

Headmaster Leadership and Teacher Competence in Increasing Student Achievement in School

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Abstract

The purposes of this research are to identify and analyze the headmaster leadership and teacher competence in increasing student achievement in school. The research was at Private Islamic Junior High School in Serang, Banten, Indonesia. Researcher is using descriptive and inferential methods. The results of this research showed that there is correlation of the headmaster leadership toward student achievements in school, there is correlation of the teacher competence toward student achievement in school, there are correlation of headmaster leadership and teacher competence towards student achievement in school. Therefore, it can be seen that the headmaster leadership and teacher competence have a strong and significantly correlation to increasing student achievement in school. High or low student achievement can be caused by headmaster leadership and teacher competence.

Keywords: leadership, headmaster, teacher competence, achievement, student

1. Introduction

The learning process is expected to give a satisfactory success for the teaching system, teachers and especially the students. However, in reality the learning process is not yet fully implemented well. There are a lot of barriers and obstacles in the teaching and learning activities, and it caused student achievement cannot be achieved well.

Student achievement basically is an expected outcome. It can be achieved after student had learning activities. Learning activities will be maximal if the desired achievement achieved with excellent and efficient results (saving time, cost and effort). As for, one of the way to find out the results of the learning process is the score from the teacher. Shah (2001) classifies the affecting factors of student achievement in three factors: internal, external, and learning approach factor (approach to learning).

According to Shah (2001), the key to get the data and the results or student achievement know the main indicators as an indication for certain achievements that related to the kinds of achievement to be expressed or measured.

Similarly and Hamalik (1995) said that in order to determine the extent of student achievement needs assessment measuring. Assessment is a series of activities which designed to measure the learning students' achievement, as a result of an instructional program, and measurements in the descriptive data collection of student product, behavior, and the correlation of the standards achievement or norms.

In the effort to get high student achievement, depends on headmaster and teachers' role in the learning process at school activities. The Headmaster as a leadership figure is expected to realize the national goals. Therefore, we need a headmaster with good concept and capability in the moving of school organization. Headmaster leadership is very important in the effort to achieve student performance. As expressed by Soebagio (2000) said that an educational leadership needs to a main concern, because from the good leadership will be born qualified personnel in various fields as a thinker, worker that can improve the quality of human resources.

In daily work, the headmaster should act as an educator, manager, administrator, supervisor, leader, innovator and motivator (Mulyasa, 2007). Sumidjo cited in Mulyasa (2007) said that the understanding of the educator meaning is not only containing in the definition of educators but must be learned about the correlation with the meaning of education, educational facilities, and how the educational strategy was implemented. For these purposes, the headmaster should try to instill, promote, and increase at least four kinds of values, those are the

mental development, moral, physical, and artistic.

According to Kartono (1998), the leader always becomes the focus of all activities and the movement in the organization progress. The leader is the primary agent to determine the structure in his the group or organization. The leader is the initiator, motivator, stimulator, dynamiter and innovator in the organization.

Except the headmaster, the teacher becomes one of the causes low or high student achievement in school, in the education teacher has a very important role in human resources development through education. The teacher profession had the duties to educate, to teach and to train. The low student achievement indicated by the bad quality of a teacher, so that student achievement was not expected.

Teachers are people with teaching as their profession. While according to the Law of Republic Indonesia on Teachers and Lecturers No. 14, 2005 stated that the definition of a teacher is professional educators with educating, teaching, guiding, training, assessing and evaluating as the primary duty, from early childhood, formal, primary and secondary education. In the process of learning is not only achieved with courage, but the main factor is the existing competence in the teacher personality.

In education, teachers have a duty and strange responsibility as a main component in learning activities, so that is important to have spirit and professional ability at work. The teacher ability can be seen in the classroom management, curriculum skill, using the methods and learning techniques, administration and evaluation. For that, the teacher needs any competency in accordance with Act No. 14 of 2005.

In carrying out the duties and responsibilities, the teachers are required to have high competence. In the Law of Teachers and Lecturers No. 14, 2005 stated that the competence of teachers are; pedagogical, personal, social, and professional competence. These are acquired from professional education. According to Aqib (2002), the teacher is a determining factor for educational success in the school, because teacher is a central and source of learning and teaching activities, therefore, it can be seen that good or bad learning process is influenced by the teachers' quality.

