

The Influence Of School Principals' Managerial Competence, Teachers' pedagogical Competence, And School Culture On The Quality Of Education

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Abstract: This study examines the influence of school principals' managerial competence, teachers' pedagogical competence, and school culture on the quality of education at SMP Negeri Sub Rayon 01, Jepara Regency. The approach used in this study is quantitative with a descriptive correlational design. Data were collected through questionnaires completed by 168 teachers, and data analysis was conducted using simple and multiple linear regression. The study results show that the managerial competence of school principals significantly influences the quality of education, accounting for 64.2%, with a strong influence category. Teachers' pedagogical competence affects the quality of education by 66.2%, also within the strong influence category. School culture affects the quality of education by 52.1%, with a moderate influence category.

Additionally, these three variables simultaneously influence the quality of education by 62.7%, indicating a significant contribution from all three in improving the quality of education. These findings suggest that strengthening the competence of school principals, teachers' pedagogical competence, and school culture is crucial in creating a quality educational environment. Therefore, there is a need for integrated policies and development programs to improve these three aspects to achieve optimal educational quality.

Keywords: School Principals' Managerial Competence, Teachers' Pedagogical Competence, School Culture, Quality Of Education.

Introduction

Education is a key pillar in national development and a significant factor in determining the quality of human resources and the progress of a nation. As mandated in the Indonesian National Education System Law No. 20 of 2003, education aims to develop students' potential to become individuals who are faithful and devout to God Almighty, virtuous, healthy, knowledgeable, capable, creative, independent, and democratic citizens who are responsible. Quality education is crucial for improving

individuals' quality of life, which can contribute positively to the nation¹. The quality of education is heavily influenced by the management of educational resources, which includes educational management, teacher competence, and the school environment. Quality education is measured by exam results or graduation rates and the quality of planning, implementation, and evaluation carried out by educational institutions. Tjandra² reveals that the quality of education includes input, process, output, and outcome as part of the educational system evaluation. In this context, the importance of the managerial competence of school principals, the pedagogical competence of teachers, and school culture are key elements that mutually influence the improvement of educational quality.

The managerial competence of school principals is a critical factor in achieving the established educational goals. Principals are central in planning, organizing, motivating, and supervising all school activities to achieve the desired outcomes³. Good managerial competence can lead to more effective planning, optimal resource management, and better educational outcomes. Research by Harahap & Rusdinal⁴, and May et al.⁵ shows that the managerial competence of school principals greatly influences the quality of school education.

In addition to principals, teachers also play a crucial role in improving educational quality. Teachers' pedagogical competence includes managing a student-centred learning process, curriculum development, and learning outcome evaluation⁶. A teacher with strong pedagogical competence can organize learning materials effectively and improve the teaching and learning process with varied and

¹ Aminatul, Zahro. *Total Quality Management Teori & Praktik Manajemen Untuk Mendongkrak Mutu Pendidikan*. Yogyakarta. Ar-Ruzz Media, 2014

² Tjandra, A. *Evaluasi Sistem Pendidikan di Indonesia*. Penerbit Insan Cendekia, 2015

³ Wahjosumidjo. *Kepemimpinan Kepala Sekolah: Tinjauan Teoritik dan Permasalahannya*. Raja Grafindo Persada, 2013.

⁴ Harahap, F., and R. Rusdinal. "The Influence of Principal Managerial Competency toward Teachers Productivity with Mediation of Organizational Citizenship Behavior and Interpersonal Communication." *45(16)*, 2017, pp. 290–299,

⁵ May, L. F., et al. "The Influence of Principal Managerial Competence on Teacher Performance at Schools in Bandar Lampung." *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, vol. 5, no. 1, 2020, pp. 121–130

⁶ Ifrianti, Syofnidah. "Membangun Kompetensi Pedagogik dan Keterampilan Dasar Mengajar Bagi Mahasiswa Melalui Lesson Study." *Jurnal Pendidikan Dasar*, vol. 5, no. 1, 2018.

comprehensive methods. Research by Kustanti⁷ indicates that pedagogical competence positively affects educational quality, where teachers with good pedagogical competence can deliver material effectively and engage students' interest.

