

# The Influence of Managerial Competence, Social Competence, and Entrepreneurship Competence of School Principles on Organizational Performance at Mobilization Schools in West Lombok District

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## ABSTRACT

This study aims to determine the effect of managerial competence on organizational performance, to analyze and determine the significance of social competence on organizational performance, and to determine the importance of entrepreneurial competence on organizational performance. This research was conducted at Mobilization Schools in West Lombok Regency; the population consisted of all teachers in the Mobilization Schools of West Lombok Regency, a population of 219 people. The data collection used the census method with the entire population as respondents. This type of research is causal associative; the data collection tool uses PLS-SEM analysis. The results of the study (1) Managerial competency have a significant positive effect on organizational performance. (2) Social competence has a significant positive effect on organizational performance. (3) Entrepreneurial competence has a significant positive effect on organizational performance.

Keywords: Managerial Competence, Social Competence, Entrepreneurial Competence, And Organizational Performance.

## INTRODUCTION

The educational process takes place in an educational institution, including family, school, and community education (Hasbullah, 2009). Educational institutions can also be interpreted as helpful containers for fostering human beings, leading to a better future. Everyone in the container will experience change and development according to the color and style of the institution (Marlina, 2013). Meanwhile, according to Ahmadi and Uhbiyati (2015), an educational institution is a business entity that operates and is responsible for implementing education for students.

As an effort to move educational institutions and to carry out the functions and objectives of educational institutions, namely to educate the nation's life, the government is always trying to carry out a revolution in the education system in various aspects, one of which is by updating the previous curriculum, namely the "K-13" curriculum with the "K-13" curriculum. Freedom to Learn". As for accelerating the implementation of the curriculum, the government integrates it by forming a program called "School of Movers."

The driving school itself is a school that has (1) the principal understands the student learning process and becomes a mentor for teachers in the school. (2) Driving schools have teachers who understand that every child is different and has a different way of teaching. (3) Generate student profiles. (4) The community around the school supports the educational process in the classroom (<https://school.penggerak.kemdikbud.go.id/>).

The aim of driving schools in the educational development process is as a step to be able to accelerate and create an educational ecosystem so that Indonesia can reach advance. The focus of this driving school program is to develop student learning outcomes. They start from literacy, numeracy, and the system's character through superior Human Resources. As part of the Ministry of Education and Culture's Freedom to Learn policy, it is hoped that schools can move forward by becoming Mobilizing Schools (<https://www.kompas.com/tag/school-mobilizers>).

Based on the driving school concept, one is characterized by having a principal who understands the student learning process and can develop teachers. The principal has a total share in forming a driving school ecosystem.

The school principal is the spearhead of achieving that school organization Juan. As stated by Mulyasa (2007) that school principals must be able to increase school productivity. Productivity can be seen in education output as an educational atmosphere. Achievements can be seen from the evenly distributed input, the number of prominent graduates, the quality of graduates is high, the relevance is high, and from an economic perspective in the form of organizing income. At the same time, the process and atmosphere are evident in the enthusiasm for learning, high morale, and trust from various parties. By improving the quality of education, it is hoped that graduates will be better able to become educational staff who can carry out their duties properly. Thus the school principal must be able to become an activator of all existing elements to produce organizational performance.

One of the most critical elements in achieving organizational work performance is setting clear targets (Junior and Hermanto, 2020). The ability of school principals to set clear directions and goals for each corporate school program will significantly contribute to improving the performance of an organization. According to Armstrong & Baron (2005), performance is something that a person or organization has achieved. The process of producing performance also needs to be considered to understand performance because the process is part of the performance itself.

The quality of the principal is reflected in his optimal leadership in managing all the resources in the school. Managing a school so that all of its potential functions optimally is not an easy job, but it requires maximum managerial skills and leadership from the school principal. This is in accordance with Permendiknas Number 13 of 2007 concerning Standards for School/Madrasah Principals emphasizes that a school/madrasah principal must have five minimum competency dimensions, namely personality, managerial, entrepreneurial, supervision, and social competencies.

According to Junior & Hermanto (2020), managerial competence is an individual ability to connect knowledge, skills, abilities, and personal values to produce at a satisfactory level with the goals to be achieved in a field professionally, effectively, and efficiently.

Previous research explaining the effect of managerial competence on performance, such as by Fatkurinah (2020), the results of their study indicate a relationship between managerial competence and performance. The difference in research results is found in Wardiana and Hermanto's research (2019), that managerial competence has a positive and insignificant effect on organizational performance, while the results of Junaidi et al.'s research. (2019) shows that managerial competence has no significant effect on performance.