In carrying out the duties as educator, a teacher needs good competence. The teacher whose does not have good competence will produce bad learning process. In this research, the researchers want to find out and analyze the correlation of headmaster leadership and teacher competence towards student achievement in school. Specifically the purposes are; 1) determining the step of headmaster leadership, teacher competence and student achievement, 2) determining the correlation of headmaster leadership toward student achievement in school, 3) determining the correlation of the teacher competence toward student achievement in school, 4) determining the correlation of headmaster leadership and teacher competence towards student achievement in school. Based on those goals, the hypothesis in this research are; 1) there is the correlation of headmaster leadership toward student achievement in school, 2) there is the correlation of the teachers competence toward student achievement in school, 3) there are correlation of the headmaster leadership and teacher competence towards student achievement in school.

2. Literature Review

2.1 Headmaster Leadership

Headmaster as leaders of educational institutions performs educational leadership at the school to achieving educational goals. Educational leadership is the process of Influencing and guiding his leaders to teachers and education personnel to perform the tasks of education and research with the use of existing educational facilities in Achieving educational goals. Anwar (2003) said that the leadership of education means that efforts to lead, influence and provide guidance to all education personnel as a subordinate to allow a variety of educational goals can be achieved through a series of planned activities.

Headmaster requires a good strategy to manage school resources. According Mulyasa (2005) headmaster should have the right strategy to empower educators through collaboration or cooperative, providing opportunities for educators in a variety of activities that support school programs. Gibson, et al. (2006) stated a leader is a person who is able to become an agent of change that can affect his attitude and appearance. Effective leaders are able to meet the goals of individuals, groups, and organizations.

Leadership at the school could include a series of activities of headmaster in leads school institution by building strong teamwork, manage tasks and responsibly, and involve a number of parties in the implementation of the vision of the school, as a leader headmaster have in their own behavior in implementing the leadership. Basically, effective leadership can be seen from the seven behavioral principals to: a) implement effective school leadership; b) implement instructional leadership; c) maintain a climate of student-centered learning; d) professional development and managing human resources; e) involve parents and partnerships with the public; f)

to manage the school effectively and carry out the daily program; and g) implementing effective interpersonal relationships (Ministry for Education, 2007), as a leader in the school, headmaster has the authority and arduous task in managing the school, in achieving the educational goals of school leadership greatly affect every activity that occurs in the school, it can be said that the school leadership has a significant role in learning activities at school.

2.2 Teacher Competence

According Mulyasa (2004), competence is a combination of knowledge, skills, values and attitudes are reflected in the habit of thinking and acting. According to Law No. 14 Year 2005 on Teachers and Lecturers, competence is a set of knowledge, skills and behaviors must be owned, lived and ruled by a teacher or lecturer in duty professionalism.

Relates to teachers, according to Zamroni (2001), the teacher is the one who plays an important role in designing learning strategies that will be done. The success of the learning process is highly dependent on the performance of teachers in teaching and learning activities can be carried out properly. Therefore competence must be absolutely owned the teacher as the ability, skill and ability to manage education.

Suparlan (2006) explains that the standard of competence of teachers is the specified size or required in the form of the acquisition of knowledge and the behavior of action for a teacher to be feasible for functional positions in accordance with its duties, qualifications and level of education.

Teachers should have sufficient competence to be able to perform their duties well, the competence of teachers are doing a complex combination of knowledge, attitudes, skills and values shown in the context of the performance of teachers assigned to him (Suparlan, 2006), a teacher must have four basic competencies is pedagogical competence, personal competence, social competence, and professional competence (Danim, 2010). Cooper cites the opinion, Sudjana (2002) says that there are four competencies required of teachers, namely: 1) a bona fide knowledge of studying human behavior; 2) have the knowledge and control of cultivated fields of study; 3) have the right attitude about themselves, school, peers and cultivated fields of study; 4) has the capability of teaching techniques.

2.3 Student Achievement

The learning achievement in the person's ability to think of high achievement. The learning achievement must have three aspects items, namely cognitive affective and psychomotor. The learning achievement is the outcome of a person in the mastery of knowledge and skills developed in the lesson, usually indicated resources by the test numerical value assigned by the teacher (Asmara, 2009), Meanwhile, according to Tu'u (2004) learning achievement is the acquisition of knowledge or skills developed by the subjects, usually indicated by test scores or numerical value assigned by the teacher. Learning achievement can be said to be a measure of the ability acquired, achieved or displayed as evidence of a business person who does the learning.

