



The influence of principal leadership and teacher performance on teacher professionalism in primary schools in Tamako district

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Abstract

This study aims to analyze the effect of principal leadership and teacher performance on teacher professionalism. This research was conducted on professional teachers in SD Negeri Tamako District. The research instrument used was a questionnaire. The research data was processed using a correlation research design with regression analysis method tabulated with the SPSS for Windows version 23 program. The results showed that there was a significant influence of principal leadership and teacher performance together on teacher professionalism. This is evidenced by the results of testing the value of $F_{count} > F_{table}$ ($116.692 > 3.16$). There is a positive influence of principal leadership on teacher professionalism. This is evidenced by the results of hypothesis testing that X1 the value of $t_{count} > t_{table}$, $t_{count} = 9.204$ and $t_{table} = 1.676$ ($9.204 > 1.677$). There is a positive influence on teacher performance on teacher professionalism. This is evidenced by the results of testing the hypothesis that X2 is the value of $t_{count} > t_{table}$, $t_{count} = 13.539$ and $t_{table} = 1.676$ ($13.539 > 1.676$). The results of simple linear regression analysis are obtained ($\hat{Y} = 16.828 + 0,104 X1$) and ($\hat{Y} = 25.417 + 0.000 X2$) while the double obtained is ($\hat{Y} = 11.715 + 0.326 X1 + 0.584 X2$). The results of the regression analysis show that there is a positive influence between principal leadership on teacher professionalism and between teacher performance on teacher professionalism and there is a positive influence between principal leadership and teacher performance together on teacher professionalism. This means that the higher the leadership value of the principal and teacher performance, the higher the value of teacher professionalism.

Keywords: principal leadership, teacher performance, teacher professionalism

Introduction

According to Olaleye in Rasto (2016: 61) ^[8] that "Education is the key to developing and determining the success and failure of a nation". As it is known, many countries do not have abundant natural resources but can create the prosperity and welfare of their people. In (RI Law No. 14 of 2005 on Teachers and Lecturers) "Professionals are jobs or activities carried out by someone and become a source of life income that require expertise, proficiency, or skills that meet certain quality standards or norms. and requires professional education". National Education System Law No. 20 of 2003 states that "National education functions to develop abilities and shape the character and civilization of a nation with dignity in order to educate the nation's life, aimed at developing the potential of students to become human beings who believe and devote to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen".

Based on the results of interviews with several school principals, the potential for professionalism of teachers in the learning process at SDN in Tamako District, Sangihe Islands Regency has not increased, because there are still many teachers who have not shown their abilities according to their competencies as professional teachers. In improving professionalism, teachers must develop competencies and skills according to their profession. In an official meeting of

school principals attended by SDN principals in Tamako District, the Head of the UPT stated that employees must be disciplined with time, dress, and have high character. It was also clear that teachers and school principals had to communicate frequently with the UPT and increase the number of teacher working group meetings. The main goal is to improve the quality of performance and professional abilities.

According to Amirullah (2015: 167) ^[1] that "Principal leadership is a leader who has the responsibility to organize the people, tasks, and programs in the school in order to achieve school goals". Thus in an education the role of the principal is very educational in education, especially in schools, a good and responsible leader will produce good quality education. According to Glasman, 1986: 12 ^[4], "Teacher performance can be seen clearly in learning which is shown from the learning achievement of students". In improving the quality of education, teachers must be able to develop their skills as professional teachers. This is because the better the performance of a teacher, the better the learning achievement of students. This study aims to analyze the effect of principal leadership and teacher performance on teacher professionalism. This research was conducted on professional teachers at SD Negeri Tamako District.

Research Methods

In conducting a study, a researcher must compile a research design that is tailored to the type and purpose of the study.

The research design is structured, economical, and appropriate research steps so that the data obtained is accurate (Tahir, 2011: 51) ^[10]. In accordance with the research objectives and the nature of the problem to be studied, this study uses a quantitative, descriptive, correlation research design. This study places the influence of principal leadership and teacher performance on the professionalism of public elementary school teachers in Tamako District (Figure 1).

