International Journal of Business, Law, and Education
Volume 4, Number 2, 2023

The Influence of School Principal Management Competence on Management Implementation Through Entrepreneurship Teacher Professionalism as a Moderator Variable

Narisin[1], F. Danardana Murwani[2], Agus Sumanto[3]
[1,2,3]Faculty of Economics and Business, Universitas Negeri Malang, Indonesia
Coresponding author: narisin.2204158@students.um.ac.id, f.danardana.fe@um.ac.id, agus.sumanto.fe@um.ac.id

ABSTRACT
Maintaining the institution's viability requires making human resources more competitive. Therefore, every educational institution in every country is required to improve the quality of education. Principals of schools and human resources must use strategic management to deliver high-quality education. Implementing School-Based Management (SBM) is a very appropriate way to enhance the caliber of education. By using the expertise of entrepreneurial teachers, this study seeks to ascertain how school principal management competency affects SBM. in vocational schools throughout Mojokerto Regency and City. Quantitative research employing a descriptive survey technique was used to process this study. The sample used in this research was vocational school entrepreneurship teachers in Mojokerto Regency and City, totaling 106 respondents. The study's findings indicate that there is a strong correlation between the management competence of school principals on the implementation of school-based management through the professionalism of entrepreneurial teachers.

Keywords:
Principal Management Competence, Teacher Professionalism . School Based Management

INTRODUCTION

In the current globalized world of competition, workers must become more productive and efficient. Institutions must remain viable by making their human resources more competitive (Muga & Rihardjo, 2022). As a result, all educational establishments worldwide are obliged to raise educational standards. One of the problems that occurs in several countries, including Indonesia, The poor quality of instruction at all levels and in all educational units found in educational institutions (Budiharso & Tarman, 2020). One of the successes of educational institutions in a country can be seen through the role and function of the school principal in school management, because with good leadership in accordance with their role, it is hoped that the school principal can create quality human resources in various fields. Principals of schools and human resources must practice strategic management in order to provide quality education. School principals must have the right strategies or techniques to motivate and improve the competence of educators, as well as involve all teaching staff in various activities that support school programs (Syukkur & Fauzan, 2021).

To improve the quality of education in a school, the role of the principal in designing and organizing human resources in the school must be carried out well. Administration, curriculum development, and student affairs are all included in school organizing, which involves collaboration with the local community and the participation of teachers, parents, and students. So it is necessary to implement School Based Management (SBM), this strategy is carried out to increase school independence, responsibility and accountability (Isa et al., 2020).

A new paradigm in education management called "school-based management" (SBM) serves as a bundle of reforms to preserve the proper balance of power in

decision-making between public servants and school stakeholders (Bandur, 2018; Ara & Nasra, 2018; Isa, et al., 2020). SBM in schools aims to make schools independent or empowered by providing autonomy to carry out joint or participatory decision making. The reality is that in the field of education today, there are still many schools that have not implemented SBM so they still use a centralized management system. Therefore, School principals are among the professionals that are needed in school organizations to oversee all organizational resources and work with instructors to help pupils meet academic objectives (Komalasari et al., 2020; Nurlaili et al., 2021).

Achieving educational goals really depends on the leadership skills and managerial competence of the school principal as a supervisor who is one of the educational leaders (Komalasari et al., 2020). Alignment between managerial competence and comprehensive knowledge of performance is the main requirement in strengthening work (Amrullah, 2021). The fact is that the managerial competence possessed by school principals is still not running optimally because there are tasks that are still not fulfilled (Aryani et al., 2021). If school-based management is backed by qualified human resources to run the institution, it will happen successfully and efficiently. Therefore, good managerial competence of school principals will increase teacher professionalism (Warman, 2022) and also the quality of education.

In the journal Joo (2020) explains that the professionalism of teachers as their work partners takes their work seriously, shows a high level of commitment, and goes beyond minimum expectations to meet student needs. When a teacher's sense of professionalism is strong, teachers will tend to be friendly and supportive of each other (Hu et al., 2019). The facts in the field explain that currently it is still rare teachers rarely operate with the same autonomy and collaborative work culture as those in other knowledge-based professions, and they rarely have their own professional standards as other professionals do (Schleicher, 2018) . The novelty of this research is that although there are several studies that examine SBM, it is still rare and has minimal interest among social science researchers who want to develop or deepen SBM (Isa, et al., 2020).

