



## The Effects of Principal Leadership and Teacher Competence on the Learning Quality: Does the Mediation of Infrastructure Matter?

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### ABSTRACT

**Objective:** Good infrastructure can help teachers in presenting learning materials better. Infrastructure can also assist principals in conducting school administration management more efficiently to focus on developing the quality of learning. This study aims to explore the role of infrastructure as a mediator of the influence of principal leadership and teacher competence on the quality of learning. **Method:** This study used a quantitative survey of randomly selected 42 teachers at SHS 1 Kawedanan Magetan. Data collection was carried out using a questionnaire consisting of a Likert scale with 5 points. PLS-SEM analysis is used to analyze data and test conceptual models. Data analysis techniques include statistical tests to test relationships and mediation. **Results:** The results showed that the quality of learning was directly influenced insignificantly by the principal ( $\beta=-0.097$ ;  $\rho=0.522$ ) and teacher competence. **Novelty:** Infrastructure mediates significantly in improving the quality of learning. Schools and educational institutions must invest time and resources in training and professional development for teachers and principals in leadership, classroom management, and effective teaching methods. The overall quality of learning will improve when the principal can lead the school towards a clear vision of learning, and teachers have adequate skills and knowledge to plan, implement, and evaluate learning effectively.

### INTRODUCTION

Quality measures the good and bad of something, quality degrees or levels. Meanwhile, learning is an effort to change student behavior for the better. According to Jiménez-Bucarey et al. (2021), learning quality is a standard process for implementing learning in education to achieve graduate competence. The quality of learning is also referred to as the level of achievement of learning objectives in learning activities (Khakimov & Sharopov, 2023; Mulay & Khanna, 2020). Creating a good quality of learning is not an easy thing to achieve. Many variables influence the quality of learning in these schools, such as the principal leadership model, school culture, and teaching and learning process. Furthermore Safrida et al. (2023) explained that there were also challenges in improving the quality of learning in schools, including because teachers have not fully realized their responsibilities in planning and implementing learning activities that have optimal quality, limited infrastructure, lack of student awareness about the importance of learning optimally, a weak discipline culture, teaching strategies or methods that less varied (Demissie & Egziabher, 2022; Kundu & Bej, 2021; Sutrisno et al., 2023)

Kamrat et al. (2022) mention several components that must be considered to improve the quality of education, including practical and positive leadership, high expectations, monitoring student progress, student responsibility, and participation, intensives, and rewards, parental involvement in school life, planning, and consistent approach. According to Jiménez-Bucarey et al. (2021), Khakimov & Sharopov (2023), and Sutrisno

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