

Relationship of Headmaster's Leadership, School Culture, And Teacher's Work Motivation To Professionalism of Sport Teacher In Serdang Bedagai

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Abstract- The professionalism of a teacher is needed to improve the quality of education. The role of a teacher is very large in improving the quality of learning in order to achieve learning goals. Professional teachers are teachers who have four competencies in themselves, namely pedagogic competence, professional competence, social competence and personality competence. Sports teachers have a very important role to create the character of students through the exercise carried out in learning. There are several factors that relate to the level of teacher professionalism, including the leadership of school principals, school culture, and teacher work motivation. These factors have a significant relationship to teacher professionalism. Good leadership of school principals, healthy school culture, and high teacher motivation will improve teacher professionalism which is expected to improve the quality of education in the country.

Keywords: professionalism, leadership, school culture, motivation.

I. INTRODUCTION

Education is very important to guarantee the development and survival of a nation's life. The teaching and learning process is an effort to prepare students through guidance, teaching and training activities. Every citizen has the right to obtain knowledge at any stage in his life.

Professional teachers are facilitators for students to explore the potential that exists in each student. It is known that each student has different potential in him. With the existence of a professional teacher, it is expected to be able to develop the existing potential into a good and useful skill in the future.

Another factor to improve teacher professionalism is external factors. External factors include all aspects that exist outside of one's self to improve teacher professionalism. Some of which include external factors are the school environment. Inside the school there are principals as the highest leadership, there are teachers, students and employees. Everything in the school environment including school culture plays an important role in improving teacher professionalism.

The principal is the person most responsible for the work of the teacher and staff staff at the school. This is because the principal's principal task is to formulate the goals and objectives of the school, evaluate the performance of teachers and staff, organize and provide various sources of organization, build and create a good psychological climate among community members, establish relationships with the community, plan together all school personnel and conducting other activities that support school operations.

Physical education is one of the most important subjects in the world of education. This is because the goal of physical education is not only to physically process students but to develop aspects of health, physical fitness, critical thinking skills, emotional stability, and to instill good morals in every sport activity. Physical education provides opportunities for students to play an active and creative role in the learning process.

Physical education teachers must have competencies that meet the standards in order to understand the abilities and talents of each student. In the implementation of the physical education learning process is not as expected. [6] explains "this condition is influenced by several factors, namely the limited ability of physical education teachers and the limited resources used to support the physical education teaching process". Physical education teachers who have professional abilities are expected to be able to explore the potential of students and be able to direct these talents so that they can develop well.

Physical education in Vocational High Schools is very important because it can help students to be more proactive in learning. Apart from that physical education is also able to develop individuals thoroughly through physical activities, games and sports. Given the characteristics of Vocational High Schools that direct students to enter the workforce, through physical education students learn to develop sportsmanship, honesty, discipline, responsibility, cooperation, confidence and democracy and develop skills to maintain the safety of themselves, others and the surrounding environment.

II. METHOD

A. Teacher's Work Motivation

In the learning process, increasing self-motivation is very important whether it is self-motivation of students or the teacher itself. According to Robbins in Juniantara (2015: 14) "motivation is a satisfying way to meet the needs of an employee which means that when a person's needs are met by certain factors, the person will exert the best effort to achieve organizational goals". Thus motivation can also be interpreted as an effort to change behavior towards a better direction with the goals set by the organization.

Siagian in [2] explained that "motivation is the driving force for someone to make a large contribution as possible for the success of the organization to achieve its objectives because the achievement of organizational goals means achieving the personal goals of the members of the organization concerned". Thus motivation is a strong will to produce something that is good according to the stated goals.

Gibson in [4] also means "motivation is a force that encourages an employee who raises and directs behavior. This is in line with what was expressed by Handoko in [5] that "motivation is a personal condition that encourages an individual's desire to carry out certain activities in order to achieve a goal". From the explanation above, it can be concluded that motivation is a desire or someone's desire to do an activity for the desired purpose.

The Next Kalimullah in Manzoor (2014: 37) states "motivation is a set of courses concerned with kid's strengths that boost performance and directs towards accomplishing some definite targets." Motivation is a series of activities with the aim of achieving the desired target.

