

THE INFLUENCE OF SCHOOL PRINCIPAL LEADERSHIP, ORGANIZATIONAL CULTURE, AND INFRASTRUCTURE ON TEACHERS' PROFESSIONAL COMPETENCIES IMPLEMENTING THE CURRICULUM INDEPENDENCE AT VOCATIONAL SCHOOL STATE 1 FUCK SEI TUAN

Netti Erni¹, Sri Nurabdiah Pratiwi² Amiruddin³

Teacher at SMK Negeri 1 Percut Sei Tuan, Indonesia¹

Lecturer at Muhammadiyah University of North Sumatra, Indonesia^{2,3}

Email netti030897@gmail.com¹, Email: srinurabdiahpratiwi@umsu.ac.id², Email:
amiruddin.spdi@umsu.ac.id³

Abstract

This research aims to determine the influence of the principal's leadership, organizational culture, and infrastructure on the professional competence of teachers at SMK Negeri 1 Percut Sei Tuan. This research is ex-post facto research using quantitative methods. The population was 150 people and the sample was 109 people. Based on the results of the hypothesis testing analysis that has been carried out, the significance value (Sig) of the principal's leadership variable (X1) is the result of the calculation, namely $a = 3.478$ and $b = 0.857$. So a simple linear regression equation is obtained for hypothesis 1, namely: $\hat{Y} = 3.478 + 0.857X_1$. Based on data, the regression coefficient value for school principal leadership is 0.857. Second hypothesis. The calculation results obtained are $a = 36,964$ and $b = 1,618$. By entering the prices a and b into the regression equation, a simple linear regression equation is obtained for hypothesis 1, namely: $\hat{Y} = 36,964 + 1,618 X_2$. Based on data, the organizational culture regression coefficient value is 1,618. The third hypothesis resulting from the calculation is $a = 5,780$ and $b = 1,194$. By entering the prices a and b into the regression equation, a simple linear regression equation is obtained for hypothesis 1, namely: $\hat{Y} = 5,780 + 1,194 X_2$. Based on data, the regression coefficient value for infrastructure is 1,194. The fourth hypothesis calculation results are $a = 44.398$, $b = 0.325$, $c = 1.192$, and $d = 0.248$. By entering the prices a, b, c, and d into the regression equation, we obtain a multiple linear regression equation for hypothesis 4, namely: $\hat{Y} = 44,398 + 0.325X_1 + 1,192X_2 + 0.248 X_3$. Based on data, the regression coefficient value for principal leadership is 0.325, organizational culture is 1.192.

Keywords: Principal Leadership, Organizational Culture, Infrastructure, Teacher Professional Competence.

(*) Corresponding Author: Netti Erni/ 0821-8850-8711

INTRODUCTION

The quality of learning in Indonesia has not shown significant improvement from year to year. In fact, it is still far behind other developing countries. This causes the low quality of graduates produced by educational units. Study results show that 70% of 15 year old students in Indonesia are below the minimum competency in

understanding simple reading or applying basic mathematical concepts (PISA, 2018). This study shows that there are huge disparities between regions and between socio-economic groups in terms of the quality of learning. This is further exacerbated by the COVID-19 pandemic which has devastated the education system in Indonesia. In order to overcome this, the Ministry of Education and Culture has simplified the curriculum in special conditions (emergency curriculum) as an implication of the spread of Covid-19 which has had different impacts in each region and in each educational unit. This is done to mitigate learning loss during the pandemic period. The results, from 31.5% of schools that used the emergency curriculum, showed that the use of the emergency curriculum could reduce the impact of the pandemic by 73% (literacy) and 86% (numeracy).

In an education system, the curriculum must be dynamic and always subject to change and development, so that it can keep up with developments and challenges of the times. However, changes and development must be carried out systematically, directed, and not just change. Since Indonesia's independence in 1945, the national education curriculum has undergone many changes. Changes and improvements to this curriculum are made to keep up with developments and challenges of the times.

Tabel. 1. Curriculum Development in Indonesia

No	Curriculum Name	Year
1	Rencana Pelajaran	1947
2	Rencana Pelajaran Terurai	1952
3	Rencana Pendidikan	1964
4	Kurikulum 1968	1968
5	Kurikulum 1975	1975
6	Kurikulum CBSA	1984
7	Kurikulum 1994	1994
8	Suplemen Kurikulum 1999	1999
9	Kurikulumm KTSP	2006
10	Kurikulum K-13	2013
11	Kurikulum Darurat/Kondisi Khusus	2020
12	Kurikulum Prototipe	2021
13	Kurikulum Merdeka	2022

Source: Ministry of Education and Culture, 2022

Based on the table above, it can be seen that in the 3 years since 2020 there have been three curriculum changes in Indonesia. This is an implication and impact due to the spread of the Covid-19 Pandemic. The Covid-19 pandemic is capable of destroying the education system in Indonesia. The conditions of each region and each educational unit in Indonesia are different after the pandemic disruption, so an education system is needed that is centered on the needs and conditions of educational units in each region. This condition gave birth to a policy from the Ministry of Education and Culture, namely giving freedom to each educational unit to simplify the curriculum according to the needs of that educational unit. This curriculum is called the emergency curriculum (special conditions curriculum).

