teaching and learning process. In other words, the activity of managing the class is creating and maintaining optimal conditions for the learning process.

Pidarta¹⁴ explains that classroom management is the process of selecting and using appropriate tools for classroom problems and situations. Teachers are tasked with creating, improving, and maintaining a class system or organization, so that learners can utilize their abilities, talents, and energies on individual tasks. Furthermore, Nawawi¹⁵ stated that classroom management can be interpreted as the ability of teacher or homeroom in utilizing the potential of the class in the form of giving the widest opportunity to each person to do creative and focused activities so that time and available fund can be utilized efficiently to do class activities related to curriculum and student development.

Mulyasa¹⁶ states that classroom management is a teacher's skill to create a conducive learning climate and control it in case of learning disruption. According to Majid¹⁷, there are at least seven things to consider in order to create a conducive and enjoyable learning climate, that is learning space, arrangement of learning facilities, seating arrangement, lighting, temperature, brainstorming before starting the material to be studied, learn. Furthermore, according to Arend¹⁸ there are several perspectives of classroom management, namely: (a) preventive classroom management, (b) classroom management with strengthening perspectives, and (c) classroom management centered on students.

Preventive class management according to Sak'adiyah and Sukayati¹⁹ is a perspective that many class problems can be solved by planning interesting and relevant learning objectives, as well as effective learning application. In short, classroom management will work well if teachers plan lessons that involve students and achieve the expected goals. Classroom management and learning are interconnected with one another and are one part of the overall teacher leadership role.

Classroom management with a strengthening perspective based on behavioral approach. Suppose the teacher rewards by giving good grades, praise, and privilege to strengthen the desired behavior of students. Behavioral approaches often emphasize how to control the behavior of individual students rather than considering the class as a group and the overall learning situation.

The student-centered classroom management perspective is based on John Dewey's theory. In this perspective, teachers treat students at school humanely. Students are treated with respect and created a learning community that "cares for ethics". Classroom management is planned in such a way as to foster student development in academic, social and emotional areas.

Sak'adiyah and Sukayati¹⁹ further suggested several things that would allow teachers and homeroom teachers to do effective classroom management. First, enforce the rules and apply the procedure. Second, develop student responsibilities. In order to prepare for effective classroom management, teachers need to develop responsibilities to students. Things that can be done include: the teacher communicates clearly the tasks assigned, and the requirements to complete the task as well as the teacher should also know the progress of students after the task is given. Third, deal with undue and disturbing behavior. According to Gibson et al.²⁰, when students behave badly in school, teachers often point to unfavorable home circumstances as the reason. Yet often the real reason is because the student considers the school is not enough to satisfy him/her.

Meanwhile, teacher's response to deviant behavior according to Arend¹⁸ as follows. (1) Clarity response. The teacher clearly or specifically mentions what is wrong of the deviant behavior of the students. Example: "Stop", "Do not sharpen your pencil if I'm talking" (2). Firmness response. The teacher communicates her seriousness in responding to the deviant behavior of the students. Example: "Please do not do it" or "I do not tolerate what you do". (3) Roughness response. The teacher communicates his anger in response to the deviant

behavior of the students. Example: "You should not do it again" or "If you do it again, I will be angry and punish you".

In order to create effective classroom management, it does not matter how a teacher manages student behavior in the teaching and learning process. It cannot be denied that in one class there are several characters and different students intelligence, with the existence of these differences will affect the teaching and learning process in the classroom as not a few students who behave badly. An ability to manage student behavior is a very important ability possessed by a teacher because there is a clear relationship between student achievements with the behavior in school.

Furthermore, Mulyasa²¹ explains that classroom management skills have the following components. First, the creation and maintenance of an optimal learning climate, among others: (1) Demonstrate responsiveness by closely looking, approaching, giving statements and reacting to classroom disruptions. (2) Divide attention visually and verbally, (3) focus group attention by preparing learners in learning, (4) giving clear guidance, (5) giving wise warning, and (6) giving reinforcement when needed. Second, skills related to optimal learning condition control, namely: (1) Behavioral modification, which includes: (a) Teaching new behaviors with examples and habits, (b) Improving good behavior through strengthening, (c) Reducing bad behavior with punishment. (2) group management by enhancing cooperation and involvement, addressing conflicts and minimizing problems, and (3) finding and resolving problematic behaviors.

