



RESEARCH ARTICLE

Measuring the impact of principals' competence and facilities on teachers' achievement in Public Vocational High Schools in Palembang City: A multivariate analysis

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Abstract

The level of teacher performance in carrying out their main duties at school is greatly influenced by the competence of the school principal and the completeness of school facilities. This study examines the influence of school principals' competence and the completeness of school facilities on the performance of vocational high school (SMK) teachers in Palembang City. Employing a quantitative correlational design, the study involved 55 teachers from three vocational high schools. The research instrument was validated using Pearson Product Moment, and data reliability was verified using the Cronbach Alpha test. The research results reveal that (1) the principal's competence is related to teacher performance, and the principal's competence has minimal influence on the performance of vocational school teachers. (2) Facilities and infrastructure were found to be related to vocational school teacher performance. Facilities and infrastructure have a significant effect on the performance of vocational school teachers. (3) The competence of the school principal, facilities and infrastructure have a significant influence on the performance of vocational school teachers. These findings underscore the importance of developing school leadership and enhancing facilities to support teacher performance. The study invites further research to explore additional factors affecting teacher performance and strategic implementation to improve the quality of vocational education. Implications for educational practice include the enhancement of leadership training programs and investment in adequate educational infrastructure.

Keywords: principal, school facilities, competency, teacher performance

Abstrak. Tingkat kinerja guru dalam melaksanakan tugas pokoknya di sekolah sangat dipengaruhi oleh kompetensi kepala sekolah dan kelengkapan fasilitas sekolah. Penelitian ini mengkaji pengaruh kompetensi kepala sekolah dan kelengkapan fasilitas sekolah terhadap kinerja guru SMK di Kota Palembang. Menggunakan desain kuantitatif korelatif, studi ini melibatkan 55 guru dari tiga SMK. Instrumen penelitian divalidasi menggunakan Pearson Product Moment, dan verifikasi reliabilitas data melalui uji Cronbach Alpha. Hasil penelitian mengungkapkan bahwa (1) kompetensi kepala sekolah berhubungan dengan kinerja guru, dan kompetensi kepala sekolah mempunyai pengaruh yang minimal terhadap kinerja guru SMK. (2) Sarana dan prasarana ditemukan berhubungan dengan kinerja guru SMK. Sarana dan prasarana berpengaruh signifikan terhadap kinerja guru SMK. (3) Kompetensi kepala sekolah, sarana dan prasarana memberikan pengaruh yang signifikan terhadap kinerja guru SMK. Temuan ini menegaskan pentingnya pengembangan kepala sekolah dan peningkatan fasilitas untuk mendukung kinerja guru. Studi ini mengundang penelitian lebih lanjut untuk mengeksplorasi faktor-faktor lain yang mempengaruhi kinerja guru serta implementasi strategis peningkatan kualitas pendidikan SMK. Implikasinya terhadap praktik pendidikan termasuk peningkatan program pelatihan kepemimpinan dan investasi pada infrastruktur pendidikan yang memadai.

Kata kunci: kepala sekolah, fasilitas sekolah, kompetensi, kinerja guru

INTRODUCTION

Efforts to sustainably achieve national education goals must be prioritized by all educational components, especially principals. As such, principals play a crucial role as the top management in educational units, utilizing all school resources effectively and efficiently. Yuliana et al. (2020) highlighted that principals are key determinants of various factors to achieve the school's vision, mission, targets, and goals through various programs. Further,

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Khusni & Mahmuda (2020) stated that principals are the highest leaders in creating an effective school climate. Senjaya (2019) emphasized that principals are thought leaders in policy-making and play a role in moving schools towards better climates and conditions through continuous improvement of internal school activities. In essence, principals are the highest leaders in educational units responsible for utilizing all school resources effectively and efficiently to achieve school goals.

