



The influence of the school principal social competence on increasing accreditation at smk negeri 1 Barru

Baharuddin¹, Erwin Hafid², Musdalifah³, Muh. Nur Idulfitri⁴, & Rahmat Gusnadi⁵

^{1,2,4,5}Universitas Islam Negeri Alauddin Makassar

³STAIS Yapis Takalar, South Sulawesi

Correspondence Email: baharuddinjepot@gmail.com

ABSTRACT

This research aims to examine how the social competence of the school principal influences the accreditation level of SMK Negeri 1 Barru. The research population was teachers and principals of SMK Negeri 1 Barru, with a quantitative research design using 79 respondents. The data collection procedure uses a combination of observation, questionnaires, and documentation. Based on descriptive data analysis, it is known that the social competence of school principals is included in the moderate category, with 48 out of a total of 79 respondents giving a score of 60.75%, as well as an increase in medium category accreditation, which received 53 responses out of a total of 79 with a percentage of 67.08%. According to the Statistical Test, the value of $t_{\text{count}} = 5.961 > t_{\text{table}} = 1.991$, the Alternative hypothesis is accepted, and the null hypothesis is rejected, indicating that there is a significant influence of the social competence of the principal on increasing accreditation at SMK Negeri 1 Barru.

Keywords: Social competence; principal; increasing accreditation

1. INTRODUCTION

Education is an urgent matter to be noticed. The role of education is not small to prepare quality generations for the future. The quality of education will create superior and qualified students. The generation that is the hope and continuation of the struggle to advance the life of the nation and state. Community enthusiasm for schools continues to increase, so more efforts are needed to upgrade the quality of education. However, of course, this must be responded to wisely in an appropriate and wise attitude, so that there is a need for efforts to develop and improve results in every

management of education in the form of management of students as the result or output of educational institutions, then educators as transfer of knowledge in the educational process, as well as staff educational institutions which serve as administrative managers and also educational facilities, then, facilities and infrastructure that become a support in the educational process, as well as financial management which is the mainstay of the movement of an educational institution, management of curriculum and learning which is the flow and flow of the educational process, as well as school relations and the community as supporters of creating a harmonious relationship between the school environment and the community (Khairuddin, 2014)

The development of the world of education is experiencing various complex problems; of course, this can be faced by increasing the nation's intelligence and improving the quality of human resources. Quality schools will only experience good development if they get support from every part of the school, including educators, academic staff, heads of educational institutions, and all stakeholders to jointly manage the school to meet the set standards. The school's principal in an educational institution has a huge role in achieving this goal (Setyawan & Santosa, 2021).

Vocational secondary educational institutions are one of the educational institutions that are developed because the social conditions of society want their children to have the ability to enter the world of work immediately after attending secondary school education. This condition is influenced by several factors: the high cost of continuing education and the lifestyle of people who want to see their children work quickly. Educational institutions at the secondary vocational unit level significantly play an urgent role in developing educational institutions.

The Barru Vocational High School (SMK) 1 is one of the hopes and solutions to improve the quality of human resources for the younger generation of Barru, who are more productive, creative, and excel in their work. Of course, to support this, SMK Negeri 1 makes various efforts to improve its quality, including recognizing accreditation standards owned nationally. According to the explanation from the Head of SMK Negeri 1 Barru, in this case, Drs. Samsibar, M.M. explained that the school's current accreditation is Accreditation B. Various efforts have been made to improve the quality of existing education, including conducting several collaborations with various parties, both cooperation among educational institutions and from work institutions or agencies that are relevant to the work needs of graduates.

Various efforts have been made to improve the quality of existing educational institutions, one of which is to standardize educational institutions. This is expected to be a solution so that each element in the educational institution can compete to improve the quality of education. In this case, standardization means the accreditation of educational institutions, especially school accreditation.

School standardization triggers the quality of educational institutions through school accreditation. The success of education, especially in teaching and learning

activities in schools, is determined by the functions of the principal and teacher. A school principal must be able to learn the values in the sociocultural setting in which he is located.