Leadership is a complex phenomenon so it is always interesting to study. In various literatures, leadership can be studied from three perspectives, namely: (1) the nature, or innate characteristics, or traits approach; (2) style or action approach in lead, or style approach; and (3) a contingency approach.

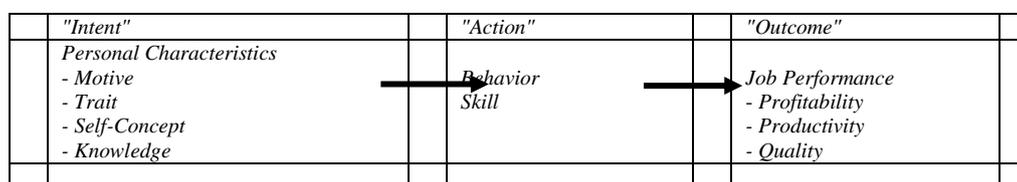
Understanding leadership as an attribute or completeness of a position, among others, is presented by Rost²² as "Leadership is a particular type of power relationship characterized by a group member's perception that another group member has the right to prescribe behavior patterns for the former regarding his activity as a group member".

The notion of leadership as a characteristic of a person, especially related to the title of leader, as proposed by Gibson, Ivancevich, and Donnelly²⁰ that "Leaders are agents of change, persons whose act affect other people more than other people's acts affect them.

While leadership as a behavior is put forward by Seashore et al.²³ that is "Leadership involves a set of interpersonal influence processes. The processes are aimed at motivating sub-ordinates, creating a vision for the future, and developing strategies for achieving goals".

Meanwhile, teacher competence is a combination of knowledge of skills, values and attitudes reflected in thinking and acting habits. According to Saud,²⁴ competence in English is "being competent, ability (to do the work)". Palan²⁵ expresses competency as a description of behavior while competence (skill) as job description or job result. Competence refers to the underlying characteristics of behavior that describe the motives, personal characteristics, self-concepts, values, knowledge or skills that a superior performer carries. Thus the competence consists of several different characteristics that encourage behavior.

The foundation of this characteristic is evident in the way a person behaves in the workplace. So Palan²⁵ defines "competence is about people like what and what they can do, not what they might do". Thus, competence can be linked to performance in a causal flow model that indicates that goals, behaviors, self-concepts, and knowledge competencies that then predict competency performance include intentions, actions and outcomes. For example, motivation for achievement, a strong desire to do better than the prevailing standard measures and to achieve maximum results, indicates the possibility of entrepreneurial behavior, goal setting, responsibility for outcomes and calculated risk taking.



Source: Palan (2007)

This study is a study with quantitative approach, where studyers describe the observed phenomenon with more detail using data in the form of quantitative data.²⁶ According Kountur "Quantitative study is a study whose data is quantitative data, that is data that can be measured so that the processing and testing using statistical calculations. Quantitative study follows an inductive deductive process, namely the process of conclusion from general to specific. The form of this study is to find out the relationship of principal leadership pattern and teacher competence with class management. In this study, measurement state of a variable was done

by using study instruments. After that the studyer continued the analysis to find the relationship of one variable with other variables. This variable is a symptom of the studyer's focus to be observed.

This study used survey method. According Sugiyono²⁷ (2014) that survey method is used to get data from a certain place that is natural, and studyers did the collection using a questionnaire. Thus, this study used quantitative approach with survey method.

The design used in this study is survey. According Kerlinger quoted Sugiyono "Suggests survey study is a study conducted on large and small populations, but the data studied is the data from the samples taken from the population, so that the relative events, distribution, and relationships between variables sociologically as well psychological".

This study was intended to find out the relationship between two variables in the form of correlation study with the aim to detect the extent of the relationship between the two variables. In this study there are two independent variables, namely: Principal Leadership Pattern (X1) and Teacher Competence (X2), while the dependent variable (Y) Class Management. The study design illustrates the process, plot, map, and study design or constellation. The study design also indicated the relationship between the variables studied by calculating the relationship.