Principals are also claimed to be transformative leaders who set the direction and goals to be achieved by the school (Suyanto et al., 2003), who have a futuristic outlook and possess good managerial competencies (Dekawati et al., 2021), serve as sources of inspiration to all educators (Pujiyati, 2020), policy makers and decision-makers in schools (Grissom et al., 2019), and as ideal figures who can inspire teachers' competency improvement through various continuous activities and exemplary behavior and work, capable of facilitating ideal and relevant learning activities, and building continuous cooperation with stakeholders to achieve the school's vision and mission (Wibowo et al., 2021). Generally, principals are figures with a primary role in achieving school success through achieving indicators of the school's vision, mission, and goals (Suyanto et al., 2003; Fauzi & Rokhmat, 2018; Hidayat et al., 2019; Saggaf et al., 2020; Hastuti et al., 2020; and Lantip & Yuliana, 2021).

In Public Vocational High Schools (SMK) in Palembang City, challenges faced by teachers are closely related to the limitations of principals' competencies and school facilities. The limitation of educational infrastructure and resources affects the effectiveness of teaching and learning, limiting teachers' performance in providing quality education (Hadiyanto, 2020). According to research by Rahmawati and Suryani (2019), effective school leadership plays a crucial role in ensuring curriculum integration with local industry needs, which is a critical aspect in enhancing the work readiness of vocational high school graduates. Nationally, improving the quality of human resources is a priority, as indicated by the Ministry of Education and Culture (2018), which emphasizes the need for improvement in infrastructure and leadership competencies in vocational schools.

Based on preliminary studies in the field, the competence of SMK principals in Palembang City still needs improvement, including managerial, supervisory, and entrepreneurial competencies. This is due to the uneven distribution of facilities and infrastructure in each school, affecting the performance of principals and, consequently, teachers' competencies. Research revealed by Kompri (2017) suggests that the quality of a school is influenced by various variables, yet the managerial competence of principals holds a very important position and most significantly affects the principals' performance. Furthermore, principals' leadership competencies have been proven to affect the effectiveness of various activities and programs carried out in schools. Mastery of the aforementioned competencies enables principals to create a conducive school environment, motivating school members to develop potential, creativity, and innovation. Only principals with high competence will exhibit exemplary performance, inspiring and empowering.

Leadership theories, such as Transformational Leadership Theory (Bass & Avolio, 1994), explain how principals who motivate and inspire teachers can enhance their performance by creating a positive work environment and supporting innovation. Organizational theories, especially the McKinsey 7S Model (Waterman et al., 1980), highlight the importance of synergy between strategy,

structure, systems, leadership style, staff, skills, and shared values in achieving organizational effectiveness, including in school environments. Performance motivation theories, such as Expectancy Theory (Vroom, 1964), suggest that teachers' performance can be enhanced when they believe that their efforts will result in good performance and be rewarded, which can be influenced by principals' competencies and the quality of facilities and infrastructure.

Various studies have explored the relationship between principals' competencies, facilities, and teachers' performance. A study by Ahmad and Budiarto (2021) found that principals' competencies significantly influence teachers' motivation and performance in secondary schools, emphasizing the importance of continuous professional development. Meanwhile, research by Sari and Putri (2020) highlighted how adequate facilities contribute to the effectiveness of learning and teachers' performance, indicating a positive relationship between infrastructure quality and educational outcomes. Contrasting these findings, a study by Hasan and Malik (2019) highlighted gaps in the literature regarding the direct impact of facilities on teachers' intrinsic motivation. This research contributes to our understanding by identifying areas requiring further investigation, particularly the mediating role of principals' competencies in the relationship between facilities and teachers' performance. This study is conducted to uncover whether the above variables influence teachers' performance in Public Vocational High Schools in Palembang City.

This study is significant as it responds to the urgent need to improve the quality of vocational education in Public Vocational High Schools in Palembang City, which is key to preparing a skilled workforce that meets the needs of local and national industries. By focusing on the influence of principals' competencies and facility completeness on teachers' performance, this study provides practical and theoretical insights on how to enhance the effectiveness of vocational education. Practical implications include recommendations for professional development of principals and increased investment in school facilities. Theoretically, the findings enrich the literature on educational leadership and resource management in vocational school environments, offering a framework for further study in similar contexts.