In addition to having managerial competence, the principal must have the following competence that the principal must possess in carrying out his duties as a manager social competence. Social competence is the knowledge, skills, and abilities acquired by someone to do something well, including cognitive and psychomotor behaviors (Majid, 2004).

Several studies explain the effect of social competence on performance, such as research conducted by Sudarlan and Rifadin (2016), which shows that social competence partially does not affect performance. However, in Zenita and Indriani's study (2017), social competence positively influences performance.

To support the performance of school organizations, the competency that school principals must possess is entrepreneurial competency. According to Supartha (2009), entrepreneurial competence is a fundamental characteristic of a person that influences the way of thinking and acting to produce good business performance. The research conducted by Mahadalle and Kaplan (2017) found that there is a relationship between entrepreneurial competence and performance. Contrary to Aulia (2020) study of entrepreneurial competence, does not affect organizational performance. This research foreknows and analyzes the significance of the influence of school principals' managerial, social, and entrepreneurial competence on organizational performance.

## **HYPOTHESIS DEVELOPMENT**

Competence is used within an organization in defining the requirements of a job and improving professional development programs, as well as being used for individuals in self-improvement guidance (Richey and Klein, 2005). The school principal has a strategic role in improving teacher professionalism and the quality of education in schools (Kasim 2017). The managerial abilities of a school principal as the leader of an organization called a school is vital in supporting a teacher's performance. Good central organizational skills will create an excellent working atmosphere for teachers.

When the work atmosphere created is felt good by the teachers, they will have the motivation to improve their performance so that the school where they serve can achieve good quality (Fathuriah, 2020). The Managerial Competence of school principals with all the essence and functions of school principals in education units will align with efforts to achieve teacher performance so that educational goals in the realm of school education units are aligned (Ruhendi and Haris, 2021). Research conducted by Lakshminarayanan et al. (2016) shows that managerial competence positively affects performance. Thus it can be formulated the hypothesis in this study is:

H1: Managerial competence has a significant positive effect on organizational performance.

Mulyasa (2007) explains that the school principal is a social being who cannot be separated from the social life of the community and its environment. Therefore, school principals must have adequate social competence, mainly about education not limited to learning in schools but also education that takes place and takes place in the community. Wahyudi (2009) states that school principals in the management of education units have a strategic position in developing school resources, especially in empowering teachers to achieve predetermined educational goals. Research conducted by Zenita, and Indriani (2017) showed that social competence positively affects performance. Thus it can be formulated the hypothesis in this study is:

H2: Social competence has a significant positive effect on organizational performance.

A person's competence is the basis of someone who allows them to issue superior performance in their work, and competence is a characteristic of someone whose result is an effective and exemplary job performance (Kumar, 2008). Marshall (2007) also explains that a person's competence is an essential characteristic that allows him to perform ideally in specific jobs, roles, or situations. Competence is a crucial characteristic possessed by a person in the form of basic knowledge, ability, and experience that can affect the person's performance (Mulyadi, 2010). Previous research, namely Murtadlo and Hanan (2018); Purnamasari (2019) that entrepreneurial competence has a positive and significant effect on organizational performance. Thus it can be formulated the hypothesis in this study is:

H3: Entrepreneurial competence has a significant positive effect on organizational performance.

Based on the relationship between the variables previously described, the conceptual framework in this study can be described as shown in Figure 1 as follows.