The population of this study is all teachers of National Junior High School in Mataram City who teach at schools organizing Curriculum 2013. Teachers who are meant here are also included teachers who get additional duty as principal. Based on the data obtained through preliminary observation, it is known that there are 10 public schools that have implemented K-13 with teachers as much as 523 people in the academic year 2015/2016.

Sugiyono²⁸ stated that in order for the sample to be representative, the number of the sample taken is then calculated using Slovin formula.²⁷

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

n = number of samples

N = Population

e = Precision (tolerable error limit)

Based on the Slovin formula then the number of samples obtained were:

$$n = \frac{523}{1 + (523)(0,1)^2} = \frac{523}{6,23}$$

= 83.95 ≈ 84 (rounded to 84 respondents).

In analyzing the data in this study, the studyer used linear regression analysis technique that is to know the degree of relationship quality leadership pattern of principal (X1) with class management (Y), teacher competence relation (X2) to class management (Y) leadership pattern of principal (X1) and teacher competence (X2) with class management (Y) at SMP Negeri Kota Mataram. Before the data analysis is done, the study data descriptions consist of 2 independent variables and 1 dependent variable in the form of data table, frequency distribution, and histogram.

Hypothesis testing used regression analysis and singular and plural correlation followed by partial correlation. Simple linear regression analysis was done by making simple regression equation, and test the significance and linear regression.

III. Results

Data descriptions presented in this section include variable data: classroom management (Y), leadership patterns of principals (X1) and teacher competence (X2). The data presented was the result of data processing from raw data by using descriptive statistical technique. The data summary of the three variables is presented in Table 1 below:

Table 1: Summary of the Data Calculation Results of the Three Variables

Var	n	Total	Max	Min	Mean	Mode	Median	Var	SD
Y	84	8958	128	90	106,643	95	105	105,134	10,315
X ₁	84	7196	100	72	85,667	85	85	39,508	6,323
X ₂	84	8503	120	84	101,226	97	101	86,889	9,377

Classroom management in this study was measured using a questionnaire consisting of 32 questions, each of which consisted of four answer choices with score intervals from 1 to 4, so the theoretical score ranged from 32-128. Based on the results of the data collection, the highest score of the Classroom Management was 128 while the lowest score was 90. From the results of descriptive analysis, it was obtained: (1) total score = 8958; (2) average = 106,643; (3) median = 105; (4) mode = 95; (5) Variant (deviation) = 105.134 and (6)

Standard Deviation (SD) = 10,315. In the form of frequency distribution of Classroom Management scores can be seen in table 2.

Table 2: Frequency Distribution of Classroom Management Scores

No,	Class Interval	Median (X _i)	Frequency		
			Absolute	Relative (%)	Cumulative (%)
1	90 - 94	92	9	10,71	10,71
2	95 - 99	97	18	21,43	32,14
3	100 - 104	102	14	16,67	48,81
4	105 - 109	107	11	13,10	61,90
5	110 - 114	112	10	11,90	73,81
6	115 - 119	117	10	11,90	85,71
7	120 - 124	122	8	9,52	95,24
8	125 - 129	127	4	4,76	100
TOTAL			84	100	

Source: Processed primary data

The frequency distribution of classroom management scores in Table 2 above if classified into high score intervals, medium score intervals and low score intervals with criteria: high scores lie in scores larger than mean plus 1 standard deviation, mean score lies in the mean score interval minus 1 standard deviation up to mean plus 1 standard deviation while low category score lies in score smaller than mean minus 1 standard deviation. Classification of classroom management scores can be seen in table 3 below:

Table 3: Classification Distribution of Classroom Management Scores

No.	Category	Range	Absolute Frequency	Relative Frequency
1.	High	118 - 129	14	16,667 %
2.	Medium	96 - 117	53	63,095 %
3.	Low	90 - 95	17	20,238 %
Total			84	100 %

Source: Processed primary data

The table 3 indicated that of 84 respondents 16,667% were respondents had high classroom management response, 63,095% had medium response while 20,238% respondents had low classroom management response.