In addition to the managerial competence of school principals and teachers' pedagogical competence, school culture also plays a significant role in creating a conducive learning environment. A positive school culture can improve the quality of interactions between students and teachers and create a climate that supports learning. Sukandari⁸ explains that school culture encompasses the values and behaviours applied in everyday life at school. A positive culture can enhance students' learning motivation and create a comfortable academic and non-academic development atmosphere. However, an unhealthy school culture can hinder students' development and reduce the quality of education.

Based on data from the 2024 education report card of SMP Negeri Sub Rayon 01, Jepara Regency, the education process and output indicators are generally good, but some still need improvement. Overall, student literacy achievement reached 79.51 and numeracy 74.57, but indicators of student character and the quality of teaching were still in the lower average scores (54.97 and 61.49). This data indicates the need for greater attention to deeper aspects of teaching and student character development. Observations also indicate a need to improve teachers' pedagogical competence in applying more diverse teaching methods and strengthen school culture that supports improving teaching quality. Principal performance evaluations show that principals' managerial competence is already quite good, though supervision still requires improvement. The improvement of educational quality at SMP Negeri Sub Rayon 01, Jepara Regency, depends on the managerial competence of the principal and teachers' pedagogical competence and on strengthening the school culture. The synergy between these three elements is essential in creating a conducive educational climate and producing quality graduates.

Literature Review

Quality education is a key pillar in improving human resources to

⁷ Kustanti, R. "Pengaruh Kompetensi Pedagogik terhadap Kualitas Pendidikan di Sekolah Dasar." *Jurnal Pendidikan dan Pembelajaran*, vol. 23, no. 2, 2024, pp. 44-50.

⁸ Sukandari. "Peranan Budaya Sekolah dalam Meningkatkan Mutu Pendidikan." *Jurnal Exponential*, vol. 1, no. 1, 2020, pp. 75-86, <https://journal.upy.ac.id/index.php/PLB>.

compete internationally. According to Aminatul⁹, the quality of education refers to the ability of educational institutions to manage existing resources to maximize students' learning potential. In a broader sense, the quality of education encompasses effective management aimed at producing graduates with high academic and non-academic competencies¹⁰. Herawan¹¹ also mentions that the quality of education is the degree of excellence in the effective and efficient management of education to achieve excellence in academic and extracurricular aspects. As stated by Arbangi¹², the quality of education also includes the outcomes achieved by educational institutions in preparing students to adapt to changing times. Quality education integrates input, process, and output, which must be carried out, planned, and structured to achieve the desired objectives¹³. In line with this, Surya¹⁴ states that the quality of education means the process and results of education according to specific criteria and standards set within the national education system. Supardi¹⁵ identifies the dimensions of educational quality, which include three main components: input, process, and output. Input refers to the factors required for the educational process, such as teacher qualifications, school facilities, and other supporting resources. The educational process is the interaction between school resources that creates a conducive and effective learning situation. Educational output is measured by school performance, which can be seen in student achievement and the attainment of learning objectives. Mulyasa¹⁶ also mentions that indicators of educational success can be seen from the achievements students obtain in terms of knowledge, skills, and character developed through the educational process. The output

⁹ Aminatul, Zahro, 2014. *Total Quality Management Teori & Praktik Manajemen Untuk Mendongkrak Mutu Pendidikan*.

¹⁰ Kurniawan, A., and Rahman, F. "Pengelolaan Sumber Daya Pendidikan untuk Meningkatkan Kompetensi Akademik dan Non-Akademik Siswa." *Jurnal Pendidikan Indonesia*, vol. 56, no. 3, 2021

¹¹ Herawan, D. "Mutu Pendidikan: Derajat Keunggulan dalam Pengelolaan Pendidikan yang Efektif dan Efisien." *Jurnal Manajemen Pendidikan*, vol. 34, no. 4, 2024,

¹² Arbangi, Dakir, and Umiarso. *Manajemen Mutu Pendidikan*. Prenadamedia Group, 2018.

