THE MEDIATING ROLE OF ORGANIZATIONAL LEARNING, AND DAPODIK INFORMATION TO OPTIMIZE THE ROLE OF SCHOOL PRINCIPALS, AND STUDENTS' MENTALITY TOWARDS TEACHER CERTIFICATION

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Abstrak

Generally, teacher certification is limited to improving welfare, improving the quality of education and as proof of teacher performance. The aim of the research is to build a model of the involvement of other factors in teacher certification. This type of research is quantitative in the form of respondent data collected through distributing questionnaires to elementary school teachers who have received certification. The results of the research include 1) there is an influence of the role of the school principal on Dapodik information. 2) there is no influence of the principal's role on organizational learning. 3) there is a mental influence of students on Dapodik information. 4) there is an influence of student mentality on organizational learning. 5) there is an influence of Dapodik information on teacher certification. 6) there is an influence of organizational learning on teacher certification.

Kata Kunci: Role of the Principal, Student Mentality, Dapodik Information, Organizational Learning, and Teacher Certification.

INTRODUCTION

Resources (HR) are positively correlated with the quality of education, the quality of education is often indicated by good conditions, meeting the requirements, and all the components that must be contained in education, these components are input, process, output, educational staff, facilities and infrastructure and costs (Manora, 2019). The principal is a professional official in a school organization who is tasked with

managing all organizational resources and collaborating with teachers in educating students to achieve educational goals. The professionalism of the school principal is that developing the professionalism of educational staff is easy to do because in accordance with his function, the principal understands the needs of the school he leads so that teacher competence does not just stagnate at the competence he previously had, but increases and develops well so that professionalism will be realized .

Previous researchers have examined the role of school principals in terms of the principal's main role in the areas of leadership, managerial and teaching curriculum. The role of the school principal (Periaman Zai et al., 2022)holds that the principal is the determinant of the progress and decline of a school. If the principal does not carry out his role and duties as a leader, then the school will certainly experience setbacks and decline both in terms of the quality and quality of its education. school principals who have the ability to implement management functions, have insight, knowledge and analytical skills and have leadership, discipline and high work enthusiasm (Sholeh, 2016). Apart from that, the school principal must have the ability to implement management functions, namely the ability to carry out planning, organizing, mobilizing and controlling processes and be able to utilize all the resources owned by the school so that the success and effectiveness of the implementation of the Learning Process (PBM) can be achieved. Professional school principals are able to set educational goals, assess personnel needs, identify problem areas and design effective solutions, as well as prepare budgets and use educational resources efficiently and effectively.

Leadership will run creatively and efficiently if it is carried out by a leader who is honest, responsible, transparent, intelligent, understands his duties and obligations, understands his members, is able to motivate, and has various good qualities found in a leader (Sholeh, 2016). The role of the school principal is not only to play a role in management but also to develop organizational learning and optimize the school's educational resources, and generally an effective and quality school is led by a professional (Lumban Gaol & Siburian, 2018). The role of organizational learning as mediation is able to predict the development of competitive advantages for organizations. This is because it has an impact on developing innovation behavior so that it can maximize performance (Farida et al., 2022). This is in line with the view (Wiratama Tong & Santoso, 2022)that organizational learning can increase awareness which leads to increased competitiveness and influences organizational culture which reflects involvement to be identified through a shared mission, social relationships between management teams and positive performance. The results of the research (Widasti & Mursid, 2022)state that the level of competition in non-profit and non-profit organizations is because private organizations have a high level of competition which can encourage their employees to always learn and be innovative compared to employees of government organizations who do not have competitors, resulting in a low employee desire to learn and resulting in low innovative work behavior. Therefore, competitive advantage in this research focuses on teacher professionalism which is expressed in the form of teacher certification. This view is in line with the researcher's view(Elvira Masengi et al., 2023; Muthia

Kuku et al., 2023) that awareness in this understanding will give birth to correct activity, that whatever is done is to achieve quality. By realizing this, teachers will not look for other ways to obtain professional certification except to prepare themselves by studying properly to face certification, and the person concerned has the competence as required in the teacher competency standards. Therefore, the aim of this research is to develop the role of school principals and students' mentality towards teacher certification through the mediation of organizational learning and dapodik information.