Due to the Covid-19 pandemic in 2021, the Ministry of Education and Culture launched a Prototype curriculum which will be used at the end of the 2021/2022 academic year, which is a continuation of the special period curriculum for the Covid-19 pandemic or emergency curriculum. for more than 2 years.

As the effectiveness of the curriculum in special conditions is proven, the importance of changing the design and implementation strategy of the curriculum in a more comprehensive manner is increasingly strengthened. In learning recovery, each

educational unit is given the freedom to determine the curriculum to be used. The Ministry of Education and Culture (2022) launched the Independent Curriculum as an alternative or optional curriculum for educational units. So there are 3 curricula that can be chosen by educational units, namely the 2013 Curriculum, the Emergency Curriculum (simplified 2013 curriculum), and the Merdeka Curriculum.

The Merdeka Curriculum (which was previously referred to as the prototype curriculum) was developed as a more flexible curriculum framework, while focusing on essential material and developing the character and competencies of students. The main characteristics of this curriculum that support learning recovery are 1) project-based learning for the development of soft skills and character according to the Pancasila student profile, 2) focus on essential material so that there is sufficient time for in-depth learning for basic competencies such as literacy and numeracy, and 3) flexibility for teachers to carry out differentiated learning according to students' abilities and make adjustments to local context and content.

The Independent Curriculum is not implemented simultaneously and massively, this is in accordance with the policy of the Ministry of Education, Culture, Research and Technology (Kemendikburistek) which provides freedom to educational units in implementing the curriculum. One of the programs that supports the Implementation of the Independent Curriculum (IKM) is the Center of Excellence Vocational High School (SMK-PK). In this program, the Ministry of Education Buristek provides support in the Implementation of the Independent Curriculum (IKM). From the SMK-PK program, good experience was gained in implementing the Independent Curriculum so that it became good practice and the learning content from IKM at SMK-PK was well identified and could become a lesson for other educational units.

Based on the main characteristics of the independent curriculum, teachers are required to have competence and other abilities in implementing the Independent Curriculum. One of the teacher competencies that really needs to be improved is teacher professional competency. According to Law No. 14 of 2005 concerning Teachers and Lecturers article 10 paragraph (1) teacher competence includes pedagogical competence, personality competence, social competence and professional competence. Professional competence is a teacher's ability to master learning material in a broad and in-depth manner which enables him to guide students in accordance with national education standards. Professional competency concerns the abilities, skills and basic skills of teaching staff that must be mastered in carrying out their duties as teachers. One of the scopes of teacher professional competence is mastery of subject curriculum material.

Teachers are professional educators whose main goal is to educate, teach, guide, direct, train and assess students (Supardi, 2016). Teachers must play an active role and position themselves as professionals in accordance with the growing demands of society. This means that teachers do not only transfer understanding, but more deeply in the meaning of trying to instill truth values, and become guides to achieve success in learning, although it is not uncommon for the results to be considered not optimal (Haudi, 2022: 119). Along with advances in information technology is developing rapidly, teachers no longer only act as presenters of information, but must also be able to act as facilitators, motivators and mentors who provide more opportunities for students to search for and process information themselves. This really needs to be done in order to realize student-centered learning in an effort to implement an independent curriculum.

Many factors can improve teacher professional competence. Previous research related to teacher professional competence is influenced by principal leadership factors, organizational culture, and infrastructure. Based on research conducted by Sri Hastuti, et al, (2021), it is known that partially the principal leadership variable has a positive and significant effect on teacher professional competence. Meanwhile, research conducted by

Masanah, et al (2019) states that organizational culture has a positive effect on teacher professional competence. The infrastructure and facilities influence teachers' professional competence based on research conducted by Lusia Tresnani, et al (2017).

One of the factors that influences teacher professional competence is the leadership of the school principal. Principal leadership is the ability and authority of the principal to influence and mobilize. Effective leadership is capable of empowering all the potential that exists in the school optimally so that teachers, staff and other employees feel involved in achieving the goals and objectives determined by the school (Priansa and Somad, 2014: 186). Meanwhile, according to Mulyasa (2013: 115), several aspects of school principal leadership as an effort to increase teacher professional competence are personality, knowledge, understanding of the school's vision and mission, ability to make decisions, and communication skills.

The role of the school principal as the highest leader certainly greatly influences the resolution of problems being faced by teachers, especially in participating in the driving teacher program as a learning leader in implementing the Merdeka curriculum. Wahyudi (2009:29) states that the creation of professional teacher competence in schools requires the support of the role of a competent school principal. Teachers' professional competence can be improved if school principals carry out their leadership in totality. In carrying out their duties as school leaders, school principals must have special tips for improving teacher competence so that teachers' professional competence increases significantly and has a positive impact on improving student learning outcomes.

When teachers carry out their daily duties and obligations, concerns often arise when dealing directly with various problems both with students as learning subjects and with fellow teachers. This concern is supported by school leaders, namely the principal. In this case, the school principal's support is (1) conducting socialization of the mobilizing teacher program, (2) facilitating prospective mobilizing teachers regarding strategies, targets and achievements that will be implemented in the school, (3) inviting all school members to supporting the mobilizing teacher program, and (4) opening opportunities for other teachers to follow in the footsteps of the mobilizing teacher in the next edition.