¹³ Mujamil, R. "Penggabungan Input, Proses, dan Output dalam Pendidikan Berkualitas." *Jurnal Manajemen Pendidikan*, vol. 23, no. 3, 2017

¹⁴ Surya, S. "Mutu Pendidikan dalam Sistem Pendidikan Nasional." *Jurnal Pendidikan Nasional*, vol. 10, no. 2, 2016

¹⁵ Supardi, S. "Dimensi Mutu Pendidikan: Input, Proses, dan Output." *Jurnal Manajemen Pendidikan*, vol. 22, no. 1, 2020,

¹⁶ Mulyasa, E. *Standar Kompetensi dan Sertifikasi Guru*. Remaja Rosdakarya, 2019.

dimension, which includes the quality of learning outcomes and student achievements, is key in determining a school's educational quality level.

School principals' managerial competence is crucial in improving educational quality. As educational managers, principals are responsible for ensuring educational goals are achieved. According to Sagala¹⁷, the managerial competence of school principals includes the knowledge, skills, and attitudes required to perform effectively as education managers. This consists of the ability to plan, organize, direct, and supervise all school activities¹⁸. The managerial competence of school principals can be a driving factor in optimizing teacher and staff performance and improving the quality of learning. The managerial competence of principals includes aspects such as the development of the school's vision, strategic planning, resource management, and oversight of the implementation of educational policies at the school¹⁹. A principal with strong managerial competence can create a conducive and effective learning environment and motivate teachers and staff to achieve optimal educational goals. The managerial competence of school principals covers several critical dimensions in managing schools. Donni and Rismi²⁰ state that principals must be able to plan, organize, lead, and supervise all school activities. This includes managing human resources, facilities and infrastructure, and the school and community relationships. Iskandar²¹ adds that principals' skills in policy design, resource management, and staff leadership are key to realizing the school's vision and mission.

Pedagogical competence is a skill that teachers must have in managing the learning process, designing learning activities, and evaluating student learning outcomes. According to Wijaya²², pedagogical competence includes understanding learning theory, developing and implementing learning skills, and assessing learning

¹⁷ Sagala, S. *Kemampuan Profesional Guru dan Tenaga Kependidikan*. Alfabeta, 2019.

¹⁸ Rahmi, S. *Kepala Sekolah dan Guru Profesional*, Banda Aceh: Lembaga Naskah Aceh dan Pascasarjana UIN Ar-Raniry, 2018

¹⁹ Gunawan, A. "Pengelolaan Sumber Daya dan Pengawasan Kebijakan Pendidikan oleh Kepala Sekolah." *Jurnal Manajemen Pendidikan*, vol. 13, no. 2, 2016

²⁰ Donni Juni Priansa, and Rismi Somad. *Manajemen Supervisi Dan Kepemimpinan Kepala Sekolah*. Alfabeta, 2014, pp. 58-62.

²¹ Iskandar, H. "Keterampilan Kepala Sekolah dalam Merancang Kebijakan dan Memimpin Staf." *Jurnal Pendidikan dan Kepemimpinan*, vol. 11, no. 3, 2017, pp. 90-93

²² Wijaya, D. "Kompetensi Pedagogik Guru dalam Mengelola Pembelajaran." *Jurnal Pendidikan Dasar*, vol. 25, no. 9, 2023

outcomes. This competence is vital for teachers to achieve educational goals and enhance the quality of the learning process in the classroom. Mulyasa²³ explains that teachers' pedagogical competence consists of lesson planning, lesson implementation, and learning evaluation. Teachers with good pedagogical competence can design practical lessons, conduct meaningful learning interactions, and evaluate how well learning objectives have been achieved. Ramayulis²⁴ also states that pedagogical competence includes teachers' ability to understand student characteristics, design and implement effective learning, and systematically evaluate student learning outcomes. This competence also involves the development of students' academic and non-academic potential.