This study employs a quantitative design with a correlational approach to measure the relationship and impact between principals' competencies and facilities on teachers' performance. The research population consists of 55 teachers from Public Vocational High Schools in Palembang City. The data collection instrument used is a questionnaire with a Likert scale, whose validity has been verified using Pearson Product Moment and reliability using Cronbach's Alpha test. Data analysis was conducted using SPSS version 26 for Pearson product moment and Cronbach's alpha tests, as well as Minitab software for correlation and regression analysis (Sugiyono, 2021; Soesilo, T.D., 2018).

This research aims to statistically measure the impact of principals' competencies and school facilities' completeness on teachers' performance in Public Vocational High Schools in Palembang City. Specifically, this study will evaluate the extent to which principals' competencies, encompassing managerial, supervisory, and entrepreneurial abilities, contribute to the improvement of teachers' performance. Additionally, this research aims to assess the impact of adequate school facilities and infrastructure on teachers' teaching effectiveness. Research Questions:

1. What is the relationship between principals' competencies and teachers' performance in Public Vocational High Schools in Palembang City?
2. To what extent do the completeness of facilities and infrastructure affect teachers' performance in Public Vocational High Schools in Palembang City?
3. Is there a significant influence of principals' competencies and facilities together on teachers' performance in Public Vocational High Schools in Palembang City?

METHODS

The research type utilized in this study is a quantitative research design with a correlational study approach. The quantitative method is a research methodology that starts from a theoretical framework, expert ideas, or based on researchers' experiences, then developed into problems and solutions proposed to obtain justification in the form of empirical data support in the field (Sugiyono, 2021). A correlational study aims to investigate (prove) the extent of the relationship or correlation of a variable with one or more other variables (Soesilo, T.D., 2018). Thus, testing results can empirically prove which variables have influence or relationships between independent and dependent variables.

This approach was chosen because the main goal of the research is to identify and measure the strength of the relationship between principals' competencies and facilities on teachers' performance in Public Vocational High Schools in Palembang City. The correlational approach allows researchers to determine how closely related these variables are, which cannot be achieved through experimental designs as they do not involve variable manipulation. Moreover, a mixed methods design may not be necessary as the focus of this research is not on understanding phenomena from a qualitative perspective, but rather on the statistical measurement of predefined variable relationships.

The primary subjects of the research are 56 teachers from three Public Vocational High Schools in Palembang City. The selection of three schools as the research location is based on the consideration that the teacher population in these schools totals 55, which is an adequate number for quantitative research with a correlational approach. These schools were chosen to provide a good representation of Public Vocational High Schools' conditions in Palembang City, so the research findings are expected to accurately depict the influence of principals' competencies and facilities on teachers' performance in the general environment of Public Vocational High Schools in the city. By sampling from all teachers teaching in these three schools, this research does not need to use sampling techniques and can reduce potential bias if only a sample from some teachers was taken. This also enhances the validity and reliability of the research findings as it involves the entire existing population.

Given the population is less than 100, the entire population was taken as a sample. The primary data collection instrument for the study uses a closed questionnaire/ survey with a Likert scale. Meanwhile, secondary data used interview and observation techniques. The development of the questionnaire is based on relevant theoretical frameworks as well as the researcher's experience and knowledge. Questions in the questionnaire ideally should be developed considering specific aspects of principals' competencies and the condition of facilities and infrastructure deemed important in the research context.

Additionally, it is important to conduct pilot testing of the questionnaire before its use in the main data collection. Pilot testing helps identify and correct potential issues with questionnaire questions, such as ambiguity, misinterpretation, or difficulties in answering questions that respondents might experience. This will increase the validity and reliability of the research instrument. The process of instrument validation using Pearson Product Moment and reliability testing with Cronbach Alpha is a good standard, but adding information about questionnaire development and pilot testing would strengthen the methodology used in this research.

