

# The Influence of Principal Leadership and Motivation Teacher Performance Towards the Professionalism of Teachers at Junior High School

Muhamad Daliano<sup>1\*)</sup>, Happy Fitria<sup>2</sup>, Achmad Wahidy<sup>2</sup>

<sup>1</sup>*SMP Negeri Abab Subdistrict Pali, South of Sumatera, Indonesia*

<sup>2</sup>*Universitas PGRI Palembang, Indonesia*

*\*Corresponding author. Email: happyfitriamufly@univpgri-palembang.ac.id*

## ABSTRACT

There are many factors that affect teacher professionalism, including teacher performance. Teachers from the State Junior High Schools in Abab District, Pali Regency, made up the study's population, with a total sample size of 125 teachers. This is a quantitative method of analysis. The data was collected using two methods: (1) a questionnaire and (2) documentation. The SPSS software application program was used for data processing. The findings of this study concluded that (1) principal leadership has an effect on the professionalism of teachers in State Junior High Schools in Abab District, Pali Regency; (2) teacher job encouragement has an effect on the professionalism of teachers in State Junior High Schools in Abab District, Pali Regency. (3) The principal's leadership and teacher job encouragement both have an effect on the teachers' professionalism in the State Junior High Schools.

**Keywords:** Principal Leadership; Teachers Motivation, Teachers Professionlism

## 1. INTRODUCTION

Schools are educational institutions that facilitate the production of high-quality human capital for the good of the community, region, and world. To increase the quality of education, the school should be led by a leader who understands the fundamentals and criteria of leadership and is supported by the efforts of a dependable teacher, so that the school's educational quality improves even further.

The achievement of educational objectives that have been set together by the school residents, required effective school conditions, conducive and harmony between the education personnel in the school, among others principals, teachers, administrative personnel, and parents of students / communities who each have a considerable role in achieving the objectives of the organization [1]

An organization will succeed in achieving its goals and programs if the people working in the organization can carry out their duties and maximize their duties well in accordance with their fields and responsibilities, then a leader who can direct all resources and bring educational organizations (schools) towards achieving goals [2]

Professional education personnel not only master the right fields of science, teaching materials, and methods, but are able to motivate learners, have

high skills and broad insights into the world of education. Professionalism of education personnel is also consistently one of the most important factors of the quality of education [3]

Professional education personnel are able to teach students effectively in accordance with resource and environmental constraints. However, to produce a professional teacher is also not an easy task. Teachers must be more dynamic and creative in developing student learning processes. In order for the education process to run effectively and efficiently, teachers are required to have adequate competencies, both in terms of type and content [4]. Leadership is a pattern of consistent behavior that leaders apply through others, namely through behaviors that leaders show when influencing others, as perceived by others [5].

The headmaster must be able to foster a positive working environment among his subordinates to always serve professionally. Not to abuse for personal gain, but to achieve individual goals in the organization so that the work performance of subordinates can be improved and the objectives of the organization can be achieved more effectively and efficiently [6]. Leadership that is in accordance with the conditions and environment is likely to cause the teacher's passion in improving his performance. Task-oriented leadership at this time tends to be in demand and liked by subordinates [7]

One of the headmaster's efforts in advancing the school to perform well is by coaching teachers. The performance of teachers in a form of the implementation of the task of educating and teaching their students, is very much also determined or influenced by the motivation of their work [2]

There are four sizes of a teacher that is declared professional [1]; (1) has a commitment to the student and his learning process, (2) in-depth mastering the teaching materials and how to teach them, (3) responsible for monitoring the students' learning through various evaluation techniques, (4) should be part of the learning community in their professional environment. In addition to these four aspects, the nature and personality of a teacher is very important for the learning process is adaptability, enthusiasm, confidence, thoroughness, empathy and good cooperation.

#### **a. Headmaster's Leadership Theory**

Leadership remains a "black box" or inexplicable concept, known to have a great influence on human performance, but its core functions and specific dimensions cannot be explained precisely [8]. Despite the inherent difficulties, many attempts have been made over the years to define leadership. It leadership can be interpreted as the ability / intelligence to encourage a number of people (two or more people) to cooperate in carrying out activities that are directed at the common goal [8].