To determine the level of proficiency of students in learning can be seen from the results of learning or academic achievement. According to Shah (2006) say that student achievement is influenced by at least three factors: 1) internal factors, which include the state of physical and spiritual students, 2) external factors are the environmental conditions around the students, and 3) factors approach to learning that is the type of student learning effort that includes strategies and methods that students use to conduct study the lesson materials.

To determine the success of students in the learning process, the teacher held a assessment by evaluating students, by conducting the assessment of a teacher will know the extent of the success of its students in the teaching and learning process. Repair and improvement in student achievement in the school requires the role of a teacher as educators, for it can be said student achievement will depend on the quality of teachers in implementing the his duty as educators in the school.

3. Research Method

The method used is quantitative method with descriptive and inferential analysis. Inferential analysis is using correlation and regression analysis. Quantitative research is used to find the relationship between independent variables and the dependent variable in the study. The independent variables in this study are the headmaster leadership and teacher competence while the dependent variable is student's achievement.

According to Subana and Sudrajat (2005) stated that the quantitative research base on the purposes is used for testing a theory, presenting a fact or describing the statistics, and showing the correlation between variables. According to Chua (2006), statistics descriptive is used for describing or explaining the variable characteristics with symbols like; min, standard deviation, percentage and normal distribution. Descriptive statistics are used to

know the stage of headmaster leadership, teacher competence and student achievement. Inference statistics is used for the research result in correlation and regression terms. Description interpretation analysis as expressed by Nunally (1978), those are: Mean score 1.01 to 2.00 (low); 2.01-3.00 (a simple, low); 3.01 to 4.00 (simple high); 4.01 to 5.00 (high). Inferential analysis used is correlation and regression analysis. The correlation techniques are the product moment correlation, which is a technique used to find the correlation of two variables that are both interval data (Junaidi & Almanshur, 2009). According to Wiersma (1995), the correlation coefficient is a measure of the correlation of two variables. It can take from -1.00 to +1.00. 0 indicates there is no correlation. Similarly According to Cohen (1988), The correlation scores between + 0.1 to + 0.29 are showing low correlation, scores between + 0.30 to 0.49 are simple, while + 0.50 to + 1, are showing high correlation. Regression analysis is a technique for determining the linear linkage of several independent and the dependent variables and creates a linear correlation (Majid, 1990). Regression analysis in this research is using in the stepwise regression analysis.

The population in this research is all of the teachers at Private Islamic School in the district of Serang, Banten, Indonesia. Sampling used is random sampling technique. Sample is the process of selecting a number of elements from the sufficient population and can representing the population (Sekaran, 2003). The samples in this research are 150 teachers. Taking 150 respondents are based on the opinions according to Sugiarto (2003), the principle of simple random sampling is a principle used for selecting sample population. Similarly by Arikunto (2006) stated that when the subject is less than 100, it is better taken all of it so the research called a population research. Furthermore, if number of subject is high, it can be taken between 10% -15% or 20% -25% or more depending on: 1). The researcher ability based on the time, energy, and funds; 2). The size of observation area in each subjects, it concerns in data extent; 3). The size of risk, the large sample had a big risks and the result will be larger.

In this research, the tools of collection data used are the instrument using Likert Scale. According Sugiyono (2008) Likert Scale used to measure attitudes, opinions, and perceptions of a person or a group of social phenomenon. Quantitative research is using the formal instruments, standard and measuring (Sukmadinata, 2006), according to Arikunto (2006), the data instruments collection are the selected tools and used by researchers in its activities in order to collect these activities into a systematic and make it easy for him. This research is using the instrument relating to the headmaster leadership, teacher competence and student achievement.

According to Mulyasa, (2007), headmaster leadership indicator are an educator, manager, administrator, supervisor, leader, innovator and motivator with 35 items. Indicators of teacher competence based on the Act No. 14, 2005 is pedagogical, personal, social and professional competence with 30 items. While, the indicators of student achievement according to Bloom in Slavin (1994) are, cognitive, affective and the psychomotor domain with 30 items.

