

Original Research Article

Analysis of the Effect of Principal Leadership, Teacher Professionalism, and Work Motivation on High School Teachers' Performance in Ende Regency

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Abstract: This study aims to determine the analysis of the influence of principals' leadership, teacher professionalism, and work motivation on the performance of high school teachers throughout Ende Regency. This study uses quantitative methods. Determination of the sample using the Proportional Random Sampling technique so that the research sample obtained is 246 respondents. Data collection techniques used are questionnaires and interviews. The data analysis method used is ordinary least square linear regression using the SPSS program. The results of the study prove that the results of this study support the results of research which concludes that teacher professionalism has a significant positive effect on teacher performance. The results of this study also support the results of research which states that the better the professionalism of teachers, the more it affects teacher performance positively and significantly. Thus, and vice versa, the worse the professionalism of teachers, the lower the performance of high school teachers throughout Ende Regency. The principal pays attention to the teacher's performance, namely to be more professional and work motivation to the teacher's performance.

Keywords: Leadership, professionalism, work motivation, teacher performance.

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INTRODUCTION

National education essentially aims to develop the potential of students to grow into human beings who believe and fear God Almighty and have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The achievement of educational goals begins with the success of the learning process. In learning there are activities between teachers and students and reciprocal communication that take place in educational situations to achieve learning objectives. A teacher is required to always play a very important role because it is the teacher who directly interacts and meets face to face with students. The existence of professional and good-performing teachers is an absolute requirement for the creation of quality and quality educational systems and practices. The success of education in the learning process is determined by the performance of an educator [1].

The performance of a teacher is expected to be able to function and work performance based on the

standards set and according to his role in the school. The teacher's role in question is related to the teacher's role in the learning process. The high and low performance of a teacher is influenced by many things, including the effectiveness and efficiency of the work of authority and responsibility, discipline and initiative. A teacher's performance is influenced by several factors, including mental attitude (motivation, discipline and ethics), education, skills, and management/ leadership style of the principal, industrial relations, income, health, social security, morale, social environment and work atmosphere, and also infrastructure [2].

Good leadership applied by the principal really helps teachers to be able to work well and optimally in order to realize the existence and success of the institution. Leadership is the process of directing and influencing activities related to the work of group members [3]. Yukl [4] suggested that "leadership is a process of giving purpose (meaningful direction to collective effort and causing willing effort to expend to achieve purpose)".

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Professional is an activity carried out by a person and becomes a source of income that requires expertise, skills that have certain quality standards or norms and requires professional education [5]. Law on Teachers and Lecturers No. 14 of 2005 explained that professionalism is a person's activity and becomes a source of living income that requires expertise, skills, and skills that meet certain quality standards/norms and requires professional teacher education [6].

Motivation is a human effort to fulfill his needs. Motivation is the driving force that creates work enthusiasm so that individuals are able to work together, work effectively, and have integrity with all their efforts to achieve satisfaction [7]. With special attention to teachers, motivation will arise to do the best of their duties so that a quality and responsible work commitment arises for the progress of the school [8].

Research related to principals' leadership, teacher professionalism, work motivation and teacher performance has been widely carried out, but researchers need to conduct further research on teacher performance for the following reasons: (1) This study focuses on the performance of high school teachers throughout Ende Regency, 2) From previous research with motivation and work discipline variables on the performance of high school teachers, it is found that the current condition of teachers in high schools throughout Ende Regency is that there were still teachers who often come late to work, some teachers did not attend morning or afternoon apples, there were teachers who are passive towards work, there were teachers who did not on time in completing their work and there were still some teachers who left assignments during working hours without valid information.

The above conditions cause problems for leaders to provide motivation and discipline for teachers to be able to carry out their work optimally. Likewise, it is necessary to create conditions that can satisfy the needs of teachers, considering that the motivation and work discipline of the teacher is not optimal in achieving the expected performance. Therefore, it is necessary to know the influence of the principal's leadership, professionalism and work motivation on the performance of high school teachers throughout Ende Regency.

LITERATURE REVIEW

Teacher Performance

The meaning of performance is literally an achievement, performance, and task execution [9].

Saondi [10] stated that teacher performance is the ability of teachers to carry out their duties, performance is said to be good if the goals achieved are in accordance with the standards set. Teacher performance is influenced by three very important aspects, namely leadership, work environment and discipline [11]. Referring to Government Regulation No. 19 of 2017, it is known that there are three indicators of teacher performance, including planning of learning activities, implementation of learning activities, and evaluation of learning outcomes [12].