Leaders have an active role and always intervene in all issues related to the needs of group members. leadership is not something supernatural or mystical, but rather a whole of skills and attitudes required by the task of the leader [9] Even in a personal capacity, in the human body there is a capacity or potential controller, which in essence facilitates a person to be able to lead himself. Since leadership is a complex phenomenon, it is very difficult to make a comprehensive formulation of the meaning of leadership [10]

The headmaster is the policy-makers and is able to aim at achieving the maximum goals in order to improve the quality of education in his school which of course will have an impact on the quality of graduates of the students so that they are proud and prepare for a bright future. [11]

Therefore, the headmaster must have insight, managerial skills, have leadership charisma as well as extensive knowledge of the duties and functions of the headmaster. With such ability, of course, able to guide all existing components well and effectively defines the principal as a functional teacher who is assigned to lead a school where the teaching and learning process is held, or a place where there is interaction between the teacher who gives the lesson and the student as the recipient.

Furthermore, definition of the headmaster is one of the most important components of education in terms of enhancing educational quality [12]. The headmaster is responsible for educational implementation, school administration, coaching of other educational staff, facility and equipment use and maintenance, and serving as a supervisor in the school he leads.

The headmaster may be called the career level of the teacher's functional role based on the teacher's requirement to become the principal. A teacher may be appointed to the role of Principal if he or she is qualified as a principal and has passed certain qualifications or examinations..

Junior High school is an institution where it accepts and gives lessons. The word "Leader" from the formulation above contains a broad meaning, namely: "the ability to move all sources in a school so that it can be utilized to the maximum to achieve the goals that have been set." [11]

According to the definition, the headmaster is a specialist who is tasked with leading a school where the school becomes a place of contact between the teacher who delivers the lesson and the student who receives it.

#### **b. Teacher Motivation Theory**

In general, everyone needs motivation to be able to work hard. People will be eager to do all activities when in him there has been a high motivation. "Motivation is very important because a person who has motivation will be more successful than someone who has no motivation". Working also requires motivation called work motivation [13]. "Work motivation is factors that exist in a person who moves, directs behavior, gives a high spirit of work to meet certain goals that have been set effectively and efficiently"[14]. The motivation of the teacher's work is one of the factors in a teacher who can give the spirit of work so that it can achieve the goals that have been set.

The motivation of teacher work is none other than a process that is carried out to move teachers so that their behavior can be directed to real efforts to meet the objectives that have been set [15]. The motivation of the teacher's work is something that the teacher needs to move and direct the teacher in doing the work to achieve the goals that have been set. Teachers will move to do their work if there is motivating both inside and outside.

The motivation for teacher work is "the encouragement for a teacher to do the work in order to achieve the work's aim in accordance with the strategy"[16]. The motivation of the teacher's work is the encouragement to always do the work according to the plan. Work motivation makes teachers finish their work on time according to predetermined plans and objectives.

Based on some of the opinions of the experts above, it can be concluded that the motivation of the teacher's work is the encouragement for a teacher to move and direct the teacher to do the work according to the plan in order to achieve the goals that have been set

### **c. Teacher Professionalism Theory**

A career is a job or role that requires specific skills. That is, the work cannot be performed or kept by someone who is not specifically qualified and prepared to do the job, since it can only be done professionally. There are three essential factors, namely teacher competence, teacher qualification, and teacher professional allowance, are frequently linked to teacher professionalism. Part of these three variables is directly linked to educational quality, where teachers who are considered experts have demonstrated their abilities to promote the implementation of systems and performance goods that can aid in the advancement of educational quality.

Professional teachers must have teacher competencies obtained through formal education such as bachelor of education, bachelor of elementary school teacher. The competence of the teacher is obtained through so-called professionalization conducted both before a person undergoes the profession (preservice training or pre-position) and after undergoing a profession (in-service training). A professional teacher is someone who is paid a wage or fee for their work, whether it is done perfectly or not. As a result, it is evident that teachers need unique skills that are inaccessible to non-teaching individuals. In this context, a skilled teacher is someone who works in a job that is assisted by a specific body of knowledge that can only be learned from relevant educational institutions, and whose success is based on scientifically verifiable knowledge. [17]

Professionalism is a dynamic effort to optimize the application of tasks in order to become a professional by improving the quality of competence elements [18]. The professionalism of teachers is defined as the quality of expertise and authority in the field of education and teaching related to the work of a person who is used as a livelihood. The word professional is related to the word profession. So, the word professional and profession is something that equally requires special cleverness to run it [19].