School culture is a system of values, norms, and behaviours that all community members accept and practice. This culture shapes the identity and character of the school and creates an atmosphere that supports the learning process. Suhadisiwi²⁵ states that school culture serves to improve the quality of education because it can influence the behaviour and interactions among school members during the learning process. Purnomo²⁶ also emphasizes that school culture reflects the values that guide behaviour and serve as solutions to problems faced by school members. Rusdiana²⁷ identifies the dimensions of school culture, which include individual autonomy, organizational structure, support, identity, and appreciation for performance. Darmawan²⁸ adds that school culture also includes religious, disciplinary, hardworking, and creative dimensions essential in creating a school environment that supports quality learning.

Research Methods

This study uses a quantitative approach to test theories related to

²³ Mulyasa, E. "Kompetensi Pedagogik Guru: Perencanaan, Pelaksanaan, dan Evaluasi Pembelajaran." *Jurnal Pendidikan dan Pengajaran*, vol. 18, no. 5, 2013

²⁴ Ramayulis. *Profesi dan Etika Keguruan*. Kalam Mulia, 2013

²⁵ Suhadisiwi, Indari. *Panduan Praktis Implementasi Penguatan Pendidikan Karakter (PPK) Berbasis Budaya Sekolah*. Pusat Analisis dan Sinkronisasi Kebijakan (PASKA), 2018.

²⁶ Purnomo, R. "Budaya Sekolah sebagai Refleksi Nilai-Nilai Pendidikan dalam Berperilaku." *Jurnal Manajemen Pendidikan*, vol. 20, no. 2, 2021,

²⁷ Rusdiana. "Apakah Model Pembelajaran Problem Based Learning Mampu Melatihkan Ketrampilan Abad 21?" *Jurnal Pendidikan Fisika dan Ketimuan*, vol. 2, 2016, <http://e-journal.unipma.ac.id/index.php/JPFK/article/view/24>.

²⁸ Darmawan, A. "Budaya Sekolah dan Pembentukan Lingkungan yang Mendukung Pembelajaran." *Jurnal Pendidikan dan Pengajaran*, vol. 24, no. 2, 2020

the influence of the managerial competence of school principals, teachers' pedagogical competence, school culture, and the quality of education at SMP Negeri Sub Rayon 01, Jepara Regency. According to Creswell in Wahidmurni²⁹, quantitative research aims to test the relationships between variables by collecting data in numerical form that can be analyzed using statistical procedures. The type of research used is correlational research, which determines the relationship between two or more variables³⁰. This study explores the effect of the managerial competence of school principals, teachers' pedagogical competence, and school culture on the quality of education at SMP Negeri Sub Rayon 01, Jepara Regency.

This study was conducted at SMP Negeri in Sub Rayon 01, Jepara Regency, over three months, from October to December 2024. This location was selected based on the school's characteristics that are relevant to the research objectives. The researcher used a descriptive correlational research design, which aims to identify the relationships between the research variables: managerial competence of school principals (X1), pedagogical competence of teachers (X2), school culture (X3), and the quality of education (Y), as shown in the research design diagram.

The population in this study consists of all active teachers at SMP Negeri in Sub Rayon 01, Jepara Regency, totalling 291 teachers from various schools. A sample of 168 teachers was selected using Proportionate Random Sampling, with the sample size determined using Slovin's formula. The data collection instrument used was a questionnaire developed based on the theory of each research variable. The questionnaire used a Likert scale with five response levels: strongly agree, agree, disagree, strongly disagree, and neither agree nor disagree³¹.

For data analysis, validity and reliability tests were performed to ensure the quality of the research instruments. The validity test was conducted using the Pearson Product Moment formula and tested using SPSS. An instrument is considered valid if the item correlation value is greater than the r-table value, with a significance level of 5%. The

²⁹ Wahidmurni, A. "Penerapan Metode Penelitian Kuantitatif dalam Pendidikan." *Jurnal Penelitian Pendidikan*, vol. 12, no. 2, 2020

³⁰ Sugiyono. *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D Dan Penelitian Pendidikan)*. Alfabeta, 2019

³¹ Sugiyono. *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D Dan Penelitian Pendidikan)*.

Cronbach's Alpha coefficient was used to measure reliability, with the instrument being considered reliable if the Alpha value is greater than 0.70. Data analysis was performed using descriptive and inferential statistical techniques, with simple and multiple regression tests to examine hypotheses about the influence of independent variables on the dependent variable. Before regression analysis, classical assumption tests were conducted, including normality, linearity, multicollinearity, and heteroscedasticity tests, to ensure that the data met the requirements for regression analysis.