METHOD

This type of research is quantitative with a survey method among elementary school teachers in the city of Cilegon. This research includes mediation variables as predictors that are able to (not) make a connection between variables. The opinion Hair et al., (2011)is that PLS-SEM estimates the loading of indicator variables for exogenous constructions , so the data collection technique is by survey method, namely distributing Google forms to

elementary school teachers in Cilegon City. Data analysis method Quantitative analysis approach for Partial Least adoption Square (PLS) is used as a research approach (Hair et al., 2011; Wold et al., 2001; Zeng et al., 2021). The advantage of PLS lies in the character of the data distribution, it does not have to be normally multivariate, the sample size is not large, PLS is not recommended for accepting theoretical explanations, but rather for measuring the relationship and relevance between variables. Data analysis uses inferential statistical data analysis techniques.

Results and Discussion
Outer Model Testing

Analysis Outer model define How every manifest is related to the latent variable. Tests carried out on the outer model among others are:

1. Convergent Validity . The convergent validity value is the loading factor value on the latent variable with its manifest and based on the convergent validity of all indicators showing a loading factor figure > 0.7
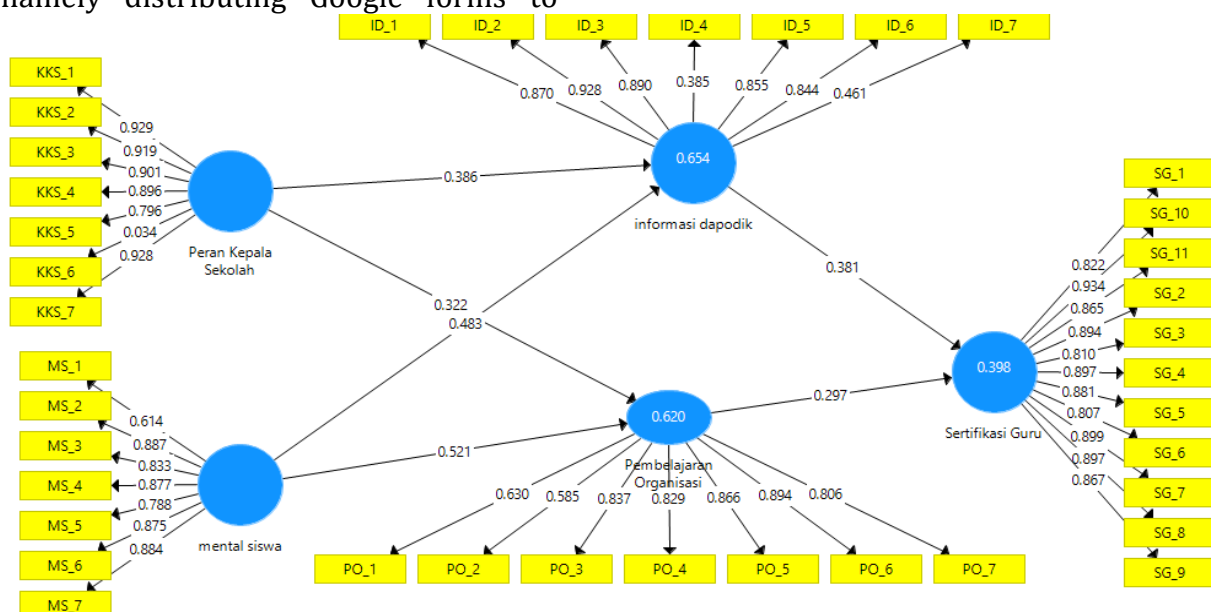

Figure 1 Convergent Validity

2. Discriminant Validity . Mark This is mark cross loading useful

factor For know is construct own discriminant that is adequate, namely by comparing the loading values on the

constructs the target must be greater than the loading value with construct which other. In this section, the results of the discriminant validity test will be described . The discriminant validity test uses cross loading values . A reflective manifest will be declared to meet discriminant validity if the manifest cross loading value on the variable is the largest compared to the other variables. The following are the cross loading values for each manifest:

Discriminant Table Validity

	Organizational learning	The role of the school principal	Teacher certification	Dapodic information	Student mentality
Organizational Learning	0.786				
The role of the school principal	0.703	0.830			
Teacher certification	0.575	0.685	0.871		
Dapodic information	0.730	0.738	0.597	0.776	
Student mentality	0.756	0.730	0.579	0.765	0.828

3. Average Variance Extracted (AVE) . AVE value Which > 0.5, then it is said to have a good discriminant validity value . The validity of the construct by looking at the AVE value > 0.5 indicates that it is suitable to be used as a model.

Table Average Variance Extracted (AVE)

	Average variance extracted (AVE)
Organizational Learning	0.618
The role of the school principal	0.688
Teacher certification	0.759
Dapodic information	0.602
Student mentality	0.685

4. Composite Reliability . Data Which own composite reliability > 0.7 have reliability Which tall. Based on the data output presentation, it can be seen that the composite reliability value for all research variables is > 0.7. These results indicate that each variable has met composite reliability so it can be concluded that all variables have a high level of internal consistency reliability .

Composite Tables Reliability

Variables	Composite Reliability
Organizational Learning	0.917
The role of the school principal	0.930
Teacher certification	0.972
Dapodic information	0.908
Student mentality	0.938

5. Overall Outer Model Testing results

Based on the table, it can be seen that all questionnaire items have met the convergent validity test standard, namely AVE above 0.5 and factor loading above 0.5, which means that all items are declared valid, and have met the composite reliability test standard, namely greater than 0.7 which means that all items are declared reliable

Outer Model Testing results

Variable	Indicators	Factor loading	AVE	Composite Reability
The Role of the Principal	KKS_1	0.929	0.688	0.930
	KKS_2	0.919		
	KKS_3	0.901		
	KKS_4	0.896		
	KKS_5	0.796		

	KKS_7	0.928		
Student Mentality	MS_2	0.887	0.685	0.938
	MS_3	0.833		
	MS_4	0.877		
	MS_5	0.788		
	MS_6	0.875		
	MS_7	0.884		
Dapodik Information	ID_1	0.870	0.602	0.908
	ID_2	0.928		
	ID_3	0.890		
	ID_5	0.855		
	ID_6	0.844		
Organizational learning	PO_3	0.837		
	PO_4	0.829		
	PO_5	0.866		
	PO_6	0.894		
	PO_7	0.806		

Inner Model Testing

Structural model analysis or (inner model) aims to test the research hypothesis. There are four stages to testing the inner model.

1. Collinearity

Is a test of whether the relationship is strong or not between variables through the Variance Inflation Factor (VIF) assessment. If the VIF value is greater than 5.00 then it means there is a collinearity problem, and conversely there is no collinearity problem if the VIF value is. The results of data processing indicate that there is no collinearity, meaning there is no potential for a strong relationship between variables. The part that needs to be analyzed in the structural model is the coefficient of determination (R Square) with hypothesis testing. Collinearity testing is to prove whether the correlation between latent variables/constructs is strong or not. If there is a strong correlation, it means that the model contains problems from a methodological point of view, because it has an impact on the estimation of statistical significance. This problem is called collinearity. The value used to analyze it is by looking at the Variance Inflation Factor (VIF) value. If the VIF value is greater than 5.00 then it means there is a collinearity problem, and conversely there is no collinearity problem if the VIF value is <5.00

Table Collinearity

	Organizational Learning	Teacher certification	Dapodic information
Organizational Learning		2,139	
The role of the school principal	2,144		2,144
Dapodic information		2,139	
Student mentality	2,144		2,144

2. Testing of the structural model (Inner Model) hypothesis testing

R-Square Test

The R $^{2 \text{ value}}$ shows the level of determination of the exogenous variable relative to its endogenous variable. The greater the R $^{2 \text{value}}$, the better the level of determination. According to Hair in Latan & Ghozali (2012), a model is said to be strong if the R-square value is 0.75, a moderate model if the R-square value is 0.50, and a weak model if the R-square value is 0.25.