Apart from that, the leadership of school principals in improving teachers' professional competence can also be carried out through training in preparing teaching modules, implementing student-centered learning, directing teachers to take part in training to increase professional competence which is provided by many training institutions both offline and online. . The support and leadership role of the school principal will be a motivation for teachers to continue working and of course the teachers' worries will automatically disappear. Sallis in Syakir & Pardjono (2015) states that an important aspect of leadership in education is how to empower teachers and give them broad authority to improve student learning. This shows that the principal's leadership in empowering and giving authority to teachers will influence the teacher's professional competence. These statements are in line with the research results of Deni Wijayani (2017), Taufik Banani (2017), Rusneli, et al (2018), Sri Hastuti (2021), Haudi, et al (2022), which stated that the principal's leadership has a positive effect on competence. teacher professional. However, Syakir and Pardjono (2015) in their research stated that the principal's leadership did not have a positive effect on teacher competence.

Apart from the principal's leadership, another factor that can influence teacher professional competence is organizational culture. Organizational culture is a pattern of basic assumptions, values, beliefs, behavior that is firmly held, adhered to and developed continuously in various challenges and problems that arise in school organizations involving principals, teachers, school employees, students and parents of students. (Robbins in Purwo Cahyono, 2013:178). Organizational culture in schools is characterized by the existence of norms that contain standards of behavior for all school

members, both students and teachers. With regard to teacher behavior standards, they are closely related to the competency standards that teachers must have, which will support their performance, one of which is teacher professional competence. Teachers' commitment to improving their professional competence cannot be separated from the organizational culture in the school. Halpin and Croft in Alfian (2019) say that if a school has a positive and conducive organizational culture or work climate, teachers will feel more comfortable and have confidence and be happy; The teacher will not feel pressured and will focus on learning. In this case, with the support of a good organizational culture, teachers will be comfortable and confident in improving their competence in order to provide maximum learning to students.

According to McGregor in Robbins (2002), basically someone who is negative is given the name theory, responsibility for initiative, opportunity/opportunity to take initiative, encouragement to be aggressive, encouragement to be innovative, and courage to take risks form teachers to behave according to theory Y rather than theory X teachers to improve their professional competence. So organizational culture is one factor that can have a positive influence on teacher professional competence. This is in line with the research results of Purwo Cahyono (2013), Masanah, et al (2019), and Muchroji, et al (2021) which state that organizational culture has a positive effect on teacher professional competence.

Apart from these two factors, infrastructure is also a factor that can influence teacher professional competence. According to Minister of National Education Regulation Number 40 of 2008 concerning Facilities and Infrastructure Standards for SMK/MAK, facilities are learning equipment that can be moved, while infrastructure is the basic facilities for carrying out the functions of SMK/MAK. Infrastructure is a supporting factor that can contribute optimally to increasing teacher professional competence. As explained at the beginning, teacher professional competence is closely related to the entire learning process, including mastery of learning materials, mastery of competency standards and basic subject competencies, as well as developing learning materials. Meanwhile, according to Yamin (2010), several things that need to be developed to support learning include: 1) libraries, 2) facilities to support curriculum activities, and 3) infrastructure and facilities for extracurricular and mulok activities. This shows that infrastructure is a factor that can directly influence teachers' professional competence in learning. This opinion is also supported by the results of previous research conducted by Lusiana Tresnani, et al (2017), and Vitalia & Ichsan (2018) stating that infrastructure has an influence on increasing teacher professional competence.

SMK Negeri 1 Percut Sei Tuan Deli Serdang Regency is one of the schools participating in the Vocational Center of Excellence (SMK-PK) program. As one of the SMK-PK, this school is required to create learning leaders who implement independent learning through the implementation of the Independent Curriculum. Various efforts have been made since this school joined the Center of Excellence Vocational School program. One of the strategies carried out by school principals is to conduct outreach and workshops about innovative teachers as future learning leaders.

Regarding the organizational culture factor, SMK Negeri 1 Percut Sei Tuan has developed, preserved and passed on cultural values to teachers and students, including the character values contained in these cultural values. One example that can be seen directly is a poster affixed to the school wall which contains the words "20 Values of Noble Morals". The 20 moral values are honesty, never giving up, responsibility, sincerity, fairness, creativity, humility, positive thinking, hard work, compassion, independence, hard work, discipline, love of peace, polite, tolerance, self-confidence, control. emotional, and thrifty. Overall, these moral values cannot be separated from a teacher. These cultural

values reflect how a teacher who has professional competence is formed through habituation based on the organizational culture in the school.

Along with implementing these things, SMK Negeri 1 Percut Sei Tuan is also making improvements to all infrastructure including infrastructure which has an important role in supporting the realization of the Vocational School Center of Excellence. Based on the results of direct observations in the field, improvements to infrastructure were carried out by making improvements to several infrastructure facilities that were in poor condition.

