

The Effect of School Principal Leadership, Work Motivation, and Teacher Professionalism on the Performance of State Vocational School Teachers in the City of Depok

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Abstract

This study was conducted to examine 1) the effect of principal leadership on the performance of State Vocational High School teachers in Depok City, 2) the effect of work motivation on the performance of State Vocational High School teachers in Depok City, 3) the influence of teacher professionalism on the performance of State Vocational High School teachers in Depok City 4) the effect of Simultaneous principal leadership, work motivation, and teacher professionalism on the performance of State Vocational High School teachers in Depok City. The population in this study were all 292 State Vocational School teachers in Depok City. Determination of the number of samples in this study was determined using a table for determining the number of samples developed by Arikunto with random sampling technique. The data used in this study are primary data and secondary data. The primary data collection used is a questionnaire, while the secondary data that was collected was obtained through the documentation/archives available on the website of the Education Office. Analysis of research data using multiple linear regression. Based on the results of the study 1) the principal's leadership affects the performance of State Vocational High School teachers in Depok City, 2) Work motivation does not affect the performance of State Vocational High School teachers in Depok City, 3) the influence of teacher professionalism affects the performance of State Vocational High School teachers in Depok City. 4) Simultaneously, the principal's leadership and teacher professionalism affect the performance of State Vocational High School teachers in Depok City, while work motivation does not affect the performance of State Vocational High School teachers in Depok City. Analysis of research data using multiple linear regression.

Keywords: Leadership, Motivation, Professionalism, Performance

1. INTRODUCTION

Teachers have an important role in the world of education. The role of teachers in education is quite a lot, namely as a transfer of knowledge, educators, protectors, and coaches for students. The many roles that must be carried out by teachers have made teachers the center of attention in improving the quality of education. Therefore, teachers are always required to improve their performance.

The ability of teachers in carrying out their duties will be assessed through mastery of competencies and the application of teacher knowledge and skills in the learning process. Assessment of the ability of teachers in carrying out their duties is called Teacher Performance Assessment (PKG). Teacher Performance Assessment is an assessment of each item of the teacher's main task in the context of career development, rank, and position.

According to (Mulyasa, 2013, p. 88) "Performance is a person's performance which is shown in his appearance, actions, and work performance as an accumulation of the knowledge, skills, values, and attitudes he has." The results of teacher performance assessments are expected to be useful for determining policies related to improving teacher quality and performance. Teacher performance appraisal is a reference for schools to determine career development and teacher promotion. It is different for teachers, teacher performance appraisal is a guideline to find out the items of the task, so that it can be used as a means of improving the quality of their performance.

The results of the Teacher Performance Assessment (PKG) vary. Differences in PKG results can be caused by several factors, namely the individual of each teacher, colleagues and work environment, and leadership. The results of PKG can also be determined by leadership factors, namely the leadership of the principal, because the principal is in charge of managing teachers in full. (Ningsih, 2020) explained that the principal is also a driver and determinant of school policy and utilizes resources as much as possible to achieve goals.

This leadership factor is expected to improve teacher performance in each school. The principal not only regulates, but also acts as a motivator to the school community. Therefore, the relationship between the principal and the school community must be maintained with good communication. This communication can support the achievement of good teacher performance.

Another problem that can be seen is the lack of interpersonal communication between teachers and principals. The lack of interpersonal communication is caused by a lack of communication time. In addition, the work motivation of some teachers has not been maximized. This is based on the lack of discipline of teachers during learning and when

carrying out administration. This of course causes the teacher's performance to be not optimal. According to (Uno, 2017) said, "teacher work motivation is a process carried out to move teachers so that their behavior can be directed at real efforts to achieve the goals that have been set".

The large number of teaching hours resulted in an increase in the workload of teachers. The increasing workload of teachers to teach in the classroom can cause the teacher's energy to be forced and learning to be less effective. Other tasks carried out by teachers are Deputy Principal, Head of Expertise Competence, Deputy Principal Staff, Head of Production Unit, Class Teacher, Student Council Supervisor, Extracurricular Supervisor, Picket Teacher etc. Some teachers still complain about all these tasks because teaching alone is draining their energy and mind. The learning process is also less effective because teachers do not have enough time to develop more interactive learning methods and media.