Table R-square

	R Square	R Square Adjusted
Organizational learning	0.620	0.612
Teacher Certification	0.398	0.384
Dapodic information	0.654	0.646

Goodness of Fit (GoF) Test

The GoF test results are obtained from multiplying the root mean value of AVE by the root mean value of R-Square. The formula for calculating the GoF value is as follows:

$$GoF = \sqrt{AVE \ X \ R^2}$$
$$GoF = \sqrt{0,670 \ X \ 0,557}$$
$$GoF = \sqrt{0,373}$$
$$GoF = 0,611$$

From the calculation results, the GoF value is 0.611, so it can be concluded that the model has a high GoF, the greater the GoF value, the more suitable it is for describing the research sample.

Q-Square

The Q-square value of structural model testing is carried out by looking at the Q^2 (predictive relevance) value, where the higher the Q-Square , the better the model can be said to fit the data. The results of calculating the Q-Square value are as follows.

$QSquare = 1 - \{(1 - 0.620) \ X \ (1 - 0,398)\}$
$QSquare = 1 - \{(0,38) \ X \ (0,602)\}$
$QSquare = 1 - \{0,228\}$
$QSquare = 0.771$

The results of the Q^2 calculation show a Q^2 value of 0.771. According to Ghozali (2014), the Q^2 value can be used to measure how well the observation values are produced by the model and also the estimated parameters. A Q^2 value greater than 0 indicates that the model is said to be good so that the predictions made by the model are considered relevant.

F-Square

f square model value is used to determine the magnitude of the effect size of the endogenous latent variable on the exogenous latent variable. If the f square value is equal to 0.35 to 1.00 then it can be interpreted that the latent variable predictor has a strong influence. If it is 0.15 to 0.35 then it has a medium influence and if the value is equal to 0.02 to 0.15 then it has a small influence (Ghozali, 2014).

Table Effect Size

	Organizational Learning	Teacher certification	Dapodic information
Organizational Learning		0.069	
The role of the school principal	0.127		0.201
Dapodic information		0.113	
Student mentality	0.334		0.314

Interpretation of effect size is as follows:

a. The relationship between the role of the school principal and Dapodik information has a moderate effect size of 0.201.
b. The relationship between the role of the principal and organizational learning has an effect size value of 0.127, the influence is small.
c. Students' mental relationship to organizational learning has an effect size value of 0.334, with a moderate influence.
d. mental relationship to dapodik information has an effect size value of 0.314, the influence is moderate

e. The relationship between organizational learning and teacher certification has a small effect size of 0.069 .

f. The relationship between Dapodik information and teacher certification has a small effect size of 0.113 .

