

The Influence of School Based Management and Teacher Work Motivation on Teacher Professionalism

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ABSTRACT

This article aims to determine the effect of school-based management and teacher work motivation on teacher professionalism. The location of this research was conducted at the State Senior High School in Sekayu District, Musi Banyuasin Regency, South Sumatra Province, Indonesia. This type of research was a quantitative study with determination design using an ex post facto research design. The sample research was all teachers at SMA Negeri Sekayu District that consisting 112 teachers. Data collection techniques used questionnaires and documentation. The data analysis technique used descriptive quantitative analysis techniques and multiple regressions. The results of this study showed that [1] there was an influence of School Based Management on teacher professionalism, [2]. there was an influence of teacher work motivation on teacher professionalism, and [3] there was a joint influence of School Based Management and teacher work motivation on teacher professionalism

Keywords: School Based Management, Work Motivation, Professionalism.

1. INTRODUCTION

This research is motivated by the importance of the role of educators as the vanguard in efforts to build quality education. Schools consistently need to make optimal efforts in making a positive contribution to educating students as national cadres in a sustainable manner in the corridor of the National education system [1]. Therefore, in an effort to educate students, the professionalism of teachers is very important to become the basic principles that underlie the core activities of educational institutions.

The problem of low teacher professionalism is a major problem in the world of education. This shows that the professionalism of teachers has not been fully supported by an adequate degree of competency mastery. If these problems are not resolved, it will have an impact on the low quality of education. In fact, a professional teacher is one of the most important components in determining the success of achieving

educational goals [2]. Efforts to improve teacher professionalism are a must that cannot be ignored, where teacher professionalism means that a teacher works with skills based on competency standards.

Professional teachers are not only required to master the field of science, teaching materials, learning methods, motivate students, have high skills and broad insights into the world of education, but also must have a deep understanding of human nature, this nature will underlie the mindset and culture. Teacher work, as well as loyalty to the educational profession [4].

One of the factors that can influence efforts to increase teacher professionalism is the effectiveness of the implementation of School Based Management. School Based Management (MBS) as a decentralization program in the field of education provides autonomy to schools to determine policies in improving the quality of education [5]. Waluyo&Hadi stated that the implementation of School Based Management (SBM)

has a significant effect on the quality of education. Implementation of School Based Management has a major contribution to the quality of education [6].

SBM has the main objectives, namely 1) Socializing the basic concepts of quality education management based on community needs; 2) implement the concept easily according to environmental conditions; 3) build public awareness of improving the quality of education; 4) Motivating the school community to improve the quality of education; and 5) Raising awareness of the school community to participate actively and dynamically in the success of improving the quality of education [7].

Schools are given greater authority to manage education according to the potential and needs of the school [8]. Usman stated that the policy regarding educational autonomy through the strategy of implementing School Based Management (SBM) is not just changing the school management approach from a centralized one to a decentralized one, but more than that through SBM it is believed that school independence will emerge [9].

The implementation of SBM in schools can run effectively if all school stakeholders are able to be professionally involved, and vice versa. Wahyudi & Retnawati [10] stated that the implementation of SBM does not have a significant effect on the quality of education because implementing SBM does not involve all school stakeholders in developing education quality improvement programs that are adjusted to the conditions and potential of the school. School Based Management (SBM) can help teachers improve their professionalism [11]. On the other hand, teacher professionalism affects the implementation of School Based Management. This means that if the professionalism of teachers is improved, the implementation of School Based Management will run well [12].

Apart from professionalism, high work motivation is needed so that teachers can work more actively in carrying out their work. Conversely, with low work motivation, teachers do not have enthusiasm for work, give up easily, and have difficulty completing their work. [13]. Maulana [14] states that motivation effects work effectiveness. Thus, if motivation is increased, both internal and external, the effectiveness of work in the field of education and teaching will also increase. Astuti, Tobari&Tahrur stated that work motivation has a positive and significant effect on the quality of the

implementation of School Based Management. [15]. Thus, School Based Management and teacher work motivation are important factors in supporting teacher professionalism.

2. METHODS

2.1. Researching Data Collection Areas

This research was conducted in SMA Negeri in Sekayu District, Musi Banyuasin Regency, South Sumatra Province, Indonesia. The sample in this study amounted to 112 teachers from all SMA Negeri in Sekayu District. The data collection tool uses a validated questionnaire. In each variable, there are 20 question items taken from the indicators of each research variable, namely MBS (X₁)Work Motivation (X₂) Teacher Professionalism (Y).

2.2. Data Analysis

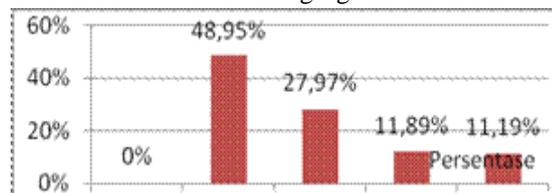
Data analysis used descriptive statistics to determine the level of categories for each variable, multiple regression to test the hypothesis and to determine the extent of influence partially and simultaneously. The tool used to analyze is the SPSS 22.00 software.

3. RESULTS

3.1. Quantitative Descriptive

3.1.1. Principle Academic Supervision

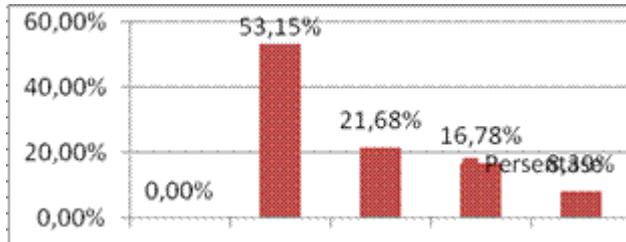
Based on the results of the respondents' answers, it can be stated that School Based Management is in the good category. The percentage of the category of management variables in SMA Negeri Sekayu District can be seen in the following figure.



