THE INFLUENCE OF PRINCIPAL LEADERSHIP AND WORK MOTIVATION ON TEACHER PROFESSIONALISM AT MADRASAH ALIYAH ULUL ALBAB LUBUKLINGGAU

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Abstract

Principal leadership is a leader's behavior pattern when directing and controlling his subordinates to follow his will in achieving goals. The next important element in the world of education is the teacher. Teachers are an important part of the education system, especially in schools. The purpose of this study was to determine the influence of the principal's leadership and work motivation on teacher professionalism at Madrasah Aliyah Ulul Albab Lubuklinggau. The method used in this research is quantitative. The research subjects were teachers at Madrasah Aliyah Ulul Albab Lubuklinggau. The sample in the study consisted of 40 teachers. Data collection techniques using a questionnaire. Descriptive analysis and inferential analysis were used for data analysis. The results of the study show that: (1) Principal leadership has a positive effect on teacher professionalism at 68.2%. (2) There is a positive and significant influence between the principal's work motivation on teacher professionalism of 69.8%. (3) There is a mutual influence between the principal's leadership and work motivation on teacher professionalism of 86.9%. The r value is smaller than the level used, namely 0.000 or 0.000 <0.05 so that Ho is rejected and Ha is accepted.

Abstrak

Kepemimpinan kepala sekolah adalah pola perilaku pemimpin saat mengarahkan dan mengendalikan bawahannya untuk mengikuti kehendaknya dalam mencapai tujuan. Unsur penting berikutnya dalam dunia pendidikan adalah guru. Guru merupakan bagian penting dari sistem pendidikan, khususnya di sekolah. Tujuan penelitian ini adalah untuk mengetahui pengaruh kepemimpinan kepala sekolah dan motivasi kerja terhadap profesionalisme guru di Madrasah Aliyah Ulul Albab Lubuklinggau. Metode yang digunakan pada penelitian ini adalah kuantitatif. Subjek penelitian adalah guru Madrasah Aliyah Ulul Albab Lubuklinggau. Sampel dalam penelitian terdiri dari 40 orang guru. Teknik pengumpulan data menggunakan angket. Analisis deskriptif dan analisis inferensial digunakan untuk analisis data. Hasil penelitian menunjukkan bahwa: (1) Kepemimpinan kepala sekolah berpengaruh positif terhadap profesionalisme guru di sebesar 68,2 %. (2) Terdapat pengaruh yang positif dan signifikan antara motivasi kerja kepala sekolah terhadap profesionalisme guru sebesar 69,8%. (3) Terdapat pengaruh Secara Bersama-sama antara kepemimpinan kepala sekolah dan motivasi kerja terhadap profesionalisme guru sebesar 86,9%. Nilai r lebih kecil dari pada tingkat yang digunakan yaitu 0,000 atau 0,000< 0,05 sehingga Ho ditolak dan Ha diterima.

Kata Kunci *: Kepemimpinan Kepala Sekolah, Motivasi Kerja, Profesionalisme Guru.*

A. INTRODUCTION

Schools as formal educational institutions play an important role in improving the quality of education through learning to support the smooth development of Indonesia. Excellent human resources are the most important prerequisite for the realization of a developed nation and an advanced country. Regardless of the size of natural resources (SDA), available capital, and infrastructure, only reliable human resources can achieve national and government development goals. In this way of thinking, a nation cannot progress without a good education system.

Education is the basis for building national character which aims to educate the nation. The progress of a country is not only seen from the natural products (SDA) it contains but what is most important is the quality of its human resources (SDM),[1] This is in line with the opinion that big countries will be known

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[1]Anggi Mantara, Jumira Warlizasusi, and Ifnaldi, 'Pengembangan Kompetensi Dan Motivasi Guru Dalam Meningkatkan Mutu Pembelajaran Di SMA Negeri 4 Rejang

for their quality and character. Education is the most important factor in the formation of human character/personality and aims to improve human thinking to achieve a state based on strong knowledge.

