

The Influence of Principal's Authentic Leadership and Work Climate on Teachers' Social Competence at SMKN 1 Kuantan Mudik

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ABSTRACT

This study aims to determine the influence of (1) the principal's authentic leadership and (2) the work climate on (3) teachers' social competence at SMKN 1 Kuantan Mudik. This research adopts a quantitative approach with a random sampling technique, meaning the samples are selected randomly. The data collection method used in this study is a questionnaire. The results indicate an influence of teachers' social competence on teachers' social competence. The partial hypothesis test shows a significance value of 3.507. By comparing the calculated t-value and the t-table value ($3.507 > 1.671$), the hypothesis is accepted. The conclusion is that since the calculated t-value (3.507) is greater than the t-table value (1.671) and the significance level is less than 0.05 ($0.001 < 0.05$), it means that H_a is accepted, and H_0 is rejected. This implies that, partially, there is a significant influence of the principal's authentic leadership on teachers' social competence at SMKN 1 Kuantan Mudik. Furthermore, there is also an influence of the work climate on teachers' social competence. The partial hypothesis test results show a significance value of 4.039. By comparing the calculated t-value and the t-table value ($4.039 > 1.671$) and noting that the significance level is less than 0.05 ($0.000 < 0.05$), it means that H_a is accepted, and H_0 is rejected. This indicates that, partially, there is a significant influence of the work climate on teachers' social competence. The combined influence of the principal's authentic leadership and the work climate is measured at (3.150), as the calculated F-value (33.690) is greater than (3.150), and the significance level (0.000) is less than 0.05. Therefore, H_0 is rejected, and H_a is accepted. This demonstrates a significant influence of the principal's authentic leadership and the work climate on teachers' social competence at SMKN 1 Kuantan Mudik.

Keywords: *Authentic Leadership; Principal; Work Climate; Teachers' Social Competence*

INTRODUCTION

Modernization in various aspects continues to develop rapidly, in line with advancements in science and technology. To meet the demands of accelerating reform and globalization, human resources capable of transforming technology in the modern era are needed. The rapid advancement of technology requires the education sector to operate in accordance with the goals of the National Education Policy. However, in

reality, various challenges and difficulties persist in Indonesia's education sector, which hinders the optimal development of human resources in the country.

This policy is based on the preamble of the National Education System Law (Soedibyo, 2021), which states that "The National Education System must ensure equal access to education and improve its quality, relevance, and management efficiency." The challenges faced align with local, national, and global demands, necessitating structured, targeted, and sustainable educational reforms. According to Winbaktianur and Sutono (2019), authentic leadership by school principals enhances psychological performance, ethics, self-confidence, and high integrity, as well as fosters positive leadership. An authentic school principal is tasked with and responsible for leading the school to achieve its goals. The quality of education has been declining due to the diverse nature of both formal and informal education, leading to a shortage of skilled human resources.

Kasidin (2020) states that the quality of education provided by a school reflects its effectiveness and success. The success of authentic leadership by a school principal must be supported by teachers, which in turn will create a high-quality work climate. A good principal's leadership positively impacts teachers' performance, ultimately improving the quality of education in schools. Therefore, the role of authentic leadership by school principals is crucial in enhancing school competence. Education is the foundation of a nation's success, and having the right leader—such as a competent principal—is essential. The true leadership of a school principal is of great importance in educational institutions. According to Mahidin (2021), the concept of work climate refers to the atmosphere, conditions, communication, and interactions within an educational institution. The standard of teachers' work climate is measured by the quality of teachers and their work environment while carrying out their duties. For example Individual student work, Planning, Use of technology or media, Student involvement in experiences, Active teacher leadership

A supportive work climate increases teachers' job satisfaction and motivation to perform better. Creating a conducive work climate in schools will make teachers feel comfortable and motivated to work more effectively. A good school work climate should foster positive interactions among teachers, students, and all school components, facilitating the achievement of educational goals. A positive work climate enables teachers to complete their assigned tasks more easily and responsibly. This highlights that a conducive work climate in schools significantly helps teachers improve their performance.

SMKN 1 Kuantan Mudik is a vocational high school located in Kuantan Mudik District, Kuantan Singingi Regency, Riau Province. The school was established on December 6, 2004, and was previously known as SMK YPKM Lubuk Jambi. In 2014, it attained public school status through a decree from the Minister of Education and Culture of the Republic of Indonesia. SMKN 1 Kuantan Mudik is a public vocational school that is highly needed by the local community, particularly residents in the surrounding area, as well as the general public seeking basic education.

However, the school still lacks complete facilities and is situated far from the city center.