Malik, A. (2020) expressed his opinion regarding accreditation, namely a step to ensure the quality of the education system, evaluating the accuracy of early childhood, non-formal, and primary education units based on predetermined criteria. The same thing was stated by Asopwan, who said that accreditation or recognition of educational institutions, namely schools, is a step to measure the quality and feasibility of a school by looking at several criteria that become references and are assessed directly by particular institutions whose results are in the form of acknowledgment of improvement or eligibility from these educational institutions (Asopwan, 2018).

Justification or acknowledgment of schools is a step in evaluating programs at schools according to the standards applied. In addition, it can be interpreted as an effort made to assess and measure the quality and quality of the success of educational institutions in managing a system in it. The government or certain independent institutions are responsible for certifying the eligibility of educational programs or units based on predetermined criteria that refer to national education standards (Awaludin, 2017). Justification or assessment of educational institutions aims to obtain a description of the state of educational institutions' performance in implementing education as a basis used to carry out guidance and develop the quality of school/madrasah educational institutions. The decision of the Minister of National Education Accreditation of schools intends to get an overview of the quality and performance of these educational institutions, and this also serves as guidance, development, and improvement of the competitiveness of educational institutions, which will determine the eligibility level of a school in providing educational services (Awaludin, 2017).

School development is inseparable from interventions and positive directions from external parties, and accreditation results are essential to determining the eligibility of school/madrasah educational institutions, which will indirectly impact meeting national education standards (Suardipa & Pitriani, 2020). Accreditation is part of efforts to upgrade teaching standards in schools. All educational actors must be involved in efforts to carry out new creativity and innovation to improve the quality of school education through a system of recognition or justification in the form of accreditation. (Azizah & Witri, 2021). An excellent and interactive school environment between school members will positively impact the achievement of educational goals.

In order to realize good school standards, an active role of a school principal is needed as a leader and also the highest responsibility holder in a school education institution to create a work environment that can improve the quality of work of its members. As a leader and holder of the highest responsibility in a school education institution, the principal must know and understand the differences in positions, desires, circumstances, and desires of teachers, school environmental workers, and other

assistants. (Yanto, 2020). The school principal is the party most especially responsible for achieving the educational outcomes of the institution he leads. The success of an organization, especially a school, lies very much in the leadership process of a school principal in carrying out his duties and responsibilities (Rahmadani, 2015).

Thus, a school principal who becomes a leader in a school institution or organization must be able to integrate well into the school community, both inside and outside the school environment. Leaders in educational institutions are the spearheads of the school pedagogic unit movement and act as leaders in work procedures, controlling and directing the system so that it can control the implementation of everything properly to achieve the common goals of the school and can improve the quality of the educational institutions they lead. The client's role as a manager means having good skills or competencies to build relationships with all stakeholders and fulfill their duties and roles.

As a leader in educational institutions in schools, the headmaster plays a critical role in achieving goals, so it is necessary to have adequate qualifications. The leading pioneer in charge of achieving instructional goals in schools is a principle that a leader must consider (Setiavani, 2017). The role of leaders in educational institutions is crucial and is very urgent in influencing all those around them. According to Erwin Bakti and Holidjah, the policy of the Minister of National Education Number 13 of 2007 concerning school/madrasah principal standards stipulates that a school principal must have several competencies, including personality, managerial, entrepreneurial, supervisory, and social competencies. (Bakti & Holidjah, 2007). Among all the competencies that must be possessed by school principals and need to be considered in their application, there is one thing that is very urgent to be implemented by a leader in any organization, especially educational institutions. These are social competencies, namely the ability of school principals to establish good communication with their environment. This ability will help the principal carry out his duties as a leader, manager, and supervisor of the world of education in the school environment. In assessing the social competence of school principals, several things need to be considered, which are contained in Permendiknas No. 13 of 2007: (a) Collaborating with other parties for the benefit of schools/madrasahs; (b) Participate in community social activities; and (c) Having social sensitivity towards other people or groups.

2. METHODS

In this research, the author uses field research based on facts in the field, or in other words, this research uses *ex post facto* research types (Mania, 2018). This research uses a quantitative methodological approach and a scientific approach, including sociology, psychology, and management of Islamic education. The population of this study was 79 respondents using a sampling technique, namely a saturated sample, so the entire population was used as a sample. To answer the formulation of the problem, researchers used descriptive and inferential data analysis techniques.