Bootstrapping Results

In SmartPLS, testing each relationship is carried out using simulation with the bootstrapping method on the sample. This test aims to minimize the problem of non-normality of research data. The test results using the bootstrapping method using SmartPLS software are as follows:
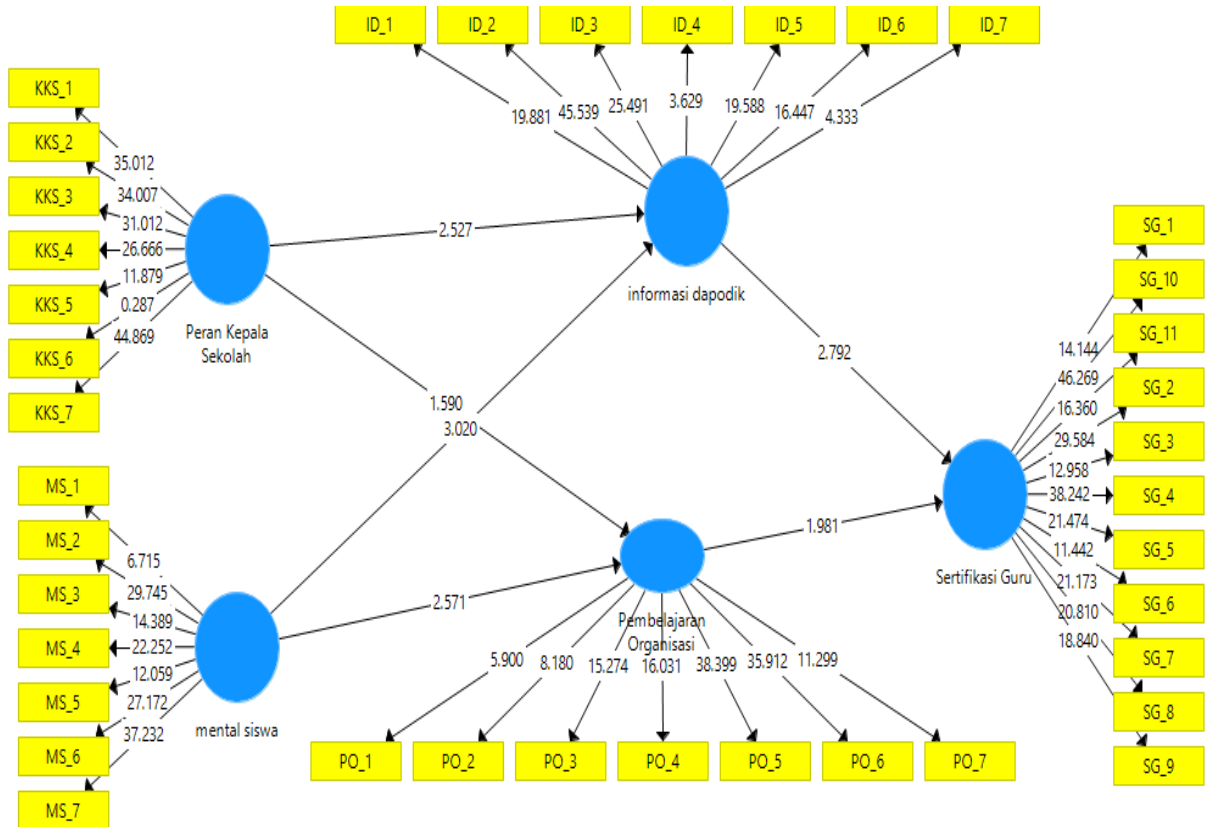

Image of Bootstrapping Inner Model

Evaluate Path Coefficients

Path coefficient evaluation is used to show how strong the effect or influence of the independent variable is on the dependent variable. From the picture it can be explained that the path coefficient value for the influence of the role of the school principal on Dapodik information is 2.527. The influence of the principal's role on organizational learning is 1,590. students' mental attitude towards Dapodik information was 3,020 . The mental influence of students on organizational learning is 2,571 . The influence of Dapodik information on teacher certification is 2,792. organizational learning towards teacher certification was 1,981

Based on the description of the results above, it shows that all variables in this model have path coefficients with positive numbers. This shows that the greater the path coefficient value of an independent variable on the dependent variable, the stronger the influence of the independent variable on the dependent variable.

Hypothesis testing

To measure the significance value of accepting a hypothesis, it is done by looking at the P-Values. The research

hypothesis can be declared accepted if the P-Values < 0.05.

To see the P-value in SmartPLS, it is done through a bootstrapping process on a model that is valid and reliable and meets the feasibility of the model. The results of bootstrapping can be seen in the table below:

Path Coefficients Table

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
The role of the school principal in dapodik information	0.386	0.412	0.153	2,527	0.012
The role of the principal in organizational learning	0.322	0.335	0.202	1,590	0.112
Students' mentality towards Dapodik information	0.483	0.452	0.160	3,020	0.003
Students' mentality towards organizational learning	0.521	0.511	0.203	2,571	0.010
Dapodik information on teacher certification	0.381	0.386	0.136	2,792	0.005
Organizational learning towards teacher certification	0.297	0.294	0.150	1,981	0.048

Source: Data processed by SmartPLS

H1: Influence of the role of the school principal on Dapodik information

From the path coefficient results obtained, the role of the school principal on dapodik information was 2.527 with a P-Value of 0.012 < 0.05. It was concluded that there was an influence of the role of the school principal on dapodik information, so H1 was accepted.