Data analysis techniques are processed using SPSS version 26, employing Pearson product moment and Cronbach's alpha tests for data validity and reliability testing, as well as Minitab software for correlation and regression data analysis. This research uses SPSS version 26 to process data, with Pearson product moment and Cronbach's alpha tests to test the validity and reliability of data. Interpretation of analysis results in the context of existing theory indicates that there is a significant relationship between principals' competencies and facilities on teachers' performance in Public Vocational High Schools in Palembang City. According to transformational leadership theory as explained by Bass & Riggio (2006), leadership that motivates and inspires subordinates can enhance their best potential, relevant to the finding that principals' competencies are related to teachers' performance. Furthermore, the school skills theory by Walberg & Shanahan (1983) supports the finding that adequate facilities and infrastructure create better conditions for teachers to deliver quality learning, significantly affecting teachers' performance. Therefore, the analysis results are consistent with the transformational leadership theory and school skills theory frameworks, emphasizing the importance of principals' managerial competencies and facilities completeness in enhancing teachers' performance.

In this research, informed consent was obtained from teachers participating as respondents. Respondents were given a clear and detailed explanation of the research and their right to withdraw from the study at any time without negative consequences. Additionally, respondents' anonymity must be maintained to protect their privacy. This means that respondents' identities will not be disclosed in the research report or other publications. The collected data will only be used for research purposes and will not be misused or shared with third parties without permission. In this research, data collected from questionnaires and interviews are processed using statistical applications, where respondents' identities are kept confidential and only used for data analysis.

RESULTS AND DISCUSSION

The results of this study answer the thesis proposed in the previous section, processed using statistical software SPSS version 20. The steps taken to unveil the findings of this research involved conducting prerequisite tests (classical assumptions) consisting of normality test, linearity test, and multicollinearity test. The prerequisite test results showed that all research data are normally distributed and free from autocorrelation. The correlation test in this study was performed using Pearson product moment correlations technique assisted by Minitab, with a significance level set at 95%. First, the Correlation Test of Principals' Competence Variable (X1) on Teachers' Performance Variable (Y). Below are the correlation test

results of the Principals' Competence Variable (X1) Vocational High Schools in Palembang City. towards the Y variable (Teachers' Performance) in

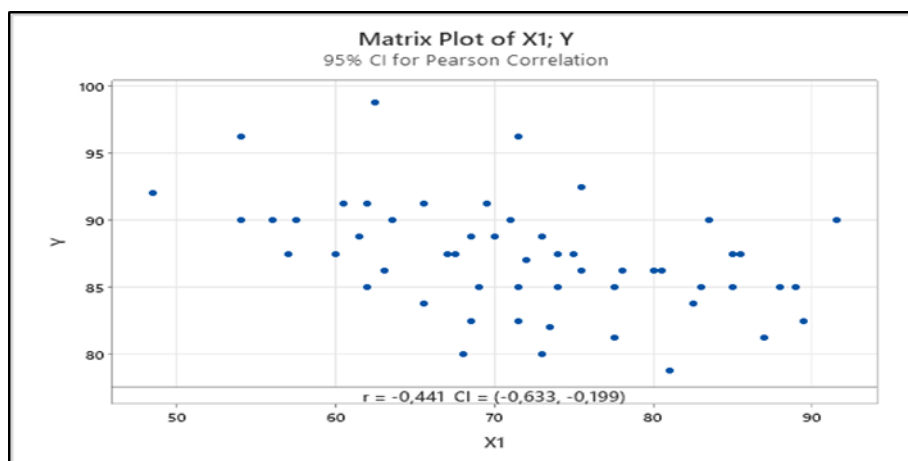


Figure 1. Correlation Test of Principals' Competence Variable on Teachers' Performance Variable

Figure 1 shows that the r value is -0.441, meaning the value is less than 0 or negative, thus H_a is accepted. This indicates that the Principals' Competence Variable (X1) is

related to the Y variable (Teachers' Performance). Next, the Correlation Test of Facilities Variable (X2) on Teachers' Performance Y can be seen in the figure 2.

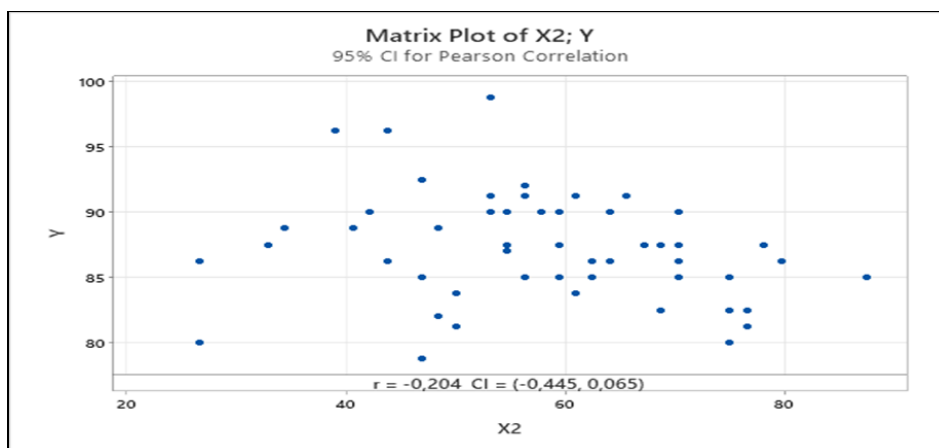


Figure 2. Correlation Test of Facilities Variable on Teachers' Performance Variable (Y)

The figure 2 shows that the r value is -0.204, meaning the value is less than 0 or negative, thus H_a is accepted, meaning the Facilities (X2) are related to Teachers'

Performance (Y). The next test is the t-test conducted to determine whether or not there is a relationship between variables.

Table 1. Partial t-Test

Source	Adj SS	Adj MS	F-Value	P-Value
Regression	188,33	94,17	6,97	0,002
Principals' Competence (X1)	151,15	151,15	11,18	0,002
Facilities (X2)	14,75	14,75	1,09	0,301
Error	702,73	13,51		
Total	891,06			

The table 1 shows that the P-Value for Principals' Competence is 0.002 where this value is less than 0.05 ($0.002 < 0.05$), thus the accepted hypothesis is H_0 and H_a is rejected, meaning there is an influence but not significant between principals' competence (X1) on teachers' performance (Y). The P-Value for Facilities is 0.301 where this value is more than 0.05 ($0.301 > 0.05$), thus the accepted hypothesis is H_a and H_0 is rejected, meaning there is a significant influence of facilities (X2) on

teachers' performance (Y). Table 3.1 also shows the P-Value if variable X works simultaneously or together with a value of 0.002 where this value is less than 0.05 ($0.002 < 0.05$), thus the accepted hypothesis is H_0 and H_a is rejected, meaning there is an influence but not significant of variable X on variable Y. The t-test in this research was also conducted to determine the relationship between dependent variables, that is the Principals' Competence with facilities. The t-test results between the two

dependent variables in this research can be seen in the table 2.

Table 2. Test between dependent variables Principals' Competence and facilities

Term	Coef	SE Coef	T-Value	P-Value
Facilities	0,1293	0,0994	1,30	0,199

The table 2 shows the P-Value of 0.199 where this value is more than 0.05 ($0.199 > 0.05$), thus the accepted hypothesis is H_a and H_o is rejected, meaning there is a significant influence of Principals' Competence (X1) on

facilities (X2). Next, in the fourth stage, Simple Linear Regression Analysis to determine the relationship of Principals' Competence with Y, as seen in the following table 3.

Table 3. Simple Linear Regression Analysis Results of Principals' Competence and Teachers' Performance

Term	Coef	SE Coef	T-Value	P-Value
Constant	99,72	3,55	28,13	0,000
Principals' Competence	0,1747	0,0488	3,58	0,001

Based on the results of the simple linear regression analysis presented in the table 3, the simple linear regression equation can be formulated as: $Y = 99.72 + 0.1747$ Principals' Competence (3.1a). From the above simple linear regression equation, it can be understood that if the value of Principals' Competence remains

constant and if increased, then Principals' Competence has a positive and proportional influence on the Teachers' Performance variable. The magnitude of influence given by Principals' Competence on Teachers' Performance can be determined by conducting a determinant coefficient test.

Table 4. Determinant Coefficient Test of Principals' Competence Variable on Teachers' Performance

S	R-sq	R-sq(adj)	R-sq (pred)
3,67932	19,48%	17,96%	13,89%

From the table 4, based on the determinant coefficient test results, the R-square value is 19.48%, meaning the effect size of the Principals' Competence Variable on the

Teachers' Performance Variable is 19.48%. Next, the Relationship of Facilities with Teachers' Performance, as seen in the table 5.

