



The Effect of Leadership, Supervision, and Work Motivation of the Principal on Teacher Professionalism at SMA Yadika Cicalengka, Bandung Regency

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Abstract. In early adolescence education, formal education, number one school, and secondary education, the principle project of the trainer is to educate, teach, guide, direct, train, and examine students. Educational degrees are held by teachers. Therefore, the progress of society and the personal growth of students depend on professional educators. To write this paper, quantitative research techniques were used. This study focuses on how administrative controls, work incentives, and leadership affect teacher professionalism. At Yadika Cicalengka High School, Bandung Regency, an investigation was carried out. The debate leads to the following deduction: Each of the following claims affects teacher professionalism: Leadership, supervision, and work motivation all have an impact. This is supported by the following statements: 1) Leadership has a Positive and Significant Impact; 2) Supervision of Positive and Significant Impact; 3) Work Motivation has a Positive and Significant Impact. If SMA Yadika Cicalengka Bandung Regency intends to improve teacher professionalism, it must be able to improve leadership, supervision, and work motivation. We will make recommendations and suggestions for this school to the relevant parties.

Keywords: Leadership · Supervision · Work Motivation · Teacher Professionalism Introduction

1 Introduction

The primary responsibility of teachers in early childhood education, formal education, primary education and secondary school is to educate, teach, guide, mentor and evaluate students. As such, professional educators have a significant impact on the social and individual growth of their students. An indication to measure how well instructors perform in carrying out their responsibilities is their primary responsibility.

The national average score in the 2021 Teacher Competency Test (UKG) which has a standard value of 75 is only 44.5, far below the normal value and showing a decline in teacher professionalism. The main competency of the instructor, pedagogic competence, is still included in this result. Disappointed. Only 25% of the 3.9 million instructors are likely to have academic qualifications, and 52% do not hold professional certification. There may be many teachers teaching outside their area of specialization because there are not enough teachers in some disciplines. In addition, there may be problems with the pedagogical aspect due to the unequal qualifications of teachers with undergraduate students. Professional Development and Sustainability (PKB) teachers may also be ineligible because they refuse to pursue development opportunities that will enhance their knowledge and competence.

The principal's management function and trainer professionalism are intently related. Leadership is a style of behavior used by managers to persuade staff to carry out certain responsibilities in accordance with their wishes. The easiest way to define leadership is how a leader convinces his people to follow him. The organizational culture he manages will be shaped by the way he influences his subordinates.

The principle of academic support is applied to teachers as a service, especially for their professionalization in the learning process and achievement of learning objectives. Academic supervision primarily focuses on assisting teachers in their skill development rather than assessing how effectively they manage student learning. Because supervisors focus more on teacher development in order to advance and strengthen teacher professional abilities, trainer steering or supervision is a chain of projects to provide help to teachers within the shape of coaching and studying expert services, which includes techniques and outcomes.

The level of teacher professionalism is significantly correlated with work motivation. This implies that a teacher's motivation can have an impact on their level of professionalism. Teachers differ from each other in the motives of their work as professionals in the field of education. As a result, there will be variety, and education will be of higher quality. Work motivation is the need to work or a factor that encourages, guides, or urges a teacher to do his job. It is difficult to distinguish between techniques to get students to act or work and strategies to achieve material and non-material desires, such as the need for existence, which includes both physical demands and security needs.

Other needs include the need for connection, which also includes the need for socialization within the group or environment, and the need for clear and definite growth, which provides the opportunity for teachers to fully realize the potential of the organization.

2 Theoretical Framework

2.1 Leadership

Various factors can be used to explain leadership, including the nature of individual behavior, influence on others, patterns, interactions, cooperative relationships between roles, administrative position, persuasion, and other people's perceptions of the legitimacy of leadership. Influence [1]. Leadership is the process of organizing and directing group efforts towards a common goal [2].

2.2 Leadership Indicator

There are indicators of leadership according to Kartono and Kartini [3]:

- a. Analytical ability
- b. Communication skills
- c. Courage
- d. Listening ability
- e. Firmness

The purpose of supervision is to support teachers and supervisors in serving parents and schools better, becoming familiar with day-to-day school operations, and building a learning community [4]. Greater success in class. Purwanto claims that supervision is a coaching activity intended to help teachers and other school staff members carry out their duties successfully [5].

2.3 Supervision

Sergiovanni and Starrat stated that the purpose of supervision is to support teachers and supervisors in serving parents and schools better, becoming familiar with day-to-day school operations, and building a learning community [4]. Greater success in class. Purwanto claims that supervision is a coaching activity intended to help teachers and other school staff members carry out their duties successfully [5].

2.4 Supervision Indicator

There are supervision indicators according to Mulyasa as follows [6]:

- Realizing an powerful gaining knowledge of system
- Implement an powerful assessment device and make non-stop enhancements
- Self-mirrored image toward the formation of a robust faculty management man or woman
- Carry out the improvement of equipped and extraordinarily devoted group of workers
- Cultivate a responsive and anticipatory mind-set toward wishesCreating a safe and orderly school environment (Safe and Orderly)
- Fostering a culture of quality in the school environment
- Cultivate high performance expectations
- Cultivate the will to change
- Implementing Open/Transparent School Management
- Define clearly realizing the Vision and Mission
- Implementing effective management of education personnel
- Implementing the effective management of learning resources
- Implementing the effective management of student/extracurricular activities
- Develop instructional leadership.

2.5 Work Motivation

Samsudin defines Motivation as a process of encouraging or encouraging individuals or groups of people to work in ways that make them want to accomplish a particular task [7]. Work motivation according to Sunyoto (2015) is a condition that stimulates people to want to do certain activities to fulfill their desires [8]. Fahmi (2013) claims that motivation is a behavioral act that seeks to satisfy desired requirements.

2.6 Work Motivation Indicator

According to Uno, motivation indicators are [9]:

1. Responsibility in doing work
2. Achievements achieved
3. Self development
4. Independence in action.

2.7 Teacher Profesionalism

According to Aksarawirawan, a career is an activity that forces a person to acquire and require a certain collection of information to perform a task methodically and logically [10]. Ananto defines a profession as a job or position that requires a certain set of knowledge, skills, and abilities [11]. A vocation, according to Sucipto and Kosasih, is a job that requires special knowledge and abilities that are beyond the reach of the general public [12]. A person who is considered a professional is a person who has unique skills.

2.8 Teacher Profesionalism Indicator

According to Fahmi, indicators of teacher professionalism are [13]:

- 1) *Mastery of curriculum and subject matter*
- 2) *Ability to plan lessons*
- 3) *Implement and develop learning activities*
- 4) *Evaluating the process and learning outcomes of students*
- 5) *Attitude and personality*

3 Method

This writing makes use of a quantitative studies approach. The awareness of this studies is at the have an effect on of leadership, supervision, and paintings motivation of principals on trainer professionalism. The vicinity of this studies is in SMA Yadika Cicalengka, Bandung Regency.

4 Result

4.1 Multiple Regression Test

The following is the regression equation in this study (Table 1).

$$Y = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + e$$

$$Y' = 2.845 + 2.365X_1 + 2.945X_2 + 3.511X_3 + 0.521$$

Information:

Y = Teacher professionalism

b 0 = Value constant/reciprocal

X 1 = Leadership

X 2 = Supervision

X 3 = Work Motivation

b 1, 2, 3 = Regression coefficient,

e = Standard error

The following is an explanation of the regression equation:

- The constant 2.845 indicates that the value of Teacher Professionalism (Y) is 2.845 if Leadership (X1) Supervision (X2) and Work Motivation (X3) are both 0.
- Leadership variable (X1) has a regression coefficient of 2.365 which suggests that if the fee of the alternative impartial variables keeps to lower in units, then Teacher Professionalism (Y) will even lower with the aid of using 2.365. A advantageous coefficient fee suggests that Teacher Professionalism has a advantageous effect.
- Supervision variable (X2) has a regression coefficient of 2,945 which suggests that if the fee of the alternative impartial variables keeps to lower in units, then Teacher Professionalism (Y) will even lower with the aid of using 2,945. A advantageous coefficient fee suggests that Teacher Professionalism has a advantageous effect.
- Work Motivation Variable (X3) has a regression coefficient of 3,511 which suggests that if the fee of different impartial variables keeps to lower in units, Teacher Professionalism (Y) will even lower with the aid of using 3,511. A advantageous coefficient fee suggests that Teacher Professionalism has a advantageous effect. Standard error value to minimize errors that occur so that the value of e here is 0.521.

Table 1. Multiple Regression Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.845	.521		.0136	.850
Leadership X1	2.365	.154	.584	2.432	.001
Supervision X2	2,945	.043	.659	2,661	.003
Motivation Work X3	3.511	.068	.321	2,546	.012

a. Dependent Variable: Professionalism_Teacher_Y

Table 2. T-test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.845	.521		.0136	.850
Leadership _X1	2.365	.154	.584	2.432	.001
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–					
Motivation _Work _X3 _	3.511	.068	.321	2,546	.012

a. Dependent Variable: Professionalism _Teacher _Y

4.2 T-test

The results of the partial t-test statistic test show as follows (Table 2).

