

ANALYSIS OF TEACHER ACTIVITY CENTERS AND TEACHER PERFORMANCE ASSESSMENT OF PRINCIPALS' MANAGERIAL CAPACITY THROUGH COMPETENCE PROFESSIONALISM AS AN INTERVENING VARIABLE AT SMAN 1 THE MAIN SHIA OF BENER MERIAH REGENCY

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Abstract

The quality of education is greatly influenced by the principal's managerial capacity, which is determined by the ability to effectively direct, manage, and evaluate all school activities. This study aims to analyze the influence of the Teacher Activity Center (PKG) and Teacher Performance Assessment on the Principal's Managerial Capacity, with Teacher Professional Competence as an intervening variable. The study was conducted at SMAN 1 Syiah Utama, Bener Meriah Regency, using a quantitative approach with a saturated sample of 63 teachers. Data analysis was conducted using Structural Equation Modeling (SEM) based on Partial Least Squares (PLS). The results showed that PKG had a positive but insignificant effect on the principal's managerial capacity, but a positive and significant effect on teacher professional competence. Teacher performance assessment was proven to have a positive and significant effect on both the principal's professional competence and managerial capacity. In addition, teacher professional competence also had a significant effect on managerial capacity, and mediated the relationship between PKG and teacher performance assessment on the principal's managerial capacity. These findings emphasize the importance of strengthening teacher professional competence through systematic performance development and evaluation programs in supporting effective managerial leadership.

Keywords: *Teacher Activity Center, Teacher Performance Assessment, Professional Competence, Managerial Capacity*

INTRODUCTION

The quality of education is highly dependent on the principal's strategic role in managing and leading all school components. Principals are required to possess strong managerial skills to effectively direct, coordinate, and evaluate various educational activities (Mulyasa, 2020). Managerial capacity is not only shaped by formal training but also influenced by the professional environment of the teachers under their leadership. Within the framework of teacher professional development, the Teacher Activity Center (PKG) plays a crucial role as a platform for collaboration, learning, and competency improvement. According to Fitriani & Suryana (2021), an active PKG can improve teachers' pedagogical and professional competencies through reflective activities, sharing of good practices, and collegial supervision. PKG activities, when managed consistently and relevantly, can foster a culture of learning among teachers, which in turn strengthens the principal's managerial role. In addition to the Teacher Development Program (PKG), teacher performance assessments are also a crucial aspect of the professional development system. These assessments are not merely administrative instruments but also measuring teacher achievement and development needs. According to Sari and Widodo (2022), objective teacher performance assessment results can serve as the basis for developing professional development strategies and improving the quality of educational services. Information from these assessments also provides important input for school principals in managing human resources more effectively and evidence-based. In this context, teacher professional competence is a key variable that can bridge the relationship between teacher development and principal capacity. Professional competence reflects a teacher's ability to master teaching materials, understand student characteristics, and apply innovative and relevant learning methods (Kemendikbudristek, 2023). Teachers with high competence not only perform their duties well but

also support the creation of a learning environment that fosters effective school leadership. At SMAN 1 Syiah Utama in Bener Meriah Regency, challenges remain in optimizing the Teacher Development Program (PKG) and utilizing teacher performance assessment results for professional development. Meanwhile, the principal is faced with the challenge of improving educational quality through adaptive and innovative leadership. This situation highlights the need for an in-depth study of the relationship between teacher development and the principal's managerial capacity, with professional competence as a mediating variable. Therefore, this study aims to analyze the influence of Teacher Activity Centers and Teacher Performance Assessments on Principals' Managerial Capacity through Professional Competence as an Intervening Variable. This research is expected to provide empirical contributions to the development of educational policy, particularly in the development of teachers and principals in secondary education settings.

LITERATURE REVIEW

Theoretical Framework

Managerial Capacity

Understanding Managerial Capacity

Fitri & Maulana (2022) managerial capacity is a series of competencies possessed by the principal in making strategic decisions, building a school organizational culture, and developing managerial innovations that are responsive to the challenges of the times.

Managerial Capacity Indicators

According to Fitri & Maulana (2022), managerial capacity indicators are divided into:

1. Strategic Decision Making Skills
 - The principal is able to make important decisions based on data and analysis of the school situation.
 - Responsive to the dynamics of change in the internal and external environment of the school.
2. Ability to Build School Organizational Culture
 - Creating positive values, norms and work culture in the school environment.
 - Cultivating a spirit of togetherness, integrity, and professionalism.
3. Ability to Develop Managerial Innovation
 - Able to design and implement innovations in school management.
 - Driving positive change through adaptive leadership strategies.
4. Ability to Manage School Programs Collaboratively
 - Develop school programs by involving teachers, students, parents, and the community.
 - Increase the participation of all stakeholders in planning and evaluation.
5. Adaptability to Change
 - Able to adapt to ever-changing educational policies, technologies and challenges.
 - Demonstrates flexibility in leadership style and managerial strategies.