METHOD

This study used survey design and analysis used in this research is SEM-PLS. Sample was entrepreneurship reachers who teach in vocational schools Mojokerto district and city, east java province, Indonesia. Sample size was 106 entrepreneurship teachers. Quationnaire wa used to collect the data questionnaire consists of 66 items taken from previews studies (Turnbull, 2005; Aldridge & Ala, 2013; Victor, 2017; Mbuik, 2019; Wati, 2021; Warisno & Hidayah, 2022; Zai et al., 2022; Joensuu et al., 2023). Data were analysed using partial least squares – structural equator model (PLS-SEM).

RESULTS AND DISCUSSION

a. Descriptive Analysis Of Responden

Descriptive analysis based on the processing results of IBM SPSS 25.0 version regarding the characteristics of respondents is divided into 5 parts, namely gender, last education, length of time as a teacher, age and school origin, characteristics of responders according to age. The majority of respondents are 32 years old with a percentage of 15.1%. In the meanwhile, the respondents' characteristics were determined by their gender, with the majority of them being

female, 66 respondents with a percentage of 62.3%. Apart from that, the characteristics of respondents based on their last education had the majority of respondents having a bachelor's degree with a percentage of 91.5% or 97 respondents. Furthermore, the characteristics are based on length of teaching, the majority of respondents have taught for > 5 years, the percentage is 38.7%. Furthermore, the characteristics of respondents based on school origin were dominated by SMKN 1 Kemlagi, SMKN 1 Jetis and SMKN 1 Mojoanyar at 16% or 15 respondents.

b. Descriptive Analysis Of Frequency Distribution

Based on the results of frequency distribution analysis using SPSS IBM 24.0 version, the average value of each research construct was obtained. In the principal management competency variable, the average was found to be 3.72, which can be said to be quite good. Furthermore, the frequency distribution of the school-based management implementation variable has an average value of 3.71 which is in the quite good category. Finally, the variable professionalism of entrepreneurship teachers has an average value of 3.6 in the medium category, which means quite good. Looking at the average value of the variables, it can be said that the majority of respondents agreed with the indicator items for each variable presented in the questionnaire.

c. SEM-PLS Analysis

a. Outer Model Test

Before conducting in-depth SEM PLS testing, researchers must ensure that all construct measurement models have met the relevant requirements or quality standards, namely, in other words, the results of the measurement models show an adequate level of reliability, convergent validity and discriminant validity (Hair et al. ., 2017; Franke & Sarstedt, 2019; Shmuel et al., 2019). This test is also called the outer model test which is used to determine the quality of an instrument (Memon et al., 2021) whether there is error data in the instrument or not (Hair et al., 2018) through validity and reliability tests. The following is a table presentation and explanation of the measurement model test results that have been processed using Smart PLS.

1) Validity Test

The following are the results of convergent validity and discriminant validity testing using SmartPLS.

Table 1: Loading Factor & Cross Loading Value Variable X

Indicator	Loading Factor & Cross Loading Value Variable X			statement
	School Principal Management Competence	Implementation School Based Management	Professionalism of Entrepreneurship Teachers	
X1	**0.853**	0.846	0.856	Valid
X2	**0.844**	0.830	0.813	Valid
X3	**0.954**	0.951	0.948	Valid
X4	**0.945**	0.928	0.934	Valid
X5	**0.868**	0.848	0.853	Valid
X6	**0.935**	0.917	0.916	Valid
X7	**0.924**	0.909	0.918	Valid
X8	**0.921**	0.899	0.899	Valid

Indicator	Loading Factor & Cross Loading Value Variable X			statement
	School Principal Management Competence	Implementation School Based Management	Professionalism of Entrepreneurship Teachers	
X9	**0.873**	0.840	0.848	Valid
X10	**0.832**	0.798	0.803	Valid
X11	**0.822**	0.815	0.809	Valid
X12	**0.913**	0.912	0.911	Valid
X13	**0.870**	0.855	0.837	Valid
X14	**0.945**	0.942	0.936	Valid
X15	**0.957**	0.939	0.946	Valid
X16	**0.937**	0.924	0.931	Valid
X17	**0.825**	0.817	0.820	Valid
X18	**0.845**	0.830	0.814	Valid
X19	**0.954**	0.933	0.934	Valid
X20	**0.841**	0.801	0.805	Valid
X21	**0.845**	0.827	0.821	Valid
X22	**0.956**	0.944	0.942	Valid
X23	**0.941**	0.926	0.933	Valid
X24	**0.852**	0.846	0.850	Valid
X25	**0.847**	0.835	0.818	Valid
X26	**0.963**	0.942	0.943	Valid
X27	**0.950**	0.929	0.939	Valid
X28	**0.872**	0.837	0.847	Valid
X29	**0.959**	0.933	0.938	Valid
X30	**0.950**	0.935	0.947	Valid
X31	**0.882**	0.839	0.848	Valid

Based on the results of validity testing and through the presentation of the results in table 4.10, loading factor and cross loading values are obtained that meet the requirements or criteria for valid values. For each indicator, a loading factor value > 0.7 was found and the value of the principal management competency variable construct had a cross loading value higher than the other constructions' cross loading value. This shows that each indicator in the principal management competency variable can be accepted and declared valid.