Picture 1. Category of School Based Management

3.1.2. Teacher Work Motivation

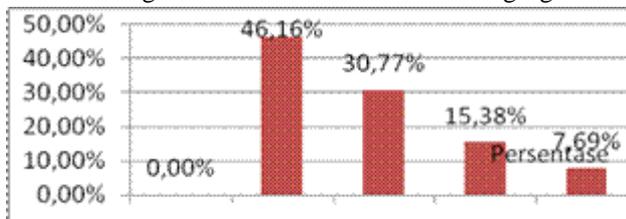
Based on the results of the respondents' answers, it can be argued that the teacher's work motivation is in good category. The percentage of work motivation categories for public high school teachers in Sekayu District can be seen in the following table.



Picture 2. Category of Teacher Work Motivation

3.1.3. Teacher professionalism

Based on the results of respondents' answers, it is known that the professionalism of teachers is in good category. The percentage of teacher professionalism variable categories can be seen in the following figure



Picture 3. Category of Teacher professionalism

3.2. The Effect of School Based Management on Teacher Professionalism

Based on the results of the simple regression test, the t value is $41,801 >$ from the t table price of 1.658, so that there is a significant influence between School Based Management on teacher professionalism. The correlation coefficient value between School Based Management and the professionalism of SMA Negeri teachers in Sekayu District can be seen in the following table.

Table 1. Correlation Coefficient

Model Summary				
Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.770 ^a	.641	.740	1.574

Based on the results of statistical tests, the R value or the correlation coefficient value is 0.770. This value can be interpreted that the relationship between the two variables is in the strong category. Through this table also obtained an R Square value of 0.641 which can be interpreted that School Based Management has a contribution of 64.1% to teacher professionalism.

3.3. Effect of teacher work motivation on teacher professionalism

Based on the simple regression test, the t value is $42,741 \geq$ the t table price of 1,976 where the t value is greater than the t table, so that there is a significant effect of teacher work motivation on the professionalism of SMA Negeri teachers in Sekayu District. The correlation coefficient value between teacher work motivation and professionalism of SMA Negeri teachers in Sekayu District can be seen in the following table.

Table 2. Correlation Coefficient Model Summary

Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.871 ^a	.703	.713	1.541

Based on the results of statistical tests, the R value or the correlation coefficient value is 0.871. This value can be interpreted that the relationship between the two variables is in the strong category. Through this table also obtained an R Square value of 0.703 which can be interpreted that the teacher work motivation variable has a contribution of 70.3% to teacher professionalism.

3.4. The Effect of School Based Management and Teacher Work Motivation Together on Teacher Professionalism

From the Anova test, obtained F count of 1384,958 with a significance level of 0,000 F table ($1384,958 > 3.06$) so that there is a significant influence jointly on School Based Management and teacher work motivation on teacher professionalism. The magnitude of the influence of the independent variable on the dependent variable can be simultaneously seen in the following summary model table.

Table 3. Koefisien Diterminasi

Model Summary				
Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.881 ^a	.762	.861	1.264

Based on the table, it is obtained that the R square value is 0.762, thus it can be concluded that the influence of School Based Management and teacher work motivation on the professionalism of SMA Negeri

teachers in Sekayu District collectively is 76.2% and the remaining 23.8% is influenced by other factors not examined in this study.

4. DISCUSSION

4.1. Statistical Descriptive Test

From the results of the descriptive statistical test, it can be concluded that all research variables, namely School-Based Management, teacher work motivation and teacher professionalism are in good categories. This suggests that there is a strong relationship between School Based Management and teacher work motivation and teacher professionalism.

4.2. Hypothesis Test I

Based on the regression test, it is known that there is a significant influence between School Based Management on teacher professionalism. The results of this analysis state that the effective implementation of School Based Management can encourage increased teacher professionalism. Through the implementation of School Based Management Teachers can have a reference in carrying out their duties and responsibilities, especially in carrying out the learning process, have the ability to think critically, can create an effective learning environment and make the selection of the right learning model which greatly determines the interest and participation of students in learning. This statement is supported by the results of research from Sulardi which states that school-based management affects teacher professionalism [16]. SupRYin stated that the increase in teacher professionalism through the implementation of school-based management was seen where students had an increase in learning outcomes [17].

4.3. Hypothesis Test II

Based on the regression test, it is known that there is a significant influence between teacher work motivation on teacher professionalism. The results of this study indicate that high work motivation can encourage increased teacher professionalism. The analysis results are supported by research from Pertiwi which states that there is a direct relationship between teacher work motivation and teacher professionalism [18]. Muhajirin, Prihatin, & Yusuf stated that teacher work motivation affects teacher professionalism [19]. Damayani, Arafat & Eddy stated that teacher work motivation affects teacher performance [20].

4.4. Hypothesis Test III

From the Anova test, the results show that there is a significant influence jointly between School Based Management and teacher work motivation on teacher professionalism with an effect of 76.2%. The results of this study indicate that school-based management which is implemented with high effectiveness and motivation can provide a strong impetus for teacher professionalism in carrying out duties and responsibilities, especially in managing learning. The results of this study are supported by research from Damanik which states that school-based management systems affect teacher job satisfaction [21]. Masanah, Sunandar&Nurkolis who stated that achievement motivation affects the professional competence of teachers [22].

5. CONCLUSION

Based on the results of research and cleaning, conclusions can be drawn, namely: There is an influence of School Based Management on teacher professionalism. There is an effect of teacher work motivation on teacher professionalism. There is a collective influence on School Based Management and teacher work motivation on the professionalism of SMA Negeri teachers in Sekayu District.

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