Teachers are one of the human resources of educational institutions. The performance of teachers in educational institutions plays a very important role in achieving the goals of educational institutions. Article 1 of Law Number 14 of 2005 concerning Teachers and Teachers of the Republic of Indonesia states as follows: Teachers are professional educators whose main role is to educate, teach, lead, guide, train, assess, and evaluate students in early childhood education, formal education, primary education, and secondary education. Therefore, vocational school teachers have a great impact on education. self-development of students and community development. Teacher's Main Responsibilities is a metric used to measure the effectiveness of teachers in completing their tasks.

Teacher professionalism is certainly needed for good and quality education, with a teacher's background being an important foundation for the education of a professional teacher. Related to this, Nana Sudjana explained several criteria set for professional teachers, namely; a) know the subject and know how to research the subject. b) know how to apply psychological principles to each child by the interests, abilities, personality, and personality attitudes of other children. c) know how to organize teaching and learning through theoretical and practical models. d) Ability to adapt to new situations related to system changes and several policies and the existence of several situations in the professional environment.[2]

Teacher professionalism cannot be separated from the leadership of the school principal. Leadership is the behavior of leaders when they instruct and control subordinates to follow their will to achieve a set of goals. In simple terms, leadership is the ability of a leader to influence his subordinates. The way he influences his subordinates, and creates the culture of the organization he leads.

Professionalism in education is simply a set of functions and tasks in the field of education, based on the expertise acquired through special education and training in the field of work and continuing to carry out the profession throughout life.[3]

Lebong', *Al-Idarah : Jurnal Kependidikan Islam*, 11.2 (2021), 181–91 <http://www.ejournal.radenintan.ac.id/index.php/idaroh/article/view/9598>.

[2]Nana Suryapermana and others, 'Peranan Kepemimpinan Kepala Madrasah Dalam Peningkatan Mutu Pendidikan (Studi Di MadrasahAliyah Mathla ' Ul Anwar Dan Syekh Manshur Pandeglang)', *Al-Riwayah: Jurnal Kependidikan*, 14.1 (2022), 104–26.

[3]Sumarto Warman, Warlizasusi Jumira, 'Institut Agama Islam Negeri Curup Jumira Warlizasusi Institut Agama Islam Negeri Curup Sumarto Institut Agama Islam Negeri Curup Abstrak', 16.1 (2022), 1470–81.

Leadership is a process of influencing others to understand and agree on what needs to be done and how to do it effectively and is a process of facilitating individual and collective efforts towards common goals.[4] The definition includes efforts that go beyond influencing and working beyond, groups or organizations.

Leadership is the activity of guiding a group to achieve a common goal. The leader's role is to enable group members to analyze the situation and develop a hopeful leadership action plan and carefully develop group goals and help members achieve those goals.[5]

The essence of leadership is a person's ability to use power to influence the behavior of others in his work. Power means the ability to direct and influence those under influence with the tasks to be performed. The more sources of power a leader have, the greater the opportunities for effective leadership.[6] So leadership can actually occur anywhere because leadership is a process for other people to do something to achieve a goal. In the household there is the leadership of the parents, in the farmer's family there is the leadership of the kyai, in the company, there is the manager and in the school, there is the principal. Therefore, as a leader, the principal must carry out all his duties with professionalism to advance the school he leads.

The principal as a supervisor is responsible for improving the school's ability to manage learning activities and plays a very important role in the development and progress of the school. Therefore, the client must carry out audits properly and correctly according to the principles of supervision as well as the correct techniques and procedures. Principal leadership for teachers can increase teacher professionalism in education. Teachers are supported to innovate in student learning. Principals have a strategic role in improving the quality of teaching in the schools they lead.

The principal is not only a learning leader but also the general leader of the administrative functions of educational institutions, such as planning, career development, coordination, and evaluation. In addition, in the current era of decentralization, the management of educational institutions is carried out independently, which gives flexibility to school principals to manage the educational institutions they manage in accordance with the management's vision.[7]

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[4]Gary Yukl A, *Leadership Organizatio* (New York, 2005).