Table 5. Simple Linear Regression Analysis of Facilities Relationship with Teachers' Performance

Term	Coef	SE Coef	T-Value	P-Value
Constant	90,56	2,31	39,23	0,000
Facilities	0,0595	0,0391	-1,52	0,035

Based on the results of the simple linear regression analysis presented in the table 5, a simple linear regression equation can be formulated: $Y = 90.56 + 0.0595$ Facilities (3.1b). From the results of the simple linear regression analysis using equation 3.1b above, it can be understood

that if the value of Facilities remains constant and if it is increased, then Facilities have a positive and proportional effect on variable Y. The effect size given by Facilities on Y can be known by conducting a determinant coefficient test.

Table 6. Determinant Coefficient Test of Facilities Variable on Teachers' Performance

S	R-sq	R-sq(adj)	R-sq(pred)
4,01384	54,17%	52,36%	50,00%

Based on the determinant coefficient test results in the table 6, the R-square value is 54.17%, meaning the effect size of the Facilities Variable on the Teachers' Performance

Variable is 54.17%. As for the Relationship of Principals' Competence with Facilities, based on the simple linear regression analysis, it can be seen in the table 7.

Table 7. Simple Linear Regression Analysis of Principals' Competence Relationship with Facilities Prasarana

Term	Coef	SE Coef	T-Value	P-Value
Constant	64,52	5,86	11,00	0,000
Facilities	0,1293	0,0994	1,30	0,199

Based on the results of the simple linear regression analysis presented in the table 7, a simple linear regression equation can be seen in the equation 3.1c regression below: Principals' Competence = $64.52 + 0.1293$ Facilities (3.1c). From the results of the simple linear regression analysis using the equation above, it can be understood that if the value of Facilities remains constant and if it is

increased without exceeding the Constant value (64.52), then Facilities have a positive and proportional effect on the Principals' Competence Variable. However, if Facilities are increased to exceed the Constant value (64.52), then Facilities have a positive and proportional effect on the Principals' Competence Variable. The effect size given by

Principals' Competence on Facilities can be known by conducting a determinant coefficient test:

Table 8. Determinant Coefficient Test Results of the Influence of Facilities Variable on Teachers' Performance

S	R-sq	R-sq(adj)	R-sq(pred)
10,1951	3,09%	1,26%	0,00%

Based on the determinant coefficient test results presented in the table 8, the R-square value is 3.09%, meaning the effect size of the Principals' Competence Variable on the Facilities Variable is 3.09%. The final data

analysis is Multiple Linear Regression. Multiple linear regression analysis is used to understand the functional or causal relationships between independent variables and the dependent variable in research data.

Table 9. Multiple Regression Analysis of the Influence of Principals' Competence, Facilities Simultaneously on Teachers' Performance

Term	Coef	SE Coef	T-Value	P-Value
Constant	101,25	3,83	26,42	0,000
Principals' Competence	0,1656	0,0495	3,34	0,002
Facilities	0,0381	0,0364	1,04	0,301

Based on the results of the multiple linear regression analysis presented in the table above, a simple linear regression equation can be formulated: $Y = 101.25 + 0.1656$ Principals' Competence + 0.0381 Facilities (3.1d).

From the results of the multiple linear regression analysis in table 1 above, the constant (a) value is positively valued at 101.25. The positive sign indicates a direct or proportional influence between independent and dependent variables. This shows that if all independent variables, including principals' competence (X1) and facilities (X2), are 0% or do not change, then the performance value of teachers is 101.25. The regression

coefficient value for the principals' competence (X1) variable is positively valued at 0.1656. This indicates that if principals' competence increases by 1%, then teachers' performance will also increase by 16.56% assuming other independent variables are considered constant. The regression coefficient value for the facilities (X2) variable is positively valued at 0.0381. This indicates that if facilities increase by 1%, then teachers' performance will increase by 3.81% assuming other independent variables are considered constant. The overall effect size given by variable X on variable Y can be known by conducting a determinant coefficient test.