Teacher professional competence is one of the important components that every SMK-PK teacher must have to successfully implement the Independent Curriculum. Based on the data obtained, teachers' professional competence in implementing the Independent Curriculum is still relatively low. The low professional competence of teachers cannot be separated from the leadership role of the school principal. This can be seen in the number of driving teachers at the school, as presented in the following table:

Table2. List of Driving Teachers at SMK Negeri 1 Percut Sei Tuan

No	Name of Driving Teacher	Force
1	Indah Hariyani Widiastuti	IV
2	Farida Hanum	IV
3	Winner Macson Pandiangan	IV
4	Hazmi Bobby Zuhdi Nasution	IV
5	Nani Indriani Rangkuti	IV
6	Dorista Silaban	VII

Source: Documentation of SMK Negeri 1 Percut Sei Tuan, 2022

Based on the table above, it is known that the number of driving teachers at SMK Negeri 1 Percut Sei Tuan since class IV is 6 people. As is known, the class of driving teachers at SMK-PK starts in class IV. This number is still very far from expectations considering that the number of teachers at SMK Negeri 1 Percut Sei Tuan is 150 people. The low number of mobilizing teachers is caused by the low leadership role of school principals in various ways, including (1) the low support of school principals for teachers' interest in becoming mobilizing teachers; (2) lack of motivation from the school principal; (3) minimal socialization of driving teachers by school principals; (4) low time management for teachers to take part in the teacher mobilization program; and (5) the lack of training to improve teacher professional competence. If this is left unchecked, the Center for Excellence Vocational School program that has been participated in will seem in vain because it will have the same normal impact as before.

Based on the results of observations in the field, it is indicated that there are still many teachers who have not fully considered their work as a profession. Even teachers who are certified have not carried out their duties professionally and seriously. This can be seen in the field of daily teaching tasks where there are still teachers who teach with inadequate abilities, preparation for learning that is not optimal, mastery of teaching materials is still lacking, selection and use of learning methods are not varied, less optimal in stimulating and motivating students to be actively involved in learning, implementing learning that is still teacher-centered, as well as low ability to use Information Technology in the learning process. Some of these facts are important elements that must be improved for the successful implementation of the Independent Curriculum.

Apart from being a driving teacher, teachers' professional competence in implementing the independent curriculum is also marked by the teacher's ability to prepare teaching modules as a form of learning planning. Teachers can develop teaching modules according to students' learning needs, or modify them according to regional

characteristics, teaching units and students. Teachers who use teaching modules no longer need to prepare a Learning Implementation Plan (RPP). However, teachers who are not yet able to compile or develop teaching modules may use RPP. In this case, teachers are required to better master the material, structure, concepts and scientific mindset, master competency standards and basic competencies, develop learning materials, and utilize information technology to be able to compose or develop teaching modules. These demands are part of and indicators of teacher professional competence.

Tabel 3. Conditions of Learning Planning at SMK Negeri 1 Percut Sei Tuan

No	Perencanaan Pembelajaran	Jumlah	Persentase
1	Modul Ajar	65	43.3%
2	RPP	85	56.7%
Jumlah		150	100%

Source: Documentation of SMK Negeri 1 Percut Sei Tuan, 2022

Based on table 1.3. above, it is known that the number of teachers who use teaching modules at SMK Negeri 1 Percut Sei Tuan is 65 people (43.3%), while the number of teachers who still use RPP is 85 people (56.7%) This shows that the professional competence of teachers in implementing the independent curriculum at SMK Negeri 1 Percut Sei Tuan is still very low. The minimal leadership role of school principals in providing training in preparing teaching modules is one of the causes of the low ability of teachers in compiling and modifying teaching modules.

Apart from the principal's leadership factor, organizational culture at SMK Negeri 1 Percut Sei Tuan is also a factor that can influence teachers' professional competence. Based on the results of interviews conducted with several teachers who did not pass the driving teacher selection, the majority of teachers focused more on activities which were the implications of educational regulations which had always been updated in the last 2 years. This causes teachers to tend to ignore the organizational culture that has been implemented well. Several phenomena found related to the low implementation of organizational culture by teachers include (1) the tendency for teachers to be unable to view time in a meaningful way, this is caused by the large number of virtual workshops and webinars scheduled so that teachers are overwhelmed with dividing their time; (2) the tendency of teachers to violate school regulations which is indicated by being late in arriving at school or class; (3) Teachers' confidence in student achievement is increasingly fading following the education system which has not fully recovered after the disruption of the Covid-19 pandemic. These tendencies will slowly but surely produce teachers who do not have professional competence if viewed from the aspect of organizational culture, which will certainly influence the learning process and impact the quality of the graduates produced.

Apart from the principal's leadership and organizational culture, infrastructure is one of the factors that can improve teacher professional competence. Based on the results of observations carried out, it was found that several facilities and infrastructure were in poor condition, such as bathrooms that were not clean, workshop equipment that was not neatly arranged, some infrastructure in laboratory rooms was inadequate, supporting infrastructure in several electrical network engineering workshops was still lacking. , the practical equipment in the Machining Engineering section is in poor condition, the Wi-Fi network often experiences problems, and some damage to sports equipment.