Basically a teacher or employee will be motivated to do their tasks depending on something that affects them. Strong motivation is an impetus for a work achievement. If a teacher is motivated, the teacher will try to achieve the goals that have been set as well as possible.

According to Abduhzen in [7] in his article stated that "the cause of the low motivation of teachers in working is that there are many teachers who do not run professions based on the call of heart". This is because many teachers teach not according to their competencies. Of course this will make the teacher's work motivation low.

Sopiah in Samueil (2011: 87) describes 3 main motivational characteristics, namely: 1) effort, 2) strong will, 3) direction or purpose. The purpose of these three characteristics is:

- a. Business: refers to the strength of one's work behavior or the amount shown by someone in their work.
- b. Strong will: shown to someone when applying his business to the tasks of his work. With a strong will, all efforts will be made, failure will not make it broken or keep trying until the goal is achieved.
- c. Direction or purpose: this is related to the direction that the business will aim and the strong will of someone.

According to Hicks and Gullet in Samueil (2011: 88) there are two types of motivation that can encourage someone to do something, namely:

- a. Internal motivation, namely the power that is in a person in the form of wants and wants.
- b. External motivation, namely the strength that is outside the individual in the form of leadership control, working conditions, rewards, development and responsibility.

So the conclusion of motivation is influenced by the desire in yourself and also the encouragement of other people and the environment. With good motivation will influence the professionalism of the teacher in the future. Because with a high motivation in a teacher, the desire to develop all teaching abilities will continue to be explored and honed so that the quality of education will also improve.

B. School Culture

School culture is part of organizational culture. Organizational culture is formed and sourced from organizational leaders which means a characteristic that is upheld by the organization and is the basis for the provisions of behavior that exist within an organization.

In improving the quality of schools, creating a good school culture must be one of the main priorities. [1] explains "school culture is expected to improve school quality, school performance, and quality of life which are expected to have a healthy, dynamic or active, positive and professional character". With a good school culture, it is expected that the teaching and learning process in schools will be better and improved. Thus the motivation of teachers to become professionals will also be greater.

School culture arises from existing habits in schools from activities carried out as daily activities in a school. School culture is also a culture carried out jointly by residents in the school. According to [8] in his journal "a strong school culture will be a facilitator for improving the quality of effective schools". So that every school member has the same obligation to create a healthy school culture that will affect the quality of the school.

[1] concludes in his book that "in the context of the patterns and patterns that characterize a school, culture has measurable dimensions that characterize school culture, namely:

- a. The level of responsibility, freedom and independence of citizens or school personnel, school committees and others in the initiative.
- b. The extent to which school personnel are encouraged to act progressively, innovatively and take risks.
- c. The extent to which the school creates clear vision, mission, goals, goals of the school, and efforts to make it happen.
- d. The extent to which units in schools are encouraged to work in a coordinated manner.
- e. The degree to which the principal gives clear information, assistance and support to school personnel.
- f. The number of direct arrangements and supervision used to monitor and control the behavior of school personnel.
- g. The extent to which school personnel identify themselves as a whole with the school rather than with certain work groups or areas of professional expertise.

- h. The extent to which the allocation of benefits is based on achievement criteria.
- i. The extent to which school personnel are encouraged to express conflicts and criticism openly.
- j. The extent to which communication between school personnel is limited by a formal hierarchy (adopted from general characteristics as proposed by Stephen P. Robbins.)

From the explanation of the dimensions of school culture above, schools that have a good school culture will have the characteristics of school culture as explained above. Apart from that a good culture will increase teacher motivation to be better. As expressed by [3] in his research journal that "strong school culture has better motivated teacher". So it is important to create a healthy and strong culture in a school. With high motivation the teacher will try to improve the quality and professionalism as an educator.

C. Principal Leadership

The progress of a school cannot be separated from the role of the principal as its leader. According to Hatton and Smith in Hendarman (2015: 15) "the realization of effective schools requires strong instructional leadership, clear attention to learning outcomes, high student appreciation, good environment and supervision of achievement levels. Thus the principal as the highest authority holder whose leadership can influence student learning outcomes and teacher work motivation.