Next stated that the position of teacher is an honorable and noble profession. Teacher efforts always try to educate the mastering science and technology in realizing a quality society, as well as improving the quality of the Indonesian people as a whole, namely the loyal, godly, and noble character. Although qualified teachers have been demonstrated by receiving adequate professional benefits in proportion to Indonesia's size. A teacher's certification is the foundation for a solid presumption of

competence. Four qualities that a teacher must possess are mentioned, namely (1) pedagogy competencies (2) professional competencies, (3) social competencies, and (4) personality competencies. Furthermore, stated that a professional teacher is a teacher who is able to manage himself in carrying out daily tasks. professional teachers are teachers who have the competencies required to perform educational and teaching tasks. Added that in addition to devoting and devoted to the nation, the main task of teachers is to educate, guide, train, and develop the curriculum (curriculum equipment). So it concluded that professionalism of teachers is an area of work owned by someone who has studied level (Vocational Education, Bachelor, Post Graduate and Doctoral) and experts in their field.

## **2. PREVIOUS RESEARCH**

Based on the relevant research results is a reference for researchers to conduct research and strengthen allegations such as research conducted by previous researchers. There is a significant influence of akademik supervision on the performance of high school teachers in Tanjung Raja subdistrict [20]. Second, there is a significant influence of teacher professional competence on the performance of public high school teachers in Tanjung Raja subdistrict. Third, there is a significant influence of academic supervision and professional competence of teachers together on the performance of public high school teachers in Tanjung Raja subdistrict. In this study, researchers can conclude that there are similarities and differences made by previous researchers with current research that is equally reviewing about the professionalism of teachers. While the difference between previous research and current research is located in the object that is used as the source of research data and research place.

Destiniar research, the results of this study concluded that: 1) There is an influence of teacher professionalism on the performance of teachers of Junior High School Sub Rayon 16 Sukarami, Palembang. 2) There is an influence of Supervision of the Principal on the Performance of Teachers of Junior High School Sub Rayon 16 Sukarami, Palembang. 3). There is an influence of teacher professionalism and supervision of the principal on the performance of teachers of Junior High School Sub Rayon 16 Sukarami, Palembang. In this study, researchers can conclude that there are similarities and differences made by previous researchers with current research that is equally reviewing about Teacher Professionalism. While the difference between previous research and current research is located in the object that is used as the source of research data and research place.

Eliyanto's research, resulted in the conclusion that work motivation has a significant effect on the performance of Muhammadiyah High School teachers in Kebumen District, because the significance value of  $t$  is 0.000 less than  $\alpha = 0.05$  ( $0.000 < 0.05$ ) with a regression coefficient of 0.699. The work environment has a significant effect on the performance of Muhammadiyah High School teachers in Kebumen District, because the significance of  $t$  is 0.014 less than  $\alpha = 0.05$  ( $0.014 < 0.05$ ) with a regression coefficient of 0.248. Work motivation and work environment together have a significant effect on the performance of Muhammadiyah High School teachers in Kebumen District, because the value of  $F$  significance is 0.000 less than  $\alpha = 0.05$  ( $0.000 < 0.05$ ) and is able to contribute to teacher performance variables of 0.726 or 72.6%, while the remaining 27.4% is influenced by other variables not studied in this study.

### 3. METHODS

Research is a process, which is a series of steps carried out in a planned and systematic manner in order to get problem solving or get answers to certain questions [21]. Research method is a scientific way to obtain data that has a special characteristic rational, empirical and systematic [22]. Quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations and samples [23]. Thus, the method in this research is quantitative method with survey approach. The survey method is used to obtain natural (non-artificial) data, but researchers treat data collection for example by circulating questionnaires and so on (treatment is not as in experiments) [23].

Based on the description above, the research method used in this research is quantitative method with survey approach.

### 4. RESULTS AND DISCUSSION

#### 1. The Influence of the Principal's Leadership on the Professionalism of Public Junior High School Teachers in Abab, PALI

Based on the results of research and data analysis using the SPSS For Windows Software application assistance program, in the first hypothesis it is known that there is an influence of the headmaster's leadership on the professionalism of Junior High School teachers in Abab, PALI. Based on the results of coefficient analysis of determination using simple linear regression influence of headmaster leadership the professionalism of Junior High School teachers in Abab Subdistrict, Pali regency based on the output value of Model Summary obtained the number  $R$  of 0.451. Thus, it can be said that the

headmaster's leadership has a strong relationship to the professionalism of junior high school teachers in Abab Subdistrict, Pali regency with proven correlation value between 0.400 - 0.599. Partially, the influence of the headmaster's leadership in this research was able to contribute to the professionalism of junior high school teachers in Abab Subdistrict, PALI Regency, by 20.3%. The result of coefficient analysis obtained  $t$  hitung of 1,730. hypothetical test criteria if  $t$  hitung  $>$   $t$  tabel then  $H_a$  accepted while if  $t$  hitung  $<$   $t$  tabel then  $H_a$  rejected and to determine the  $t$  hitung searched on 10 % 5% : 2 = 2.5% (2-sided test) with degrees of freedom ( $df$ ) =  $n - k$  or  $df = 74 - 2 = 72$  ( $n$  is the number of samples and  $k$  is the number of independent variables). then  $t$  hitung  $>$   $t$  tabel which means  $H_0$  is rejected and  $H_a$  is accepted. Thus, it can be said that there is partial influence of the headmaster's leadership on the professionalism of junior high school teachers in Abab Subdistrict, Pali Regency.