Table 2: Loading Factor & Cross Loading Value Variable Y

Indicator	Loading Factor & Cross Loading Value Variable Y			Statement
	School Principal Management Competence	Implementation School Based Management	Professionalism of Entrepreneurship Teachers	
Y1	0.781	**0.802**	0.793	Valid
Y2	0.804	**0.848**	0.791	Valid
Y3	0.940	**0.949**	0.946	Valid
Y4	0.926	**0.948**	0.939	Valid
Y5	0.919	**0.924**	0.920	Valid
Y6	0.902	**0.919**	0.913	Valid
Y7	0.824	**0.848**	0.845	Valid
Y8	0.844	**0.852**	0.832	Valid
Y9	0.909	**0.928**	0.921	Valid
Y10	0.822	**0.854**	0.850	Valid
Y11	0.937	**0.970**	0.940	Valid
Y12	0.896	**0.916**	0.905	Valid
Y13	0.834	**0.836**	0.834	Valid
Y14	0.805	**0.817**	0.813	Valid
Y15	0.937	**0.949**	0.943	Valid
Y16	0.914	**0.946**	0.931	Valid

Indicator	Loading Factor & Cross Loading Value Variable Y			Statement
	School Principal Management Competence	Implementation School Based Management	Professionalism of Entrepreneurship Teachers	
Y17	0.813	**0.841**	0.833	Valid
Y18	0.812	**0.816**	0.791	Valid
Y19	0.931	**0.943**	0.913	Valid
Y20	0.922	**0.966**	0.951	Valid
Y21	0.838	**0.889**	0.874	Valid
Y22	0.952	**0.965**	0.950	Valid
Y23	0.932	**0.968**	0.945	Valid
Y24	0.820	**0.857**	0.841	Valid
Y25	0.814	**0.821**	0.811	Valid
Y26	0.932	**0.937**	0.934	Valid
Y27	0.893	**0.914**	0.904	Valid
Y28	0.852	**0.868**	0.866	Valid
Y29	0.847	**0.855**	0.835	Valid
Y30	0.725	**0.750**	0.711	Valid
Y31	0.705	**0.735**	0.695	Valid
Y32	0.736	**0.766**	0.734	Valid
Y33	0.705	**0.735**	0.695	Valid

Based on the presentation in table 2 regarding the results of convergent validity and discriminant validity testing through factor loading and cross loading values, it was found that both values met the requirements and criteria for values that could be said to be valid. The convergent validity value has met the criteria where the loading factor value has a value of more than 0.7 and the discriminant validity of the school-based management variable has a value greater than the other constructs. This shows that each indicator on each variable can be accepted and declared valid.

Table 3: Loading Factor & Cross Loading Value Variable Z

Indicator	Loading Factor & Cross Loading Value Variable Z			Statement
	School Principal Management Competence	Implementation School Based Management	Professionalism of Entrepreneurship Teachers	
Z1	0.820	0.840	**0.856**	Valid
Z2	0.934	0.951	**0.953**	Valid
Z3	0.907	0.916	**0.929**	Valid
Z4	0.852	0.867	**0.872**	Valid
Z5	0.814	0.836	**0.846**	Valid
Z6	0.933	0.953	**0.958**	Valid
Z7	0.922	0.938	**0.951**	Valid
Z8	0.833	0.859	**0.868**	Valid
Z9	0.952	0.948	**0.957**	Valid
Z10	0.931	0.934	**0.944**	Valid
Z11	0.814	0.827	**0.834**	Valid
Z12	0.808	0.814	**0.814**	Valid
Z13	0.930	0.937	**0.945**	Valid
Z14	0.913	0.921	**0.925**	Valid
Z15	0.846	0.860	**0.867**	Valid
Z16	0.847	0.855	**0.867**	Valid
Z17	0.956	0.956	**0.963**	Valid
Z18	0.945	0.944	**0.951**	Valid
Z19	0.837	0.861	**0.867**	Valid
Z20	0.940	0.934	**0.944**	Valid
Z21	0.900	0.893	**0.910**	Valid