Table 10. Determinant Coefficient Test of the Influence of Variable X on Variable Y

S	R-sq	R-sq(adj)	R-sq(pred)
3,67614	21,14%	18,10%	11,77%

Based on the determinant coefficient test results in the table 10, the R-square value is 21.14%, meaning the overall effect size given by variable X (principals' competence and facilities) on variable Y (teachers' performance) is 21.4%.

The Influence of Principals' Competence on Teachers' Performance in Vocational High Schools in Palembang City

The first objective of this research is to analyze the influence of principals' competence on teachers' performance in Vocational High Schools in Palembang City. Data analysis results show that principals' competence is related to teachers' performance. In addition to its relationship with teachers' performance, principals' competence also has a non-significant influence with a percentage of 19.48%. The influence exerted by principals' competence on teachers' performance is proportional, meaning that as principals' competence increases, so does teachers' performance. These findings align with relevant research conducted by Russamsi et al. (2020), which showed that school leadership, with a percentage of 58.8% classified as moderate, has a correlation or significant relationship with the influence of Principals' Leadership on Teachers' Performance, with a correlation value of 5.806 greater than 2.145, indicating that school leadership has a significant impact on teachers' performance. Research by Romadhon & Zulela (2021) also shows that school leadership affects teachers' performance by 15.1%, while 84.9% is influenced by other variables outside the research

variables. A study by Smith and Riley (2012) demonstrated that principals' competencies, including leadership, decision-making, and effective communication abilities, significantly influence teachers' motivation and performance. Similarly, research by Johnson et al. (2017) found that adequate facilities contribute to creating a conducive learning environment, which in turn enhances teachers' performance. Both aspects, as revealed by Hallinger and Heck (2010), directly impact better educational outcomes. Therefore, this research underscores the importance of enhancing principals' competencies and providing adequate facilities as strategies to improve teachers' performance in Public Vocational High Schools in Palembang City.

These research findings also align with the Theory proposed by James MacGregor Burns (1978) in his book discussing transformational leadership. Transformational leadership emphasizes the importance of leadership that motivates and inspires subordinates to achieve their best potential. In the context of the relationship between principals' abilities and teachers' performance, Transformational Leadership Theory as explained by Bass & Riggio (2006) also provides insight into how principals' ability to apply principles of transformational leadership can impact teachers' performance. However, it's important to note that this relationship can be influenced by many other factors such as school culture, learning environment, support from authorities, and many other factors that can affect the interaction between principals and teachers.

The Influence of Facilities on Teachers' Performance in Vocational High Schools in Palembang City

The second objective of this research is to describe the influence of facilities on teachers' performance in Vocational High Schools in Palembang City. Data analysis results show that facilities are related to teachers' performance. In addition to their relationship with teachers' performance, facilities also have a significant influence with a percentage of 54.17%. The influence exerted by facilities on teachers' performance is proportional, meaning that as the quality and completeness of school facilities improve, so does teachers' performance. These findings are consistent with research by Fudin (2020), where facilities are related to teachers' performance and influence teachers' performance with a percentage of 28.3%, while 71.7% affecting teachers' performance is determined by other variables. Research by Rachman et al. (2022) indicates that facilities and work environment have a positive and significant relationship with teachers' performance, suggesting that leadership should directly consider facilities related to the availability of needed facilities and infrastructure.

The research findings on the influence of facilities on teachers' performance are supported by school skills theory, which explains that internal school factors, including facilities, can affect the quality of education provided by teachers. These factors not only include physical aspects but also a supportive learning environment and positive school climate (Walberg & Shanahan, 1983). According to this theory, if schools provide adequate facilities, it can create better conditions for teachers to deliver quality learning (Walberg & Shanahan, 1983).

The Influence of Principals' Competence and Facilities on Teachers' Performance in Vocational High Schools in Palembang City

The third objective of this research is to analyze the influence of principals' competence and facilities on teachers' performance in Vocational High Schools in Palembang City. Data analysis results show that, simultaneously or together, principals' competence and facilities are related to teachers' performance. Data analysis also shows a non-significant influence with a percentage of 21.14%. The influence exerted by principals' competence and facilities together on teachers' performance is proportional, meaning that as principals' competence and school facilities improve, so does teachers' performance. Similar research by Kuntari (2018) showed a relationship and influence on teachers' performance when principals' competence and facilities work together, with an influence of 6.5%. Another study by Carti et al. (2023) also indicates a positive and significant influence of school leadership and facilities management simultaneously on teachers' performance, with a percentage of 31.30%.