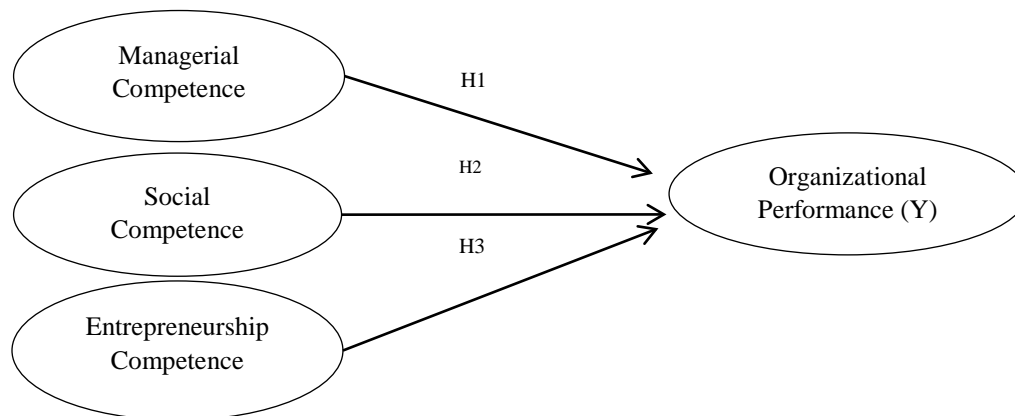


Figure 1. Conceptual Framework

## RESEARCH METHODS

This research is causal associative research using a quantitative approach. A causal associative study aims to determine the effect of two or more variables (Umar, 2005). The research location is the Mobilization School in West Lombok Regency. They are collecting data in this study using the method that ensues. Census research takes one population group as the overall respondent and uses a structured questionnaire as the principal data collection tool to obtain specific information (Akbar & Usman, 2008). The members of the population in this

study were all teachers who actively taught at the Mobilization School in West Lombok Regency, as many as 219 people. Data collection in this study was carried out by distributing questionnaires to respondents online via Google Forms. They are collecting data by adopting a Likert scale developed for each variable. Respondents filled in the questionnaire by choosing between five possible answers: strongly agree, agree, entirely agree, disagree, and disagree.

The data analysis technique in this study was carried out using SEM-PLS (Partial Least Square), and the data was processed using the SmartPLS 4.0 program. According to Santoso (2014), SEM is a multivariate analysis technique combining factor analysis and regression (correlation) analysis, which aims to examine the relationship between variables in a model, indicators, and constructs or relationships between constructs. Meanwhile, according to Latan and Ghazali (2015), PLS is an alternative approach that shifts from a covariance-based SEM approach to a theory, while PLS is more of a predictive model. However, there is a difference between covariance-based SEM and component-based PLS in using structural equation models to test theories or theory development for variance-based predictions. Furthermore, Ghazali and Latan (2015) state that the PLS measurement model consists of a measurement model (outer model), criteria of goodness of fit (GoF), and a structural model (inner model). The PLS measurement model aims to test predictive relationships between constructs by seeing whether there is an influence or connection between these constructs.

## RESULT

### Characteristics of Respondents

According to the characteristics of the respondents, they were grouped into two groups, namely gender, male and female. More details can be seen in Table 1.

Table 1. Characteristics of Respondents

Level of education	Number of Respondents	Percentage
Man	86	39.27 %
Woman	133	60.73 %
Age		
≤ 30	32	14.6 %
31-38	67	30.6 %
39-46	50	22.8 %
47-54	39	17.8 %
≥ 55	31	14.2 %

Based on Table 1 shows that the number of female teachers in the Mobilization School in West Lombok Regency is 60.73%, while the number of male respondents is 39.27%. The age range between ≤ 30 and 30 years old is 14.6 %, 31-38 years old is 30.6 %, 39-46 years old is 22.8 %, 47-54 years old is 17.8%, and ≥ 55 years old is 14.2%.

### Measurement Model of PLS

As for the measurement model for validity and reliability tests, the model's coefficient of determination, and the equation model's path coefficient, there are three measurement criteria to assess the outer model: Convergent validity, Discriminant validity, and Composite validity.

### Convergent Validity

Convergent validity with reflective indicators can be seen from the correlation between indicators and their construct values in determining the validity and reliability of the data from Convergent validity, namely by looking at the Average Variance Extracted (AVE) value.

Table 2. Average Variance Extracted (AVE) Value

No	Variable	Average Variance (AVE)
1	Entrepreneurial Competence	0.683
2	Managerial Competence	0.710
3	Organizational Performance	0.568
4	Social Competence	0.614

It appears that the results of the SEM-PLS data processing for the AVE value of each variable are good because they meet the requirements with a value of more than 0.50. This shows that latent variables can explain more than 50% of the variance of the indicators, so it can be stated that all hands and constructs in the research model have met the Convergent Validity test criteria.

### Discriminant Validity

The test discriminant validity, namely to test whether the indicators of a construct are not highly correlated with indicators from other constructs. The discriminant validity of the measurement model with reflective hands is assessed based on a comparison of each construct's square root value of the AVE ( $\sqrt{AVE}$ ) with the correlation value between the construct and the other constructs (latent variable correlation). The model has a sufficient Discriminant Validity value if the AVE root for each construct is greater than the correlation between the construct and the other constructs, which can be seen in table 3.

Table 3. Fornell-Larcker Criteria

No	Variable	Managerial Competence	Social Competence	Entrepreneurial Competence	Organizational Performance
1	Entrepreneurship Competency	0.826			
2	Managerial Competence	0.842	0.959		
3	Organizational Performance	0.754	0.884	0.890	
4	Social Competency	0.784	0.911	0.912	0.923

Table 3 above shows that each construct's AVE root values are more significant than the correlations between constructs and other constructs. So from table 3, it can be concluded that all the constructs in the estimated model have fulfilled the Discriminant Validity test criteria.

### Composite Reliability

The last thing to do is evaluate the outer models using the composite reliability test. Composite reliability is a closer approximation assuming parameter estimates are more accurate

(Ghozali, 2014). Hybrid reliability interpretation is the same as Cronbach's alpha, where a limit value of 0.7 and above is acceptable. The following presents the results of composite reliability and Cronbach's alpha from SEM-PLS data processing:

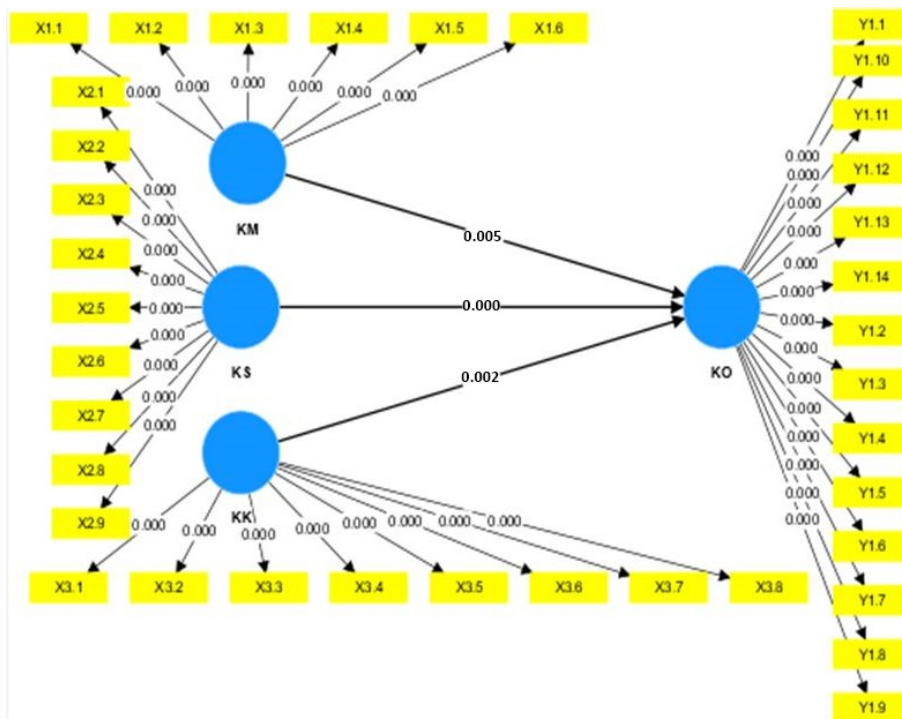
Table 4. Composite Reliability and Cronbach's Alpha

No	Variable	Composite Reliability	Cronbach's Alpha
1	Entrepreneurial Competency	0.935	0.933
2	Managerial Competence	0.919	0.918
3	Organizational Performance	0.944	0.940
4	Social Compensation	0.924	0.920

From Table 4. it can be seen that the research model is considered reliable because the Composite Reliability and Cronbach's Alpha values of all variables are above 0.7. Thus, it can be concluded that the four variables have steadfast reliability because they meet the Composite Reliability test criteria.

### Inner Model of PLS

There are several stages in evaluating the relationship between constructs. This can be seen from the path coefficient (path coefficient), which describes the attachment relationship between constructs. The sign in the path coefficient must be by the hypothesized theory to assess the significance of the path coefficient can be seen from the t-test (critical ratio) obtained from the bootstrapping process (resampling method). Following are the test results of the bootstrapping process using SEM-PLS, shown in Figure 1.



