

The Effect of Altruistic Leadership on Competencies with Self Efficacy as Intervening Variables for the Principal by YPK St. Yoseph Medan in Pematangsiantar

Marince Sinaga¹, Efendi Efendi², Sherly Sherly³, Liper Siregar⁴, Marisi Butarbutar⁵ and Herman Herman⁶

^{1,2,3,4,5}Postgraduate Program of Management Science, Sekolah Tinggi Ilmu Ekonomi Sultan Agung, Indonesia

⁶Department of English Education, Universitas HKBP Nommesen Pematangsiantar, Indonesia

Abstract: The objectives of this study are: 1. To find out the description of altruistic leadership, self efficacy, and the competency of the principal. 2. To find out the influence of altruistic leadership on the competency of the principal with self efficacy as an intervening. This research uses a library research design and field research. The population in this study were all 39 principals. The types of data used are qualitative data and quantitative data. The data sources used are primary data and secondary data. Data collection was carried out with interviews, documentation and questionnaires. The research instrument test used is the validity and reliability test. Data analysis techniques consist of normality tests, qualitative descriptive analysis and quantitative descriptive analysis. The results of this study can be concluded as follows: 1. Altruistic leadership, self efficacy and headmaster's Competence are good. 2. There is a positive influence between altruistic leadership on the principal's self efficacy. Likewise, the positive influence of self efficacy on the principal's competencies. 3. There is a medium and positive relationship between altruistic leadership and self efficacy. Likewise with a strong and positive relationship of self efficacy with the headmaster's commerce. 4. H₀ is rejected, meaning that there is a positive and significant influence between altruistic leadership on competencies with self efficacy as intervening.

Keywords: Altruistic Leadership, Self Efficacy, Competency, Principal.

INTRODUCTION

In achieving the goals of national education, namely developing the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen, this is published In Law Number 20 of 2003 concerning the National Education System, Article 3 (Indonesia, 2003), human resources are needed who will hold an educational institution both formal and informal. Every educational institution must have a leader who leads the organization of the institution. Likewise with schools as one of the educational institutions, it must have a leader or principal who will describe the vision and mission of the school they lead by guided by efforts to help the government achieve national education goals, In carrying out school operational activities, the school principal understands what is his duty to lead and manage kindergarten/TK/TKLB) or other forms of kindergarten, elementary school/elementary school (SD/SDLB), other equivalent forms, Junior High School/Extraordinary Middle School (SMP/SMPLB) or other equivalent forms, High School/Vocational High School/Extraordinary High School (SMA/SMK/SMALB) or other forms of equivalent, or Indonesian schools abroad (SILN) (Director General of GTK, 2023).

In carrying out their duties, the principal generally will play the role of educators, managers,

administrators, supervisors, leaders, innovators, and motivators (gold), Mulyasa (Setiyadi, 2020). The success of an educational institution is highly dependent on its principal's leadership. The principal, as a policy maker in schools, must also carry out their functions and roles to the maximum and be able to lead the school wisely and directed and lead to the achievement of maximum goals in order to improve the quality of education in his school. The principal can choose many types of leadership styles, one of which is altruistic leadership. In addition, the success of the principal can also be achieved by developing characteristics as a school principal, including the self-efficacy that the principal has in carrying out their duties with the beliefs possessed to achieve their goals. Likewise with the absolute requirements, the principal should optimize their competencies, such as personality, managerial, entrepreneurship, supervision, and social competencies (Permendiknas, 2007; Sinaga, Sherly, & Herman, 2024).

One formal educational institution that carries out national education programs and appoints school principals for each school unit is the Catholic Education Foundation (YPK) of St. Yoseph based in Medan that organized education from kindergarten (TK), elementary school (SD), Middle School (SMP), Senior High School (SMA), and Vocational High School (SMK). The Santo Yoseph Catholic Education Foundation was

established on March 18, 1987, and the educational operational activities based on the No. Decree of Ratification of the Menkumham Legal Entity: AHU-AH.01.06-0001036 dated March 22, 2017 (Medan 2024). The vision of this foundation is: "Forming a complete human being, has high competence, is superior, and is imbued with a spirit of love based on Catholic faith and Pancasila". This vision will be described in the mission, destination, and core value, namely the values of Yoseph's spirituality as a protector of the foundation. Efforts to achieve the vision and mission of YPK Santo Yosep Medan in Pematangsiantar were conducted by the principal as part of the trust and delegation of authority by the foundation management of each school unit leader.

Every principal must have and develop the competencies outlined by regulations. Competencies owned by school principals affect good school management and have an impact on the quality of educational services held (Agus, 2016). The Competency of the Principal at the School held by YPK Santo Yosep Medan in Pematangsiantar was measured using the Principal's Technical Competency Model based on Perdirjen GTK No. 7327 of 2023, namely: Personality, Social and Professional Competencies (Dirjen GTK, 2023). In a pre-research interview conducted with several school principals in May 2024, the principal's competency was not optimal. This can be understood from the dimensions of personality competencies, where there are still some school principals who sometimes find it difficult to control emotions when dealing with students, teachers, and employees who do not perform responsibility in accordance with the rules or expectations. Similar to the dimensions of social competencies where most school principals do not participate or are inactive in the activities of the Professional Principal Organization, only participating in the MKKS organization (Deliberation of the Principal Head), there are still organizations related to school principals such as: PGRI (PGRI (Teacher Association of the Republic of Indonesia), IGI (Indonesian Teacher Association), PGSI (Indonesian Teachers Association), FSGI (Indonesian Teacher Union Federation), and Action (Association of Principals throughout Indonesia). In addition, in the dimensions of professional competencies, there are still school principals who are not optimal in managing the resources of the school, such as teacher management and student-centered school

management, according to the management of the school environment.

A principal's competence is influenced by several factors. Self-efficacy or self-efficacy is one of the factors that affect the principal's competence. Self-efficacy can determine and encourage individual actions. Self-efficacy from the principal will help the development of competencies owned by the school principal in acting and interacting with school residents, such as teachers, employees, and students who are always thought of, trusted, and the principal, so that it will affect the actions and decisions he will take. This is in line with previous research (Gaib, *et al.*, 2019; Gaib, *et al.*, 2023), which shows that self-efficacy affects competence positively and significantly. Self Efficacy Principal organized by YPK Santo Yosep Medan in Pematangsiantar can be measured by the dimensions of Past Experience, Vicarious Experience, Verbal Persuasion, Emotional Cues.

The results of pre-research interviews conducted with several school principals show that school principals' self-efficacy is not optimal. This can be seen from the Past Experience dimension, where there are several school principals who are insensitive to development and change, still holding on to principles, patterns, and thoughts when they are in college or when they become principals in the past. The Vicarious Experience dimension is not optimal because around 62% of the principal is over 50 years old, which makes the principal desire to succeed and the willingness to learn from each other's experience less than optimal. To improve a principal's self-efficacy, many things can be done by the school principal, one of which is by applying altruistic leadership styles. Altruistic leadership guides individuals with the aim of increasing their prosperity or emotional state of the individual itself. With the support of the leader, the self-efficacy of the individual is strengthened. This is in line with research (Ji and Yoon, 2021; Rahim, Supeno, and Oemar, 2023), which shows that self-efficacy fully mediates leadership that serves, and altruistic leadership has a significant effect on self-development.

The altruistic leadership principle organized by YPK Santo Yosep Medan in Pematangsiantar was measured through the following dimensions: caring, helpfulness, consideration of other feelings, and willingness to make a sacrifice. Pre-research interviews with school principals who have obtained altruistic leadership phenomena from the principal are not yet optimal, even though many

school principals do not know or understand altruistic leadership conceptually. The altruistic leadership dimension that is not yet optimal is Helpful where there are still some school principals on the grounds that many work must be done as leaders, so they do not have time to pay attention to the problems of teachers, employees or students they lead, as well as the level of trust of some school principals. There are still low to teachers and employees. Similar to the Dimension of Willing to Make a Sacrifice, it is known that there are still some school principals who do not think about the welfare of teachers and employees; when there are additional assignments or overtime, they do not provide optimal incentives, and when there are teachers or employees who complain about income, there are still head schools that do not dare to voice or fight for the foundation as the school owner.

From the description of the problem above, it is known that there is a gap or empirical phenomenon between what YPK Santo Yosep is expected in Pematangsiantar and the reality related to the principal as the leader of the school unit they hold. The hope is optimal for every variable studied, but in reality, not all are achieved optimally. The focus of this research is the principal organization of YPK Santo Yosep Medan in Pematangsiantar. Due to indications of the principal's competence, self-efficacy, and altruistic leadership, the principal is not optimal compared to other Catholic schools in the Catholic Education

Foundation in Pematangsiantar-surrounding areas. Thus, the researchers were interested in conducting research related to the intended variables.

RESEARCH METHODOLOGY

A. Research Design

The research design used in this study is as follows:

1. Library Research

This research was conducted by filtering the information obtained by examining reference books, literature, or documents related to the research variables.

2. Field Research

This research was conducted by directly examining schools organized by the YPK St. Yoseph Medan in Pematangsiantar. This research was conducted by collecting data through questionnaires that were distributed along with interviews with parties concerned about the object under study.

B. Research Object

The researcher determined the principal organized by YPK St. Yoseph Medan in Pematangsiantar as the object of research in this study.

C. Time and Place of Research

1. Time of Research

The researchers planned the study time. The study time plan is described in Table 1 for approximately 5 months from April to August 2024 below:

Table 1: Research Time Plan

No.	Descriptions	Months				
		April	Mei	Juni	Juli	Agustus
1	Preliminary study, literature study Pre -research					
2	Preparation of research proposals					
3	Research Proposal Guidance					
4	Research Proposal Seminar					
5	Research implementation					
6	Data management and analysis					
7	Report Report Results					
8	Guidance on research reports					
9	Research Results Seminar					
10	Revision on Research Results Seminar					
11	Final examination (green table)					

Source: Data Processing (2024)

2. Research Place

The focus of this research was the YPK St. Yoseph Medan in Pematangsiantar, which is located at Jalan Melanthon Siregar No.171, Marihat Jaya,

Kec. Siantar Marihat, Pematang Siantar City, North Sumatra 21133.

D. Research Population and Sample

The population in this study covers all school principals organized by YPK St. Yoseph Medan in Pematangsiantar totaling 39 people and entirely used as a sample in this study.

E. Method of Data Collection

The data collection methods carried out are:

1. Questionnaire method

This method obtained by the method of a number of written questions to be answered by respondents. This technique uses a measurement scale as reference. The scale is called a Likert scale in the form of

Table 2: Likert Scale

Question category/ statements	Likert Scale
Very good/very high	5
Good/high	4
Quite good/quite high	3
Not good/low	2
Very not good/very low	1

Source: Sugiyono (2017)

2. Interview method

This method was conducted by interviewing directly the party concerned. The results of the interview can be used as input in the thesis proposal research.

3. Documentation Method

This method was gained by getting data from various theoretical books with the title of the research conducted as a research material for thesis proposal.

F. Instruments of Data Collection

The data collection tools used by researchers include books in the library, notebooks, stationarity, and laptops. The results of the data obtained from the field were analyzed by assigning a score (score) to all questions.

G. Method of Data Analysis

To analyze the data in this study, the researchers used the following methods:

1. Normality test

The normality test method was used to prove that the data studied by the researchers were normally distributed. Provisions of the ASYMP requirements. Sig (2-tailed) which must be greater than 0.05. This normality test used SPSS version 24 calculation.

2. Qualitative descriptive analysis

Researchers conduct this analysis by observing selected parts in detail to obtain data that matches the problems listed by the researcher in the research objectives then the data will be processed, analyzed and processed with theories that have been studied previously then the researcher will draw a conclusion.

3. Quantitative descriptive analysis

The analysis method was carried out by collecting, classifying, analyzing, and interpreting data, thus providing a clear picture of the problems encountered. This analysis consists of the following steps.

1. Simple Linear Regression Analysis

1) The analysis used to determine the effect of independent variables on intervening variables. Below is the simple linear regression equation used as follows:

$$Z = a + bX + e \dots\dots\dots (\text{Suliyanto, 2018})$$

Notes:

Z = intervening variable (self efficacy)

A = constant

X = independent variable (altruistic leadership)

B = Regression direction coefficient

E = error

2) The analysis used to determine the effect of intervening variables on the dependent variable. Below is the simple linear regression equation used as follows:

$$\hat{Y} = a + b\hat{Y} + e \dots\dots\dots (\text{Suliyanto, 2018})$$

Notes:

\hat{Y} = Dependent Variable (Principal Competency)

A = constant

Z = intervening variable (self efficacy)

B = Regression direction coefficient

E = error

2. Correlation and determination coefficient analysis

Correlation analysis is used to compare two or more variables to determine high and low relationships. The two variables in question are independent variables that are symbolized by X and intervening variables that are symbolized by Y and intervening variables that are symbolized with

the dependent variable that is symbolized by Z. In this study, the researcher used the SPSS program calculation version 24. The results of the

correlation calculation were determined based on the provisions described in Table 3.