Based on the results of data collection, it is obtained the highest score Principal Leadership Pattern is 100 while the lowest score 72. From the results of descriptive analysis: the number of scores 7196; average 85,667; median 85; mode 85; Variant (deviation) 39,508 and Standard Deviation (standard deviation) 6,323. In the form of frequency distribution of Leadership Pattern scores can be seen in table 4 below:

Table 4: Frequency Distribution of Principal Leadership Score

Class	Interval	Median (X _i)	Frequency		
			Absolut	Relative (%)	Cumulative (%)
1	72 - 75	73,5	3	3,57	3,57
2	76 - 79	77,5	14	16,67	20,24
3	80 - 83	81,5	14	16,67	36,90
4	84 - 87	85,5	21	25,00	61,90
5	88 - 91	89,5	15	17,86	79,76
6	92 - 95	93,5	11	13,10	92,86
7	96 - 99	97,5	3	3,57	96,43
8	100 - 103	101,5	3	3,57	100
TOTAL			84	100	

Source: Processed primary data

Frequency distribution of Principal Leadership Pattern score in table 4 above if classified into high score interval, medium score interval and low score interval with reference to previous criteria obtained high score calculation score of at least 93, medium score from 79 - 92 and lower low score small from 79. Distribution of scores by classification / category as shown in Table 5 below:

Table 5: Distribution of Principal Leadership Classification Score

No.	Category	Range	Absolute Frequency	Relative Frequency
1.	High	93 - 103	14	16,67 %
2.	Medium	79 - 92	60	71,43 %
3.	Low	72 - 78	10	11,90 %

Total	84	100 %
-------	----	-------

Table 5 indicated that from 84 respondents 16,67% of respondents had high leadership pattern, 71,43% had medium leadership pattern, and 11,90% respondents had low leadership pattern.

Based on the results of data collection, it is obtained that the highest score of Teacher Competence variable is 120 while the lowest score 84. From the results of descriptive analysis: the total score of 8503; average of 101,226; median 101; mode 97; Variant 86,889 and Standard Deviation 9.377. In the form of frequency distribution of Master Competence score can be seen in table 6.

Table 6: Frequency Distribution of Teacher Competency Score

Class	Interval	Median (X _i)	Frequency		
			Absolut	Relative (%)	Cumulative (%)
1	84 - 88	86	5	5,95	5,95
2	89 - 93	91	15	17,86	23,81
3	94 - 98	96	15	17,86	41,67
4	99 - 103	101	16	19,05	60,71
5	104 - 108	106	17	20,24	80,95
6	109 - 113	111	5	5,95	86,90
7	114 - 118	116	7	8,33	95,24
8	119 - 123	121	4	4,76	100
TOTAL			84	100	

Frequency distribution of teacher competence score in table 6 above if classified into high score interval, medium score interval and low score interval with reference to previous criteria, it is obtained that high score interval score calculation starting from 112, medium score interval from 92 - 11 and low score interval is lower than 92. Distribution of teacher competency scores by classification / category as shown in Table 7 below:

Table 7: Distribution of the Classification of Teacher's Competency

No.	Category	Range	Absolute Frequency	Relative Frequency
1.	High	112 - 123	14	16,667 %
2.	Medium	92 - 111	53	63,095 %
3.	Low	81- 91	17	20,238 %
Total			84	100 %

Based on table 7, it indicated that from 84 respondents 16,667% of respondents showed teacher competence in high category, 63,095% showed teacher competence in medium category and 20,238% respondents showed teacher competence in low category.

Normality Test was required in order to know whether or not the samples that has been calculated were distributed normally. Testing this requirement is done with Lilliefors Test and using the help of Microsoft Office Excel program 2007. Testing criterion is if L-obtain (Lo) is smaller than L-table (Lt) then Ho is accepted means normal distributed samples, with significance level of $\alpha = 0,05$.

From the result of Test of Normality of Class Management (Y) variable, Leadership Pattern (X1), and

$$\frac{0,886}{\sqrt{84}} = 0,0967$$

Teacher Competence variable (X2) with sample $n = 84$ () it can be seen that the value of $|F(z_i) - S(z_i)|$ which is symbolized by Lo for the three variables was smaller than the critical value of Ho's rejection limit shown in the Lilliefors table. The results can be seen in the following table 8.