KO : Organizational Performance; KM : Managerial Competence; KS : Social Competence; KK : Entrepreneurial Competence

Figure 1. Bootstrapping analysis output

### Coefficient of Determination ( $R^2$ )

The next step evaluates  $R^2$ ; the explanation is the same as  $R^2$  in linear regression, where exogenous variables can explain the magnitude of the endogenous variables. The strong and low influence of the coefficient of determination ( $R^2$ ) used the guidelines by Chin (in Ghazali & Latan, 2015), namely 0.67, 0.33, 0.19 indicating a strong, moderate, and weak model. Changes in the value of  $R^2$  are used to see whether the measurement of exogenous latent variables on endogenous latent variables has a substantive effect. From the results of SEM-PLS data processing, the value of  $R^2$  obtained is as follows:

Table 5. The Value of The R Square Test Results

Variable	R-Square	Adjusted R-Square
Organizational Performance	0.866	0.860

Table 4.18 shows that the construct of organizational performance variables can be explained by the variable managerial competence, social competence, and entrepreneurial competence, with a powerful influence value category of 0.866 or 86.6%. Other variables outside this research model explain the remaining 13.4%.

### Direct Effect

For further analysis related to influence directly using SEM-PLS is by conducting an analysis, namely direct effect analysis, namely the influence of managerial competency, social competence, and entrepreneurial competency variables on organizational performance by knowing the immediate effect of each variable. Based on the results of the SEM-PLS analysis, the total direct effect value can be presented in the table 6.

Table 6. Total Direct Effect Test Results namely:

No	Variable	<i>Original Sample</i>	T-Statistics	P-Value	Criteria
1	Entrepreneurship Competence → Organizational Performance	0.506	3.242	0.002	Significant
2	Managerial Competence → Organizational Performance	0.439	2.929	0.005	Significant
3	Social Competence → Organizational Performance	0.645	3.743	0.000	Significant

Based on the results of the analysis of the total effect between these variables to determine the significance of the impact of each variable can be explained by comparing the t-table with t-statistics or by looking at the p-value value of each variable. The significance value used in this study is (two-tailed) where the t-table is 1.96 with a significance level of 5% or 0.05 (Ghozali & Latan, 2014). Suppose the t-statistic value is greater than the t-table, showing that managerial competence's direct effect on organizational performance is significant. The



immediate impact of social competence on organizational performance is substantial. Then the direct result of entrepreneurial competence on organizational performance is essential.

## DISCUSSION

### **The Influence of Managerial Competence on Organizational Performance**

Managerial competence has a significant positive effect on organizational performance. This means that the better the administrative competence of the principal, the higher the organizational performance. If vice versa, the worse the managerial competence of the principal, the lower the organizational performance. Thus it can be stated that the average school principal at the Mobilization School in West Lombok Regency has been able to properly carry out his duties and functions as a stakeholder so that the implementation of the responsibilities and parts of the principal will have a direct or indirect impact on increasing organizational performance, which is getting higher.

Principals, as controllers in the school organizational system, have a strategic role. Namely, they must be able to direct the school organizations they lead to become excellent schools from various aspects. A good school principal's ability to lead a school organization will significantly support the realization of both short-term and long-term planning. Besides that, organizational goals will be achieved more quickly, so with good managerial skills, the principal will be able to improve the performance of the school organization itself.

The managerial skills of school principals in influencing organizational performance in this study are the fulfillment of corporate benchmarks having a high level of performance. One of the benchmarks that can be seen to conclude that the school organization has high performance of which is the leader, in this case, the school principal, who can direct the school organization in a better or superior direction due to the skills he has in leading (Wibowo, 2017).

Denim and Suparno (2009) argue that the school principal is responsible for maintaining and motivating teachers, students, and administrative staff so that they can implement the rules and regulations that apply in schools. This is where the principal must be able to carry out the role of principal and his ability in school management. In addition, according to Ismuha et al. (2016), the principal is very influential in coordinating, mobilizing, and harmonizing all the educational resources available in schools. Principal leadership is one of the factors that can encourage schools to realize the vision, mission, goals, and objectives of their schools through programs that are implemented in a planned and gradual manner. Principals are required to have adequate management and leadership skills to be able to take the initiative to improve school quality.

Several previous studies supported by the results of this study include research conducted by Lakshminarayanan et al. (2016) that managerial competence has a positive effect on performance. This means that the better the managerial competence, the better the concert will be—likewise, Velu and Manxhari (2017) stated that there is a relationship between managerial competence and performance. With managerial competence getting better, it will also affect organizational performance, which is getting better. Mawaddatullin (2017); Dawam et al. (2022) believe that managerial competence positively affects performance.

### **The Effect of Social Competence on Organizational Performance**

Social competence has a significant positive effect on organizational performance. This means that the better the social competence of the school principal, the higher the organizational performance, and vice versa; the worse the social competence of the school principal, the lower

the organizational performance. This shows that the average ability of the principals of SDN Penggerak in West Lombok Regency to socialize can be stated to be very good.