#### 2. The Influence of Teacher Motivation on The Professionalism of Junior High School Teachers in Abab Subdistrict, PALI Regency.

Based on the results of research and data analysis using the SPSS For Windows Software application assistance program, in the second hypothesis it is known that there is an influence of teacher motivation on the professionalism of Junior High School teachers in Abab Subdistrict, PALI District. Based on the results of the analysis of coefficients of determination using simple linear regression the influence of teacher work motivation on the professionalism of Junior High School teachers in Abab Subdistrict Pali District based on the output value of model summary obtained the number  $R$  of 0.421. Thus, it can be said that the teacher's work motivation has a strong relationship to the professionalism of Junior High School teachers in Abab Subdistrict, Pali district with proven correlation value between 0.400–0.599. Partially the amount of contribution of teacher motivation in this research was able to contribute to the professionalism of Junior High School teachers in Abab Subdistrict, Pali District, by 17.7%. The result of coefficient analysis obtained  $t$  hitung of 2,213 hypothetical test criteria if  $t$  hitung  $>$   $t$  tabel then  $H_a$  is accepted whereas if  $t$  hitung  $<$   $t$  tabel then  $H_a$  is rejected and to determine the  $t$  hitung is searched on 1 = 5% : 2 = 2.5% (2-sided test) with degrees of freedom ( $df$ ) =  $n - k$  or  $df = 74 - 2 = 72$  ( $n$  is the number of samples and  $k$  is the number of independent variables). then  $t$  hitung  $>$   $t$  tabel which means  $H_0$  rejected and  $H_a$  accepted. Thus, it can be said that there is partial influence of teacher motivation on the professionalism of Junior High School teachers in Abab Subdistrict, Pali Regency.

### 3. The Influence of Principal Leadership and Teacher Work Motivation Together on The Professionalism of Junior High School Teachers in Abab Subdistrict, PALI Regency

Based on the results of research and data analysis using the SPSS For Windows Software application assistance program, in the third hypothesis, it is known that there is an influence of principal leadership and teacher work motivation together on the professionalism of Junior High School teachers in Abab Subdistrict, Pali District. Based on the results of analysis of coefficients of determination using linear regression the influence of the headmaster's leadership and the motivation of the teacher's work together on the professionalism of Junior High School teachers in Abab Subdistrict pali model summary output value obtained the number R of 0.567. Thus, it can be said that the percentage of influence of the headmaster's leadership and the motivation of the teacher's work has a strong enough relationship professionalism of Junior High School teachers in Abab Subdistrict, Pali Regency. Because the double correlation value is between 0.400 – 0.599. Simultaneously, the contribution of the influence of the headmaster's leadership and teacher's work motivation was able to contribute to the influence on the professionalism of Junior High School teachers in Abab Subdistrict, PALI district by 32.1%, while the remaining 67.9% influenced by other factors not mentioned in this study. Based on the double regression coefficient value obtained  $T_{Hitung} > T_{Tabel}$ , the influence of the headmaster's leadership and the motivation of teacher work together on the professionalism of Junior High School in Abab District Pali district value of  $2,597 > 1,035$ . Thus, analysis of the third hypothesis, stated that there is an influence of the headmaster's leadership and motivation of teacher work together on the professionalism of Junior High School in Abab Subdistrict, Pali Regency. (Analysis of research using SPSS for Windows software application, attached). Based on the third hypothesis test using the F-test formula, the results of multiple linear regression analysis stated that there is an influence of headmaster leadership and motivation of teacher work together on the professionalism of Junior High School teachers in Abab Subdistrict Pali district as shown in table 4.13 above, and based on the value  $F_{hitung}$  known that the value obtained 16,811. Hypothetical test criteria if  $F_{hitung} > F_{tabel}$  then  $H_a$  is accepted, and if otherwise  $F_{hitung} < F_{tabel}$  then  $H_a$  is rejected. Based on  $F_{tabel}$  at real level (0.05) with db numerator 2 (determined from the number of free variables and db denominator 74 (determined from many samples less variables freely reduced one) or can be determined through the application of excell program on empty cells type formula = FINV(0,05,16,811) obtained a number of

1,125. Based on the explanation above known  $F_{hitung} = 16,811$  and  $F_{tabel} 1,125$  where  $F_{hitung} > F_{tabel}$  or  $16,811 > 1,125$  meaning  $H_a$  accepted or it can be said that there is an influence of the headmaster's leadership and motivation of teacher work together on the professionalism of Junior High School teachers in Abab Subdistrict, Pali.