Therefore, after the implementation of the Teacher Performance Assessment, there is still an evaluation of teacher performance from the PKG supervisor. The evaluation was carried out to provide corrections and suggestions on the overall performance of teachers and specifically on the use of learning media. These conditions indicate that teachers have not been able to be professional in teaching. According to (Ratna Dewi, 2020) teacher professionalism is the ability of teachers to carry out their main duties as educators and teachers including the ability to plan, conduct, and carry out learning evaluations.

2. METHODOLOGY AND TECHNIQUES USED

This research is a research with quantitative method. According to Sugiyono (2013:37) quantitative research is carried out by testing hypotheses or solving problems on the basis of theoretical deduction using statistical data measurements. The population of this study were all teachers of State Vocational Schools in Depok City. An overview of the research population can be seen in table 1.

Table 2.1. Number of State Senior High School Teachers in Depok

| No | School name | | | Total number of teachers |
|-------------------------|--------------------------------------|--|--|--------------------------|
| 1. | State Vocational High School 1 Depok | | | 77 people |
| 2. | SMK Negeri 2 Depok | | | 125 People |
| 3. | State Vocational High School 3 Depok | | | 65 People |
| 4. | State Vocational High School 4 Depok | | | 25 People |
| Total Population | | | | 292 People |

Source: <https://sekolahdata.kemendikbud.go.id/>

The sampel technique used is random sampling. (Sugiono, 2017) states: "Sample is part of the number and characteristics possessed by the population". According to (Arikunto, 2006: 64), states "If the subject is less than 100 people, it is better to take the whole, so it is called a population study. If the number is more than 100 people, then 10-15% or 15-20% or more can be taken. After knowing the results of randomization, if the schools that are the research population have the same opportunity or opportunity to be used as research samples, they will be assigned randomly.

The data used in this study are primary data and secondary data. The primary data used in this study used a questionnaire. In addition to primary data, this study uses secondary data. Secondary data is data that is collected or obtained through documentation/archives on the website of the Education Office to support primary data. The research question indicators for the principal's leadership variables (X1), work motivation (X2), teacher professionalism (X3), and teacher performance (Y) are described in table 3.

Table 3. Research Indicators

| Variable | Indicator | Question Number |
|----------------------------------|----------------------------------|------------------------|
| Principal Leadership (X1) | Personality | 11,2,3,4,5,6,7,8 |
| | Knowledge of education personnel | 9,10,11,12,13,14,15,16 |
| | School Vision and Mission | 17,18,19 |
| | Decision making ability | 20,21,22,23 |
| | Communicating Ability | 524,25,26,27,28,29 |
| Work motivation (X2) | Drive to work | 7,8,16,14,15,13 |
| | Responsibilities to Duties | 1,2,3,4,9,18 |
| | Interest in assignments | 5,6,10,11,17,12 |
| | Award for duty | 19,20,21 |

Table 3. Research Indicators (Continued)

| Variable | Indicator | Question Number |
|-------------------------------------|--|--|
| Teacher Professionalism (X3) | Educate | 1,2,3,4 |
| | Teach | 5,6,7 |
| | Guide | 8,9 |
| | Practice | 10,11,12,13 |
| | Assist in the development of school programs | 14,15,16 |
| | Assist in the management of school programs | 17,18,19,20 |
| | Developing professionalism | 21,22,23 |
| Teacher performance(Y) | Lesson planning | 1,2,3,4,5,6 |
| | Learning implementation | 7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22 |
| | Learning evaluation | 23,24,25,26,27,28,29,30,31,32 |

The data used in this study is primary data, namely the power directly obtained from research respondents through a closed questionnaire of 105 items. The questionnaire was calculated using a Likert scale in the form of a checklist and scores on the answers of research subjects based on

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the following provisions:

5 = strongly agree (SS)

4 = agree (S)

3 = neutral (N)

2 = disagree (TS)

1 = strongly disagree (STS)

3. CASE STUDY

A leader is someone whose leadership authority directs his subordinates to do part of his work in achieving goals. Furthermore, according to Ki Hajar Dewantara quoted by (Hasibuan, 2011). Another opinion was expressed by (Wirawan, 2014) who defines leadership as "The process of leaders creating a vision and interacting with each other to influence each other to realize the vision." In the opinion of Chester Irving Barnard in (Hasibuan, 2011) that leadership is:

Leadership is the personal ability to assert decisions that give quality and ethical dimensions to the coordination of organizational activities and the formulation of its goals.