- The coefficient table shows that the leadership variable (X1) has a significance value of 0.001 with a significance degree of 0.05, and the t-count value is greater than the t-table, which is $2.432 > 1.66039$. This shows how leadership has a good and significant influence on teacher professionalism.
- The monitoring variable (X2) has a significance value (Sig.) of 0.003 in the coefficient table with a value (degree of significance) of 0.05, and the t-count value is greater than t-table, namely $2.661 > 1.66039$. This shows that monitoring significantly and beneficially affects teacher professionalism.
- Work Motivation Variable (X3) has a significance value (Sig.) of 0.012 in the Coefficient table with a value (degree of significance) of 0.05 and the t-count value is greater than t-table, namely $2.546 > 1.66039$. This shows the important and beneficial influence of work motivation on teacher professionalism.

4.3 F-test

Based on the information in the table above, the F-count is 22,021 and sig is 0.000. This shows that the hypothesis can be accepted if $F_{count} > F_{table}$ ($22.021 > 2.42$) and sig

Table 3. F Test Result

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1265.012	4	521.154	22.021	.000 ^b
	Residual	1301.021	173	65.521		
	Total	2365.512	174			

a. Dependent Variable: Professionalisme_Guru _Y

b. Predictors: (Constant), Motivation_Work_X3, Supervision_X2 Leadership_X1

0.05. In this situation, it can be said that the factors of Leadership, Supervision, and Work Motivation all affect Teacher Professionalism simultaneously, making it possible to estimate or predict Teacher Professionalism by using the three independent variables (Table 3).

5 Discussion

5.1 The Influence of Leadership on Teacher Professionalism

The results show that the guide variable (X1) has a significance value (Sig.) of 0.001 in the coefficient a table with a value (significance) of 0.05, which means

0.001 is 0.05. Also, the t-count value is larger than the t- table, $2.432 > 1.66039$. This shows how leadership has a good and significant influence on teacher professionalism.

Leadership is a style of behavior used by managers to persuade staff to carry out certain responsibilities in accordance with their wishes. The easiest way to define leadership is how a leader convinces his people to follow him. His ability to influence his subordinates will determine the culture of the organization he supervises.

5.2 The Effect of Supervision on Teacher Professionalism

Based on the findings, the monitor variable (X2) in the coefficients table has a significance value (Sig.) of 0.003 and a value (significance level) of 0.05, and t-count is greater than t-count. Count. $2.661 > 1.66039$ in the table. This shows that monitoring has an important and positive impact on teacher professionalism.

5.3 The Influence of Work Motivation on Teacher Professionalism

Based on the results of the study, the work incentive variable (X3) has a significance value (Sig.) of 0.012 and a value (significance level) of 0.05 (significance level) in the coefficients table, and t-count is greater than t-count. Count of $2.546 > 1.66039$ is the table value. This indicates that work motivation has an important and positive impact on teacher professionalism.

The level of teacher professionalism is significantly correlated with work motivation. This implies that a teacher's motivation can have an impact on their level of professionalism. Teachers differ from each other in the motives of their work as professionals in the field of education. As a result, there will be variety, and education will be of higher quality. Work motivation is the need to work or a factor that encourages, guides, or urges a teacher to do his job.

5.4 The Influence of Leadership, Supervision and Work Motivation on Teacher Professionalism

Based on the results of the study, the sig value is 0.000 and the F-count value is both 22,021. This shows that the hypothesis can be accepted if $F_{count} > F_{table}$ ($22.021 > 2.42$) and sig 0.05 ($0.000 < 0.05$). In this situation, it can be said that the factors of

Leadership, Supervision, and Work Motivation all affect Teacher Professionalism simultaneously, making it possible to estimate or predict Teacher Professionalism by using the three independent variables.

Leadership is a style of behavior used by managers to persuade staff to carry out certain responsibilities in accordance with their wishes. The easiest way to define leadership is how a leader convinces his people to follow him. Leadership, academic supervision, and work incentives are important components in improving teacher professionalism.

To help teachers improve their professionalism, especially with regard to the learning process and the achievement of learning objectives, the principle offers them academic supervision. Academic supervision primarily focuses on assisting teachers in their skill development rather than assessing how effectively they manage student learning.

The level of teacher professionalism is significantly correlated with work motivation. This implies that a teacher's motivation can have an impact on their level of professionalism. Teachers differ from each other in the motives of their work as professionals in the field of education. As a result, there will be variety, and education will be of higher quality. Work motivation is the need to work or a factor that encourages, guides, or urges a teacher to do his job

6 Conclusion

Based on the discussion, it is concluded that: 1) leadership has a positive and significant effect on teacher professionalism; 2) supervision also has a positive and significant effect; 3) work motivation also has a positive and significant effect; and 4) leadership, supervision, and work motivation all have a simultaneous impact. For SMA Yadika Cicalengka, Bandung Regency, suggestions and recommendations to related parties are expected to improve leadership, supervision, and work motivation in order to increase teacher professionalism.

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