Table 8: Result of Normality Test

No.	Variable	Value		Conclusion
		Lo (L _{test})	L _{table}	
1	Y	0,0921	0,0967	Distributed Normally
2	X ₁	0,0777	0,0967	Distributed Normally
3	X ₂	0,0906	0,0967	Distributed Normally

From table 8 above can be seen that the result of Lilliefors test of three variables that is, variable of Class Management (Y) L-test= 0,0921, variable of Headmaster Lead Pattern (X1) Ltest = 0,0777, and Teacher Competence variable (X2) Ltest = 0 , 0906 with Ltable value = 0,0967. Since $Lo < Ltable$ (99%) it can be concluded that the data of the three variables (Y, X1, and X2) are normally distributed so Ho is accepted.

Furthermore, based on the P-Plot graph obtained using SPSS program version 16 indicates that the data spreads around the diagonal line and follows the direction of the diagonal line, so the regression model met the assumption of normality.

The second requirement is the Homogeneity Test. Homogeneity test is a test of whether or not the variance of two or more distributions. Testing homogeneity of variance of dependent variable scores in terms of independent variables. Homogeneity test used in this study was Homogeneity Test of Variance with criterion of test if $F_{test} < F_{table}$ then the variances are homogeneous, for $\alpha = 0,05$ $dfn-1 = 2$ and $dfn-2 = 82$. Next class management score (Y) based on competency score of teacher (X2) yields the value $F_{count} = 1,100$. The test result criteria for Y over X1 and Y over X2 are listed in Table 9 as follows:

Table 9: Summary of Homogeneity Test Results

No.	Tested variable	Value		Conclusion
		F_{test}	F_{table}	
1.	Varian Y and X ₁	1,631	3,108	Homogen
2.	Varian Y and X ₂	1,100	3,108	Homogen

Based on the results of the calculations listed in the table above, it can be seen that the value of $F_{test} < F_{table}$ then it can be concluded data pairs of each variable which are Leadership Pattern Principal (X1) and Teacher Competence (X2) comes from a homogeneous population.

Furthermore, multicollinearity test aims to test whether the regression model found a correlation between independent variables. A good regression model should not be correlated between independent variables. If independent variables are correlated, these variables are not orthogonal. To detect the presence of multikolinieritas, it can be seen from the value of correlation coefficient pearson second independent variable or Value Inflation Factor (VIF). If the value of $r > 0.8$ or $VIF > 10$, there is multicollinearity. Conversely, if the value of $r < 0.8$ or $VIF < 10$, there is no multicollinearity. For the analysis with SPSS we see the output results in Table 10 below.

Table 10: Correlation Value of Variables X1 and X2

		Y	X ₁	X ₂
Pearson Correlation	Y	1.000	.456	.835
	X ₁	.456	1.000	.434
	X ₂	.835	.434	1.000
Sig. (1-tailed)	Y	.	.000	.000
	X ₁	.000	.	.000
	X ₂	.000	.000	.
N	Y	84	84	84
	X ₁	84	84	84
	X ₂	84	84	84

Table 10 indicated the results of intercorrelation analysis between independent variables marked by the correlation coefficient of Pearson. The Result of correlation between independent variable X1 with X2 is equal to $r = 0,434 < 0,8$ then symptom multikolinieritas not detected. Furthermore, when viewed from the Value Inflation Factor (VIF) as the following table.

Table 11: Multicollinearity Test Results

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.205	9.068		.353	.725		
	X1	.187	.109	.114	1.717	.090	.811	1.232
	X2	.864	.073	.785	11.778	.000	.811	1.232

From table 11, the tolerance value of variable X1 and variable X2 is $0.811 > 0.1$ and the VIF value is $1,232 < 10,00$ so it can be concluded that there is no multicollinearity. From both tables above can be concluded that Regression between independent variables of leadership pattern of principal (X1) and teacher competence (X2) to class management (Y) multikolinieritas between independent variable did not happen.

Next, the relationship between Teacher Competence (X2) and Classroom Management (Y). Based on the calculated result, it was obtained that regression coefficient b direction equal to 0,918 and constant (intercept) a equal to 13,668. Thus the form of relationship between Teacher Competence (X2) and Class

Management (Y) is shown by the regression equation $\hat{Y} = 13.668 + 0.918 X_2$. The results of significance test and linearity of the equation are presented in Table 12 below.