Principal Leadership

Principal leadership is the process of educational leaders influencing students and educational stakeholders and creating synergies to achieve educational goals [13]. Furthermore, the principal's leadership is a process or ability of a principal to influence teachers and administrative staff (subordinates) to work to achieve the goals and means that have been determined effectively and efficiently [14]. A school principal must be able to carry out his functions and roles as a leader by carrying out functions including educator, manager, administrator, supervisor, leader, innovator, and motivator [15].

Teacher Professionalism

Professionalism refers to the commitment as a member of a profession to continuously improve their professional abilities and professional quality improvement through various means and strategies [16]. Professionalism is a mental attitude in the form of commitment from members of a profession to always realize and improve their professional quality. Teachers who have high professionalism will be reflected in their mental attitude and commitment to realization [5]. According to Law Number 14 of 2005 concerning Teachers and Lecturers Article 10 paragraph 1, teacher competence includes pedagogic competence, personality competence, social competence, and professional competence obtained through professional education [6].

Work Motivation

Motivation is the process of generating behavior, maintaining the progress of behavior, and channeling specific action behaviors [7]. Teacher work motivation is something that encourages teachers to take good actions (tasks) which are their responsibilities as teachers in schools in order to achieve an educational goal [17]. Dimensions or indicators to measure motivation include hygiene factors (extrinsic) and motivator factors (intrinsic) [18].

Research Framework

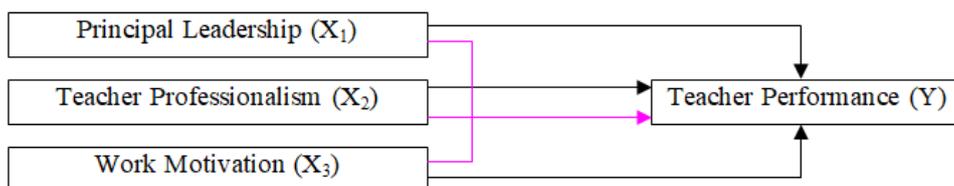


Figure 1: Research Framework

METHODOLOGY

Research Design

This research is conducted using a quantitative approach with descriptive method, where the design is correlation. This research analyzes the influence of principal’s leadership, teacher professionalism, and work motivation on teacher performance.

Population and Sampling

The population of this research is 642 high school teachers throughout Ende Regency, spread over 9 public high schools and 12 private high schools. The

sampling technique of this research used proportional random sampling, where the determination of the sample size used the Slovin formula with a margin of error of 0.05, so that a sample of 246 teachers is obtained.

Variables and Indicators

Independent variables in this research include principal’s leadership (X₁), teacher professionalism (X₂), and work motivation (X₃), while the dependent variable is teacher performance (Y).

Table 1: Variables, Indicators, and Research Instrument

| Variables & Indicators | Number of Item |
|---|----------------|
| Principal leadership (X ₁) | |
| Educator (X _{1.1}) | 2 |
| Manager (X _{1.2}) | 2 |
| Administrator (X _{1.3}) | 3 |
| Supervisor (X _{1.4}) | 2 |
| Leader (X _{1.5}) | 2 |
| Inovator (X _{1.6}) | 2 |
| Motivator (X _{1.7}) | 3 |
| Teacher professionalism (X ₂) | |
| Pedagogic competence (X _{2.1}) | 3 |
| Personal competence (X _{2.2}) | 3 |
| Social competence (X _{2.3}) | 3 |
| Professional competence (X _{2.4}) | 3 |
| Work motivation (X ₃) | |
| Extrinsic factor (X _{3.1}) | 3 |
| Intrinsic factor (X _{3.2}) | 3 |
| Teacher performance (Y) | |
| Planning (Y ₁) | 4 |
| Implementation (Y ₂) | 5 |
| Evaluation (Y ₃) | 4 |
| Total | 47 |

RESEARCH RESULTS

Respondent Profile

The majority of respondents in this research are male (50.8%) with an age range of 46-55 years (35.4%).

The education of the majority of respondents is Bachelor (S1) which reaches 86.6%, and the range of their tenure as teachers between 16-20 years reaches 24.4%.