### 5. CONCLUSION

The following conclusions can be drawn from the study's findings: (1) the headmaster's leadership has an effect on the professionalism of Junior High School teachers in Abab Subdistrict, Pali District; (2) teacher motivation has an impact on the professionalism of Junior High School teachers in Abab Subdistrict, Pali Regency; (3) the headmaster's leadership has an impact on the professionalism of Junior High School teachers in Abab Subdistrict, Pali Regency; and the headmaster's leadership has an impact on

### REFERENCES

- [1] Aqib, Z. (2014). *Menjadi Guru Profesional Berstandar Nasional*. Bandung: Yrama Widya.
- [2] Daryanto. (2017). *Administrasi Sekolah: Administrasi Pendidikan Mikro*. Jakarta: Rineka Cipta.
- [3] Hamzah, B, U. (2012). *Profesi Kependidikan; Problema, Solusi dan Reformasi Pendidikan di Indonesia*. Jakarta: Bumi Aksara.
- [4] Bafadal, I. (2014). *Manajemen Peningkatan Mutu Sekolah Dasar: dari Sentralisasi Menuju Desentralisasi*. Jakarta: Bumi Aksara.
- [5] Suharsaputra. (2018). *Supervisi Pendidikan (Pendekatan Sistem Berbasis Kinerja)*. Bandung: Refika Aditama.
- [6] Hendarman., Rohanim. (2018). *Kepala Sekolah Sebagai Manajer Teori dan Praktik*. Bandung: Remaja Rosdakarya.
- [7] Indriyo. (2012). *Manajemen Operasi*, edisi ketujuh, BPFE UGM, Yogyakarta.
- [8] Nawawi, H. (2016). *Kepemimpinan mengefektifkan Organisasi*. Yogyakarta: Gadjah Mada Press.
- [9] Gerungan, W. A. (2014). *Psikologi Sosial*, Bandung: Refika Aditama.
- [10] Basri. H. (2014). *Kepemimpinan Kepala Sekolah*. Bandung: Pustaka Setia.
- [11] Sani, B. (2017). *Kompetensi Pedagogik, Teori dan Praktik Untuk Peningkatan Kinerja dan Kualitas Guru*. Jakarta: Kata Pena.
- [12] Mulyasa. (2013). *Menjadi Guru Profesional*. Bandung: Remaja Rosdakarya.
- [13] Hamalik, O. (2012). *Implementasi Guru dalam Proses Belajar-Mengajar*. Jakarta: Raja Grafindo Persada.

- [14] Wahyudi. (2012). *Kepemimpinan Kepala Sekolah dalam Organisasi Pembelajaran*. Bandung: Alfabeta.
- [15] Uno, H. B. (2013). *Guru dalam Pembelajaran*. Jakarta: Bumi Aksara.
- [16] Suryana. (2012). *Kemampuan Profesional Guru dan Tenaga Kependidikan*. Bandung: Remaja Rosdakarya.
- [17] Sanjaya, W. (2018). *Guru dan Pembelajaran*. Jakarta: Kata Pena.
- [18] Danim, S. (2010). *Profesionalisasi dan Etika Profesi Guru*. Bandung: Alfabeta.
- [19] Nurdin, S. (2015). *Guru Profesional dan Implementasi Kurikulum*. Jakarta: Ciputat Pers.
- [20] Arafat. Y. (2020). Pengaruh Supervisi Akademik dan Kompetensi Profesional Guru terhadap Kinerja Guru di Sekolah Menengah Atas Negeri di Kecamatan Tanjung Raja. *Jurnal Manajemen Pendidikan*. 9(1) 104-114.
- [21] Suryabrata, S. (2015). *Metode Penelitian*. Jakarta: Rineka Cipta.
- [22] Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktek*. Edisi Revisi. Jakarta: Rineka Cipta.
- [23] Sugiyono. (2015). *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta.