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The Influence of Instructional Leadership on Professional Competence Mediated by Self-Efficacy and Social Capital

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Abstract: The term of professional competence is regarded as a crucial variable in human resource theory, especially in education. Empirical data have shown that professional competence affected teacher quality; hence, it influenced learning's effectiveness. The role of principal leadership is notable in the development of teacher professional competence. Some researchers argued that the school principal leadership model, which links to the development of teacher professional competence, is 'instructional leadership.' Some studies concluded that 'self-efficacy' influenced the development of teacher professional competence. Accordingly, some experts presented 'social capital' as a construct that has a good impact on teacher professional competence. It is essential to dedicate a novelty to respond to this theoretical gap related to the study of all the constructs stated above. Therefore, this paper is intended to present a proposition model of the influence of instructional leadership on professional competence mediated by self-efficacy and social capital.

Keywords: Instructional Leadership (IL); Professional Competence (PC); Self-Efficacy (SE); And Social Capital (SC).



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Introduction

Professional competence is a critical variable in human resource management, especially in educational institutions (Herawati, 2017; Kemdikbud, 2018). Due to the importance of education as the key to Indonesia's future development, it is essential to consider it in further study of human resource management. The concept of professional competence is associated with teacher success in learning (Ramesh & Krishnan, 2020). Professional competence is the application of ideas in the work-life, especially in professions that are complex and require mastery of the situation based on the interaction of knowledge, skills, attitudes, and motivation (Fachrunnisa, Tjahjono, & Palupi, 2018). Professional competence is an important variable that needs to be investigated because the higher the professional competence, the better the performance.

Professional competence affected the quality of learning, achievement, motivation, and student outcomes (Kunter, Klusmann, et al., 2013). The discussion above argues the importance of professional competence in human educational resources.

Discussions about teacher competencies need serious attention (Drovnikov et al., 2016). Teacher competency assessment is as critical as student achievement assessment. Therefore, the vital role of teachers must be balanced with the monitoring of teacher quality. The result of teacher competency assessment held by the Indonesian Ministry of Education in 2015 showed significance between the school leader competency and teacher competency (Kemdikbud, 2012, 2015, 2017, 2018, 2019). That assessment measuring teacher's pedagogic and professional competence among all provinces resulted in the school leader's recommendation in enhancing teacher's professional competence. As the top school leader, the principal must carry out managerial tasks. Still, the focus of these activities must be directed towards achieving high student achievement, and the leadership must be an emphasis on attaining effective schools (Minckler, 2014). Effective school principals are the ones who act as instructional leadership: understanding the curriculum, managing teachers and active learning, conducting clinical supervision and making an effort in the development and assessment of teaching and education personnel (Geerlings, Thijs, & Verkuyten, 2018).

In addition to the school principal's leadership, many studies have introduced an aspect that affected teachers' competence, namely self-efficacy. Self-efficacy affects one's daily life. Self-efficacy affects individuals in determining the actions taken to achieve the goals, including the various events that will be faced. Self-efficacy illustrates self-confidence that someone can master the situation and get positive results. Self-efficacy was introduced (Bandura, 1991) through social learning theory since 1970, and then it was included as an essential concept in education management. In the development of the argument, self-efficacy was modified to social cognitive theory in the 1980s. Further, self-efficacy becomes a necessary aspect as one of the contributors of learning-teaching success (Calik, Sezgin, Kavgaci, & Cagatay Kilinc, 2012).

Professional competence improvement needs to be conducted by taking into account the development of teacher social capital. Coleman defines social capital as something that occurs through developing relationships between people involved in the action (Coleman, 1988). Social capital is widely used in the economic sector to describe something that adds value to an organization, but recently, social capital has been applied to school settings. In the school environment, social capital includes the factors of teacher networks, where they seek information, with whom they collaborate, and with whom they share ideas. Current reform efforts have primarily focused on improving human capital. Coleman (1988) further explained that self-efficacy encompasses the skills and abilities of a person. For a teacher, it can include the teacher's tenure, content knowledge and pedagogical strategies, and education level. There are some teachers whose social capital exceeds others, while others have less social capital. From a human capital perspective, teachers have good social capital because they are better trained, more talented, or more experienced. However, the social capital perspective takes a different approach. Social capital theory can be used to argue that it is not only the individual skills of teachers that make them good teachers, but also their connections and interactions with other teachers.

If examined more deeply, and by referring to various literature and practical realities, it can be identified several variables that are related or influential to teacher competence, namely: instructional leadership, self-efficacy, and social capital. Due to the importance of teacher professional competence in education services, it is necessary to conduct a study that examines the relationship between these variables.

Research on the relationship of instructional leadership to self-efficacy has been widely carried out, and on teacher performance. Empirically, this research is based on a comprehensive data set that has already existed in previous studies. Previous studies' findings were univariately analyzed in separate models. However, studies that reveal instructional leadership variables, self-efficacy, social capital, and teachers' professional competence in a shared model have not yet been found. Due to this urgency, this paper is dedicated to responding to the gap to enable the present novelty about the influence of the principal's instructional leadership on professional competence mediated by self-efficacy and social capital.

Literature Review and Hypotheses Development

Resource-Based View

This paper adopted a grand theory called Resource-Based View (R.B.V.). It is a framework used since the 1960s to develop organizations and even educational organizations. Organizational resources and capabilities determine the strategic steps to compete in the external environment. The resource is defined as all things that can strengthen or weaken the company. Resources consisting of tangible and intangible assets are bound semi-permanently by companies, such as brand name, knowledge and technology, employment of skilled personnel, trade contracts, machinery, efficient procedures, and capital.

Regarding educational organizations (Williams, 2014) in their research recommendations, it was stated that future research on institutional resources in education would benefit if they gave additional attention to the integration of tangible and intangible resources to shape organizational excellence. Having the assets was not enough to enhance the excellence of an organization.

Social Cognitive Theory

Social Cognitive Theory, abbreviated as S.C.T., developed by Bandura (1991), is also used as the leading theory in this paper. This theory is based on the proposition that social and cognitive processes are central to understanding human motivation, emotions, and actions. S.C.T. is a theoretical framework for analyzing human motivation, thoughts, and actions that includes a model of cause and effect interactions, in which personal behavior, cognition, environmental influences, and other factors, all operate as mutually influencing determinants.

According to S.C.T., self-efficacy is a crucial element and refers to people's judgment regarding their ability to organize and carry out the actions needed in their tasks (Bandura, 1986). Self-efficacy affects the behavior people choose what to do, the amount of effort they are prepared to exert, and the length of their persistence to overcome obstacles. S.C.T. confirms that self-efficacy is a significant determinant of individual task performance and has been found to have a variety of psychological and behavioral effects in many areas of human psychosocial functioning. In adapting the general concept of self-efficacy, it is concluded that the teacher's self-efficacy is a teacher's self-perception of the ability to carry out their task (Bandura, 1986, 1991; Benight & Bandura, 2004).

The Role of the Principal's Instructional Leadership in Teacher Professional Competence

The Instructional Leadership Model (Murphy, Weil, Hallinger, & Mitman, 1985) combines 3 (three) dimensions of the principal's role as a leader: (1) determining the school's mission, (2) managing an instructional program, and (3) promoting school culture. The three dimensions are further described in 10 (ten) instructional leadership functions (Grootaert, Narayan, Jones, & Woolcock, 2004);(Geerlings et al., 2018). In the first dimension, defining the school's mission is closely related to the role of the principal. This dimension is the starting point for creating good school governance. The mission must be focused on students' academic progress. The school principal determines the school's mission with the school community and then outlines its purpose. The objectives of the school must be widely communicated to the school community. The second dimension, managing the instructional program, focuses on the coordination and supervision of learning and the curriculum. This dimension concentrates on the role of the principal in managing the technical core of the school. The third dimension, developing a Positive Learning Climate, includes five functions. This third dimension is broader in scope than the second dimension (Abdullah & Kassim, 2011).

Teacher professional competence includes several aspects: learning design, learning material and activities, presentation of new material, and teacher's response to students containing appropriate and up-to-date learning information. This knowledge is displayed according to the age and level of students' learning. More specifically, the teacher understands the subject and how the subject is presented in the curriculum. Next, the teacher can organize, adjust, and add activities to help students master the essential aspects of a lesson and increase students' interest and attention towards the teaching (Baumert & Kunter, 2013; Baumert, Kunter, Blum, Brunner, Voss, Jordan, Neubrand, 2010; Kunter, Baumert, et al., 2013; Kunter, Klusmann, et al., 2013). Indonesian Education Ministry elaborated the meaning of professional competence (Herawati, 2015) as follows: (1) Mastering the material, structure, concepts, and scientific mindset that supports the subjects being taught; (2) mastering the competency standards and necessary competencies of the issues being illustrated: understanding the competency standards of the items being prepared, understanding the essential skills of the subjects being taught, and understanding the learning objectives being taught; (3) Developing

learning material that is taught creatively: choosing learning material that is prepared according to the level of students' development, managing subject matter that is creatively taught in accordance with the level of students' development; (4) Developing professionalism in a sustainable manner by taking reflective actions: reflecting on performance in the context of increasing professionalism, utilizing the results of reflection in order to improve professionalism, conducting classroom action research to enhance professionalism, and following the times by learning from various sources; (5) Utilizing information and communication technology to develop themselves: utilizing information and communication technology in communication, utilizing information and communication technology for self-development (Blitz & Schulman, 2016).

Principals who promote teacher professional development and do not preclude any sustainable development opportunity are declared professional principals. Principals who have strong instructional leadership have been proven to lead and direct teachers to carry out professional development. Instructional leadership is a form of leadership that every school leader needs to practice to achieve school excellence (Hallinger, Hosseingholizadeh, Hashemi, & Kouhsari, 2018). Instructional leadership implements aspects of teacher professionalism improvement, which can further enhance student achievement. Instructional leadership is leadership that focuses on improving the quality of students' learning through teachers and is a leadership that is very beneficial for many parties starting from the school itself, principals, students, teachers, and even for graduates' users who use instructional leadership (Abdullah & Kassim, 2011; Pujiastuti, Murwatiningsih, & Rozi, 2017). In the context of schooling, the implementation of the R.B.V. views principals and teachers as the primary human resources that produce educational success. They have intangible resources in the form of leadership and competence.

The mediating role of Self-Efficacy and Social Capital on the Effect of Principal Instructional Leadership on Teacher Professional Competence

Bandura (1991) defined self-efficacy as the strength of people's convictions in their effectiveness. Furthermore, he assumed that people tend to avoid threats and frightening situations, which they consider unable to overcome, and are more actively involved in cases they feel capable of achieving. In works on self-efficacy, Bandura theorized that a person's level of competence is directly influenced by his belief in the ability to perform, not only a given task but also the long time and effort required to work through difficult situations (Bandura, 2015).

Self-efficacy is one of the psychological variables that is often referred to as core self-evaluation. Kinicki and Fugate explained that self-efficacy plays a role in explaining outcomes, including competition (Kinicki & Fugate, 2016). Next, Guskey (2002) developed an instrument with 30 indicator items to measure who was responsible for student achievement. Reported scores from this instrument were intended to produce a measure of how much the teacher is accountable for student success. This research instrument showed that teachers tended to assume responsibility for student success.

The positive and negative results were operated independently of one another on the perception of teacher success (Guskey, 2002).

Research on teacher self-efficacy includes various definitions. Teacher efficacy is the teacher's beliefs about their abilities that positively impact student learning and achievement (Tschannen-Moran & Hoy, 2001; Tschannen-Moran, Hoy, & Hoy, 1998). Teacher self-efficacy is defined as something that controls or dramatically affects performance and motivation. Hoy and Spero (2005) define teacher efficacy as "teachers judgment about their abilities to promote students' learning." However, there are differences in the definition of teacher's self-efficacy. There are two characteristics of teacher's self-efficacy: (a) teachers' beliefs, beliefs, or judgments about themselves and their ability to do their job well and (b) improving student learning and achievement (Spero & Hoy 2005).

The measurement of teacher efficacy (Tschannen-Moran & Hoy, 2001; Tschannen-Moran et al., 1998) employs 3 (three) dimensions with parameters developed by researchers considering research settings. The three domains include (1) Teacher efficacy in student engagement (Student Engagement), (2) Efficacy of teachers in learning strategies (Learning Strategies), and (3) Efficacy of teachers in class management.

Some research findings have provided a new dimension to educational research on instructional leadership and teacher self-efficacy (Liu & Hallinger, 2018). These findings should serve as an encouragement for educators to examine their practices and skills concerning instructional behavior and their effect on teacher self-efficacy. The researchers suggested that the principal implement instructional leadership to improve teacher competence, which ultimately impacted student achievement. The principal's instructional leadership had direct and indirect effects on the teacher's professional learning competence. Time management and self-efficacy had a small impact on the instructional leadership of the principal. The implications of this study emphasized the positive relationship between the principal's leadership and professional learning competencies and underscored the importance of self-efficacy in shaping good learning practices. The researchers recommended instructional leadership practices to improve the quality of learning in schools (Liu & Hallinger, 2018).

Bandura's social cognitive theory reveals the teacher's self-efficacy to be an essential aspect that can be seen as one of the contributors to an effective learning and teaching process. The effect of teacher self-efficacy on teaching elements is evidenced by other experts (Bandura, 1991). Some of the results of organizational studies that explained outcomes were inconsistent with each other due to ignoring individual subjective perceptions. Social capital is a variable that shows that individuals' subjective opinions cause differences in attitudes and behavior of individuals in the organization. Social capital is individual property; thus, it could impact the individual's competence (H. Tjahjono, Fachrunisa, O., Palupi, 2009; H.K. 2011 Tjahjono, 2011; Heru Kurnianto Tjahjono, 2015; Tjahjono.HK., 2017).

The social capital dimension in this study referred to recommendations from the World Bank (Grootaert et al., 2004). The suggestion is in line with the research in the Social Capital Guidelines for High Schools as part of Research Design (R & D), which has been carried out in three reputable schools in Yogyakarta, Indonesia. (Hanum, Si, Ayriza, Si, & Rahmadonna, 2015). The parameters in the research were simplified according to the research topic related to teacher professional competence, including: (1) Groups and Networks, (2) Trust and Solidarity, (3) Collective action and collaboration, (4) Information and Communication, and (5) Social Cohesion and Interaction.

Groups and Networks. In the context of high school teachers, teachers have social capital in the form of groups and networks by type of a learning community of teachers (Grootaert et al., 2004). The learning community is expected to provide teachers with an appropriate opportunity to improve their professionalism through training, writing scientific papers, and regular meetings. In the digital era, which is characterized by the rapid development of communication through online media, groups, and networks, the manifestation in the form of professional associations and learning communities for high school teachers play a role as social capital. These groups and systems can help disseminate information, reduce opportunistic behavior, and facilitate collective information collection. Schools and teachers are expected to be actively involved in several relevant and beneficial associations (Hanum et al., 2015).

Trust and Solidarity. Fukuyama explained that trust is a hope that grows in society, shown by the existence of honest, orderly behavior, and cooperation based on shared norms (Tjahjono.HK., 2017). At the community level, sources of trust are derived from social norms embedded in local social structures. Regarding teachers, the trust that grows and develops among teachers becomes norms and rules that are beneficial for schools to increase teachers' professional competence, the result of which is improving the quality of education (schools). Trust in others is usually influenced by the quality of previous interactions. Carefulness in the context of trusting others is precisely needed to maintain community relations to remain lasting. The growing trust between teachers and schools will give birth to solidarity between them, build sharing habits, and contribute to the development of teacher professionalism in teaching to improve the quality of education (Geerlings et al., 2018; Neve., Devos., & Tuytens, 2015).

Information and communication (access and communication) Access to information and communication today felt by most people in the world are increasingly important, even used as a central mechanism to assist individuals and communities in developing their existence. The diversity and sophistication of communication tools that are rapidly changing have made it easier for humans to access information, including school members. Means of information and communication become necessary for accessing available resources to achieve success. Easy access to information can help group members participate actively in their activities. This category explores the ways and means by which group members receive information about professions, services, and the extent of access to communication and information infrastructure (Grootaert et al., 2004).

Social cohesion and interaction. Indonesian people are characterized by a collective society, depicted by high interaction with one another. Social cohesion and cooperation are the positive manifestations of high social capital. Teachers conduct some meetings with communities, visit others, and take part in social activities. Evidence of the leadership's importance in developing teacher's collective efficacy showed that the higher the teacher's collective efficacy would have a positive outcome on student achievement, teacher quality and teacher job satisfaction, and school improvement (Calik et al., 2012; Fukuyama, 2002, 2007).

Empowerment refers to the ability to access resources, participate, negotiate, and oversee institutions responsible for helping their lives. Empowering teachers to develop and utilize social capital cannot be separated from educational policies, including training, seminars, and research that can help and empower them. Besides, strengthening the roles of a teacher learning community as a group and network that can develop social capital for education must continue to be enabled.

Based on the findings of previous research and related to Resource-Based View and Social Cognitive Theory as the major theories in this paper, the author views the importance of intangible resource management in educational organizations, especially, high schools (Bandura, 1986, 2015). Principals and teachers act as the primary human resources that produce educational success. They have intangible resources in the form of leadership, competence, self-efficacy, and social capital. Principal's leadership and teacher competence are vital for student success. Therefore, it is necessary to reveal the influence of the principal's leadership on teacher competence. Self-efficacy and social capital are intangible resources that affect teacher professional competence.

Professional competency improvement needs to be done by paying attention to the development of teacher social capital. In *Social Capital in the Creation of Human Capital*, Coleman (1988) defined social capital as "coming about through changes in relations between persons that facilitate action." Grootaert et al. (2004) explained that social capital used to be commonly used in the economic sector to describe something that adds value to an organization. Still, recently, social capital has been applied to school settings. In the school environment, social capital includes the factors of teacher networks, where they seek information, with whom they collaborate, and with whom they share ideas. Current reform efforts have primarily focused on increasing teacher human capital, encompassing the skills and abilities of individual people. The human capital perspective holds that teachers have good social capital because they are better trained, more talented, or more experienced. The social capital perspective takes a different approach. Social capital theory can be used to argue that teachers' individual skills make them good teachers and their connections and interactions with other teachers (Smith, Ralston, & Naegele, 2016).

The various theories above give rise to several variables related to or influence the teacher's competency, including instructional leadership, self-efficacy, and social capital. The importance of teacher professional competence for improving the quality of education services inspires the emergence of propositions about the relationship

between these variables. Research on the relationship of instructional leadership to self-efficacy has been widely carried out, and on teacher performance. Empirically, this research is based on a comprehensive data set that has already existed in previous studies. Studies that revealed variables of instructional leadership, self-efficacy, social capital, and teachers' professional competence in a shared model have not yet been found. This paper dedicates propositions to respond to the theory gap to enable the discovery of novelty about the influence of the principal's instructional leadership on professional competence by mediating teacher self-efficacy and social capital in the teacher's research setting.

Proposition 1: Instructional leadership influences professional competence.

Proposition 2: Self-efficacy mediates the influence of instructional leadership on professional competence.

Proposition 3: Social capital mediates the impact of instructional leadership on professional competence.

Proposition Model

Based on the theoretical review and the empirical data above, we propose a model proposition framework as follows:

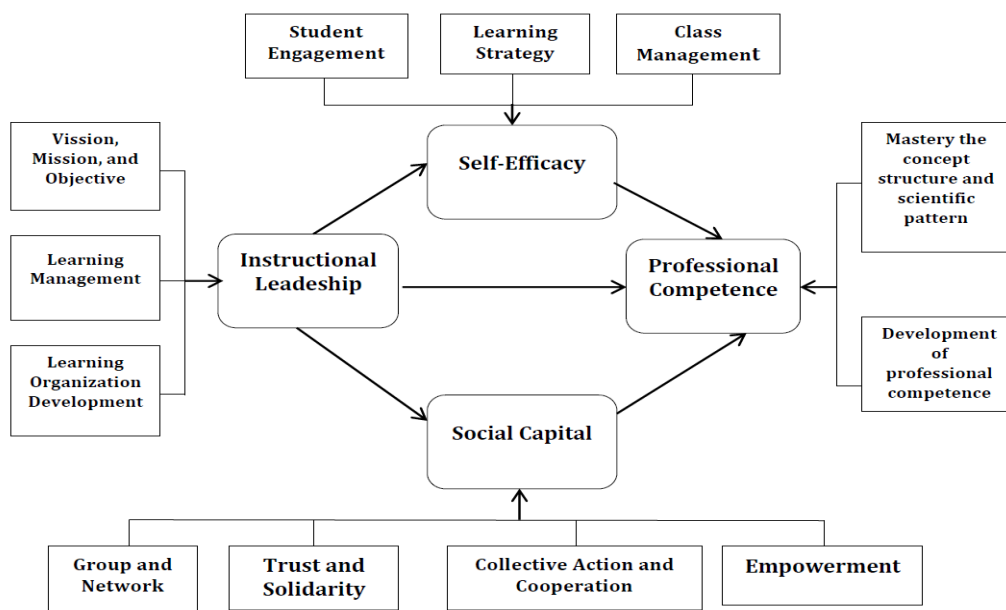


Figure 1. Proposition Model

Conclusion

Based on the existing literature survey and related to Resource-Based View and Social Cognitive Theory as the major theories in this paper, it can be inferred that intangible

resource management in educational organizations, especially high schools, plays an important role. Principals and teachers are recognized as the primary human resources that trigger educational success. They have intangible resources in the form of leadership, competence, self-efficacy, and social capital. School principal's leadership and teacher competence are vital for student success. Consequently, enhancing professional competence needs to be done by taking into account the development of teacher self-efficacy and social capital. Future research needs to be prepared to obtain new empirical findings of human resources based on the propositions discussed in this article, especially in educational organizations.

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