Table 12: ANAVA for Linear Regression $\hat{Y} = 13.668 + 0.918 X_2$

Source of Variance	dk	JK	RJK	F_{test}	F_{table}	
					0,05	0,01
Total (n)	84	964.138	964.138			
Regression of a	1	955.306,714	955.306,714	188,825**	3,957	6,954
Regression of (b/a)	1	6.157,361	6.157,361			
Rest (n-2)	82	2.673,925	32,609			
Tuna Cocok (k-2)	24	687,533	28,647	0,836 ^{ns}	1,706	2,127
Error (n-k)	58	1.986,392	34,248			

From the table above, it obtained the price F_{test} (regression) = 188.825, while F_{table} for dk 1: 82 (numerator = 1, denominator = 82) for significance level 5% = 3.957 and significance level 1% = 6.954. Because $F_{regression} > F_{table}$ then the regression direction coefficient is significant so it can be concluded there is a significant functional relationship between the teacher competence and class management variables.

IV. Discussion

Based on the result of the hypothesis testing conducted in this study indicates that all statistical hypothesis (H_0) was rejected at the level of significance 0.05. Thus, between the variables observed there was a positive and significant relationship, namely (1) the relationship between Principal Leadership Pattern (X_1) with Classroom Management (Y) at National Junior High in Mataram, (2) the relationship between Teacher Competence (X_2) with Classroom Management, (3) relationship between Principal Leadership Pattern (X_1) and Teacher Competency (X_2) together with Classroom Management (Y) of National Junior High School in Mataram.

The result of hypothesis testing as described above concluded that there is a positive and significant relationship between Principal Leadership Pattern (X_1) with Classroom Management (Y) at National Junior High School in Mataram. It indicated that the better the leadership pattern of the principal, the better the management of the school.

The indicators of principal leadership pattern (X_1) used in this study were executive pattern, developer pattern, good autocratic pattern and bureaucratic pattern. The executive pattern indicator shows that the principal has a high interest in the task as well as the working relationships within the group. The principal on this leadership pattern seeks to motivate the teacher's work, taking into account individual differences among the teachers he/she leads, using teamwork and setting high standards of work. The findings in this study showed that 66.7% of respondents did not agree with the determination of high standards of work by the principal by requiring each teacher to achieve maximum credit score.

The four indicators of leadership patterns mentioned above provide a positive contribution to the relationship between leadership patterns of principals and classroom management in National Junior High School of Mataram. The relationship between Leadership Pattern (X_1) and Class Management (Y) was shown through the equation $\hat{Y} = 42,987 + 0,743 X_1$. With the correlation coefficient of $r_{y1} = 0.4555$ and the coefficient of determination (r^2_{y1}) of 0.2075 indicates that 20.75% variation in class management can be explained by the leadership pattern of headmaster variables.

The results of this study were supported by Seashore Louis, Leithwood, Wahlstrom & Anderson,²³ study which concluded that principal leadership is the second important variable affecting the success of learners. Leaders, including principals, have tremendous potential to address a variety of issues and can lift the hidden capacity of individuals within the organization. School success is largely determined by the capacity of the school principal in addition to the competent teachers at the school.³⁰ Effective principal leadership is widely accepted as a key component of the realization of school quality improvement. The quality of the principal affects the motivation of the staff and the quality of learning in the classroom.³¹

The results of this study are also supported by the theory which is put forward by Mulyasa³³: "The leadership of the principal is one of the factors that can encourage schools to realize their vision, mission, goals and objectives through programs implemented in a planned and gradual manner." Wahyudi³⁴ states that the leadership of a principal in an educational institution has a big hand in creating a conducive atmosphere that exists in the work environment. This conducive atmosphere is the most important factor in creating effective classroom management. The principal as the primary responsible for school resource management should be

able to cooperate with all school personnel, especially with teachers. The ability to direct and influence members of the school organization is demonstrated through the pattern of leadership displayed, in the hope of achieving goals more efficiently. Effective principals, according to Davis and Thomas³⁵ are not sufficient to have a clear and measurable vision but also high expectations for student performance and staff performance.

The results of the second hypothesis testing concluded in this study that there was a positive relationship between Teacher Competence (X2) with Classroom Management (Y). The conclusion shows that the higher the competence of the teacher (X2) hence the higher the classroom management (Y). Contribution of teacher competence (X2) to classroom management (Y) is 69,72%. It can be interpreted that if control is not done with principal leadership pattern (X1) then 69,72% classroom management (Y) can be explained from teacher competence (X2) at National Junior High School in Mataram.