[5]Sisvi Kartika, Jumira Warlizasusi, and Aan Rifanto, 'Analisis Inovasi Managerial Kepalah Sekolah Dalam Menjaga Eksistensi Mis 01 Lebong Tambang', *Adaara: Jurnal Manajemen Pendidikan Islam*, 10.2 (2020), 99–120 <https://doi.org/10.35673/ajmpi.v10i2.987>.

[6]Nanang Qosim, 'Model Kepemimpinan Berbasis Budaya Pesantren Di Madrasah Aliyah Nahdlatul Ulama Banat', *Edukatif: Jurnal Ilmu Pendidikan*, 4.2 (2022), 2826–39.

[7]Baharuddin Baharuddin, 'Kepemimpinan Kepala Sekolah Dalam Era Otonomi Pendidikan', *El-HARAKAH (TERAKREDITASI)*, 8.1 (2008), 19 <https://doi.org/10.18860/el.v8i1.4612>.

The principal is expected to be able to motivate (encourage) teacher performance 1) to get to know each student as well as possible. 2) have the knowledge and skills to organize classes, 3) the ability to find problems in class. 4) Create and maintain a learning environment. 5) Classroom management problems can be overcome effectively because both learning techniques and class management (class time) play an important role in student learning success. 6) Teachers who cannot teach or lead are teachers who cannot manage the class.[8]

Motivation is a concept we use to describe the impulses generated within a person that drive and guide behavior. Motivation is no different from plans to meet material and immaterial needs, which include the need for existence including physical needs and the need for security that stimulates the teacher to act or work, the need for relationships including the need for socialization in a group or environment, and the need for clear growth and directed which allows teachers to develop their own potential in the organization and ultimately achieve better welfare. This motivation can grow through good environmental management, setting a conducive and communicative atmosphere, and other components of discipline that are synergistic with the madrasah community.[9]

For the above purposes, increasing the work motivation of teachers in educational institutions is the hard work of school principals. The training director is at the center of the programmed activities. Managers are decision-makers as well as role models for their subordinates. Therefore, leaders can at least set a good example for their subordinates.

Based on the description above regarding the influence of leadership and work motivation of the principal in improving the professional skills of teachers, a study was conducted at Madrasah Aliyah Ulul Albab Lubuklinggau educational institutions to determine the influence of the principal's leadership and work motivation on the professional skills of Madrasah Aliyah Ulul Albab Lubuklinggau teachers.

B. METHOD

The type of research used is quantitative research. Quantitative research is research that is used to determine the effect of independent variables on the dependent variable. Data collection techniques using questionnaires, and

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[8]Taufik Effendi and others, 'Kontribusi Supervisi Kepala Madrasah Dan Motivasi Kerja Guru Terhadap Kinerja Mengajar', *Journal Of Administration and Educational Management (ALIGNMENT)*, 3.2 (2020), 233–43 <https://doi.org/10.31539/alignment.v3i2.1448>.

[9]Selamat Tulipri and others, 'Evaluasi Kebijakan Kepala Madrasah Dalam Meningkatkan Profesionalitas Guru MAS Al- Manshuriyah', *Journal Of Administration and Educational Management (ALIGNMENT)*, 3.2 (2020), 244–53 <https://doi.org/10.31539/alignment.v3i2.1447>.

quantitative/statistical data analysis is used to test the hypotheses that have been set.[10]

The approach used in this study is the association approach, which is a study that aims to determine the relationship between two or more variables. Through this research, it is possible to develop theories that can explain, predict and control symptoms.[11] This associative research approach involves at least two interrelated variables.

This type of research relationship is causal, namely a relationship that affects two or more variables. The variable used to determine the causal effect (causal) between the independent variable and the dependent variable is the process of data analysis in the form of quantitative data. Data analysis was carried out by means of multiple regression analysis of two independent variables for one dependent variable, the value of each of which is known as a guide to determine the effect of the dependent variable either partially or simultaneously on the independent variables studied. The analysis technique of this research uses statistical analysis with multiple regression.