Indicator	Loading Factor & Cross Loading Value Variable Z			Statement
	School Principal Management Competence	Implementation School Based Management	Professionalism of Entrepreneurship Teachers	
Z22	0.849	0.843	**0.851**	Valid
Z23	0.810	0.812	**0.817**	Valid
Z24	0.942	0.941	**0.949**	Valid
Z25	0.919	0.921	**0.936**	Valid
Z26	0.829	0.840	**0.850**	Valid
Z27	0.816	0.816	**0.896**	Valid
Z28	0.936	0.919	**0.944**	Valid
Z29	0.917	0.916	**0.929**	Valid
Z30	0.796	0.797	**0.808**	Valid
Z31	0.942	0.922	**0.977**	Valid
Z32	0.909	0.909	**0.919**	Valid

Based on the report on the results of validity testing using SmartPLS in table 3, the results of the factor loading and cross loading values are obtained which are the results of the convergent validity and discriminant validity tests. The factor loading value obtained has met the criteria or threshold value determined in convergent validity, namely > 0.7. It can be seen in table 3 that all factor loading values exceed 0.7, while the cross loading value of the teacher professionalism variable is greater than the value of the construct. -other constructs so that the cross loading value can be said to be safe without any problems. Through this analysis it can be stated that the indicators in the teacher professionalism variable are valid.

2) Reliability Test

This reliability test uses Cronbach alpha and composite reliability values. The criteria for a value that can be said to be reliable in research using SEM-PLS is between 0.60 and 0.70, which is acceptable in exploratory research, On the other hand, a result value of 0.70 to 0.95 indicates a good of fit degree (Hair et al., 2022).

Table 4: Reliability Test Result

Variabel	Avarage Variance Extracted	rho_A	Cronbach Alpha	Composite Reliability	Keterangan
School Principal Management Competence	0.796	0.992	0.991	0.991	**Reliable**
Implementation School Based Management	0.757	0.991	0.990	0.990	**Reliable**
Professionalism of Entrepreneurship Teachers	0.801	0.992	0.992	0.992	**Reliable**

Based on the reliability test results obtained using SmartPLS which are presented in table 4 above, it is concluded that all variables can be said to be reliable. The Average Variance Extracted (AVE) value obtained by each variable meets the requirements, namely exceeding 0.50, while the Cronbach alpha value obtained is > 0.70 or even up to 0.95, indicating that each variable in this study has acceptable and adequate measurements for all of its indicators.

b. Inner Model Test

Structural model testing, also known as inner model testing, is used to predict the relationship between one variable and another through a description based on theory (Shmueli es al., 2019). Evaluation of the structural model uses the coefficient of determination (R^2), Predictive Relavance (Q^2), Goodness of Fit (GoF) and Path Coefficient of the Structural Model.

1) Coefficient Determination

If the model meets the data 100% with the value obtained approaching 1, it can be said that the model explains variations in endogenous variables (Afthanorhan & Ghazali, 2021). The following are the results of the coefficient of determination based on data processing using SmartPLS.

Tabel 5: Coefficient Determinant Result

Variable	*R-Square*
Implementation School Based Management (Y)	0.991
Professionalism of Entrepreneurship Teacher (Z)	0.980

Based on the results of data processing in table 5 using SmartPLS, the diversity of school-based management variables as variable Y can be explained by the principal management competency variable of 99.10%, in other words the principal's management competency has a contribution of 99.10% to school-based management. Meanwhile, the value of the coefficient of determination on the teacher professionalism variable as variable Z can be explained by the principal's management competency variable of 98.00% or in other words the principal's management competency variable has participation or contribution to teacher professionalism of 98.00%. Some contributions come from other variables not discussed in this research.

2) *Predictive Relevance*

PLSpredict is employed in this predictive power evaluation to estimate predictive relevance, which gauges how accurate the construct predictions are (Shmueli et al., 2016; Shmueli et al., 2019; Memon et al., 2021). $Q^2 > 0$ indicates that the PLS path model outperforms the best benchmark (Sarstedt & Cheah, 2019) and has predictive relevance. Below is the calculation of predictive relevance:

Q^2 Value = 1 - (1 - R^2) x (1 - R^2)
Q^2 Value = 1 – (1-0.991) x (1-0.980)
Q^2 Value = 1 – (0,009) x (0,02)
Q^2 Value = 0.998

Information:
Q^2 : Predictive Relevance

R^2 : R-Square value of the variables Implementation of School Based Management (Y) and Teacher Professionalism (Z)

Based on the results of the calculation of the predictive relevance formula above, it was found that the Q^2value was 0.998, This shows that the research

data collected in this study can be explained by the structural model developed 99.8%, close to the value 1, while 0.2 The remaining % can be explained or is a contribution from other variables not discussed in this study. Another conclusion is that the goodness of fit in this study can be stated to be very good.

3) Coefisien Path Model Structural

Structural Path Model Coefficient is a structural path model is employed to ascertain the significance of the link between variables. This test employs bootstrapping, if the P value < 0.05, the association is significant, and vice versa. The following is the structural model path coefficient value from the data processing results.

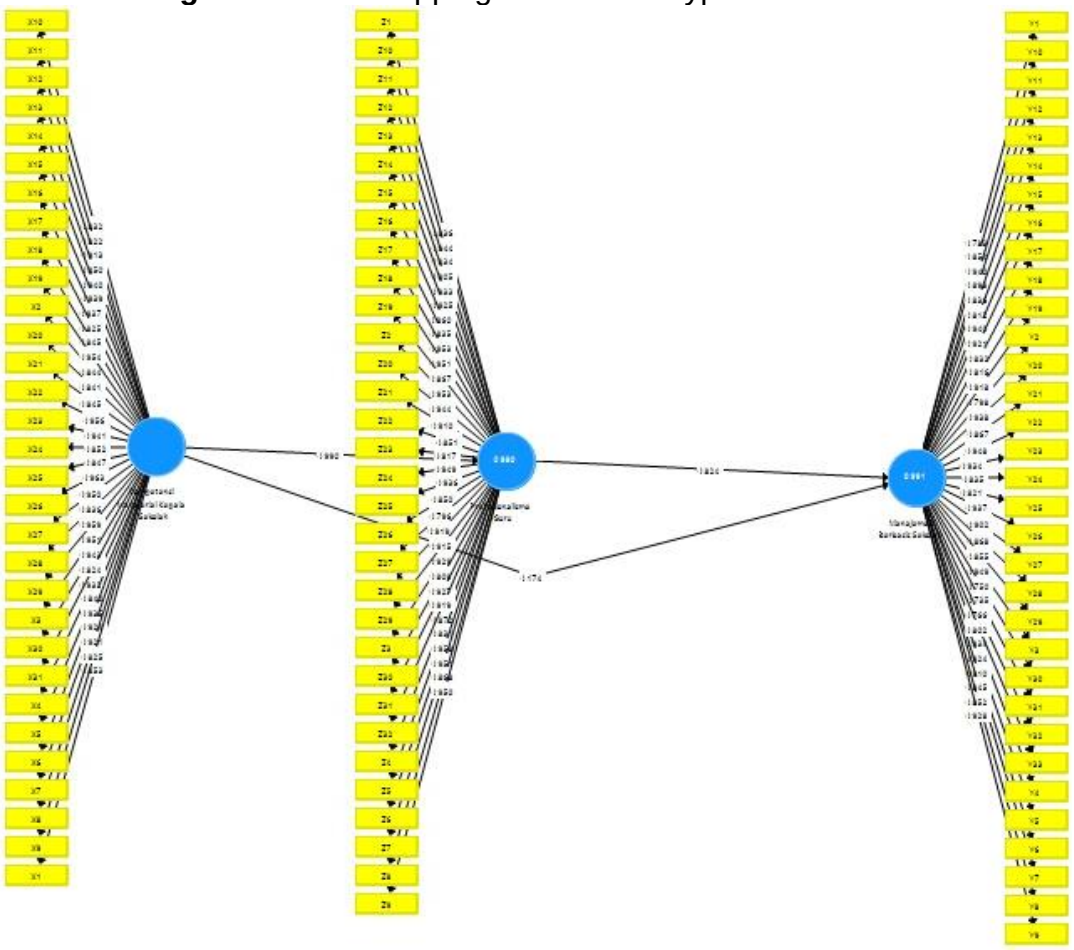
Table 6: *Coefisien Path Model Structural*

Variabel	*Original Sample* (O)	*P-Value*	*T-Statistic* (O/STDEV)	Keterangan	Signifikansi
X – Y	0.174	0.137	1.488	Rejected	Not Significant
X – Z	0.990	0.000	238.813	Accepted	Significant
Z - Y	0.824	0.000	7.093	Accepted	Significant
X – Z - Y	0.815	0.000	7.089	Accepted	Significant

Based on the presentation of the results in table 4.15, it can be seen that those who have a significant positive influence with the p-value obtained < 0.05 and the t-statistic exceeding the threshold, namely > 1,960, there are three of the four hypotheses, namely, the second hypothesis is that there is a significant positive influence between competence. principal management (X) on entrepreneurial teacher professionalism (Z), apart from the third hypothesis there is a significant positive influence between entrepreneurial teacher professionalism (Z) on the implementation of school-based management (Y) and finally the fourth hypothesis where the principal's management competence (X) has a positive influence on the implementation of school-based management (Y) through the mediating variable namely entrepreneurial teacher professionalism (Z). Meanwhile, the first hypothesis is the only hypothesis that does not have a significant influence.