3. RESULTS AND DISCUSSION

This research was conducted at SMK Negeri 1 Barru. Based on the results of documentation in the field, it was found that the number of teaching staff was 78 and led by a school principal. The accreditation tie for SMK Negeri 1 Barru is B. The accreditation determination is based on assessments and requirements issued by the official institution tasked with assessing educational institutions' accreditation, namely the National Accreditation Board for Schools/Madrasahs in 2021.

Description of the Principal's Social Competence

The data obtained at SMK Negeri 1 Barru based on the results of completing a questionnaire by 79 respondents regarding the social competence of the school principal can be analyzed descriptively through descriptive statistics with the output in Table 1

Table 1 Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Principal's Social Competence	79	52	92	73.62	10.450
Valid N (listwise)	79				

Data source: Analysis Results SPSS 25

The social competence of the school principal needs to be considered in carrying out the duties and responsibilities of a school principal. Social competence will have an impact on the sustainability of the work environment. A school principal, if he has good interaction skills with his environment, will make it easier for him to manage the educational institution.

The results of the descriptive analysis (Table 1) regarding the social competence of school principals using 24 questionnaire items show that the minimum score is 52, the maximum score is 92, the mean value is 73.62, and the standard deviation is 10.450. Results The data were obtained from 79 respondents who responded to the research instrument using the SPSS statistical test.

The value of the social competency variable of the principal at SMK Negeri 1 Barru based on the results of descriptive statistics was then categorized into acquisition score data, as shown in Table 2.

Table 2. Categorization of Principal Social Competency Scores

No	Remarks	Interval	Frequency	Percentage	Categorization
1	" $x < (\mu - 1,0 \sigma)$ "	$x < 64$	17	21,51 %	Low
2	" $(\mu - 1,0 \sigma) \leq x < (\mu + 1,0 \sigma)$ "	$64 \leq x < 84$	48	60,75%	Moderate
3	" $(\mu + 1,0 \sigma) \leq x$ "	$84 \leq x$	14	17.72 %	High
	Total		79	100%	

Based on the categorization results shown in Table 2, it can be seen that the social competence of school principals is divided into several categories:

1. 17 samples from all respondents regarding the Social Competence of Principals are in the low category interval with a presentation of 21.51%
2. 48 samples from all respondents regarding the Social Competence of Principals are in the Moderate category interval with a presentation of 60.75%
3. 14 samples from all respondents regarding the Social Competence of Principals are in the High category interval with a presentation of 17.72%

With these results, it can be seen that in general, looking at the most significant number of frequencies at moderate intervals with a total frequency of 48 out of a total of 79 respondents and a percentage of 60.75%, it can be concluded that the social competence of the principal at SMK Negeri 1 Barru is still in the moderate category.

This is based on the indicators used by researchers in conducting research. So, more efforts are needed to improve the social competence of the SMK Negeri 1 Barru principal.

Description of Increasing Accreditation at SMK Negeri 1 Barru

The data obtained at SMK Negeri 1 Barru based on completing a questionnaire from 79 respondents regarding the Improvement of Accreditation at SMK Negeri 1 Barru can be analyzed descriptively through descriptive statistics with the output in Table 3.

Table 3. Descriptive Statistics on Accreditation Improvement at SMK Negeri 1 Barru

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Accreditation Improvement	79	58	94	79.10	8.836
Valid N (listwise)	79				

Data source: Analysis Results SPSS 25

Increasing accreditation needs to be paid attention to by school Education Institutions. Accreditation is a form of recognition for educational institutions from the National Accreditation Board for Schools/Madrasahs. Recognition of schools is a form of eligibility and evidence of the quality of education owned. This will invite the public interest to use educational services at these schools.

The results of the descriptive analysis (Table 3) regarding the increase in accreditation at SMK Negeri 1 Barru using 24 questionnaire items show that the minimum score is 58, the maximum score is 94, the mean value is 79.10, and the standard deviation is 8.846. Results of the data were obtained from 79 respondents who responded to the research instrument using the SPSS statistical test.

The value of the variable Increase in Accreditation at SMK Negeri 1 Barru based on the results of descriptive statistics was then made into a categorization of obtained score data as shown in Table 2.