Results and Discussions

In this study, respondents' perceptions of the variables under investigation include the managerial competence of school principals, teachers' pedagogical competence, school culture, and educational quality. Data were obtained through a questionnaire using a Likert scale, which consists of five categories: strongly disagree (SD), disagree (D), agree to some extent (AS), agree (A), and strongly agree (SA). The respondents were 168 teachers from public junior high schools in Sub Rayon 01, Jepara District. The analysis results show that most respondents rated the educational quality variable as being in the relatively high category, with an average score of 83.92 and a highest score of 105. The average score for the managerial competence of school principals was 132.49, and most respondents rated the competence as ranging from low to reasonably high. Teachers' pedagogical competence had an average score of 120.21, with most respondents falling into the relatively high category.

Meanwhile, for school culture, most respondents rated it as being in the relatively high category, with an average score of 78.73. Additionally, a dimension test was conducted to ensure that each indicator used to measure the research variables aligned with the expected dimensions. The results of the dimension test showed that for the educational quality variable, the output dimension had the highest coefficient (0.511), while the input dimension had the lowest coefficient (0.192). For the managerial competence of school principals, the planning dimension had the highest coefficient (0.617), while the supervision dimension had the lowest coefficient (0.552). For teachers' pedagogical competence, the teaching implementation dimension showed the highest coefficient (0.527), while the lesson planning dimension had the lowest coefficient (0.181). The discipline dimension in school culture had the highest coefficient (0.853), while the role-model dimension showed the lowest coefficient (0.257). The results of

this dimension test ensure that the indicators used appropriately and validly represent the expected dimensions for each research variable.

Correlation testing was conducted to determine the relationship between the managerial competence of school principals (X1) and educational quality (Y). The Pearson correlation coefficient was 0.650 with a significance of 0.021 ($p < 0.05$). This indicates a strong positive relationship between the managerial competence of school principals and educational quality. The F-test (ANOVA) used to examine the significance of the regression model showed an F-value of 5.414 with a significance of 0.021 ($p < 0.05$). This means that hypothesis 1 is accepted, indicating that the managerial competence of school principals significantly affects educational quality. The coefficient of determination (R^2) showed that 64.2% of the variation in educational quality can be explained by the managerial competence of school principals ($R^2 = 0.642$). The regression test results show that the regression coefficient for the managerial competence of school principals is 0.636 with a t-value of 6.643 and a significance of 0.021 ($p < 0.05$). Based on these results, it can be concluded that the better the managerial competence of school principals, the higher the educational quality in public junior high schools in Sub Rayon 01, Jepara District.

The correlation test between the pedagogical competence of teachers (X2) and educational quality (Y) showed a Pearson correlation coefficient of 0.676 with a significance of 0.031 ($p < 0.05$), indicating a strong positive relationship between the two. The F-test (ANOVA) showed an F-value of 5.952 with a significance of 0.031 ($p < 0.05$), which means hypothesis 2 is accepted. These results show that the pedagogical competence of teachers has a significant effect on educational quality. The coefficient of determination (R^2) indicated that teachers' pedagogical competence contributed 66.2% to the changes in educational quality ($R^2 = 0.662$). The regression test showed a coefficient of 0.661 with a t-value of 6.976 and a significance of 0.031 ($p < 0.05$). This indicates that improving teachers' pedagogical competence can enhance educational quality in Sub Rayon 01, Jepara District public junior high schools.

The correlation test between school culture (X3) and educational quality (Y) showed a Pearson correlation coefficient of 0.418 with a significance of 0.017 ($p < 0.05$). This indicates a positive relationship between school culture and educational quality. The F-test (ANOVA) with an F-value of 6.054 and a significance of 0.017 ($p < 0.05$) supports hypothesis 3, showing that school culture has a significant effect on

educational quality. The coefficient of determination (R^2) indicated that school culture contributed 52.1% to the changes in educational quality ($R^2 = 0.521$). The regression test with a coefficient of 0.418 shows that every increase in school culture positively impacts educational quality, with a t-value of 6.232 and a significance of 0.017 ($p < 0.05$).