The role of social competence in improving organizational performance must be embedded in the school principal as the holder of complete control of the school organizational system. The principal must have the ability to socialize in the surrounding social sphere. Dating means that school principals must be able to mingle, interact and adapt to the surrounding environment actively and wisely, of course.

Mulyasa (2007) explains that the school principal is a social being who cannot be separated from the social life of the community and its environment. Therefore, school principals must have adequate social competence, especially about education not limited to learning in schools but also education that takes place and takes place in the community. Wahyudi (2009) states that school principals in the management of education units have a strategic position in developing school resources, especially in empowering teachers to achieve predetermined educational goals.

Several previous studies supported by this research include research conducted by Zenita and Indriani (2017) that social competence has a positive effect on performance. This means that the better the social competence, the better the concert. On the other hand, the worse the social competence, the worse the version will be. According to Santosa and Kristiana (2019), social competence has a significant positive effect on performance, so e better the social competence is, the better the concert will be. Zaman et al. (2019) that social competence positively affects performance.

### **The Effect of Entrepreneurship Competence on Organizational Performance**

Entrepreneurial competence has a significant positive effect on organizational performance. This means that the better the entrepreneurial competence of the school principal, the higher the organizational performance, and vice versa; the worse the entrepreneurial competence of the school principal, the lower the organizational performance. This shows that the average ability of the principals of SDN Penggulung in West Lombok Regency to work based on skills, knowledge, and work attitudes can be stated to be very good.

Existing principal entrepreneurial competencies on Mobilization Schools in West Lombok Regency have an essential role in further expanding the network and improving the institution's image and integrity. Including the entrepreneurial competence of school principals in the Mobilization School of West Lombok Regency will facilitate access to organizations to further develop from various aspects, such as access to inter-agency collaboration will be easier. School organizations' maturity level in school development efforts will be more substantial because they already have independent school principals, strong determination, high courage, and firm and consistent.

A person's competence is the basis of someone who allows them to issue superior performance in their work; Competence is a characteristic of someone whose result is an effective and exemplary job performance (Kumar, 2008). Marshall (2007) also explains that a person's competence is an essential characteristic that allows him to provide superior performance in specific jobs, roles, or situations. Competence is a crucial characteristic possessed by a person in the form of basic knowledge, ability, and experience that can affect the person's performance (Mulyadi, 2010).

Several previous studies were supported by this research, such as research conducted by Muslikah et al. (2018), that entrepreneurial competence is a factor other than an entrepreneurial strategy that affects business performance. Entrepreneurial competence can contribute to

implementing MSMEs (Dhamayantie and Fauzan, 2017). Mahadalle and Kaplan (2017) state that entrepreneurial competence significantly affects organizational business performance. Murtadlo and Hanan (2018); Purnamasari (2019) believe that social competence positively and substantially affects organizational performance. This means that the better the entrepreneurial competence, the better the concert. Hosseini et al. (2020) that there is a relationship between entrepreneurial competence and performance.

## CONCLUSION

Managerial competence has a significant positive effect on organizational performance. This means that the better the managerial competence of the principal, the higher the organizational performance. Conversely, the worse the managerial competence of the principal, the lower the organizational performance.

Social competence has a significant positive effect on organizational performance. This means that the better the social competence of the school principal, the higher the organizational performance and vice versa; the worse the social competence of the school principal, the lower the organizational performance.

Entrepreneurial competence has a significant positive effect on organizational performance. This means that the better the entrepreneurial competence of the school principal, the higher the organizational performance and vice versa; the worse the entrepreneurial competence of the school principal, the lower the organizational performance.

## RESEARCH LIMITATIONS

This research was made to look at the application of competencies that school principals must possess regarding managerial competence, social competence, and entrepreneurial competence as part of the manifestation of the level of human resources in school organizations, namely on Mobilization Schools in West Lombok Regency and their impact on organizational performance. Limitations related to the variables in this study, while it is still possible that other variables affect organizational performance besides those in this study.

In this study, most of the data generated were only from the questionnaire instrument, which was based on the perception of the respondent's answers, so the conclusions drawn were only a tiny portion, namely around 25%, which was obtained through interviews and direct observation due to the constraints of the extensive research area and the distance between regions. One from the other is too far, so it takes a long time to access these areas. So that information is only partially obtained and not too in-depth related to the subject and object of research.

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