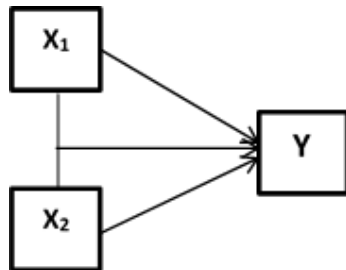


Fig 1: Influence between variables. X1 = school principal leadership variable, X2 = teacher performance variable, Y = teacher professionalism variable

Result and Discussions

Result

This study was conducted to measure the influence of 3 variables, namely the principal's leadership (X1) and teacher performance (X2) as the independent variable and teacher professionalism (Y) as the dependent variable. This study selected a sample of 50 teachers from 16 Public Elementary Schools in Tamako District using a questionnaire as a research instrument that had previously been tested for its validity and reliability.

Table 1: Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation
X1	50	93	121	107.82	6.850
X2	50	90	122	108.12	8.431
Y	50	95	128	110.00	7.409
Valid N	50				

Table 2: Kolmogorov Smirnov one sample test results

		X1	X2	Y	
N		50	50	50	
Poisson Parameter ^{a,b}		Mean	107.82	108.12	110.00
Most Extreme Differences	Absolute	.140	.143	.111	
	Positive	.140	.085	.107	
	Negative	-.138	-.143	-.111	
Kolmogorov-Smirnov Z		.991	1.008	.785	
Asymp. Sig. (2-tailed)		.279	.261	.569	

Table 1 shows that the variable teacher professionalism has a sig. = 0.569 > 0.05. This means that the data on teacher professionalism are normally distributed. Furthermore, the teacher performance variable has a sig. = 0.261 > 0.05. This means that teacher performance data are normally distributed. The principal leadership variable has a sig. = 0.279 > 0.05. This means that the principal leadership data is normally distributed. Whereas table 2 shows that the results of the One Sample Kolmogorov-Smirnow test as a whole meet the requirements of normality and regression assumptions that are feasible to be used in predicting professionalism based on principal leadership and teacher performance.

Simple Regression Analysis

The influence of principal leadership (X1) on teacher professionalism (Y)

The first hypothesis in this study is to test whether there is a positive relationship between the principal's leadership (X1) and the professionalism of teachers (Y) SD Negeri Tamako District. This partial correlation analysis is used to determine the steps in testing the first hypothesis as follows (Table 3).

Table 3: The regression coefficient of significant test of the principal's leadership variable (X1) on teacher professionalism (Y)

Model	Unstandardized Coefficients		SC	t	Sig.	
	B	Std. Error	Beta			
1	Const	16.828	10.143		1.659	.104
	X1	.864	.094	.799	9.204	.000

The formula for seeing the regression equation that presents the influence of the principal leadership variable X1 on the professionalism variable Y, namely: $Y = a (\text{Constant}) + bX1$ ($Y = 16,828 + 0,864 X1$) can be seen in the table.

The effect of teacher performance (X2) on teacher professionalism (Y)

The formula for seeing the regression equation that presents the influence of teacher performance variables (X2) on the professionalism variable (Y), namely: $Y = a (\text{Constant}) + bX2$ ($Y = 25.417 + 0.782 X2$) can be seen in table 4. Proof of hypothesis testing regarding linkages teacher performance variables (X2) on teacher professionalism (Y) can be proven by tabulating the data in the table 4. The criterion for the significance of the regression is "if $t_{\text{count}} > t_{\text{table}}$ or the $\text{Sig} < 0.05$, then H_0 is rejected and H_0 is accepted". Meanwhile, the value of t_{table} for the real level is 5% with a degree of confidence ($df = n - 1$) ($50 - 1 = 49$). The table shows that the $t_{\text{count}} = 13.539$ and $\text{Sig} = 0.000$ while $t_{\text{table}} = 1.676$. Because the value of $\text{Sig} < 0.05$ ($0.000 < 0.05$) and $t_{\text{count}} > t_{\text{table}}$ ($13.539 > 1.671$), H_0 is rejected, which means H_1 is accepted. This means that "there is a positive influence on teacher performance (X2) on teacher professionalism (Y)".