RESEARCH METHODS

Types of research

The research method used is a descriptive method with a quantitative approach. This descriptive method involves collecting data to test hypotheses or answer questions about people's opinions on an issue or topic.

Place and time of research

This research was carried out at SMK Negeri 1 Percut Sei Tuan Deli Serdang Regency which is located at Jl. Pond No.3, Kenangan Baru, Kec. Percut Sei Tuan, Deli Serdang Regency. This research will be carried out for 5 months starting from October 2022 to September 2023.

Research Population and Sample

The population in this study is a limited population, namely the total number of teachers who have ASN status at SMK Negeri 1 Percut Sei Tuan Deli Serdang Regency is 150. The sample in the study was rounded up to 109 people, namely teachers who have civil servant status at SMK Negeri 1 Percut Sei Tuan.

Data collection technique

Data collection carried out in this research used instrument techniques (questionnaires). By using 1) Instrument Test; 2) Classic Assumption Test; 3) Multiple region analysis.

DISCUSSION AND RESEARCH RESULTS

1. The Influence of Principal Leadership on Teacher Professional Competence

Based on the results of research conducted on teachers at SMK Negeri 1 Percut Sei Tuan, a sample of 109 people was taken through a questionnaire consisting of 30 statement items for teacher professional competence and 25 statement items for principal leadership, showing that principal leadership has a positive effect on professional competence. teacher at SMK Negeri 1 Percut Sei Tuan.

Based on the results of the hypothesis test analysis that has been carried out, the significance value (Sig) of the principal's leadership variable (X1) is 0.000, which means $< \text{probability } 0.05$ or $0.000 < 0.05$, which means that H_a is accepted and H_0 is rejected. So it can be concluded that there is an influence between the principal's leadership variables on the professional competence of Percut Sei Tuan State Vocational School teachers. The magnitude of the influence of the principal's leadership on the professional competence of teachers is 44.3% and the remaining 55.7% is determined by other factors.

The research results have a trend value of 44%, indicating that the better the principal's leadership, the more teacher professional competence will increase. However, on the other hand, if the principal's leadership does not match expectations, the teacher's professional competence will decrease. Other factors that influence the principal's leadership on teacher professional competence are aspects of personality, knowledge, understanding of the school's vision and mission, decision-making ability, and communication skills which are implied by the principal in carrying out his leadership duties at SMK Negeri 1 Percut Sei Tuan.

In line with this, Priansa and Somad (2014: 186) state that the principal's leadership is the ability and authority of the principal to influence, mobilize and empower all potential in the school optimally so that teachers, staff and other employees feel involved in achievement of goals and objectives determined by the school.

These results support the theory of Mulyasa (2013: 115) which states that "several aspects of school principal leadership as an effort to increase teacher professional

competence are personality, knowledge, understanding of the school's vision and mission, ability to make decisions, and communication skills".

The results of this research are in line with research by Deni Wijayani (2017), Taufik Banani (2017), Rusneli, et al (2018), Sri Hastuti (2021), Haudi, et al (2022), which states that school principal leadership has a positive effect on teacher professional competence.

2. The Influence of Organizational Culture on Teachers' Professional Competence

Based on the results of research conducted on teachers at SMK Negeri 1 Percut Sei Tuan, a sample of 109 people was taken through a questionnaire consisting of 30 statement items for teacher professional competence and 20 statement items for organizational culture, showing that organizational culture has a positive effect on vocational school teacher professional competence. Negeri 1 Percut Sei Tuan.

Based on the results of the hypothesis test analysis that has been carried out, the significance value (Sig) of the organizational culture variable (X2) is 0.000, which means $< \text{probability } 0.05$ or $0.00 < 0.05$, which means that H_a is accepted and H_0 is rejected. So it can be concluded that there is an influence between organizational culture variables on the professional competence of teachers at SMK Negeri 1 Percut Sei Tuan. The magnitude of the influence of organizational culture on teacher professional competence is 70.9% and the remaining 29.1% is determined by other factors.

The research results of a trend value of 70.9% show that if the organizational culture is good, the teacher's professional competence will increase and conversely, the worse the implementation of organizational culture, the teacher's professional competence will decrease. This proves that a positive and conducive organizational culture or work climate means teachers will feel more comfortable and have confidence and be happy; Teachers will not feel pressured and will focus on learning which will certainly motivate teachers to further improve their professional competence.

Other factors that support organizational culture towards professional competence amounting to 29.1% are Innovative and daring to take risks, attention to detail, people-oriented, results-oriented, team-oriented, aggressiveness, and maintaining and maintaining work stability are indicators in organizational culture that can improve teacher professional competence.

These results support the theory which states that organizational culture is a pattern of basic assumptions, values, beliefs, behavior that is firmly held, adhered to and developed continuously in various challenges and problems that arise in school organizations involving principals, teachers, employees. schools, students and parents (Robbins in Purwo Cahyono, 2013: 178).

In line with this, Halpin and Croft in Alfian (2019) say that if a school has a positive and conducive organizational culture or work climate, teachers will feel more comfortable and confident and happy; The teacher will not feel pressured and will focus on learning. In this case, with the support of a good organizational culture, teachers will be comfortable and confident in improving their competence in order to provide maximum learning to students.