Table 4. Respondents' Scores on Increasing Accreditation at SMK Negeri 1 Barru

No	Remarks	Interval	Frequency	Percentage	Categorization
1	$x < (\mu - 1,0 \sigma)$	$x < 70$	14	17,72 %	Low
2	$(\mu - 1,0 \sigma) \leq x < (\mu + 1,0 \sigma)$	$70 \leq x < 88$	53	67,08 %	Moderate
3	$(\mu + 1,0 \sigma) \leq x$	$88 \leq x$	12	15,18 %	High
	Total		79	100%	

Based on the categorization results shown in Table 2, it can be seen that the Accreditation Improvement at SMK Negeri 1 Barru is divided into several categories:

1. 14 samples from all teachers concerning Accreditation Improvement are in the low category interval with a presentation of 17.72%

2. 53 samples from all teachers concerning Accreditation Improvement are in the Moderate category interval with a presentation of 67.08%
3. 12 samples from all teachers concerning Accreditation Improvement are in the High category interval with a presentation of 15.18%

With these results, it can be seen that, in general, looking at the most significant number of frequencies at moderate intervals, it can be concluded that the Accreditation Improvement at SMK Negeri 1 Barru is still in the moderate category with a frequency of 53 out of a total of 79 respondents and a percentage of 67.08%.

This is based on the indicators used by researchers in conducting research. More efforts are needed to improve Accreditation, which will also directly impact the quality of Education at SMK Negeri 1 Barru.

The Influence of the Principal’s Social Competence on Increasing Accreditation at SMK Negeri 1 Barru

To test the research hypothesis, the Effect of the Principal's Social Competence on Increasing Accreditation at SMK Negeri 1 Barru, there are several steps that the researchers carried out, including testing the hypothesis by comparing the size of t table with t calculated research data, it is known that the t table owned is $t_{(0, 05 (77))} = 1.991$ with a significance of 0.05. So, to answer the t count, a data analysis test was carried out using the SPSS 25 application using simple linear regression analysis with the following results:

Table 5. Simple Regression Test

Model		Coefficients				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	44.126	5.926		7.447	.000
	Principal's Social Competence	.475	.080	.562	5.961	.000

a. Dependent Variable: Accreditation Improvement

Data source: Analysis Results SPSS 25

The SPSS analysis data show that simple linear regression analysis calculations show an a-value (constant value) of 44.126 and a b-value (reference coefficient value) of 0.475. So, the regression equation can be written as $Y' = a + bX$, $Y' = 44.126 + 0.475X$. In addition, the Coefficients number of the t value shows as much as 5.961 with a significance of 0.000. This proves that based on the results of the analysis test with SPSS, it produces t count (5,961) > t table (1, 991).

Through the results of the data analysis test obtained, it can be concluded that there is an influence between the two variables. The independent variable, namely social competence, influences the dependent variable, namely the increase in school accreditation. To be able to find out the coefficient of determination that describes how much influence the social competence of the principal has on increasing accreditation at SMK Negeri 1 Barru, it can be formulated as follows:

Table 6. Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.562a	.316	.307	7.356
a. Predictors: (Constant), Principal's Social Competence				

Data source: Analysis Results SPSS 25

From the results obtained above, it can be seen that the R Square value is 0.316, which indicates that teacher performance influences increasing accreditation at SMK Negeri 1 Barru by 0.316 or 31.6%.

Looking at the results of the simple regression test in Table 4.16 above, the results of the analysis test with SPSS produce a t count (5.961) > t table (1.991). Thus, the second Alternative Hypothesis (Ha) is accepted, namely that the social competence of the school principal influences increasing accreditation at SMK Negeri 1 Barru with a coefficient of determination of 31.6%, as shown in Table 6.

4. CONCLUSION

Based on the previous findings and discussion, it can be inferred that the social competence of school principals is categorized in the moderate category, with 48 out of a total of 79 respondents giving a score of 60.75%, as well as an increase in medium category accreditation, which received 53 responses out of a total of 79 with a percentage of 67.08%. According to the Statistical Test, the value of $t_{count} = 5.961 > t_{table} = 1.991$, the Alternative hypothesis is accepted, and the null hypothesis is

rejected, indicating that there is a significant influence of the social competence of the principal on increasing accreditation at SMK Negeri 1 Barru.

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