The data above indicate that the school has 20 computers, 1 library, 2 laboratories, 1 health room, 1 counseling room, and 1 prayer room. The authentic leadership of the principal plays a crucial role in fostering a good relationship and work climate among all stakeholders. A principal with authentic leadership consistently communicates with teachers and staff, fostering a strong sense of family, positive relationships, and effective communication. During meetings, the principal provides guidance, motivation, and seeks input from teachers.

Preliminary Observations and Issues During a pre-survey interview with a teacher who serves as the vice principal for student affairs, Mr. Gustiarman, S.Pd., M.Pd., it was revealed that teachers' social competence at SMKN 1 Kuantan Mudik is still lacking. This is evident from issues such as poor communication and interaction among teachers, students, and parents. Additionally, during meetings, many teachers are inattentive, often distracted by gadgets. Some teachers do not participate in social service activities or attend training sessions organized by the school. A study by Wahyuningrum (2021) found that effective teachers possess skills and attitudes that bring out the best in students, making them happy in the learning process. It can be concluded that a teacher's work climate reflects their ability to perform their duties effectively, ensuring that school objectives—particularly teaching—are achieved correctly and appropriately with adequate resources used proportionally. However, in reality, the current situation does not meet these expectations. Research Interest and Title Based on the background described above, the author is interested in conducting a study titled: *"The Influence of Principal's Authentic Leadership and Work Climate on Teachers' Social Competence at SMKN 1 Kuantan Mudik."*

METHOD

This research was conducted at SMKN 1 Kuantan Mudik, Kuantan Singingi Regency, Riau Province. It examines the influence of the principal's authentic leadership and work climate on teachers' social competence at SMKN 1 Kuantan Mudik to determine whether there is a significant effect of the independent variables on the dependent variable. The subjects of this study were teachers at SMKN 1 Kuantan Mudik, consisting of 23 male teachers and 37 female teachers, totaling 60 teachers. The types of data collected in this study include observations and interviews (Yusra et al., 2021). The triangulation technique was used to assess data credibility by comparing data from different but similar sources.

The data collection techniques included validity and reliability tests. The validity test measures whether a survey is valid, meaning that a survey or instrument is considered valid if its questions accurately capture the objectives of the measurement (Gozari, 2018: 51). The reliability test assesses whether a survey consistently functions as an indicator of a variable or construct. Furthermore, prerequisite analysis tests were conducted, including partial hypothesis testing (T-test), simultaneous hypothesis testing (F-test), normality test, and linearity test. To measure reliability in this study,

the researcher used the Cronbach's alpha technique to test the reliability of the measuring instrument, which was based on complexity.

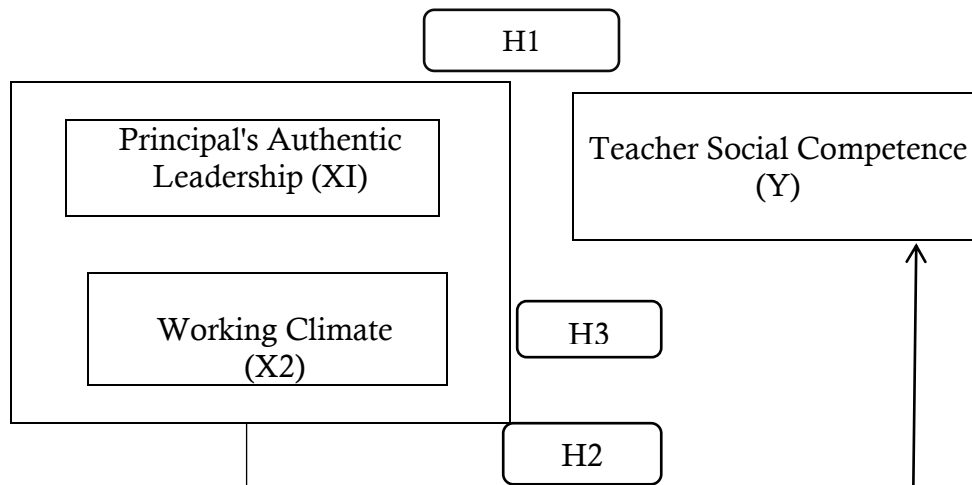


Figure 1. Structure Multiple Linear Regression

FINDINGS AND DISCUSSION

This study aims to describe the influence of authentic leadership of the principal and work climate on the social competence of teachers at SMKN 1 Kuantan Mudik. The results of this study will be presented as a basis for determining whether there is an influence and significance of the results of this study. The discussion will be carried out systematically starting from the research data, descriptive statistical analysis, regression test analysis and hypothesis testing so that it will answer the research and its discussion.