Table 4: The regression coefficient of significant test of the principal's leadership variable (X2) on teacher professionalism (Y)

Model	Unstandardized Coefficients		SC	t	Sig.	
	B	Std. Error	Beta			
1	Const	25.417	6.266		4.056	.000
	X2	.782	.058	.890	13.539	.000

Table 5: The correlation coefficient of teacher performance on teacher professionalism

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.890 ^a	.792	.788	3.410

Based on table 5, the coefficient of determination is 0.792, which means that the teacher performance variable has an effect on teacher professionalism by 79.2%. While the correlation coefficient of the effect of the independent variable on teacher performance (X2) on teacher professionalism (Y) is 0.890, meaning that there is a very strong influence between teacher performance and teacher professionalism.

Multiple Regression Analysis

The influence of principal leadership (X1) and teacher performance (X2) on teacher professionalism (Y)

The formula to see the regression equation that presents the influence of the principal's leadership variable (X1) and teacher performance (X2) on the professionalism variable (Y), namely: $Y = b(\text{Constant}) + b_1X_1 + b_2X_2$ ($Y = 11.715 + 0.326 X_1 + 0.584 X_2$) can be seen in table 6. Proof of hypothesis testing regarding the relationship between the principal's leadership variable (X1) and teacher performance (X2) to professionalism (Y) can be proven through data tabulation in table 6. The regression significance criterion is "if $t_{\text{count}} > t_{\text{table}}$ or value. $\text{Sig} < 0.05$, then H_0 is rejected and H_1 is accepted". Meanwhile, the value of t table for the real level is 5% with a degree of confidence ($df = n - 2$) ($50 - 2 = 48$).

The table 6 shows that $X_1 t_{\text{count}} = 3,344$ and $\text{Sig.} = 0.002$, while $t_{\text{table}} = 1.677$. Because the value of $\text{Sig} < 0.05$ ($0.002 > 0.05$) and $t_{\text{count}} > t_{\text{table}}$ 0.000 . Because the value of $\text{Sig} < 0.05$ ($0.000 > 0.05$) and $t_{\text{count}} > t_{\text{table}}$ ($7.376 > 1.671$), H_0 is rejected, which means H_1 is accepted. This means that "there is a positive influence of principal leadership (X1) and teacher performance (X2) together on teacher professionalism (Y)".

Table 6: The regression coefficient of significant test of the principal's leadership variable (X1) and teacher performance (X2) on teacher professionalism (Y)

Coefficients ^a						
Model	Unstandardized Coefficients		SC	t	Sig.	
	B	Std. Error	Beta			
1	Const	11.715	7.013		1.671	.101
	X ₁	.326	.097	.301	3.344	.002
	X ₂	.584	.079	.665	7.376	.000

Table 7: The correlation coefficient of principal leadership and teacher performance with teacher professionalism

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.912 ^a	.832	.825	3.097

Based on table 7, the coefficient of determination is 0.832, which means that the variable of school principal leadership and teacher performance jointly affects teacher professionalism by 83.2%. While the multiple correlation coefficient of the influence of the independent variable principal leadership (X1) and teacher performance (X2) together on teacher professionalism (Y) is 0.912. This means that there is a very strong influence between principal leadership and teacher performance together with teacher professionalism.

Table 8: The results of the linearity test of principal leadership and teacher performance with teacher professionalism

ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regre	2239.084	2	1119.542	116.692	.000 ^b
	Resid	450.916	47	9.594		
	Total	2690.000	49			

If $F_{\text{count}} > F_{\text{table}}$ then H_0 is rejected and H_1 is accepted, which means that there is a positive influence between the independent variables X1 and X2 on the dependent variable

Y. F_{count} is the value listed in column F in the table, while the F_{table} value is the value of the distribution table F for the level real 5% by calculating the degree of numerator (k) = 2 and degree of denominator (nk) - 1 = $50 - 2 - 1 = 47$.

Table 8 shows that the value of $\text{Sig} = 0.000$ and $F_{\text{count}} = 116.692$, while $F_{\text{table}} (F_{\text{in}}) = 3.20$. Because the value of $\text{Sig} < 0.05$ ($0.000 < 0.05$) and $F_{\text{count}} > F_{\text{table}}$ ($116.692 > 3.20$), then H_0 is rejected and H_1 is accepted, which means that there is a positive influence on the principal's leadership variable (X1) and teacher performance (X2) jointly towards teacher professionalism (Y).