Before doing the further research, the researcher analyzes the validity, reliability, and normality data. Analysis of validity and reliability data in this research are using a correlation items for measuring the validity of instrument. While the index of the Alfa Cronbach measured reliability in the research instruments. The items of validity test were performed with SPSS by looking at the correlation between each items with the total score on *corrected item total correlation* greater or equal 0.41 (Santoso, 2000).The reliability test is using Alpha Cronbach, it is used for index reliability of the questionnaire. Alpha Cronbach, is a measure of the reliability values ranging from zero to one (Hair et al., 2010). The minimum index for using the questionnaire is 0.6. The Alfa score through 0.60 are often used by researcher as a reliability index in the research (Majid 1990). While in normality test is analyzed using *the Kolmogorov-Smirnov* (Putrawan, 1990). Normality test is used for principal requisite before the statistical inference analysis. From the research of validity and reliability can be seen in Table 1.

Table 1. Validity and reliability research

Variables	Indicators	items	Score Correlation	Items Alfa Score
Headmaster leadership				
	1) Educator	5	0.389-0.695	0.729
	2) Manager	5	0.381-0.691	0.713
	3) Administrator	5	0.442- 0.746	0.754
	4) Supervisor	5	0.362- 0.769	0.731
	5) Leader	5	0.410-0.738	0.737
	6) Innovator	5	0.517-0.755	0.761

	7) Motivator	5	0.588-0.723	0.755
Teacher competence				
	1) Pedagogic	7	0.391-0.729	0.717
	2) Personality	8	0.348-0.643	0.729
	3) Social	8	0.393-0.648	0.722
	4) Professional	7	0.409-0.673	0.724
Student achievement				
	Cognitive	10	0.454-0.696	0.730
	Affective,	10	0.416-0.652	0.729
	Psychomotor	10	0.392-0.653	0.719

From Table 1, it is known that the validity and reliability from the variables of headmaster leadership with educator indicators have correlation score each items 0.389-0.695, with the Alpha Cronbach score 0.729. The indicators of manager have correlation score each items 0.381-0.691, with Alfa Cronbach score 0.713. The indicators of administrator have correlation score each items 0.442- 0.746, with Alfa Cronbach score 0.754. The indicators of supervisor have correlation score each items 0.362- 0.769, with Alfa Cronbach score 0.731. The indicators of leader have correlation score each items 0.410-0.738, with Alfa Cronbach score 0.737. The indicators of innovator have correlation score each items 0.517-0.755, with Alfa Cronbach score 0.761, indicators of motivator have correlation score each items 0.588-0.723, with Alfa Cronbach score 0.755. The results of this research showed that all of Alfa Cronbach score indicators of headmaster leadership is higher than the index of Alfa Cronbach score 0.7score, so the whole of indicators can be used in further research.

Variable of teacher competence through pedagogic indicators have correlation score each items 0.391-0.729, with Alfa Cronbach score 0.717, personality indicators have correlation score each items 0.348-0.643, with Alfa Cronbach score 0.729, social indicators have correlation score each items 0.393-0.648 with Alfa Cronbach score 0.722, professional indicators have correlation score each items 0.409-0.673, with Alfa Cronbach score 0.724. Therefore, it can be seen that the overall of teacher competence indicators have high score for validity and reliability test, so the overall of teacher competence indicators can be used for further research.

Variable of student achievement through cognitive indicators have correlation score each items 0.454-0.696 and Alfa Cronbach score 0.730, affective indicators have correlation score each items 0.416-0.652, and Alfa Cronbach score 0.729, psychomotor indicators have correlation score each items 0.392-0.653, and Alfa Cronbach score 0.719. Therefore, it can be seen that the overall of student achievement indicators can be used for further research. Furthermore, the normality test on variables is done in this research. The result of normality test of headmaster leadership, teacher competence and student achievement can be seen in Table 2.

Table 2. The data of normality test research

No. Variables	Indicators	Normality Score	Sig.	Interpretation
Headmaster leadership		0.122	0.024	Normal
	1) Educator	0.099	0.105	Normal
	2) Manager	0.089	0.184	Normal
	3) Administrator	0.101	0.093	Normal
	4) Supervisor	0.091	0.169	Normal
	5) Leader	0.107	0.063	Normal
	6) Innovator	0.085	0.228	Normal
Teacher competence	7) Motivator	0.114	0.039	Normal
		0.195	0.000	Normal
	1) Pedagogic	0.184	0.000	Normal
	2) Personality	0.196	0.000	Normal
Student achievement	3) Social	0.183	0.000	Normal
	4) Professional	0.183	0.000	Normal
Student achievement		0.073	0.396	Normal
	Cognitive	0.071	0.445	Normal

Affective,	0.086	0.215	Normal
Psychomotor	0.098	0.114	Normal

From Table 2, it can be seen that the variables of headmaster leadership through the indicators of educator have normality score 0.099, the indicators of manager have normality score 0.089, the indicators of administrator have normality score 0.101, the indicators of supervisor have normality score 0.091, the indicators of leader have normality score 0.107, the indicators of innovator have normality score 0.085, and the indicators of motivator have normality score 0.114. The overall of headmaster leadership variables have normality score 0.122.