This shows that the management competence of school principals does not have a significant influence on teacher professionalism or it could be said that it has not been able to increase the professionalism of entrepreneurial teachers in vocational schools throughout the Regency and Mojokerto City.

Figure 1: Bootstrapping Results of Hypothesis Test



d. Discussion

H1 There is a direct influence between the Principal's Management Competence on the Implementation of School-Based Management

Based on the research results described previously using data that has been processed using SmartPLS. These results show that the t-statistic value is 1.488, where this value is declared not to meet the t-table value requirements, namely it must be >1.960. Apart from that, the p-value obtained was 0.137, where this value was said to be invalid because it had a value <0.05. So it can be said that the principal's management competency variable has no direct influence on the school-based management implementation variable.

In the research study of Iswan et al., (2021), the implementation of school-based management has great potential in producing good or professional school principals. However, the results in this study are inversely proportional to this, where the school principal's management competence has no influence and does not improve the implementation of school-based management. This research is also not in line with Triningsih & Muhyadi's research study (2019) where the study shown that the use of school-based management was positively and significantly influenced by school leaders' managerial competency. In other research conducted by Katuuk et al., (2019) suggests that the effectiveness of implementing school-based management is greatly influenced by the managerial competence of the school principal.

The conclusion from the results of this first hypothesis is that the management competency of school principals is still not able to implement school-based management well. Apart from that, this is one of the new results of the many studies that discuss school-based management. This research has no significant effect.

H2 There is a direct influence between the managerial competence of school principals on the professionalism of entrepreneurship teachers

Based on the research results described in the previous chapter. These results show that the competence of school principals has a direct influence on the professionalism of entrepreneurial teachers because it has a t-statistic value of 238,813, where this value meets the predetermined requirements, namely > 1,960, while the p-value is 0.000, where this value does not exceed the predetermined value, namely < 0.05. So it can be said that the managerial competency variable of the school principal has a direct influence on the entrepreneurial teacher professionalism variable.

The findings of this investigation are consistent with those of a study from Habibi et al., (2019) which proves that the managerial competence of school principals has a significant effect on increasing teacher professionalism in schools. This is reinforced by the statement in research by Bafadal et al., (2019) which states that competent school principals will easily increase the professionalism of their teachers and staff. Based on the discussion above. The management competence of school principals has a significant direct effect on the professionalism of entrepreneurial teachers.

H3 There is a direct influence between the professionalism of school entrepreneurship teachers on the implementation of school-based management

Based on the results of hypothesis testing using bootstrapping in SmartPLS, it was found that the third hypothesis was accepted with a t-satisfaction value of 7.093, meaning that this value met the requirements with a threshold value of > 1.960, while the p-value obtained for this third hypothesis was 0.000, meaning This value is less than 0.05 which is stated as the threshold value. Through these results, it shows that there is a significant influence between the professionalism of entrepreneurial teachers on increasing the implementation of school-based management on a regular basis.

The results of this research are also reinforced by research by Iswan et al., (2021) that SBM functions to increase the efficiency, quality and equality of education, where if there is an increase in good teacher professionalism then the implementation of SBM in the school will also be good. In their research, Rohma et al., (2020) said that efforts to increase teacher professionalism basically require several things, including school-based management which must be improved and implemented in accordance with the rules.

H4 There is an indirect influence of the managerial competence of the principal on the implementation of school-based management through teacher professionalism

Based on the research results described previously, the results show that the managerial competence of school principals influences the implementation of school-based management through teacher professionalism. Through SmartPLS processing, a t-statistical value of 7,089 is obtained which meets the minimum criteria for a value of > 1,960, so that the principal's managerial competence has an influence on the implementation of school-based management through teacher professionalism. Apart from that, the p-value is 0.000, which meets the minimum threshold criteria set, namely

<0.05. It follows that the application of school-based management through teacher professionalism is influenced by the managerial proficiency of school leaders.

In Amon & Bustami's (2021) research, the success of implementing school-based management is determined by the managerial competence of the school principal and accompanied by the role of teacher professionalism to improve the quality of education and the smooth running of SBM (Lasno et al., 2019). The implementation of school-based management will be successful in improving the quality of education if it is managed with the competence of the school principal accompanied by selecting professional teachers to support improving the quality of education (Ulfatin et al., 2022).

CONCLUSION

The conclusions in this research are (1) There is no significant influence between the principal's management competency variables on the direct implementation MBS. This explains that the management competence of school principals in Vocational Schools in Mojokerto Regency and City has not been able to implement and implement school-based management in their schools. (2) The professionalism of entrepreneurial instructors is influenced by the managerial skill of the principal. This shows that the management competence of school principals in Vocational Schools throughout the Regency and City of Mojokerto is able to increase teacher professionalism so that they can develop the quality of learning in schools. (3) Third, there is a significant influence between the professionalism of entrepreneurial teachers in Vocational Schools in Mojokerto Regency and City on the implementation of school-based management. Thus, it can be concluded that by introducing school-based management, teacher professionalism can raise the standard of instruction. (4) It is known that there is a significant indirect influence between the management competence of school principals on the implementation of school-based management through teacher professionalism. There are suggestions from researchers for further research and also for Vocational Schools in the Regency and City of Mojokerto. (1) Looking at the results of the coefficient determination, it can be said that there are other variables outside the research which are not discussed in this research which are able to improve the variables in this research, so it is recommended for further research can add other variables related to school-based management or teacher professionalism. (2) It is recommended for school principals in Vocational Schools throughout the Regency and City of Mojokerto to improve or maximize the management competence of school principals and try to implement school-based management because from previous research it is very rare to implement SBM. (3) It is hoped that future research will continue to discuss SBM and look into it more deeply because even though there is a lot of research on MBS, there is rarely any recent research from the past. (4) Apart from that, it is hoped that the next sample can take a wider sample, for example East Java province.

Reference

Abu Nasra, M., & Arar, K. (2020). Leadership style and teacher performance mediating role of occupational perception. International Journal of Educational Management, 34(1), 186–202. doi10.1108ijem-04-2019-0146.

Afthanorhan, A., Ghazali, P. L., & Rashid, N. (2021, May). Discriminant validity: A comparison of CBSEM and consistent PLS using Fornell & Larcker and HTMT

approaches. In Journal of Physics: Conference Series (Vol. 1874, No. 1, p. 012085). IOP Publishing.

Al-Ababneh, M. M. (2020). Linking ontology, epistemology and research methodology. Science & Philosophy, 8(1), 75-91.

Amon, L., & Bustami, M. R. (2021). Implementation of School-Based Management in Curriculum and Learning Processes a Literatur Review. Jurnal Pendidikan Dasar Dan Menengah (Dikdasmen), 1-11.

Amrullah, H. (2021). Pengaruh Managerial Competency Dan Learning Orientation Terhadap Job Performance Melalui Entrepreneurial Leadership Pada Universitas Negeri Surabaya. Jurnal Ilmu Manajemen, 9(4), 1601-1612.

Aryani, E., Hasanah, A. U., Putra, H. D., & Zahruddin, Z. (2021). Effect of Head Management Competence on Teacher Performance in SMA Nusantara Plus. Al-Tanzim: Jurnal Manajemen Pendidikan Islam, 5(2), 105-114.

Bafadal, I., Nurabadi, A., Sobri, A. Y., & Gunawan, I. (2019). The competence of beginner principals as instructional leaders in primary schools. International Journal of Innovation, Creativity and Change, 5(4), 625-639.

Bandur, A. (2018). Stakeholders' responses to school-based management in Indonesia. International Journal of Educational Management, 32(6), 1082-1098.

Budiharso, T., & Tarman, B. (2020). Improving quality education through better working conditions of academic institutes. Journal of Ethnic and Cultural Studies, 7(1), 99-115. (1).

Cornito, C. M. (2021). Striking a Balance between Centralized and Decentralized Decision Making: A School-Based Management Practice for Optimum Performance. International Journal on Social and Education Sciences, 3(4), 656-669.

Franke, G., & Sarstedt, M. (2019). Heuristics versus statistics in discriminant validity testing a comparison of four procedures. Internet Research.

Habibi, B., Hartinah, S., Rofiqul, U. M. A. M., Syazali, M., Lestari, F., Abdurrahman, A., & Jauhariyah, D. (2019). Factor Determinants of Teacher Professionalism as Development of Student Learning Education at SMK PGRI in Tegal City, Indonesia. Journal of Gifted Education and Creativity, 6(2), 123-132.

Hair, J., & Alamer, A. (2022). Partial Least Squares Structural Equation Modeling (PLS-SEM) in second language and education research: Guidelines using an applied example. Research Methods in Applied Linguistics, 1(3), 100027.