H2: The influence of the principal's role on organizational learning

From the path coefficient results obtained, the role of the principal on organizational learning is 1.590 with a P-Value value of 0.112 > 0.05. It can be concluded that there is no influence of the role of the principal on organizational learning , so H2 is rejected.

H3: Mental influence of students on Dapodik information

From the results of the path coefficient obtained Students' mentality towards Dapodik information is 3.020 with a P-Value of 0.003 < 0.05. It is concluded that there is an influence of students' mentality towards Dapodik information , so H3 is accepted.

H4: Influence of students' mentality on organizational learning

From the results, the path coefficient is obtained Students' mentality towards organizational learning is 2,571 with a P-Value of 0.010 < 0.05. It is concluded that there is an influence of students' mentality towards organizational learning , so H4 is accepted.

H5: The influence of Dapodik information on teacher certification

From the results, the path coefficient is obtained Dapodik information on teacher certification is 2,792 with a P-Value value of 0.005 < 0.05. It is concluded that there is an influence of Dapodik information on teacher certification , so H5 is accepted.

H6: The effect of organizational learning on teacher certification

From the results, the path coefficient is obtained organizational learning on teacher certification is 1,981 with a P-Value of 0.048 < 0.05. It is concluded that there is an influence of organizational learning on teacher certification , so H6 is accepted.

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Mediation Test

The mediation test involves dapodik information and organizational learning as mediating variables. Full mediation (fully mediating) occurs if in the total effects it is found that the relationship between the independent variable and the dependent variable is not significant, if it is significant then this mediation is only pseudo or partial (partially mediating) meaning that the independent variable is able to directly influence the dependent variable without going through or involving the variable. mediator (intervening (Hartono and Abdillah, 2014). Based on the results of the Dapodik information and learning mediation test > 0.000, meaning that the independent variable is unable to directly influence the dependent variable, and the mediating variable is suitable for use (see table below).

Total effect table

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (| O/STDEV |)	P Values
The influence of the role of the school principal on teacher certification through Dapodik information	0.147	0.157	0.079	1,861	0.063
The influence of the principal's role on teacher certification through organizational learning	0.096	0.111	0.092	1,040	0.299
The influence of students' mentality on teacher certification through Dapodik information	0.184	0.181	0.107	1,717	0.087
The influence of students' mentality on teacher certification through organizational learning	0.155	0.139	0.092	1,687	0.092

Teacher certification is a hope and dream for all teachers because it is recognized as a professional teacher. Behind it all, teachers' efforts to obtain certification need to innovate in accordance with state standards, and continue to innovate, such as regularly following Dapodik information and participating in organizational learning both within the school environment and in the community. In particular, teachers must pay attention to students' mental health in the form of student achievements in academic and non-academic fields. This is in line with the viewKibtiyah et al., (2023) Achievements achieved in any field should be achieved optimally by individuals who are mentally healthy, meaning that mental health really determines a person's activities in achieving the process and results he achieves without feeling burdens, let alone pressure. Thus, in the world of education, learning achievement is the main thing and is a necessity that a student will obtain if he has good mental health.

CONCLUSION

The Teacher and Lecturer Law is called an educator certificate. The educators referred to here are teachers

and lecturers. The process of granting educational certificates to teachers is called teacher certification, and to lecturers it is called lecturer certification. The results of the research include 1) there is an influence of the role of the school principal on Dapodik information. 2) there is no influence of the principal's role on organizational learning . 3) there is a mental influence of students on Dapodik information. 4) there is an influence of student mentality on organizational learning . 5) there is an influence of Dapodik information on teacher certification . 6) there is an influence of organizational learning on teacher certification. For future researchers, they can add the welfare variable as a moderating variable which has a direct effect on teacher certification.

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