Variable of teacher competence through the pedagogical indicators have normality score 0.184, the personality indicators have normality score 0.196, the social indicators have normality score 0.183, and the professional indicators have normality score 0.183. As well as the overall of teacher competence variables have normality score 0.195.

Variable of student achievement through the indicators of cognitive have normality score 0.071, the indicator of affective have normality score 0.086, and the indicator of psychomotor have normality score 0.096. The overall of student achievement variables have normality score 0.073. Based on the normality test can be concluded that the variables of headmaster leadership, teacher competence and student achievement through indicators of normality have a high score, so that the overall of indicator variables can be used in further research.

4. Results Research

4.1 To Know the Stage of Headmaster Leadership, Teacher Competence and Student Achievement

In this research, the variables of headmaster leadership through the seven indicators used are educator, manager, administrator, supervisor, leader, innovator and motivator. Variable of teacher competence through four indicators used are pedagogical, personality, social and professional. Variable of student achievement through three indicators used are cognitive, affective, and psychomotor. The variable score of headmaster leadership step, teacher competence and teacher achievement can be seen in Table 3.

Table 3. Descriptive statistics of headmaster leadership, teacher competence, student achievement

No. variable	Dimension	Mean	Standard Deviation	Interpretation
1	Educator	19.80	3.421	High
	Manager	19.71	3.116	
	Administrator	19.40	3.832	
	supervisor	19.11	4.325	
	Leader	18.79	3.776	
	Innovator	19.37	3.490	
	Motivator	18.84	3.956	
2	Pedagogic	24.23	5.372	High
	Personality	25.88	6.768	
	Social	26.38	6.847	
3	Professional	23.35	6.172	High
	1) Cognitive	34.82	6.597	
	2) Affective	34.84	6.959	
	3) Psychomotor	36.18	6.186	

From Table 3, it can be seen that the variables of headmaster leadership through indicators of educator have score (mean = 19.80, SD = 3.421), the indicators of manager have score (mean = 19.71, SD = 3.116), the indicator of administrators have score (mean = 19.40, SD = 3.832), the indicators of supervisors have score (mean = 19.11, SD = 3.325), the indicators of leader have score (mean = 18.79, SD = 3.776), the indicator of innovator have score (mean = 19.37, SD = 3.490), the indicators of motivator have score (mean = 18.84, SD = 3.956). From the research results, it can be seen that the variables of headmaster leadership according to the respondents have a high levels score.

Variable of teacher competence through indicators of pedagogic have score (mean = 24.23, SD = 5.372), the indicator of personality have score (mean = 25.88, SD = 6.768), the social indicators have score (mean = 26.38, SD = 6.847), the indicators of professional have score (mean = 23.35, SD = 6.172). Based on the results of this

research known that the variable of teacher competence have a high levels score according to the respondents.

Variable of student achievement through cognitive indicators have score (mean = 34.82, SD = 6.597), the affective indicators have score (mean = 34.84, SD = 6.959), the psychomotor indicators have score (mean = 36.18, SD = 6.186). From the results of this research is the variables of student achievement have high level score according to respondents.

4.2 To Know Correlation between the Headmaster Leadership and Student Achievement in Schools

Pearson correlation analysis is used for testing the strength of the correlation of headmaster leadership toward student achievement in school. The correlation of headmaster leadership toward student achievement can be seen in Table 4.

Table 4. Correlation between headmaster leadership and student achievement

Headmaster Leadership	Student Achievement			
	Cognitive	Affective	Psychomotor	Student Achievement
Educator	0.526**	0.348**	0.363**	0.484**
Manager	0.458**	0.436**	0.424**	0.516**
Administrator	0.385**	0.285**	0.279**	0.372**
Supervisor	0.328**	0.157	0.162*	0.254**
Leader	0.399**	0.233*	0.304**	0.365**
Innovator	0.493**	0.251**	0.186*	0.366**
Motivator	0.483**	0.295**	0.307**	0.425**
Headmaster Leadership	0.593**	0.381**	0.386**	0.533**

*significance at the level $p < 0.05$.