The results of this research are in line with research by Purwo Cahyono (2013), Masanah, et al (2019), and Muchroji, et al (2021) which states that organizational culture has a positive effect on teacher professional competence.

3. The Influence of Infrastructure on Teacher Professional Competence

Based on the results of research conducted on teachers at SMK 1 Percut Sei Tuan, a sample of 109 people was taken through a questionnaire consisting of 30 statement items for teacher professional competence and 18 statement items for infrastructure, showing that the professionalism of teachers at SMK Negeri 1 Percut Sei Tuan is complete. positive influence. Based on the results of the hypothesis test analysis that has

been carried out, the significance value (Sig) of the infrastructure variable (X3) is 0.000, which means <0.05 probability or $0.000 < 0.05$, which means that H_a is accepted and H_0 is rejected. So it can be concluded that there is an influence between the infrastructure variables on the professional competence of teachers at SMK Negeri 1 Percut Sei Tuan. The magnitude of the influence of infrastructure on teacher professional competence is 38.7% and the remaining 61.3% is determined by other factors.

The research results show that the trend value is 38.7% which influences infrastructure on teacher professional competence. with the complete condition of educational infrastructure, teacher professional competence will increase, and conversely, if the condition of educational infrastructure is not good and incomplete, the increase in teacher professional competence will be hampered and will decrease. This is the turning point in the evaluation of infrastructure towards increasing teacher professional competence. namely in the aspects of school building arrangement, quantity and quality of classrooms, functioning of the library, functioning of classroom and laboratory facilities, availability of textbooks, and optimization of media/tools.

External factors that influence 61.3% are communication between students and teachers, the level of concern between the principal and teachers, communication formed between teachers and teachers. This shows that external factors from the infrastructure at the level of SMK Negeri 1 Percut Sei Tuan are also supporting factors in teachers' professional competency efforts.

These results support the theory of Yamin (2010) which states that several things need to be developed to support learning, including: 1) libraries, 2) facilities to support curriculum activities, and 3) infrastructure and facilities for extracurricular and mulok activities. This shows that infrastructure is a factor that can directly influence teachers' professional competence in learning.

The results of this research are in line with the research results of Lusia Tresnani, et al (2017), and Vitalia & Ichsan (2018) stating that infrastructure has an influence on increasing teacher professional competence.

4. The Influence of Principal Leadership, Organizational Culture and Infrastructure on Teacher Professional Competence

Based on the results of research conducted on teachers at SMK Negeri 1 Percut Sei Tuan, a sample of 109 people from elementary schools was taken through a questionnaire, showing that the principal's leadership (X1), organizational culture (X2), and infrastructure (X3) have a positive effect on professional competence. teacher at SMK Negeri 1 Percut Sei Tuan. Based on the results of the hypothesis test analysis in the F test, a significance value (Sig.) was obtained of 0.000, which means $<$ probability 0.05 or $0.000 < 0.05$ and the calculated F value was 117.588. By comparing F_{count} and F_{table} at a significance level of 5%, the F_{table} value is 2.69.

So it can be concluded that the value of $F_{count} > F_{table}$ is $117,588 > 2.69$, which means H_a is accepted and H_0 is rejected. So it can be concluded that the principal leadership variables (X1), organizational culture (X2), infrastructure (X3) simultaneously (together) have a significant influence on the teacher professional competency variable. The influence of the principal's leadership (X1), organizational culture (X2), and infrastructure (X3) together on teacher professional competence is 77.1% and the remaining 20.9% is influenced by other factors.

The results of this research show that the principal's leadership (X1), organizational culture (X2), and infrastructure (X3) have a joint influence on teacher professional competence. It can be concluded that if the principal's leadership (X1), organizational culture (X2), and infrastructure (X3) together get better and continue to develop, the professional competence of teachers in the school will be able to improve even better.

CONCLUSION

Based on data analysis and research results regarding the influence of school principal leadership, organizational culture, and infrastructure on teacher professional competence, several conclusions that can be made are as follows:

1. The results of the hypothesis test analysis that has been carried out show that the significance value (Sig) of the principal leadership variable (X1) is 0.000, which means $< \text{probability } 0.05$ or $0.000 < 0.05$, which means that H_a is accepted and H_0 is rejected. So it can be concluded that there is an influence between the principal's leadership variables on the professional competence of teachers at SMK Negeri 1 Percut Sei Tuan. The magnitude of the influence of the principal's leadership on the professional competence of teachers is 44.3% and the remaining 55.7% is determined by other factors.
2. The results of the hypothesis testing analysis that has been carried out show that the significance value (Sig) of the organizational culture variable (X2) is 0.000, which means $< \text{probability } 0.05$ or $0.00 < 0.05$, which means that H_a is accepted and H_0 is rejected. So it can be concluded that there is an influence between organizational culture variables on the professional competence of teachers at SMK Negeri 1 Percut Sei Tuan. The magnitude of the influence of organizational culture on teacher professional competence is 70.9% and the remaining 29.1% is determined by other factors.
3. The results of the hypothesis test analysis that has been carried out show that the significance value (Sig) of the infrastructure variable (X3) is 0.000, which means $< \text{probability } 0.05$ or $0.000 < 0.05$, which means that H_a is accepted and H_0 is rejected. So it can be concluded that there is an influence between the infrastructure variables on the professional competence of teachers at SMK Negeri 1 Percut Sei Tuan. The magnitude of the influence of infrastructure on teacher professional competence is 38.7% and the remaining 61.3% is determined by other factors.
4. The results of the hypothesis test analysis in the F test obtained a significance value (Sig.) of 0.000, which means $< \text{probability } 0.05$ or $0.000 < 0.05$ and the calculated F value was 117.588. By comparing F_{count} and F_{table} at a significance level of 5%, the F_{table} value is 2.69. So it can be concluded that the value of $F_{\text{count}} > F_{\text{table}}$ is $117,588 > 2.69$, which means H_a is accepted and H_0 is rejected. So it can be concluded that the principal leadership variables (X1), organizational culture (X2), infrastructure (X3) simultaneously (together) have a significant influence on the teacher professional competency variable. The influence of the principal's leadership (X1), organizational culture (X2), and infrastructure (X3) together on teacher professional competence is 77.1% and the remaining 20.9% is influenced by other factors.

REFERENCES

- Arikunto, S. 2013. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta
- Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*, edisi revisi VI, Cetakan ke 13. Jakarta : PT. Asdi Mahasatya
- Armansyah, Kiki. 2018. *Hubungan Sarana Prasarana dan Caring Perawat Terhadap Tingkat Kepuasan Pasien pada Ruang Rawat Inap. Skripsi. Universitas Muhammadiyah Purwokerto.*
- Azwar, S. 2012. *Reliabilitas dan Validitas*. Yogyakarta: Pustaka Pelajar

- Bafadal, Ibrahim. 2014. *Pengelolaan Perpustakaan Sekolah*, Jakarta: Bumi Aksara.
- Banani, Muhammad Taufik. 2017. *Pengaruh Kepemimpinan Kepala Sekolah terhadap Kompetensi Guru dalam Mewujudkan Efektivitas Pembelajaran*. Jurnal pendidikan Universitas Garut, 11(01) : 67-76
- Cahyono, Purwo. 2013. *Pengaruh Budaya Organisasi Dan Status Sosial Ekonomi Terhadap Kompetensi Profesional Guru di SMA Negeri 13 Surabaya*. Jurnal Ekonomi Pendidikan dan Kewirausahaan, 1(2) : 177-188
- Effendi, Usman. 2014. *Asas Manajemen*. Jakarta: Rajawali Pers
- Effendy, Onong Uchjana. 2015. *Ilmu, Komunikasi Teori dan Praktek Komunikasi*. Bandung: PT. Citra Aditia Bakti
- Ghozali. 2016. *Aplikasi Analisis Multivariate Dengan Program IBM SPSS*. Semarang: Badan Penerbit Universitas Diponegoro
- Handayani, Ririn. 2020. *Metodologi Penelitian Sosial*. Yogyakarta : Trussmedia Grafika
- Hastuti, Sri, Bukman Lian, dan Mahasir. 2021. *Pengaruh Kepemimpinan Kepala Sekolah Dan Karakter Guru Terhadap Kompetensi Profesional Guru*. Prosiding Seminar Nasional Universitas PGRI Palembang.
- Haudi, Haudi, Happy Fitria, dan Achmad Wahidy. 2022. *Pengaruh kepemimpinan kepala sekolah dan disiplin kerja terhadap kompetensi profesional guru*. Jurnal Penelitian Guru Indonesi, 7(1) : 118-123.
- Hosnan. 2022. *Kompetensi Profesional Guru. Dalam <https://Naikpangkat.Com/Begini-Kompetensi-Guru-46abad-21-Dalam-Implementasi-Pembelajaran-Kurikulum-merdeka/3/>* . (Diakses tanggal 22 November 2022)
- Husein, Umar. 2011. *Metode Penelitian untuk Skripsi dan Tesis Bisnis*, Edisi. Kedua. Jakarta : PT. Raja Grafindo Persada
- Kemendiknas. 2002. *Keputusan Menteri Pendidikan Nasional No. 045/U/2002 tentang Kurikulum Inti Pendidikan Tinggi*. Jakarta.
- Kemendiknas. 2008. *Permendiknas Nomor 40 Tahun 2008 tentang Standar Sarana dan Prasarana untuk SMK/MAK*. Jakarta
- Kuswaeri, Iwa. 2016. *Kepemimpinan Transformasional Kepala Sekolah*. Jurnal Tarbawi, 2(02) : 1-13
- Leslie Jones. School Culture. <http://marylandlearninglinks.org/1035>. (diakses tanggal 14 November 2022)
- Masanah, Sunandar & Nurkolis. 2019. *Pengaruh Budaya Organisasi dan Motivasi Berprestasi Terhadap Kompetensi Profesional Guru Sekolah Dasar Negeri di Kecamatan Bonang Kabupaten Demak*. Jurnal Manajemen Pendidikan, 8(3) : 362-377
- Michael, Tomy. 2017. *Manajemen Sumber Daya Manusia (Edisi Revisi)*. Surabaya: CV. R.A.De.Rozarie
- Minarti, Sri. 2016. *Manajemen Sekolah*. Jogjakarta: Ar-Ruzz Media
- Muchroji, Rasiman & Abdullah, Ghufon. 2021. *Pengaruh Motivasi Kerja Guru Dan Budaya Organisasi Sekolah Terhadap Kompetensi Profesional Guru Sekolah*