The principal's leadership is one of the important factors in improving the quality of schools. This is attributed to the principal as the highest decision holder in school. Mortimore in [1] states that "the leadership of the principal plays a role in the formation of teacher personnel, school protection against external pressures that are less supportive, understanding school performance, providing time and energy for school improvement, providing support to teachers, and searching for resources extra power for the school ". So that the principal has the authority to protect the school and its school residents to stay safe and support all school activities whose purpose is to improve the quality of education.

Whereas According to Robbin in Supriyatno et al (2016: 175) that "leadership is the ability to influence a group towards achieving a goal". Supriyanto et al argue that there are several things related to leadership, namely:

- a. Leadership involves other people, both subordinates and followers.
- b. Leadership involves distributing authority between leaders and group members in a balanced manner, because group members are not powerless.
- c. The ability to use different forms of power to influence the behavior of followers through various means.

Another understanding of leadership cited from Fred E, Fieldler and Martin M. Chamers in Sowiyah (2016: 12) as follows:

- a. Leadership is the exercise of authority and the making of decisions (Dubin, 1951). Leadership is the activity of power holders and makes decisions.
- b. Leadership is the initiation of act that results in a consistent pattern of group instruction direction toward the solution of normal problems (Humphill, 1954). Leadership is the first step that results in a consistent group interaction pattern and aims to solve interrelated problems.

- c. Leadership is the process of group influencing activities toward goal setting and goal achievement (Stogdill, 1948). Leadership is a process of influencing group activities in the framework of formulating and achieving goals.

The etymology of the principal is the teacher who leads the school. Means that in the terminology the principal can be interpreted as a functional staff teacher who is given an additional task to lead a school where the teaching and learning process is held or a place where there is an interaction between the teacher who gives lessons and students who receive lessons. It can be concluded that the leadership of the principal has the meaning of a functional employee who is given the task to lead a school with the highest position and is tasked with protecting and responsible for the implementation of the learning process.

Good leadership can be seen from the personality of the leader. Mulyasa in Sowiyah (2016: 13) states that "the leadership of the principal is related to personality, and the personality of the principal as a leader can be reflected in the following characteristics: 1) honest; 2) confidence; 3) responsibility; 4) dare to take risks and policies; 5) big soul; 6) stable emotions; 7) examples ". A leader who can be modeled by his members must possess the qualities described above. Thus members will be motivated to improve their work discipline and competence.

The principal is not the only determinant in the effectiveness of learning activities. But the role and function of the principal is very important because the principal is the highest leader in the school. According to Mulyasa in Sowiyah (2016: 21) principals must be able to carry out their work as educators, managers, administrators, and supervisors (EMAS). But in the new paradigm of education management, principals must at least be able to function as educators, managers, administrators, leaders, innovators, and motivators (EMASLIM). So that with the leadership of the principal to implement the functions and roles of the school principal as described above, it is expected that the teacher's professionalism and the development of a school's culture will also increase.

III. RESULT AND DISCUSSION

Based on the results of this paper it was found that there was a significant relationship between the principal's leadership, school culture and the teacher's work motivation on the professionalism of Physical Education teachers in the learning process in the School, so that the creation of high quality education.

The principal's leadership is one of the important factors in improving the quality of schools. This is because the principal as the highest decision holder in school and in terms of the principal can be interpreted as a functional teacher who is given additional tasks to lead a school where the teaching and learning process or place is held. where there is an interaction between the teacher who gives lessons and students who receive lessons with school culture emerge from habits that are carried out as daily activities by school residents.

Motivation is an encouragement for a work achievement. If a teacher is motivated, the teacher will try to achieve the goals that have been set as well as possible. With the motivation given by the principal will influence the professionalism of the

teacher in improving the quality of learning with a good school culture. Because with a high motivation in a teacher, the desire to develop all teaching abilities will continue to be explored and honed so that the quality of education will also be more advanced

1. For physical education teachers, it is expected that they can work with a sense of responsibility and jointly apply a good and positive school culture with school citizens to create high quality education.
2. The high and low quality of education is a shared responsibility as citizens of the School by maintaining a close relationship between fellow School citizens and increasing their respective professionalism.

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