From table 4 through Pearson correlation analysis can be seen that, headmaster leadership through the indicator of educator have correlation with cognitive indicator score 0.526, 0.348 for affective indicator, 0.363 for psychomotor indicator, and 0.484 for the student achievement indicator. Indicators of manager have correlation with cognitive indicator score 0.458, 0.436 for affective indicator, 0.424 for psychomotor indicator, and 0.516 for student achievement indicator.

Indicators of administrator have correlation with cognitive indicators score 0.385, 0.285 for affective indicators, 0.279 for psychomotor indicators, and 0.372 for student achievement indicator. Indicators of supervisor have correlation with cognitive indicators score 0.328, 0.157 for affective indicators, 0.162 for psychomotor indicators, and 0.254 for student achievement indicator. Indicators of leader have correlation with cognitive indicators score 0.399, 0.233 for affective indicators, 0.304 for psychomotor indicators, and 0.365 for student achievement indicator. Indicators of innovator have correlation score with cognitive indicators 0.493, 0.251 for affective indicators, 0.186 for psychomotor indicators, and 0.366 for student achievement indicator.

Indicators of motivator have correlation with cognitive indicators 0.483, 0.295 for affective indicators, 0.307 for psychomotor indicators and 0.425 for student achievement indicator. The overall of the headmaster leadership variables have correlation with cognitive indicators 0.593, affective indicators 0.381, psychomotor indicators 0.386, and student achievement indicator 0.533.

From these results, it can be seen that the headmaster leadership have correlation with student achievement. Therefore, the hypothesis said that there is correlation of headmaster leadership toward student achievement could be received and verified. From the results also showed that the variables of headmaster leadership and student achievement have significance and positive correlation. Besides that the improvement and increased of student achievement in the school can be done by the improvement of the headmaster leadership quality.

4.3 To Know the Correlation between the Teacher Competence and Student Achievement in Schools

Pearson correlation analysis is used to know and analyze the correlation of the teacher competence toward student achievement in school. The correlation result of the teacher competence toward student achievement can be seen in Table 5.

Table 5. Correlation between teacher competence and student achievement

Teacher Competence	Student Achievement			
	Cognitive	Affective	Psychomotor	Student Achievement
Pedagogic	0.472**	0.424**	0.375**	0.495**
Personality	0.519**	0.432**	0.407**	0.532**
Social	0.514**	0.504**	0.416**	0.564**
Professional	0.520**	0.451**	0.392**	0.536**
Teacher Competence	0.542**	0.485**	0.424**	0.570**

*significance at the level $p < 0.05$.

From Table 5, it can be seen that the variable of teacher competence through pedagogical indicators have correlation with cognitive indicators score 0.472, 0.424 for affective indicators, 0.375 for psychomotor indicators, and 0.495 for student achievement indicator. Indicators of personality have correlation with cognitive indicators score 0.519, 0.432 for affective indicators, 0.407 for psychomotor indicators, and 0.532 for student achievement indicator. Indicators of social have correlation with cognitive indicators score 0.514, 0.504 for affective indicators, 0.416 for psychomotor indicators, and 0.564 for student achievement indicator. Indicators of professional have correlation with cognitive indicators score 0.520, 0.451 for affective indicators, 0.392 for psychomotor indicators, and 0.536 for student achievement indicator. The overall of teacher competence variables have correlation with cognitive indicators score 0.542, 0.485 for affective indicators, 0.424 for psychomotor indicators, and 0.570 for student achievement.

From these results, it can be seen that the teacher competence has significance and positive correlation on student achievement. It proves that the hypothesis was showed a correlation of the teachers' competence toward student achievement in school is verified. In the other words, if the teacher competence is higher, it produces the high student achievement. High or low student achievement in school is directly affected by the variables of teacher competence. A good student achievement in school shows that the teachers have good competence. If schools want to get high achievement, it can be done by improving the teachers' competence at school.