Discussion

The influence of the principal's leadership on teacher professionalism

Based on the hypothesis test, it is proven that the principal's leadership has a positive influence on teacher professionalism. The correlation coefficient test for the influence of the principal's leadership variable on teacher professionalism is 0.799. From the calculation of the coefficient of correlation, it can be calculated that the value of the coefficient of determination between the principal's leadership and teacher professionalism can be calculated. The value of the coefficient of determination between principal leadership and teacher professionalism is 0.638. The leadership of the principal has an effect on teacher professionalism by 63.8% and the remaining 36.2% can be predicted by other variables.

According to Rice and Bishoprik in Imam Wahyudi (2012: 3) [6] "Professional teachers are teachers who are able to manage themselves in carrying out their daily duties. A teacher can be said to be a professional if he has high skills and high work motivation". According to E. Mulyasa (2019: 17) [3] "The leadership performance of the principal is an effort made and the results that can be achieved by the principal in implementing school management to realize educational goals effectively and efficiently, productively and accountably". Based on this explanation, the results of this study indicate that there is a positive influence of the principal's leadership on teacher professionalism in SD Negeri Tamako District which is supported by previous findings and developing theories.

The effect of teacher performance on teacher professionalism

Based on the hypothesis test, it is proven that teacher performance has a positive effect on teacher professionalism. The correlation coefficient test for the influence of teacher performance variables on teacher professionalism is 0.890. From the results of the calculation of the correlation coefficient, it can be calculated the value of the coefficient of determination between teacher performance and teacher professionalism. The value of the coefficient of determination between teacher performance and teacher professionalism is 0.792. Teacher performance has an effect on teacher professionalism by 79.2% and the remaining 20.8% can be predicted by other variables.

According to Imam Wahyudi (2012: 8) [6], "Teacher performance is a teacher's work performance as a result of encouragement or motivation shown in the form of behavior. Teacher performance is the result of work in quality and quantity achieved by a teacher in carrying out his duties in accordance with the responsibilities assigned to him which includes compiling learning programs,

implementing learning, implementing evaluation and evaluation analysis". According to E. Mylyasa (2017: 40) ^[3] "Professional teachers are teachers who are aware of their duties and functions in accordance with the position they hold, have a high understanding and know themselves as individuals who are called to serve the community through education and assist students in learning". From the results of research supported by previous studies and developing theories, it can be found that there is a positive effect of teacher performance on teacher professionalism in SD Negeri Tamako District.

The influence of principal leadership and teacher performance on teacher professionalism

Based on the results of hypothesis testing, it is found that there is a positive influence between principal leadership and teacher performance simultaneously on teacher professionalism. The correlation coefficient test for the effect of the principal leadership variable and teacher performance simultaneously on teacher professionalism is 0.912. From the calculation of the correlation coefficient, it can be calculated the value of the coefficient of determination between the leadership of the principal and teacher performance together on teacher professionalism. The value of the coefficient of determination between principal leadership and teacher performance together on teacher professionalism is 0.832. Principal leadership and teacher performance together have an effect on teacher professionalism by 83.2% and the remaining 16.8% can be predicted by other variables.

According to Amirullah in Adnan (2018: 26) ^[7] states that "The leadership of the principal is a leader who has the responsibility to organize the people, tasks, and programs in the school in order to achieve school goals". "Teacher performance affects professional teachers who are related and attached to their professional duties, while professional teacher profiles still exist in their duties. Professionalism is the quality, quality and behavior which are the characteristics of a profession or professional person" (Ministry of Education and Culture, 2002: 849). From the results of research supported by previous studies and developing theories, it can be found that there is a positive influence of principal leadership and teacher performance together on teacher professionalism in SD Negeri Tamako District.

Conclusion

1. There is a positive influence of principal leadership on teacher professionalism in SDN Tamako District, with the results of the correlation coefficient test of 0.799, the value of the coefficient of determination is 0.638 (63.8%), and the rest is influenced by other factors.
2. There is a positive effect of teacher performance on teacher professionalism in SDN Tamako District, with the results of the correlation coefficient test of 0.890, the value of the coefficient of determination is 0.792 (79.2%), and the rest is influenced by other factors.
3. There is a positive influence of principal leadership and teacher performance together on teacher professionalism in SDN Tamako District, with the results of the correlation coefficient test of 0.912, the value of the coefficient of determination is 0.832 (83.2%), and the rest is influenced by other factors.

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