Transformational leadership theory (Bass & Riggio, 2006) emphasizes the importance of vision, inspiration, and motivation in effective leadership. In line with this, research by Leithwood et al. (2008), which found that effective leadership is key to improving student learning outcomes and teachers' performance, can be used to interpret these findings in a broader context. Furthermore, if findings indicate that facilities influence teachers' performance, this can be interpreted through the lens of Bronfenbrenner's ecological theory (1979), emphasizing the importance of the environment in human

development. This connection will provide deeper understanding of how and why principals' competence and facilities influence teachers' performance.

The concept of effective school leadership is a supportive approach that can explain how strong school leadership can impact facilities and consequently, teachers' performance and student achievement, consisting of several elements as follows (Omile, 2016):

- a. Resource Management
Competent principals have the ability to manage resources efficiently, including budgets and facilities. They can allocate resources wisely to ensure adequate facilities.
- b. Planning and Development
Competent principals may have the ability to strategically plan and develop the school's physical infrastructure, ensuring that facilities support educational goals and learning.
- c. Quality of Learning Environment
Competent principals may be able to create a good learning environment through the management of facilities that support the learning process, such as comfortable classrooms, complete libraries, laboratory facilities, and so forth.
- d. Safety and Security
Competent principals must ensure that existing facilities are safe and meet the required safety standards for students and teachers.
- e. Teacher Participation
Principals' competence can also lead to the ability to involve teachers in planning, developing, and managing facilities, thereby creating a supportive work environment.

This research makes a significant contribution to the literature by revealing new findings on the synergistic influence of principals' competence and facilities on teachers' performance. These findings deepen our understanding of how effective leadership and adequate infrastructure jointly support the enhancement of teachers' performance. Thus, this research not only reinforces existing educational leadership theory but also highlights the importance of investing in facilities as a supporting factor for teachers' performance. This research suggests the need for a holistic approach in teacher professional development that includes leadership aspects and facility improvements.

These research findings offer practical implications for improving teachers' performance in Vocational High Schools, particularly in Palembang City. Schools and stakeholders can utilize these findings by enhancing principals' competence through leadership training and professional development programs. Additionally, investment in adequate facilities should be prioritized to create a conducive learning environment. Collaboration with local governments and the private sector can be explored to support the financing of facility improvements. The implementation of these strategies is expected to enhance teachers' performance, which in turn will improve the quality of education in Vocational High Schools in Palembang City.

LIMITATIONS OF THE STUDY

This study's limitations include a scope limited to Public Vocational High Schools in Palembang City, so the results may not be generalizable to other contexts or regions. Additionally, the research used a quantitative method that may not fully capture the complexity of

teachers' subjective experiences. For future research, it is recommended to expand the sample to private schools and other geographic areas to enhance the generalizability of findings. In-depth qualitative research is also needed to better understand how principals' competence and facilities specifically affect teachers' performance in practice.

CONCLUSIONS

Based on the results of the research conducted, it can be concluded: (1) Principals' competence, in addition to being related to teachers' performance, also has a non-significant influence on teachers' performance. Principals' competence is directly proportional to teachers' performance, meaning the better the principals' competence, the better the teachers' performance, (2) Facilities, in addition to being related to teachers' performance, also have a significant influence on teachers' performance. Facilities have a positive influence on teachers' performance, meaning the better and more complete the school facilities, the better the teachers' performance, (3) Principals' competence and facilities, simultaneously or together, are related to teachers' performance. Principals' competence, facilities, and infrastructure together also have a non-significant influence on teachers' performance. Simultaneously, principals' competence, facilities, and infrastructure are directly proportional to teachers' performance, meaning if principals' competence, facilities, and infrastructure are improved or become better, then teachers' performance will also improve or become better.

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