Table 3: Criteria for the level of relationship between variables

Coefficient interval	Level of Correlation
0,00 – 0,199	Negligible correlation
0,20 – 0,399	Low correlation
0,40 – 0,599	Moderately correlation
0,60 – 0,799	Moderately high correlation
0,80 – 1,000	High correlation

Source: (Sugiyono, 2017)

After obtaining the results of the correlation calculation, we searched for the coefficient of determination, which is the key to determining the magnitude of the role of the independent variable (X) on the ups and downs of the intervening variable value (Z). Likewise, the intervening variable (Z) plays a role in the ups and downs of the value of the dependent variable (Y), where the value of R is at intervals of $0 \leq R \leq 1$.

RESULTS AND DISCUSSION

1. Altruistic Leadership Principal organized by YPK Santo Yoseph Medan in Pematangsiantar.

The principal, who has altruistic leadership, selflessly pays attention to the welfare of teachers and employees by placing their interests above those of the principal. Altruistic Leadership Principal in this foundation is generally good, with an average value of 3.71 and a range of 2.81-4.61, in the category quite good to very good. This indicates that there is an indicator of the altruistic leadership of the principal that is not optimal, namely, indicators that are still below the overall average value. The dimensions that are not yet optimal for altruistic leadership are in the caring dimension with an indicator of your willingness to pay attention to the problems faced by others with a value of 3.67. This can be optimized by the willingness of the principal to share both directly and online (WhatsApp or telephone) when there are teachers, employees, or students who have obstacles or problems they know either directly or not related to work. The Helpful Dimension with a Willing Indicator to help others who need help with a value of 3.56 can be optimized with the willingness of the principal when in school to always be with the teacher in the teacher's office when starting the learning process or when the learning process ends, and is also willing to travel around the school environment at rest, when there are teachers, employees, or students who will share. In addition, indicators of the level of

compassion carried out not for praise, with a value of 3.67, can be upgraded by the principal by making banners / frames in his office as a reminder or personal motivation of the story of the scriptures to be generous.

The dimensions of Willing to Make a Sacrifice with indicators of persistence in fighting for the welfare of others had a value of 3.44. This can optimize the courage of the principal to convey the problems or complaints of teachers and employees related to the salaries and benefits they receive at the foundation to be reviewed and adjusted to the rules and abilities of the foundation in both official and informal forums. The last indicator that needs to be improved is the willingness to take action in selfless tasks with a value of 3.56 can be optimized by motivating themselves that as a principal must be an example by coming early and going home the most recently from school residents, and spending time on holidays to check the existence or condition of the school and the surrounding environment. In addition to the efforts that have been described, various efforts can be made to encourage the altruistic leadership of the principal, such as increasing empathy from the principal, believing in justice, creating self-satisfaction at work, maintaining selfish attitudes, helping subordinates beyond the call of task, and so on (Myers, 2012; Abdillah 2021).

2. Self-Efficacy Principal organized by YPK Santo Yoseph Medan in Pematangsiantar.

Principals with good self-efficacy are expected to encourage their competence in duty, so that the achievement of the vision, mission, and purpose of the school can run well. Self-efficacy from the principal on this foundation is good, with an average value of 3.66, range from 2.81-4.52, in the category quite good to very good. This indicates that an indicator of the Selficacy School Principal is not optimal because there are still indicators that are below the overall average value. Dimensions

that are not optimal are past experiences with indicators of your teaching experience based on education, obtained with a value of 3.49. This can be optimized to encourage the principal's awareness to want to change and adjust to the latest conditions, as well as to make the principal's training based on the foundation related to the conditions of change in the world of education and changes in learning technology.

Dimensions of Vicarious Experience with an indicator of the desire to achieve success in carrying out tasks with a value of 3.38 can be optimized with the change of school principals who are old enough for retirement or school principals who have served several periods so that there is regeneration and promotion of positions for teachers. An indicator of the willingness to learn from the experience of others in carrying out tasks with a value of 3.51 is enhanced by the will of the principal not to be ashamed to ask or learn to anyone, including the teacher who is smarter or the principal of other younger units. The Emotional Cues dimension, with indicators of the ability to manage emotions in the school environment with a value of 3.56 can be optimized with seriousness and seriousness in reflection programs organized by each unit or foundation, not considered a mere routine. Thus, indicators of mental health conditions as a result of the role carried out with a value of 3.49 can be increased with the willingness to increase literacy in emotional management, as well as the procurement of facilities in the music school of the music instrument before entering the classroom, resting time, and returning from school.