Table 2: Respondent Profile

| Sex | % | Age | % | Education | % | Tenure | % |
|--------|------|-----------------|------|-----------|------|-------------|------|
| Male | 50.8 | 17-25 years old | 4.5 | S1 | 86.6 | 1-5 years | 10.2 |
| Female | 49.2 | 26-35 years old | 18.7 | S2 | 13.4 | 6-10 years | 15 |
| | | 36-45 years old | 26 | | | 11-15 years | 22 |
| | | 46-55 years old | 35.4 | | | 16-20 years | 24.4 |
| | | 56-65 years old | 15.4 | | | 21-30 years | 22 |
| | | | | | | > 30 years | 6.5 |

Descriptive Analysis Results

The average score of the principal’s leadership variable (X_1) is 4.53 out of a total of 16 items with indicators including educator, manager, administrator, supervisor, leader, innovator, and motivator. The main thing that forms the leadership of school principals in high schools throughout Ende Regency is the leader, which is reflected in the principal’s ability to give freedom of thought to teachers. The mean score of the teacher professionalism variable (X_2) is 4.52 out of a total of 12 items with indicators of pedagogic competence, personality, social competence, and professional competence. The main thing that forms the professionalism of high school teachers throughout Ende Regency is social competence, which is reflected in teachers being able to pay attention to good communication in interacting with students. The average score of the work motivation variable (X_3) is

4.49 out of a total of 6 items with indicators including extrinsic and intrinsic factors. The main thing that forms the work motivation of high school teachers throughout Ende Regency is the intrinsic factor, which is reflected in the attitude of those who like their work as teachers because they feel they have a responsibility. The average teacher performance variable score (Y) is 4.40 out of a total of 13 items with indicators covering the ability to plan, implement and manage, as well as learning evaluation. The main thing that forms the performance of high school teachers throughout Ende Regency is the ability to implement and manage, which is reflected in the teacher’s actions starting learning by linking the previous material.

Multiple Regression Analysis Results

The results of multiple linear regression analysis can be seen in Table 3 below.

Table 3: Summary of Multiple Linear Regression Analysis Results

| Coefficients ^a | | | | | | | |
|--------------------------------|-----------------|------------|---------------|-------|--------------------|----------|-------------------|
| Model | Unstand. Coeff. | | Stand. Coeff. | Sig. | R | R Square | Adjusted R Square |
| | B | Std. Error | Beta | | | | |
| (Constant) | 26.634 | 4.399 | | 0.000 | 0.705 ^a | 0.573 | 0.525 |
| Principal leadership (X_1) | 0.562 | 0.140 | 0.507 | 0.000 | | | |
| Professionalism (X_2) | 0.450 | 0.079 | 0.271 | 0.000 | | | |
| Work motivation (X_3) | 0.125 | 0.059 | 0.137 | 0.034 | | | |

a. Dependent Variable: Teacher performance (Y)

From Table 3, it is known that the coefficient $\beta_1 X_1$ is 0.507 (sig. 0.000), which explains the unidirectional and positive influence of the principal’s leadership on the performance of high school teachers in Ende Regency, meaning that the better/effective the principal’s leadership is, the more teacher performance increases. The coefficient $\beta_2 X_2$ 0.271 (sig. 0.000), explains the unidirectional and positive influence of professionalism on the performance of high school teachers throughout Ende Regency, meaning that the better the professionalism, the more teacher performance increases. The coefficient $\beta_3 X_3$ 0.137 (sig. 0.034), explains the unidirectional and positive influence of work motivation on the performance of high school teachers throughout Ende Regency, meaning that the higher the work motivation, the higher the teacher’s performance.

From Table 3 also known that Principal’s leadership variable (X_1) is the independent variable that has the largest Beta coefficient value (0.507) compared to other independent variables. This explains that the principal’s leadership has a dominant influence on the performance of high school teachers throughout Ende Regency, because it has the largest ranking of regression coefficient values, followed by the variables of teacher professionalism and work motivation.

DISCUSSION

Principal’s leadership has a significant positive effect on the performance of high school teachers throughout Ende Regency. The main thing that forms the principal’s leadership is the leader, which is reflected in the response to the questionnaire, the majority of respondents admit that the principal is able to give freedom of thought to teachers. That is, the better the principal’s leadership, the better the teacher’s performance. Wahjosumidjo’s opinion [15] stated that the principal as a leader must be able to provide guidance and supervision, improve the ability of educational staff, open two-way communication, and delegate tasks. This is supported by research results [19, 21], which prove that the principal’s leadership has a significant positive effect on teacher performance.

Teacher professionalism has a positive and significant effect on the performance of high school teachers throughout Ende Regency. The main thing that forms teacher professionalism is social competence, which is reflected in the response to the questionnaire, the majority of respondents are able to pay attention to good communication in interacting with students. That is, the better the professionalism, the better the teacher’s performance. It was stated by [16] that the professionalism of teachers is very important in realizing the learning goals of students. Professional teachers will educate and foster optimally in carrying out their duties and functions. This is supported by

research results [20, 22, 23], which prove that professionalism has a significant positive effect on teacher performance.