Teacher competence (X2) is the unanimity of knowledge, skills and attitudes in the form of intelligent and responsible actions in performing the duties as a teacher. There are four kinds of teacher's competences, namely: (1) Personality competence, (2) pedagogic competence, (3) professional competence, and (4) social competence. The four kinds of competencies are used as indicators of teacher competence in this study. Personality competence is a personal ability that reflects a steady, stable, mature, wise, and authoritative personality, a role model for learners, and noble character. In improving the personality competence, one of the things that teachers have to do is interact and communicate with learners. Teachers must have an understanding and maintain the participation of learners by providing questions that require learners to respond with their ideas and knowledge. Teachers should conduct guidance both individually and in groups to learners.

The result of the study concluded that there is a positive correlation between principal leadership pattern (X1) and teacher competence (X2) together with classroom management (Y). The relationship between the two independent variables together with the dependent variable was shown in the equation $\hat{Y} = 3.205 + 0.187X1 + 0.864X2$. The equation provides an interpretation that: (1) 1 unit change in the leadership pattern of principal variables, while teacher competence variable is considered fixed, then the change will be followed by changes in classroom management of 0.187 units; (2) 1 unit of change on teacher competence, while the principal's leadership pattern is assumed to be fixed, then the change will be followed by changes in classroom management of 0.864 units; (3) the changes to the class management referred to in the first and second items above occur in the same direction as the 3.205 base(constants).

Based on the above description, improving the management of National Junior High School in Mataram can be done with the support of the improvement of leadership pattern of the principal and improvement of professional competence of teachers in carrying out their duties.

V. Conclusion

Based on the results of data analysis and discussion in this study, there are some conclusions that can be drawn:

1. There is a positive and significant relationship between leadership patterns of the principal (X1) with classroom management (Y) at National Junior High School in Mataram City. This means that the leadership pattern of the school principal consistently to provide positive contributions to the classroom management. Variable leadership pattern of the principal contribute 20,75% to classroom management variable so that to improve management of National Junior High School in Mataram, there must be an improvement of leadership pattern of the principal.
2. There is a positive and significant relationship between teacher competence (X2) and classroom management (Y) at Junior High School in Mataram City. This means that the teacher competency variables consistently and stable make a positive contribution to classroom management. Teacher competency variables contribute 69,72% to classroom management variable so that effort to improve the classroom management at National Junior High School in Mataram must be done by improving the competences of the teachers.
3. There is a positive and significant correlation between leadership pattern of principal (X1) and teacher competence (X2) together with class management (Y). This implies that the principal leadership pattern (X1) and teacher competence (X2) are consistently and stable together contributing positively to classroom management of 70.81%. In improving classroom management at Junior High School in Mataram should be done through the improvement of leadership patterns of principals along with efforts to increase teacher competence.

References

- [1]. Little, S. G., and Akin-Little, A. (2008). Psychology's contributions to classroom management. *Psychology in the Schools*, 45(3), 227-234.
- [2]. Terry, George R., 1993. *Prinsip-prinsip Manajemen*. Jakarta : Bumi Aksara.
- [3]. Sweeney, P.D. and McFarlin, D.B. 2002. *Organizational Behavior: Solutions for Management*. New York: McGraw-Hill/Irwin
- [4]. Fattah, Nanang. 2013. *Landasan Manajemen Pendidikan*. Bandung : PT Remaja Rosdakarya.