In addition to the efforts described above, the principal's self-efficacy can also be improved by paying attention to the following: the ability of an individual to think of the methods and methods they will use and compile actions they will take, form a determination and ambition that will be used as a motivation for themselves, regulating and overcoming emotions if they experience an unexpected emotional surge, filtering all the right and precise behavior and the environment, various tasks, acceptance and belief in a different task, have confidence and strong stability in his ability to perform a task, and so on (Satria, 2021; Adinda, 2022).

3. The Competency of the Principal held by YPK Santo Yoseph Medan in Pematangsiantar.

The principal's competence is associated with what the principal can do and what it can do. What the principal does in achieving the vision, mission, and goals of the school is supported by the competencies they have in managing all the resources of the school. The principal's competence in this school is good, with an average value of 3.66, with a range of 2.77-4.54, in the category quite good to very good. This indicates that there are indicators of the principal's competencies that are not yet optimal because there are still indicators that are below the overall average value. Dimensions that are not yet optimal are the personality competencies of indicators of maturity, behaving according to ethics, with a value of 3.38. This can be optimized by the reflection of the principal not to bring personal problems from home to school, so that when facing certain conditions, it is not reactive and has an impact on the control of his emotions.

Dimensions of social competencies with active indicators in professional schools with a value of 3.44. It can be optimized with the activeness and ability of the principal to find information related to the existing principal organizations, both in the work unit area and outside the work unit, and to be willing to join as part of the organization, such as PGRI, IGI, PGSI, PSGI, and Action. The last dimension was professional competence, with indicators of the ability to develop school vision with a value of 3.54. This can be optimized by the formation of a team of formulating vision and mission of schools from teachers and employees who are competent, or in collaboration with other parties/experts as a companion for the formulation or development of school vision.

In addition to efforts to improve the competence of the principal that has been explained, the principal and the foundation can improve the competency of the principal by improving their expertise and technology, describing work activities and outputs, paying attention, and playing the role that must be carried out by someone in a team related to management, managing people, resources, information and activities, orientation on results, managing performance, influencing, initiative, production efficiency, flexibility, innovation, caring for quality, sustainable improvement, technical expertise, cooperation, orientation of services, interpersonal care, intelligence organization, building relationships, conflict resolution, cross-cultural communication and sensitivity, visionary leadership, strategic thinking, entrepreneurial orientation, change management,

building organizational commitment, and so on (Darmadi, 2018; Wicaksana, et al., 2021).

CONCLUSION

Based on the results of the analysis described in the previous section, the researcher can conclude as follows:

1. The results of a qualitative descriptive analysis of the altruistic leadership of the principal obtained the highest answer value in the dimension of consideration of other feelings with indicators of the creation of togetherness for school residents. The lowest answer value of the dimensions of Willing to Make a Sacrifice with your persistence indicator fighting for the welfare of others. The average value of the total answers with standard deviations shows that the altruistic leadership of the principal is in a good to very good range.
2. The results of a qualitative descriptive analysis of the principal's self-efficacy obtained the highest answer value in the verbal dimension of persuasion, with the belief in completing the tasks given. The lowest answer value in the Vicarious Experience dimension is an indicator of the desire to successfully carry out the task. The average value of the total answers with standard deviations shows that the principal's self-efficacy is in a good to very good range.
4. The results of a qualitative descriptive analysis of the principal's competence obtained the highest answer value in personality competencies, with indicators of behavior carrying out tasks that are centered on students. The lowest answer value for personality competencies with indicators of maturity behaves according to ethics. The average value of the total answers with standard deviations shows that the principal's competence is in a fairly good to very good range.
5. The results of the simple linear regression analysis show a positive influence between altruistic leadership and principal self-efficacy. This is similar to the positive influence of self-efficacy on principal competency.
6. The results of the correlation coefficient analysis show that there is a moderate and positive relationship between altruistic leadership and principals' self-efficacy. Likewise, there is a strong and positive relationship between self-efficacy and principals' competence. The results of the

analysis of the coefficient of determination show that altruistic leadership contributes to principals' self-efficacy. Likewise, self-efficacy contributes to whether a principal's competence is good.

7. Hypothesis test results with the T test that H₀ is rejected, meaning that altruistic leadership has a positive and significant effect on the Self-efficacy Principal organized by YPK St. Yosep Medan in Pematangsiantar. Likewise, self-efficacy has a positive and significant effect on the competencies of the principal organized by YPK St. Yosep Medan in Pematangsiantar.

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