Donald in (Kompri, 2016) argues that motivation is a change in energy in a person which is characterized by the emergence of desires / feelings and continued action to achieve goals. From the understanding put forward by Donald, it contains 3 important things:

- 1) motivation initiates energy changes in each individual;
- 2) motivation is characterized by the emergence of desires/feelings, one's affection and relevance to issues, affections, and emotions that can determine human behavior; and
- 3) motivation will be stimulated because of a goal, so motivation is a response to an action, namely a goal. Motivation arises from within humans because there is a driving factor, namely goals.

According to (Ratna Dewi, 2020) teacher professionalism is the ability of teachers to carry out their main duties as educators and teachers including the ability to plan, conduct, and carry out learning evaluations. (Syuaibah, 2020) explained that professional teachers are teachers who have competence and expertise and are responsible for realizing quality education. Based on the explanation above, professionalism means the ability of teachers to realize quality education in a responsible manner to achieve educational goals.

According to (Mulyasa, 2013, p. 88) "Performance is a person's performance shown in his appearance, actions, and work performance as an accumulation of the results of the knowledge, skills, values, and attitudes he has.

Based on the above framework, the research model was created because the principal's leadership, curriculum management, and teacher professionalism affect the quality of education. The research model is presented in Figure 3.1.

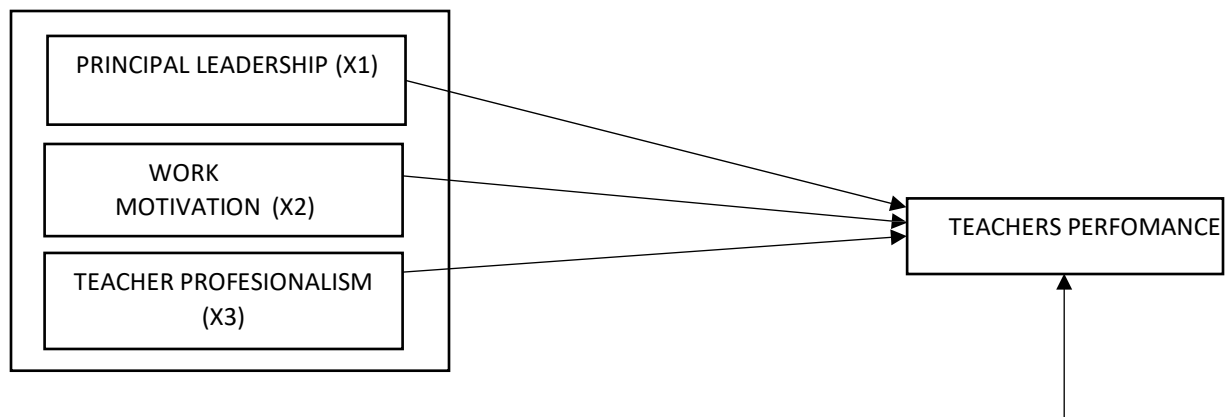


Figure 3.1.The Model of Reaserch

4. RESULT AND DISCUSSION

This study was conducted to determine whether the existing hypothesis has a positive or negative contribution. Through the existing hypotheses, it is determined which one has the greatest influence on the performance of State Vocational High School teachers in Depok City. Based on the results of the questionnaire filled in by 100 respondents, the demographics of respondents are presented in table 4.