- [5]. Usman, Husaini. 2013. Manajemen: Teori, Praktik dan Riset Pendidikan. Jakarta : Bumi Aksara.
- [6]. Kompri, 2015. Manajemen Pendidikan, Bandung : Alfabeta
- [7]. Hersey, P. dan Blanchard, K.H., 2000. Manajemen Perilaku Organisasi : Pendayagunaan Sumber Daya Manusia, Terjemahan Agus Dharma, Jakarta : Erlangga.
- [8]. Ismawati, Esti, 2011. Perencanaan Pengajaran Bahasa. Surakarta : Yuma Pustaka
- [9]. Semiawan, Conny. 1985. Pendekatan Ketrampilan Proses. Jakarta : PT. Gramedia.
- [10]. Lefrancois, G.R. (2000). Psychology for Teaching (10th ed.), USA : Wadsworth Thomson Learning.
- [11]. Weinstein, C. S. 2003. Secondary classroom management. New York: McGrawHill.
- [12]. Miller, G., & Hall, T. P. (2005). Classroom Management. Boston : National Center on Accessing the General Curriculum and U.S. Office of Special Education Programs.
- [13]. Djamarah, Syaiful Bahri dan Aswan Zein. 2010. Strategi Belajar Mengajar. Jakarta : Rineka Cipta.
- [14]. Pidarta. 2008. Manajemen Pendidikan Indonesia. Jakarta: PT. Rineka Cipta.
- [15]. Nawawi, H. 2010. Evaluasi dan Manajemen Kinerja di Lingkungan Perusahaan dan Industri. Cet. 12. Yogyakarta: Gajah Mada University Press.
- [16]. Mulyasa, E. 2013. Uji Kompetensi dan Penilaian Kinerja Guru. Bandung : PT. Remaja Rosdakarya.
- [17]. Majid, Abdul. 2012. Perencanaan Pembelajaran Mengembangkan Standar Kompetensi Guru. Jakarta : Remaja Rosda Karya.
- [18]. Arend, R I. 2007. Learning to Teach. Seventh Edition. New York, NY: McGraw Hill Companies, Inc.
- [19]. Sak'adiyah, Cholis dan Sukayati. 2011. Pengelolaan Kelas dan Penerapannya Dalam Pembelajaran Matematika Di SD, Modul Matematika SD Program BERMUTU. Jakarta : Kementerian Pendidikan Nasional.
- [20]. Gibson, James L., Ivancevich, John M., dan Donnelly, James H. 2000. Organizations: Behavior, Structure, Processes. Boston: Irwin McGraw-Hill.
- [21]. Mulyasa, E. 2007. Menjadi Guru Professional Menciptakan Pembelajaran Kreatif dan Menyenangkan. Bandung : PT Remaja Rosdakarya.
- [22]. Rost, Joseph C., 1993. Leadership for the Twenty-first Century. New York, Greenwood Publishing Group.
- [23]. Seashore Louis, K., Leithwood, K., Wahlstrom, K.L., & Anderson, S.E. 2010., Learning from Leadership: Investigating the Links to Improved Student Learning: Final Report of Study to The Wallace Foundation, University of Minnesota and University of Toronto.
- [24]. Saud, Udin Syaefuddin. 2010. Pengembangan Profesi Guru. Bandung: Alfabeta
- [25]. Palan, R. 2007. Competency Management. Jakarta: Penerbit PPM.
- [26]. Purwanto, N. 2007. Administrasi dan Supervisi Pendidikan. Bandung: Remaja Rosda Karya.
- [27]. Sugiyono. 2014. Metode Penelitian Kuantitatif, Kualitatif, dan Kombinasi (Mixed Methods). Bandung: Alfabeta.
- [28]. Sugiyono. 2011. Statistika untuk penelitian. Bandung: Alfa Beta.
- [29]. Danim, S. 2004. Motivasi Kepemimpinan dan Efektivitas Kelompok. Penerbit Rineka Cipta
- [30]. Hartle, F. & Thomas, K. 2003. Growing Tomorrow's School Leaders: The Challenge. Stanford, California: the Haygroup
- [31]. Mulyasa, E. 2009. Menjadi Kepala Sekolah Professional. Bandung : PT Remaja Rosdakarya.
- [32]. Wahyudi, Imam. 2012. Pengembangan Pendidikan. Jakarta: Prestasi Pustakaraya.
- [33]. Davis, G.A. & Thomas, M.A. 1991. Effective Schools and Effective Teachers. Boston., London, Sydney, Toronto: Allyn and Bacon Inc.

Syarafudin "The Correlation Between Leadership Patterns Of School Principals And Teachers Competences With Classroom Management At Secondary Schools In Mataram, Indonesia." IOSR Journal of Research & Method in Education (IOSR-JRME) , vol. 8, no. 3, 2018, pp. 78-88.