Hair Jr, J. F., Hult, G. T. M., Ringle, C. M., Sarstedt, M., Danks, N. P., & Ray, S. (2021). Partial least squares structural equation modeling (PLS-SEM) using R A workbook (p. 197). Springer Nature.

Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2018). When to use and how to report the results of PLS-SEM.

Hair, J. F., Sarstedt, M., & Ringle, C. M. (2019). Rethinking some of the rethinking of partial least squares. European journal of marketing, 53(4), 566-584.

Hu, B. Y., Li, Y., Wang, C., Reynolds, B. L., & Wang, S. (2019). The relation between school climate and preschool teacher stress: The mediating role of teachers' self-efficacy. Journal of Educational Administration, 57(6), 748-767.

Isa, A. M., Mydin, A. A., & Abdullah, A. G. K. (2020). School-Based Management (SBM) Practices in Malaysia: A Systematic Literature Review. International

Journal of Academic Research in Business and Social Sciences, 10(9), 822-838.

Iswan, A. S., Priharta, A., Bahar, H., & Miyati, E. (2021). The Influence of School-Based Management Implementation on the Improvement of Education Quality in Primary Schools. Journal of Hunan University Natural Sciences, 48(4).

Joo, Y. H. (2020). The effects of distributed leadership on teacher professionalism: The case of Korean middle schools. International Journal of Educational Research, 99, 101500.

Katuuk, D. A., Pasandaran, S., Lonto, A., & Sendouw, R. (2019). The Analysis of School-Based Management Implementation and Principals' Managerial Competencies.

Komalasari, K., Arafat, Y., & Mulyadi, M. (2020). Principal's management competencies in improving the quality of education. Journal of social work and Science Education, 1(2), 181-193.

Lasno, L., Suriansyah, A., & Saleh, M. (2019). School Principal's Role in The Implementation of School-Based Management for Adiwiyata Program. European Journal of Education Studies.

Lisnawati, I. (2018). The professionalism of Indonesian teachers in the future. Journal of Education, Teaching and Learning, 3(1), 28-33.

Memon, M. A., Ramayah, T., Cheah, J. H., Ting, H., Chuah, F., & Cham, T. H. (2021). PLS-SEM statistical programs a review. Journal of Applied Structural Equation Modeling, 5(1), 1-14.

Muga, R., & Riharjo, I. B. (2022, March). The Effect of Professionalism and Workload on The performance of Employees of Regional Revenue Agency in Sikka Regency. In International Conference of Business and Social Sciences (pp. 346-360).

Nurlaili, N., Warman, W., & Raolah, R. (2021). Improvement of Principals' Supervision Competence through Accompaniment in Principal Working Groups. Cypriot Journal of Educational Sciences, 16(4), 1704-1720.

Rohma, S., Harapan, E., & Wardiah, D. (2020). The Influence of School-Based Management and Teacher's Professionalism toward Teacher's Performance. Journal of social work and Science Education, 1(1), 13-23.

Sarstedt, M., & Cheah, J. H. (2019). Partial least squares structural equation modeling using SmartPLS: a software review.

Schleicher, J. (2018). The environmental and social impacts of protected areas and conservation concessions in South America. Current Opinion in Environmental Sustainability, 32, 1-8.

Shmueli, G., Ray, S., Estrada, J. M. V., & Chatla, S. B. (2016). The elephant in the room: Predictive performance of PLS models. Journal of business Research, 69(10), 4552-4564.

Shmueli, G., Sarstedt, M., Hair, J. F., Cheah, J. H., Ting, H., Vaithilingam, S., & Ringle, C. M. (2019). Predictive model assessment in PLS-SEM: guidelines for using PLSpredict. European journal of marketing, 53(11), 2322-2347.

Syukkur, A., & Fauzan, F. (2021). Improving The Quality of Education Through The Principal's Strategy to Develop Teacher Competence. Nazhruna Jurnal Pendidikan Islam, 4(3), 563-574.

Triningsih, J., & Muhyadi, M. (2019). Effect of Principal Managerial Competence on Quality of SBM Implementation in UPT Elementary Schools District of Depok, Sleman. KnE Social Sciences, 122-130.

Ulfatin, N., Mustiningsih, Sumarsono, R. B., & Yunus, J. N. (2022). School-based management in marginal areas: Satisfying the political context and student needs. Management in Education, 36(3), 124-134.

Warman, W. (2022). Principal Managerial Competence and Academic Supervision on Vocational Teacher Performance. EduLine Journal of Education and Learning Innovation, 2(4), 436-446.

Westerlund, M. (2020). Digitalization, internationalization and scaling of online SMEs. Technology Innovation Management Review, 10(4).

Attachment to the hypothesis testing image