Professional Competence

Understanding Professional Competence

Nurhayati & Fitri (2021) teacher professional competence is a set of knowledge, skills, and attitudes that reflect mastery of the subject area being taught and its application in an effective learning context.

Professional Competence Indicators

According to Nurhayati & Fitri (2021):

1. Mastery of Teaching Materials
 - Teachers master the concepts, principles and scientific structures of the subjects they teach.
 - Able to explain material logically, systematically and in depth.
2. Ability to Develop Learning Materials
 - Teachers can develop teaching materials according to the curriculum and student needs.
 - Able to adapt material according to the local context or conditions of students.
3. Use of Relevant Methods and Media
 - Able to select and apply appropriate learning methods based on the characteristics of the material and students.
 - Skilled in utilizing educational media and technology.
4. Planning and Implementing Effective Learning

- Prepare a comprehensive RPP (Learning Implementation Plan).
- Implementing interactive, participatory, and outcome-oriented learning.
- 5. Evaluation and Reflection of Learning
 - Able to design assessment instruments to measure competency achievement.
 - Reflect on learning outcomes for future improvements.

Performance assessment

Understanding Performance Assessment

Rahmawati & Sumarni (2021) teacher performance assessment is an effort to measure and evaluate the implementation of teacher duties in the learning process, guidance, and other professional responsibilities in a measurable and objective manner.

Performance Assessment Indicators

Teacher Performance Assessment Indicators according to Rahmawati & Sumarni (2021):

1. Learning Planning
 - The teacher's ability to compile learning tools (RPP, syllabus, annual and semester programs) systematically and according to the curriculum.
 - Suitability of the plan to student characteristics and learning objectives.
2. Implementation of Learning
 - The teacher's ability to deliver material in a communicative, interesting and structured manner.
 - Use of varied and appropriate learning strategies, methods and media.
 - Ability to manage the class effectively and conductively.
3. Assessment of Learning Outcomes
 - Accuracy in compiling evaluation instruments.
 - Objectivity and accuracy in assessing student learning outcomes.
 - Utilization of evaluation results to improve learning.
4. Professional Development
 - Teacher participation in continuing professional development (PKB) activities, such as training, seminars, MGMP/PKG.
 - Initiative in conducting reflection and self-improvement on learning practices.
5. Discipline and Responsibility
 - Attendance and punctuality in carrying out tasks.
 - Compliance with professional rules and ethics.
 - Responsibility for administrative and non-teaching tasks.

Teacher Activity Center

Understanding Teacher Activity Centers

Fitriani & Suryana (2021) Teacher Activity Center (PKG) is a professional forum formed to facilitate teachers in developing their competencies through collaborative activities, such as training, discussions, lesson study, and peer supervision.

Teacher Activity Center Indicator

According to Fitriani & Suryana (2021):

1. Teacher Involvement in PKG Activities
 - The level of teacher participation in PKG activities such as discussions, workshops, and training.
 - Consistency of attendance and contribution in PKG activities.
2. Quality of PKG Activities
 - The relevance of PKG material or topics to learning needs in the classroom.
 - Clarity of objectives and structure of PKG activities.
3. Collaboration Between Teachers
 - There is cooperation in preparing learning plans, conducting lesson studies, or sharing good practices.
 - The formation of a culture of sharing knowledge and experience between teachers.
4. Impact of PKG Activities on Teacher Competence
 - Increased pedagogical or professional understanding of teachers after participating in activities.
 - There are changes or innovations in learning practices after PKG activities.

5. School Management Support for PKG
 - o Facilitation from the principal and management in implementing PKG (time, space, budget).
 - o School policies that support the sustainability of PKG.