Work motivation has a significant positive effect on the performance of high school teachers throughout Ende Regency. The main thing that forms teacher work motivation is the intrinsic factor, which is reflected in the response to the questionnaire, the majority of respondents who like their work as teachers

because they feel responsible. That is, the higher the work motivation, the higher the teacher’s performance. As the opinion [13] that work motivation is something that encourages teachers to carry out their actions and duties properly which is the responsibility as a teacher in schools in order to achieve educational goals. This is supported by research results [21, 24], which prove that work motivation has a significant positive effect on teacher performance.

APPENDIX

| Variable | Indicator | Item |
|---|---|---|
| Principal Leadership (X ₁) | Educator (X _{1.1}) | X _{1.1.1} Giving directions to the teacher |
| | | X _{1.1.2} Providing training opportunities |
| | Manager (X _{1.2}) | X _{1.2.1} Setting school goals |
| | | X _{1.2.2} Prepare RAPBS |
| | Administrator (X _{1.3}) | X _{1.3.1} Manage curriculum & finance |
| | | X _{1.3.2} Managing school facilities |
| | | X _{1.3.3} Managing administration |
| | Supervisor (X _{1.4}) | X _{1.4.1} Preparing supervision media |
| | | X _{1.4.2} Observing the teacher’s teaching |
| | Leader (X _{1.5}) | X _{1.5.1} Gives freedom of thought |
| | | X _{1.5.2} Making decisions |
| | Inovator (X _{1.6}) | X _{1.6.1} Creating a conducive environment |
| | | X _{1.6.2} Creating a work culture |
| | Motivator (X _{1.7}) | X _{1.7.1} Motivating teachers to be orderly |
| X _{1.7.2} Have a strategy to motivate | | |
| X _{1.7.3} Giving teacher awards | | |
| Teacher Professionalism (X ₂) | Pedagogic competence (X _{2.1}) | X _{2.1.1} Knowing the character of students |
| | | X _{2.1.2} Formulating learning objectives |
| | | X _{2.1.3} Understand the principle of assessment |
| | Personal competence (X _{2.2}) | X _{2.2.1} Act according to legal norms |
| | | X _{2.2.2} Ethical actions to students |
| | | X _{2.2.3} Ethical action to society |
| | Social competence (X _{2.3}) | X _{2.3.1} Communication with students |
| | | X _{2.3.2} Communication with teachers |
| | | X _{2.3.3} Communication with the community |
| | Professional competence (X _{2.4}) | X _{2.4.1} Understanding the concept of science |
| | | X _{2.4.2} Teaching materials based on curriculum |
| | | X _{2.4.3} Conducting classroom action research |
| Work Motivation (X ₃) | Exstrinsic factor (X _{3.1}) | X _{3.1.1} Salary according to workload |
| | | X _{3.1.2} Harmonious relationship between teachers |
| | | X _{3.1.3} The leader gives guidance |
| | Intrinsic factor (X _{3.2}) | X _{3.2.1} Work to achieve work performance |
| | | X _{3.2.2} Likes work |
| | | X _{3.2.3} Developing self potential |
| Teacher Performance (Y) | Planning (Y ₁) | Y _{1.1} Learning materials refer to the curriculum |
| | | Y _{1.2} SK-KD & indicators according to syllabus |
| | | Y _{1.3} Learning method according to purpose |
| | | Y _{1.4} Classroom arrangement according to method |
| | Implementation (Y ₂) | Y _{2.1} Apperception of material |
| | | Y _{2.2} Deliver the material well |
| | | Y _{2.3} Facilitating student learning |
| | | Y _{2.4} Ending the lesson on time |
| | | Y _{2.5} Teaching according to promissory note |
| | Evaluation (Y ₃) | Y _{3.1} Evaluation aspects referring to the objectives |
| | | Y _{3.2} Assessment tools according to indicators |
| | | Y _{3.3} Develop evaluation instruments |
| Y _{3.4} Follow-up on learning evaluation results | | |

CONCLUSION

The performance of high school teachers throughout Ende Regency is good, formed by the ability to plan, implement and manage, as well as assess/evaluate learning. This is influenced by several main factors that form teacher performance, namely the ability to implement and manage, which is reflected in the teacher's actions always starting learning by linking the previous material. Principal leadership, teacher professionalism, and work motivation simultaneously have a significant effect on the performance of high school teachers throughout Ende Regency. Principal leadership, teacher professionalism, and work motivation partially have a significant positive effect on the performance of high school teachers throughout Ende Regency. That is, the better/ effective principal leadership and the better of teacher's professionalism, supported by the high teacher's work motivation, the better teacher's performance. The most dominant variable affecting the performance of high school teachers throughout Ende Regency is the principal leadership, because it has the largest rank of regression coefficient value, followed by the variables of teacher professionalism and work motivation.

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