4.4 To Know the Correlation of Headmaster Leadership, Teacher Competence towards Student Achievement in School

The stepwise regression analysis is used to analyze three hypothesis in this research. The hypothesis in this research, there is a positive correlation of the headmaster leadership, teacher competence towards student achievement. To analysis of multivariate regression is using stepwise principle, the correlation analysis showed in Table 6.

Table 6. Correlation between variables headmaster leadership, teacher competence and student achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.564 a	.318	.313	13.926
2	.646 b	.417	.409	12.913
3	.674 c	.455	.443	12.535

a. Predictors: (Constant), Social

b. Predictors: (Constant), Social, Manager

c. Predictors: (Constant), Social, Manager, Educator

From Table 6, it was found that the correlation score of teacher competence variable through social indicators is 0.564, with a correlation score 0.318. It means that 31.8% factors of student achievement can be explained by the teacher competence through social indicators. After added by the variables of headmaster leadership through indicator of manager, the correlation score 0.646 with a correlation score 0.417 become 41.7%. It means that 41.7% affecting factors of student achievement can be explained by the headmaster leadership and teacher competence through manager and social indicators. After added by three predictors are; indicator of educator score 0.674 with the correlation score 0.455 become 45.5%. It means that 45.5% from the factors of student achievement can be explained by the headmaster leadership and teacher competence through the social, manager and educator indicator. The calculation of the regression variable data used stepwise principle and could be seen

in Table 7.

Table 7. Multivariate regression methods using stepwise

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	beta			
1	(Constant)	69.359	4.540		15.276	.000
	Social	1.383	.167	.564	8.300	.000
2	(Constant)	41.726	6.937		6.015	.000
	Social	1.041	.169	.424	6.162	.000
	Manager	1.860	.371	.345	5.012	.000
3	(Constant)	31.020	7.535		4.117	.000
	Social	.871	.172	.355	5.052	.000
	Manager	1.537	.374	.285	4.103	.000
	Educator	1.089	.344	.222	3.165	.002

a. Dependent Variable: Student Achievement

From Table 7 above shows that the calculation of multivariate regression using stepwise on the first model towards regression a_1 is 1,383 for the variable of teacher competence (social) with constant score 69.359, the second model towards regression a_1 is 1.041 for variable of teacher competence (social), a_2 is 1,860 for the variable of headmaster leadership (manager). In the third model regression toward a_1 is 0.871 for variable of teacher competence (social), a_2 is 1,537 for the variable of headmaster leadership (manager), a_3 by 1.089 for the variables of headmaster leadership (educator). The final form of multivariate regression between the variables of headmaster leadership, teacher competence and variable of student achievement can be described by the regression equation $Y = 31.020 + 0.871X_1$ (social) + $1.537X_2$ (manager) + $1.089X_3$ (educator).

Before using for the purposes of divination, this regression equation should be showed the interests test regression. To determine the value of interest multiple regression equation, F test. The results are showed in Table 8 as follows:

Table 8. Variance of Linear Regression Analysis $Y = 31.020 + 0.871X_1$ (social) + $1.537X_2$ (manager) + $1.089X_3$ (educator)

Model	ANOVA				
	Sum of Squares	df	mean Square	F	Sig.
1 Regression	13359.109	1	13359.109	68.883	.000 ^a
1 residual	28703.051	148	193.940		
Total	42062.160	149			
2 Regression	17548.753	2	8774.377	52.617	.000 ^b
2 residual	24513.407	147	166.758		
Total	42062.160	149			
3 Regression	19122.439	3	6374.146	40.568	.000 ^c
3 Residual	22939.721	146	157.121		
Total	42062.160	149			

a. Predictors: (Constant), social

b. Predictors: (Constant), social, manager

c. Predictors: (Constant), social, manager, educator

d. Dependent Variable: Student Achievement

Based on the variance of regression analysis in Table 8 above is known that the first model of independent variables of teacher competence (social) with F score 68.883 and sig. = 0.000, the second model with

independent variables of teacher competence (social) and variables of headmaster leadership (manager) with F score 52.617 and sig = 0.000, the third model of independent variables of teacher competence (social) and variables of headmaster leadership (managers, educators) with F score 40.568 and sig = 0.000. From those data showed that the level of two significance variables is lower than the level sig. 0.05. Then, it can be concluded that regression $Y = 31.020 + 0.871X_1 + 1.537X_2 + 1.089X_3$, is very significant. These findings prove that there is a relationship correlation of the headmaster leadership, teacher competence towards student achievement. In the other words, the high headmaster leadership and teacher competence will increase the student achievement in school.

5. Discussion

Based on the results, it is known that the headmaster leadership, teacher competence and student achievement are in the good level, this level is inseparable from the role of headmaster and teachers manage of learning process in schools. From the results of the research also showed, there is significance and positive correlation of the headmaster leadership and teacher competence towards student achievement. Increasing student achievement in schools can be affected directly by the headmaster leadership and teacher competence. If the headmaster leadership, teacher competence possessed is getting good, it will improve the quality of student achievement in school, and otherwise if the headmaster leadership and teacher competence are getting low qualified and it will possessed decrease the student achievement in school.

Headmaster leadership becomes an important pillar in the development and improvement student achievement. A qualified and professional headmaster is principals who know and understand each duty and function as a supervisor or a leader and able to manage school resources well.

According to Siagian (2002) the success or failure of the organizations is determined by the quality of leadership the people who are leading the organization. Similarly, Owens (1991) also confirms that the quality of leadership is the main way to achieve organizational goals, so that a leader is expected to have the ability to manage any resources. Similarly, in the school organization, a headmaster demanded to manage school resources, including empowering and improving the quality of teachers in the learning process, one of them is improving the teachers competence.

Ubben et al. (2001) Drake and Roe (1999) said that every activities in the school are the headmaster responsibility, and even the results of effective leadership ,harmony and achievement are being rooted in effective leadership. Sudarwati's (2009) research found that the headmaster leadership and school achievement have the same characteristics with transformational leadership typology of *the value-based juggler*, which is a capability of affecting the school component in the improvement process that oriented on students' progress. The headmaster communicates personal vision and the school vision to parents, public and governments.

These findings same as that has been done by Nuchiyah (2007) said that the Headmaster Leadership has a significance effect on student achievement. The research was in State of Elementary School at Pabuaran village, Serang. Amirullah (2004) gives an indicator of effective leadership is from the result duties during the leadership performance, both in quality and quantity. One of the approaches that considered appropriate in indicators views of effective leadership is to look at the roles played by a leader. If the leader has well done according to their roles and functions, so the leader is effective. While Stogdil distinguish three characteristics of the effective leaders, those are; (1) personality, (2) ability, and (3) social skills (Feldmon & Arnold, 1983).

Increasing student achievement can be done by improving the teacher competence as educators. Professional teachers are qualified teachers, competent, and a teacher with desired to bring learning achievement and able to influence the learning process. Teachers should develop and explore their potentially. One of feature the succes school with the public paradigm is the achievement of learners every year. Schools will being good and qualified if it is able to produce high students' achievement from the teaching and learning activities.

Usman (1999) said that the learning process and learning outcomes are largely determined by the role and capabilities of the teacher. The competence teacher has ability to manage the learning process well and has fundamental skills of teaching. Teaching skills such as Sagala (2003) is dominating the foundations of education, mastering the material, the ability to manage teaching and learning program, the ability to manage class, the ability to manage the interaction of teaching and learning, assessing the student learning, the ability to recognize and analyze the curriculum, knowing functions and counseling programs, understanding the principles and the outcomes, recognizing and maintaining the administration of education.

Mulyasa (2005) said that any improvement efforts are being made to improve the education quality will not contribute significantly without the support of professional and qualified teachers. With a good competence will

make a responsible attitude as a teacher for improving the education quality of in the schools.

6. Conclusion

Headmaster leadership and teacher competence have a significance and positive correlation towards the student achievement in the school, it shows that the importance of headmaster leadership, teacher competence and achievement in improving student achievement.

As a leader of a school, headmaster is required to manage school resources, which are realizing improvement efforts and achievements of students in the school. Running the role and headmaster duties is indispensable in managing educational organizations, in the lack of effective leadership and had high professionalism it will be impossible the attainment of quality education and student performance will be achieved.

The quality of education and the graduates are often perceived depends on the role and quality of teachers in the managing the components that used in the teaching learning process. Teacher is an educator's person with the role as the success factors of the education quality, because teachers had direct contact with learners in the learning process. The competencies of teacher will show the actual quality of each teacher. Competence will be materialized in the knowledge mastery, skills and professional attitude in their functions as the teachers. For that, it need the efforts in improving the quality of teachers with improving the competency of teachers by providing motivation, training, educating and conducting supervision of the learning process.

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