The data used in this study include the variables of teacher social competence (Y) Authentic Leadership of the Principal (X1), and Work Climate (X2). This study uses respondent identities such as gender, education, age and employment status. The data for this study were obtained through Quantification of the answers of respondents who filled out the research instrument. The quantification process is carried out by giving a score to each question with a score range between 1 and 5. The following is the researcher's explanation of the characteristics of the respondents. This hypothesis test is intended to determine whether someone can accept or reject the hypothesis proposed in this study. This test is carried out using several linear regressions using SPSS 23 statistics. The analysis carried out is:

Table 1. Hypothesis test results

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig
	B	Std. Error	Beta		
1 (Constant)	1,797	3,541		,507	,614
Principal's Authentic	,511	,135	,469	3,773	<,001

Leadership Working Climate	,479	,119	,502	4,039	<,001
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Source: SPSS IBM Version 23 Processed Data 2025

Based on the regression equation above, it can be analyzed as follows:

- The constant value of 1797 with a positive relationship direction indicates that if the independent variable is considered constant, the teacher's social competence has increased by 17.97%
- The regression coefficient on the Principal's Authentic Leadership X1 Against Teachers' Social Competence (Y) Shows a value of 0.511, this means that every 1% increase in the teacher's authentic leadership value increases by 0.511 assuming that other variables remain constant.

The regression coefficient on Work Climate (X2) against Teachers' Social Competence (Y) Shows a value of 0.479, meaning that with a 1% increase in the work climate value, the work climate value will increase by 0.479 assuming that other variables remain constant.

Table 2. Simple Linear Regression Test

<i>Coefficients^a</i>						
<i>Model</i>		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
<i>1</i>	<i>(Constant)</i>	1,797	3.541		507	.614
	Iklm Kerja	.479	.199	.502	3,773	<0,01

Source: SPSS IBM Version 23 Processed Data 2025

Based on the simple Linear Regression Test in the table above, the regression equation $Y = 1.797X_1 + 0.479X_2$ is produced. This explains that the addition of the work climate variable (X2) 1 point will cause an increase in the Y variable by 0.479 with a constant value of 1.797.

Table 3. F Test Coefficient

<i>ANOVA</i>						
<i>Model</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
<i>1</i>	<i>Regression</i>	19.96932	2	998,466	32,82	.000 ^b
	<i>Residual</i>	173,401	57	3,042		
	<i>Total</i>	2170,33	59			

Source: SPSS IBM Version 23 Processed Data 2025

Hypothesis testing criteria show that H0 is rejected and Ha is accepted because the calculated F (32.82) is greater than the F table (2.525) with a significance value of 0.000 < 0.05. H0 is rejected and Ha is accepted. This shows that there is a significant

influence of work climate on teacher social competence.

Table 4. Determination coefficient

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	805.809	2	352.904	33.690	.000 ^b
	Residual	646.378	67	10.366		
	Total	1552.19	54			

Source: SPSS IBM Version 23 Processed Data 2025

Hypothesis testing criteria state that H0 is accepted if F count < F table and H0 is rejected if F count > F table. Based on the F distribution for n = 60 and k = 3, F table (3.150) is obtained because F count (33.690) is greater than (3.150) and the significance value (0.000) is less than 0.05 and H0 is rejected and Ha is accepted. This shows a significant influence of the principal's authentic leadership and work climate on the social competence of teachers at SMKN 1 Kuantan Mudik. Furthermore, this study must explain the coefficient of determination. Here are the test results

Table 5. Determination Coefficient

Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.679 ^a	0.520	0.517	2,4326

Source: SPSS IBM Version 23 Processed Data 2025

Based on the table above, it shows the magnitude of the influence of the principal's authentic leadership and work climate on teachers' social competence. According to the formula $KD = R^2 \times 100\%$, it can be determined that the principal's authentic leadership and work climate influence teachers' social competence by 52%, while the remaining 48% is influenced by other variables not examined in this study.

CONCLUSION

Based on the description and analysis of the research data presented, the following conclusions can be drawn: There is a significant influence of the principal's authentic leadership on teachers' social competence at SMKN 1 Kuantan Mudik. The study found that teachers' social competence remains low in terms of participating in training, communication between students and teachers is lacking, and the level of authentic leadership from the principal is still insufficient, along with a lack of training education regarding teachers' social competence.

There is a significant influence of the work climate on teachers' social competence at SMKN 1 Kuantan Mudik. The findings indicate that effective communication among students, teachers, and parents remains inadequate. The lack of

teacher participation results in a lack of control over the work environment, and collaboration among teachers is still not well-established.

There is a significant influence of both the principal's authentic leadership and work climate on teachers' social competence at SMKN 1 Kuantan Mudik. This means that the principal's role in leadership, management, and evaluation in addressing school-related issues—whether involving teachers, students, or parents—will positively impact teachers' social competence. This can be achieved through mandatory training for teachers, development programs that foster teamwork, interaction among school members, including teachers, students, and parents, and guidance and support from the principal for teachers, students, and parents.

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