Table. 4 Number of Respondents

| Gender | Number of Respondents | Percentage |
|--------------|-----------------------|-------------|
| Man | 35 | 35% |
| Woman | 65 | 65% |
| TOTAL | 221 | 100% |

The data shows that male respondents amounted to 35 with a percentage of 35% and female respondents with a number of 65 with a percentage of 65% so that more respondents came from the female gender. Analysis of the data description will describe the respondents' answers to the questions posed in each variable. The results of the coefficient of determination test are used to determine how much the independent variable explains the dependent variable. The results of the coefficient of determination test are presented in table 5.

Table 5. Coefficient of Determination

| Model Summary | | | | | |
|-------------------------------------|-------|----------|-------------------|----------------------------|--|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | |
| 1 | .912a | .832 | .827 | 6,719 | |
| a. Predictors: (Constant), X3,X1,X2 | | | | | |

Based on Table 5. it is known that the Adjusted R² value of 0.827 means that 82.7% of the variation in teacher performance can be explained by variations of the three independent variables (leadership, work motivation, and teacher professionalism). While the rest ($100 - 82.7 = 17.3\%$) is explained by other reasons outside the model. Standard Error of the Estimate 6,719, the smaller the SEE value, the more accurate the regression model predicts the dependent variable.

The F test is used to prove that there is a significant influence between the variables of the principal's leadership, work motivation and teacher professionalism on teacher performance. The results of the F test are presented in table 6.

Table 6. F . test

| ANOVA^a | | | | | | |
|--------------------------|------------|----------------|----|-------------|---------|--------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 21507.328 | 3 | 7169.109 | 158,820 | <.001 ^b |
| | Residual | 4333,422 | 96 | 45.140 | | |
| | Total | 25840.750 | 99 | | | |

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X1, X2

Based on table 6, it is known that the calculated F value is 158.820 with a probability of <0.001. The probability value is smaller than 0.05 so it can be concluded that the three variables (leadership, work motivation, and teacher professionalism) simultaneously affect teacher performance.

T test was used to determine whether each independent variable (leadership, work motivation, and teacher professionalism) significantly affected the dependent variable (teacher performance). The way to determine the effect of each variable is significant or not, the method used is to look at the significance value. T test results are presented in table 7.

Table 7. T . test

| Coefficients^a | | | | | | |
|---------------------------------|----------------------|-----------------------------|---------------------------|------|-------|------|
| Model | | Unstandardized Coefficients | Standardized Coefficients | t | Sig. | |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 13,422 | 6.067 | | 2.212 | .029 |
| | Principal Leadership | .190 | .057 | .185 | 3.338 | .001 |

| | | | | | |
|-----------------|-------|------|-------|-------|-------|
| Work motivation | -.017 | .179 | -.011 | -.095 | .924 |
| Teacher | 1.068 | .149 | .792 | 7.717 | <.001 |
| Professionalism | | | | 6 | |

a. Dependent Variable: Teacher Performance

Based on table 7 explains that:

- 1) Based on the significance value (Sig.) of the X1 variable the principal's leadership is 0.029. Because the value of Sig. $0.029 < 0.05$, it can be concluded that the principal's leadership has an effect on teacher performance.
- 2) Based on the significance value (Sig.) of the X2 variable work motivation of 0.924. Because the value of Sig. $0.924 < 0.05$, it can be concluded that work motivation has no effect on teacher performance.
- 3) Based on the significance value (Sig.) of the X3 variable, teacher professionalism is < 0.001 . Because the value of Sig. $0.001 < 0.05$, it can be concluded that teacher professionalism has an effect on teacher performance.
- 4) Based on the Standardized Coefficients Beta of the principal's leadership of (0.185), work motivation of (-0.11), and teacher professionalism of (0.792) so that the variable that affects teacher performance is teacher professionalism.

5. CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research on the principal's leadership variable affects the performance of State Vocational High School teachers in Depok City, which means that the better the principal's leadership, the higher the performance of State Vocational High School teachers in Depok City. Based on the results of research on the variable of teacher professionalism has the most dominant value affecting the performance of State Vocational High School teachers in Depok City. Based on the results of research on the variable of teacher professionalism has an effect on the performance of State Vocational High School teachers in Depok City. The better the professionalism of teachers, the higher the performance of State Vocational High School teachers in Depok City.

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