Conceptual Framework

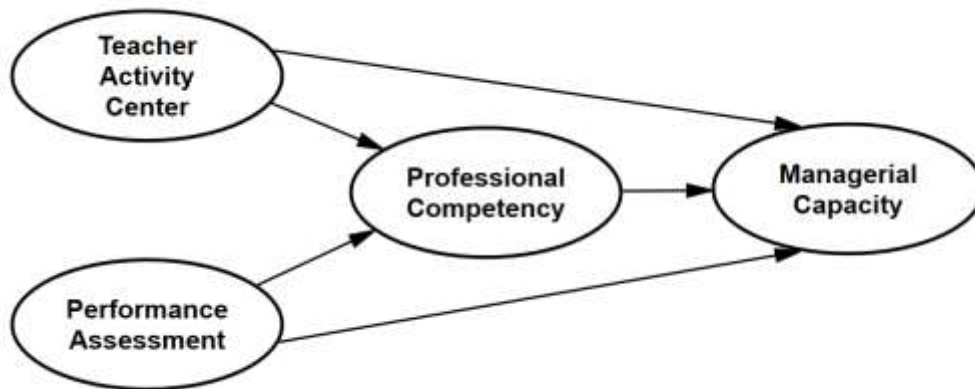


Figure 1. Conceptual Framework

Research Hypothesis

- H1: The teacher activity center has a positive and significant influence on managerial capacity in Syiah Utama 1 Senior High School, Bener Meriah Regency.
- H2: The teacher activity center has a positive and significant influence on professional competence at SMAN 1 Syiah Utama, Bener Meriah Regency.
- H3: Performance assessment has a positive and significant effect on managerial capacity at SMAN 1 Syiah Utama, Bener Meriah Regency.
- H4: Performance assessment has a positive and significant effect on professional competence at SMAN 1 Syiah Utama, Bener Meriah Regency.
- H5: Professional competence has a positive and significant effect on managerial capacity at SMAN 1 Syiah Utama, Bener Meriah Regency.
- H6: The teacher activity center has a positive and significant influence on managerial capacity through professional competence. Syiah Utama 1 Senior High School, Bener Meriah Regency.
- H7: Performance assessment has a positive and significant effect on professional competence in Bener Meriah Regency.

RESEARCH METHOD

Types of research

The type of research used by the researcher was quantitative. This quantitative research was conducted to create a study that aimed to adapt a research and to analyze the teacher activity center and teacher performance assessments against the principal's managerial capacity through professional competence as an intervening variable at SMAN 1 Syiah Utama, Bener Meriah Regency.

Research Location and Research Time

The research was conducted at SMAN 1 Syiah Utama, Bener Meriah Regency, located in Blang Panu, Syiah Utama District, Bener Meriah Regency, Aceh. The research was conducted over a three-month period, from May to July 2025.

Population and Sample

In this study, the population was 63 people, consisting of 54 civil servants (ASN) and 9 PPPK teachers. The sample used in this study was a saturated sample because the entire population was used as a sample. because the number is relatively small and allows for research as a whole.

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Research Data Sources

The data sources used in this study are primary data.

RESULTS AND DISCUSSION

Outer Model Analysis

Outer Model Analysis musePLS Algorithm, produce:

Validity Test

Table 1. ValuesOuter Loadings

	Managerial Capacity	Professional Competency	Teacher Activity Center	Teacher Performance Assessment
X1.1			0.839	
X1.2			0.825	
X1.3			0.878	
X1.4			0.833	
X1.5			0.753	
X2.1				0.873
X2.2				0.851
X2.3				0.855
X2.4				0.860
X2.5				0.850
Y.1	0.780			
Y.2	0.838			
Y.3	0.860			
Y.4	0.845			
Y.5	0.831			
Z.1		0.843		
Z.2		0.859		
Z.3		0.858		
Z.4		0.839		
Z.5		0.794		

Source: Smart PLS Output, 2025

Based on the values in Table 1 above, it shows the results of testing the outer model through the loading factor value /Based on outer loadings, all indicators for each variable had loading values ≥ 0.70 . This indicates that each indicator represents the construct being measured validly and robustly. Therefore, all items in the questionnaire met convergent validity criteria and could be used in further analysis.

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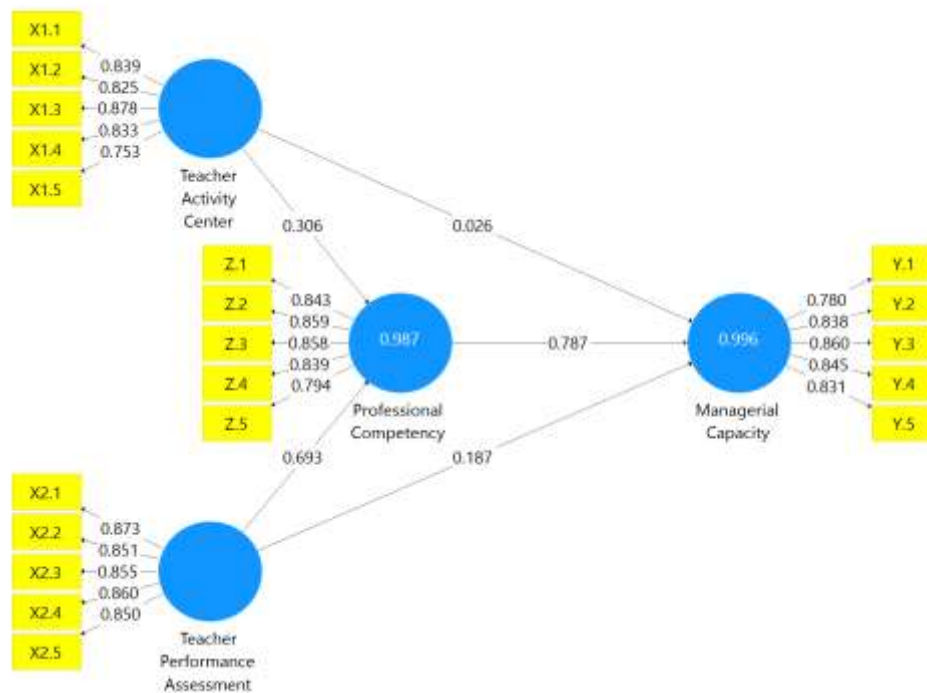


Figure 1. Outer Loadings

In this study there is an equation and the equation consists of two substructures for substructure 1:

$$Z = \beta_1 X_1 + \beta_2 X_2 + e_1$$

$$Z = 0.306X_1 + 0.693Z + e_1$$

For substructure 2:

$$Y = \beta_2 X_1 + \beta_3 X_2 + \beta_3 Z + e_2$$

$$Y = 0.026X_1 + 0.187X_2 + 0.787Z + e_2$$

Reliability Test

Table 2. Construct Reliability and Validity Test

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Managerial Capacity	0.888	0.889	0.918	0.691
Professional Competency	0.895	0.896	0.922	0.704
Teacher Activity Center	0.883	0.886	0.915	0.683
Teacher Performance Assessment	0.910	0.910	0.933	0.736

Source: Smart PLS Output, 2025

Table 2 above shows that the reliability test results show that the Cronbach's Alpha and Composite Reliability values for all constructs are above 0.70. This indicates that all indicators have high internal consistency and can be relied upon to measure their respective constructs. Therefore, the research instrument is deemed reliable and suitable for use in testing the structural model.

Coefficient of Determination (R²)

Evaluating a model with PLS begins by examining the R-square for each dependent latent variable. The table below shows the results of R-square estimation using SmartPLS.

Table 3. R Square Results

	R Square	R Square Adjusted
Professional Competency	0.987	0.986
Managerial Capacity	0.996	0.995

Source: Smart PLS, 2025

In table 3 there is an R square value on both dependent variables for the professional competence variable there is an R square value of 0.987 meaning the influence of the teacher activity center and teacher performance assessment is 0.987 or 98.7% the rest is on other variables outside the model. The R square value of managerial capacity is 0.996 meaning the teacher activity center, teacher performance assessment and professional competence is 0.996 or 99.6% the rest is on other variables outside the model.

Structural Model Testing (Inner Model)

Hypothesis Testing

Direct Influence Between Variables

The direct influence between variables can be seen in the path coefficients. The data processing results show the direct influence values, as shown in the following table.

Table 4. Path Coefficients (Direct Effect)

	Original Sample	T Statistics	P Values	Conclusion
Teacher Activity Center -> Managerial Capacity	0.026	0.545	0.586	Rejected
Teacher Activity Center -> Professional Competency	0.306	2,178	0.030	Accepted
Teacher Performance Assessment -> Managerial Capacity	0.187	2,235	0.026	Accepted
Teacher Performance Assessment -> Professional Competency	0.693	4,943	0,000	Accepted
Professional Competency -> Managerial Capacity	0.787	8,178	0,000	Accepted

Source: Smart PLS Output, 2025

In the results of Table 4 there are direct influence values which will be explained as follows:

1. The teacher activity center has a positive but insignificant effect on managerial capacity with a t-statistic value of 0.545 below 1.96 and a significance value of 0.586 above 0.05, meaning that the teacher activity center has a positive but insignificant effect on managerial capacity because the significance value is above 0.05. The results of this study are not in line with the results of previous studies which stated that the teacher activity center has a positive and significant effect on managerial capacity (Marcellyna, 2020).
2. The teacher activity center has a positive and significant influence on professional competence with a t-statistic value of 2.178 below 1.96 and a significance of 0.030 above 0.05 means that the teacher activity center has a positive and significant effect on professional competence because the significance value is below 0.05. The results of this study are in line with the results of previous studies which stated that the teacher activity center has a positive and significant effect on professional competence (Aisah, 2024).
3. Teacher performance assessment has a positive and significant effect on managerial capacity with a t-statistic value of 2.235 above 1.96 and a significance value of 0.026 below 0.05, meaning that teacher performance assessment has a positive and significant effect on managerial capacity because the significance value is below 0.05. The results of this study are in line with the results of previous studies which stated that teacher performance assessment has a positive and significant effect on managerial capacity (Mulyono et al, 2023).
4. Teacher performance assessment has a positive and significant effect on professional competence with a t-statistic value of 4.943, above 1.96, and a significance level of 0.000 below 0.05, indicating that teacher

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performance assessment has a positive and significant effect on professional competence, as the significance value is below 0.05. This finding aligns with previous research that found teacher performance assessment has a positive and significant effect on professional competence (Arifandi, 2021).

- Professional competence has a positive and significant effect on managerial capacity with a t-statistic value of 8.178 above 1.96 and a significance value of 0.000 below 0.05, meaning that professional competence has a positive and significant effect on managerial capacity because the significance value is below 0.05. The results of this study are in line with the results of previous studies which stated that professional competence has a positive and significant effect on managerial capacity (Fanelli et al, 2020).

Indirect Influence Between Variables

The indirect influence between variables can be seen in the specific indirect effects values. The data processing results show the indirect effect values, as shown in Table 5 below.

Table 5. Specific Indirect Effects

	Original Sample	T Statistics	P Values	Conclusion
Teacher Activity Center -> Professional Competency -> Managerial Capacity	0.241	2,174	0.030	Accepted
Teacher Performance Assessment -> Professional Competency -> Managerial Capacity	0.545	4,197	0,000	Accepted

Source: Smart PLS, 2025

In table 5 there is an indirect influence between variables which will be explained as follows:

- The teacher activity center has a positive and significant effect on managerial capacity through professional competence with a t-statistic value of 2.174 above 1.96 and a significance of 0.030 below 0.05, meaning that professional competence plays a role as an intervening variable between the teacher activity center and managerial capacity.
- Teacher performance assessment has a positive and significant effect on managerial capacity through professional competence with a t-statistic value of 4.197 above 1.96 and a significance of 0.000 below 0.05 means that professional competence plays a role as an intervening variable between teacher performance assessment and managerial capacity.

CONCLUSION

- The teacher activity center has a positive but not significant effect on managerial capacity at SMAN 1 Syiah Utama, Bener Meriah Regency.
- The teacher activity center has a positive and significant influence on professional competence at SMAN 1 Syiah Utama, Bener Meriah Regency.
- Performance assessment has a positive and significant effect on managerial capacity at SMAN 1 Syiah Utama, Bener Meriah Regency.
- Performance assessment has a positive and significant effect on professional competence at SMAN 1 Syiah Utama, Bener Meriah Regency.
- Professional competence has a positive and significant effect on managerial capacity at SMAN 1 Syiah Utama, Bener Meriah Regency.
- The teacher activity center has a positive and significant influence on managerial capacity through professional competence at SMAN 1 Syiah Utama, Bener Meriah Regency.
- Performance assessment has a positive and significant effect on professional competence in Bener Meriah Regency.

SUGGESTION

- For the teacher activity center variable, the indicator with the lowest score was the statement "The PKG program supports improving the quality of school management." A recommendation is to integrate PKG results with

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- ongoing professional development programs for principals and teachers. This way, evaluation results will not only serve as administrative assessments but also provide a concrete basis for designing training, mentoring, or workshops tailored to the managerial and pedagogical needs of the school.
2. Teacher performance assessment with the statement "The results of teacher performance assessments form the basis for professional development.". Use the assessment results to develop a specific and measurable individual development plan (IDP). With an IDP, each teacher has a clear roadmap for competency improvement based on their strengths and weaknesses, resulting in more targeted professional development that has a tangible impact on the quality of learning.
 3. Professional competence, with the statement "I am able to develop a culture of learning at school." Involve the entire school community in collaborative learning activities such as teacher learning communities and regular reflection sessions. This active involvement will foster a sense of ownership in the learning process, strengthen collaboration, and make the culture of learning a part of everyday school life.
 4. Managerial capacity, as evidenced by the statement "I am able to systematically plan school work programs." Use data analysis based on school self-evaluation (SSE) and involve the school management team in the planning process. This will ensure that work programs are based on real, measurable needs and involve multiple perspectives, making them more targeted and easier to implement.

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