Multiple regression analysis was conducted to examine the simultaneous effect of the three independent variables on educational quality. The F-test showed an F-value of 10.395 with a significance of 0.047 ($p < 0.05$), indicating that these three variables significantly affect educational quality simultaneously. The coefficient of determination (R^2) for this multiple regression model was 0.627, suggesting that these three independent variables can explain 62.7% of the variation in educational quality. The regression results showed that the regression coefficients for the managerial competence of school principals were 0.625, for the pedagogical competence of teachers 0.655, and for school culture 0.616, all indicating a positive impact on educational quality. These results show that the three variables, namely the managerial competence of school principals, the pedagogical competence of teachers, and school culture, significantly impact educational quality in public junior high schools in Sub Rayon 01, Jepara District.

Based on the descriptive analysis results, the managerial competence of school principals showed an average score of 132.49 with moderate variation, indicating differences in perceptions of the managerial competence of school principals in public junior high schools in Sub Rayon 01, Jepara District. This finding suggests that although most school principals have fairly good managerial competence, there is much to be improved, particularly in supervision, which contributes the least to the dimension analysis. This is consistent with research conducted by Mulyasa³², who stated that the managerial competence of school principals significantly affects the effectiveness of school management and decision-making, directly impacting educational quality. Research by Gunawan and Gunawan³³ also showed that inadequate supervision by school principals can reduce control over policy implementation and affect educational quality. Therefore, more intensive leadership and supervision training is needed to improve the competence of school

³² Mulyasa, E. *Manajemen Pendidikan: Teori dan Praktik*. Penerbit Universitas Pendidikan Indonesia, 2013.

³³ Gunawan, A., and Gunawan, I. "Pengawasan yang Kurang Optimal oleh Kepala Sekolah dan Pengaruhnya terhadap Kualitas Pendidikan." *Jurnal Manajemen Pendidikan*, vol. 20, no. 2, 2016, pp. 112-120.

principals³⁴. The hypothesis test using linear regression shows that the managerial competence of school principals significantly affects educational quality, with the F-test result indicating high significance ($p = 0.021$), proving that the better the managerial competence of school principals, the better the educational quality produced.

Findings related to teachers' pedagogical competence show that most teachers have fairly good pedagogical competence, although some have relatively low competence. This can affect teaching effectiveness, as suboptimal pedagogical competence will impact the quality of interaction between teachers and students. Based on the dimension analysis, the teaching implementation dimension contributed the most to teachers' pedagogical competence, indicating that teachers are more skilled in carrying out the teaching process than in planning and evaluating lessons. This is consistent with the findings of Ramayulis³⁵, who revealed that pedagogical competence focuses on a teacher's ability to design and manage effective learning. Hypothesis testing shows that teachers' pedagogical competence significantly affects educational quality, with a strong positive correlation ($r = 0.676$, $p = 0.031$). This finding aligns with research by Kosim³⁶, which shows that teachers' pedagogical competence significantly contributes to the quality of teaching and students' learning outcomes. Therefore, strengthening teachers' pedagogical competence is crucial in improving educational quality in schools.

School culture plays a significant role in creating an environment that supports effective learning. The research findings show that most respondents rated school culture fairly good, but some schools still had weaker cultures. The discipline dimension dominated school culture in public junior high schools in Sub Rayon 01, Jepara District, indicating that discipline is the most critical aspect in creating a conducive school environment. This finding aligns with research by Lomos et al.³⁷ (2011), who revealed that school cultures that support learning and positive

³⁴ Sari, D. P., and A. Kurniawan. "Pengaruh Kompetensi Manajerial Kepala Sekolah dan Kinerja Guru terhadap Mutu Pelayanan Pendidikan di Yayasan Pendidikan AMEC Depok." *Repository PTIQ Jakarta*, 2021.

³⁵ Ramayulis. *Profesi dan Etika Keguruan*.