- Dasar Negeri Di Kecamatan Tegal Selatan Kota Tegal. Jurnal Manajemen Pendidikan, 10(2) : 243-260.*
- Mulyadi, D. 2015. *Perilaku Organisasi dan Kepemimpinan Pelayanan*. Bandung: Alfabeta
- Mulyasa. 2013. *Pengembangan dan Implentasi Pemikiran Kurikulum*. Bandung : Rosdakarya
- Mulyasa. E. 2012. *Manajemen dan Kepemimpinan Kepala Sekolah*. Jakarta: Bumi Aksara
- Mustaghfiroh, Siti. 2020. *Konsep “Merdeka Belajar” Perspektif Aliran Progresivisme John Dewey*, Jurnal Studi Guru dan Pembelajaran, 3(1) : 141-147
- Mustari, Muhamad. 2014. *Manajemen Pendidikan*. Jakarta: Raja Grafindo Persada
- Pengalaman Kerja Terhadap Kompetensi Profesional Guru. Jurnal Manajemen Mutu Pendidikan, 5(2) : 1-13
- Nirwana, D. P. 2020. *Perbedaan Kematangan Karir Ditinjau dari Jenis Kelamin*. Character: Jurnal Penelitian Psikologi, 7(04), 161-166.
- Peraturan Pemerintah Republik Indonesia No. 19 Tahun 2005 tentang Standar Nasional Pendidikan
- Permendiknas No. 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru
- Priansa, Donni Juni, Rismi Somad. 2014. *Manajemen Supervisi dan. Kepemimpinan Kepala Sekolah*. Bandung: Penerbit Alfa Beta.
- Robbins, Stephen P & Judge, Timothy A. 2013. *Organizational Behavior Edition*. 15. New Jersey: Pearson Education
- Rusneli, Sumadi, dan Dedy Hermanto Karwan. 2018. *Pengaruh Kepemimpinan Kepala Sekolah Disiplin Kerja Dan Konsep Diri Terhadap Kompetensi Profesional Guru*. Jurnal Manajemen Mutu Pendidikan, 6(1) : 1-14
- Safrudin, Vitalia Rahmawati & Ansory Ichsan. 2018. *Upaya Meningkatkan Kompetensi Profesional Guru di SMP Muhammadiyah Waipare Kabupaten Sikka*. Jurnal Kebijakan dan Pengembangan Pendidikan, 6(2) : 175-186.
- Shulhan, Muwahid. 2013. *Model Kepemimpinan Kepala Madrasah Dalam Meningkatkan Kinerja Guru*. Yogyakarta: Teras
- Sugiyono. 2013. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sugiyono. 2015. *Metode Penelitian Kombinasi (Mix Methods)*. Bandung: Alfabeta
- Sujarweni, V. Wiratna. 2015. *Metodologi Penelitian Bisnis dan Ekonomi*. Yogyakarta: Pustaka Baru Press
- Supardi. 2016. *Kinerja Guru*. Jakarta: Rajawali Pers.
- Susanto, Heri. 2020. *Profesi Keguruan. Banjarmasin* : Universitas Lambung Mangkurat
- Suyanto, dan Asep Jihad. 2013. *Menjadi Guru Profesional, Strategi meningkatkan. Kualifikasi dan Kualitas Guru di Era Global*. Jakarta : Esensi Erlangga
- Timotius Duha. 2014. *Perilaku Organisasi*. Yogyakarta: CV Budi Utama

- Torang, Syamsir. 2014. *Organisasi dan Manajemen (Perilaku, Struktur, Budaya, dan Perubahan Organisasi)*. Bandung: Alfabeta
- Tresnani, Lusiana, Sumadi, dan Dedy H Karwan. 2017. *Pengaruh Budaya Kerja, Sarana dan Prasarana Pengalaman Kerja Terhadap Kompetensi Profesional Guru*. *Jurnal Manajemen Mutu Pendidikan*, 5(02) : 1-13
- Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru dan Dosen
- Usman, Moh. Uzer. 2013. *Menjadi Guru Profesional*. Bandung: PT. Remaja. Rosdakarya
- Wibowo. 2016. *Manajemen Kinerja*. Jakarta: Rajawali Pers
- Wijayani, Deni. 2017. *Pengaruh Kepemimpinan Kepala Sekolah dan Etika Profesi Guru Terhadap Kompetensi Profesional Guru untuk Mewujudkan Mutu Pembelajaran*. *Jurnal Khazanah Akademia*, 01(01) : 9-21
- Zubaidah, Siti. (2015). *Pengaruh Budaya Sekolah dan Motivasi Kerja Guru Terhadap Mutu Pendidikan di SMKN 1 Pabelan*. *Prosiding Seminar Nasional Pendidikan*, 177-184.