³⁶ Kosim, A. "Pengaruh Kompetensi Pedagogik Guru terhadap Kualitas Pembelajaran dan Hasil Belajar Siswa." *Jurnal Pendidikan*, vol. 22, no. 4, 2016, pp. 180-185.

³⁷ Lomos, C., et al. "Budaya Sekolah yang Mendukung Pembelajaran: Peningkatan Kualitas Pendidikan." *Jurnal Pendidikan Sosial*, vol. 18, no. 3, 2011, pp. 74-80.

values could improve educational quality. Hypothesis testing shows that school culture significantly affects educational quality, with a moderate correlation ($r = 0.418$, $p = 0.017$). A strong school culture, such as discipline, hard work, and responsibility, can enhance the overall quality of education. As Supriyanto³⁸ stated, a conducive school culture supports character-building in students and enhances their motivation to learn. Therefore, strengthening school culture through training and applying positive values should be a priority in improving educational quality.

The results of multiple regression analysis show that the three independent variables—managerial competence of school principals, pedagogical competence of teachers, and school culture—simultaneously significantly impact educational quality. The F-test showed that the regression model has high significance ($p = 0.047$), meaning these three variables significantly improve educational quality. The coefficient of determination ($R^2 = 0.627$) indicates that these three variables can explain 62.7% of the variation in educational quality. Among the three variables, teachers' pedagogical competence significantly impacts educational quality, followed by the managerial competence of school principals and school culture. These findings support research by Suryana³⁹, which shows that the managerial competence of school principals and teachers' pedagogical competence significantly affect educational quality. Therefore, improving educational quality must simultaneously strengthen the competence of school principals, teachers, and culture. Research by Sari and Kurniawan⁴⁰ also affirms that the managerial competence of school principals, the pedagogical competence of teachers, and school culture simultaneously affect educational quality in schools. This indicates that a comprehensive approach is needed to create a quality educational environment.

Conclusion

Based on the analysis and discussion results, it can be concluded that the managerial competence of school principals, the pedagogical

³⁸ Supriyanto, A. *Mutu Pendidikan Sekolah Dasar di Daerah Desiminasi Primary Education Quality Improvement Project (PEQIP)*. *Jurnal Ilmu Pendidikan*, vol. 4, no. 4, 2017

³⁹ Suryana, Y. "Kompetensi Manajerial Kepala Sekolah dan Kompetensi Pedagogik Guru dalam Meningkatkan Mutu Pendidikan." *Jurnal Pendidikan Indonesia*, vol. 29, no. 5, 2022, pp. 93-99..

⁴⁰ Sari, S., and Kurniawan, H. "Kompetensi Manajerial Kepala Sekolah, Kompetensi Pedagogik Guru, dan Budaya Sekolah dalam Meningkatkan Mutu Pendidikan." *Jurnal Manajemen Pendidikan*, vol. 24, no. 3, 2021, pp. 101-108.

competence of teachers, and school culture significantly impact the quality of education at public junior high schools in Sub Rayon 01, Jepara District. First, the managerial competence of school principals strongly influences the quality of education, with a contribution of 64.2%. This indicates that the better the managerial competence of school principals, the higher the quality of education produced. Second, teachers' pedagogical competence also significantly influences the quality of education, with a contribution of 66.2%. Improving teachers' pedagogical competence, particularly in designing and implementing lessons, substantially contributes to the quality of education provided to students.

Furthermore, school culture also plays an essential role in determining the quality of education, with an influence of 52.1%. A positive school culture, which includes values of discipline, good work ethics, and cooperation among school members, can enhance the overall quality of education. Finally, simultaneously, all three variables—the managerial competence of school principals, the pedagogical competence of teachers, and school culture—significantly impact the quality of education, with a contribution of 62.7%. This shows that improving the quality of education requires a comprehensive approach that strengthens all three factors simultaneously.

This study reveals that achieving optimal educational quality at public junior high schools in Sub Rayon 01, Jepara District, requires effective management of school principals' managerial competence, teachers' pedagogical competence, and school culture. All three elements must be strengthened through training programs and supporting policies to create a conducive and high-quality educational environment.

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