The variables in the study are divided into two main categories, namely the dependent variable or dependent variable and the independent variable or independent variable is the treatment variable or intentionally manipulated to determine its intensity or effect on the dependent variable, the dependent variable is a variable that arises as a result of the independent variable or the response of the variable free. Therefore, the dependent variable is a benchmark for the success of the independent variable.

Independent variables in this sense are variables that can affect other variables. The independent variables in this study are the principal's leadership (X1) and work motivation (X2). What is meant by the dependent variable is a variable that can be influenced by other variables, in this case, the dependent variable is teacher professionalism (Y).

C. RESULT AND DISCUSSION

1.   Research Result

In this study, testing the hypothesis using the multiple linear regression method is a way to determine the magnitude of the influence between the independent variables (X1, X2) (together) on the dependent variable (Y).

X1   =   Principal Leadership
X2   =   Work Motivation
Y   =   Teacher Professionalism

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[10]Sugiono, 'Statistik Untuk Penelitian', *Al Fabeta*, .. (2006), .
[11]Sulistyorini, *Manajemen Pendidikan Islam* (Surabaya: eLKAF., 2004).

Table 1. Test Results for the Coefficient of Determination of Variable X1

Model	R	R Square	Adjusted Square	Std Eror Of the Estimate
1	826[a]	.682	.679	1.764

The results of a simple correlation analysis can be seen in table 1. The summary of the model was obtained from the results of a simple linear regression analysis of R squared. The R square value of 0.682 can be called the termination coefficient which in this case means that 68.2% has a contribution or influence between the principal's leadership variable on teacher professionalism, while the remaining 31.8% is influenced by other variables outside the research variables.

Table 2. Test Results for the Coefficient of Determination of Variable X2

Model	R	R Square	Adjusted Square	Std Eror Of the Estimate
1	835[a]	.698	.695	1.719

The results of the simple correlation analysis can be seen in table 2. Summary model output from the results of the simple linear regression analysis above. The value of R square is 0.698, R square can be called the coefficient of termination which in this case means that 69.8% has a contribution or influence between the variables of work motivation on teacher professionalism, while the remaining 30.2% is influenced by other variables outside the research variables.

Table 3. Test Results for the Coefficient of Determination of Variables X1 and X2

Model	R	R Square	Adjusted Square	Std Eror Of the Estimate
1	932[a]	.869	.865	1.143

The results of a simple correlation analysis can be seen in Table 3 of the Model Summary output results. based on the results of the simple linear regression analysis above, the R square is 0.869, the R square can be called the termination coefficient, which in this case means 86.9%. There is a contribution or influence between the leadership variables and the principal's work motivation on teacher professionalism, while the remaining 13.1% is influenced by other variables outside the research variables.

2. Discussion

a) The Effect of Principal Leadership on Teacher Professionalism at Madrasa Aliyah Ulul Albab Lubuklinggau

Based on table 1 it can be seen that the first alternative test (Ha) is accepted. The first hypothesis test is carried out by comparing the results of the

r-count with the r-table. Based on the Coefficients table above, the value of r-count = 0.826 is obtained. Meanwhile, for the r-table with a significance level of 0.05, the value of r-table = 0.185 is obtained.

Comparison between the two results in r-count > r-table (0.826 > 0.185). the significance value of t for the leadership variable is 0.000 and this value is smaller than the probability of 0.05 (0.000 <0.05). So in this test, it shows that Ha is accepted and H0 is rejected. This means that there is a positive and significant influence between leadership and teacher professionalism in Madrasah Aliyah Ulul Albab Lubuklinggau teachers.

The correlation test yielded a correlation coefficient of 0.826 between the principal's leadership and teacher professionalism. Based on the Interpretation Table, a coefficient value of 0.826 indicates a high correlation between the principal's leadership variable and teacher professionalism.

This is in accordance with Hadari Nawawi's view that leadership is the ability to move, motivate and influence people. Sutisna quoted by Sulistyorini argues that leadership is a process of influencing individual or group actions to achieve goals in certain situations.[12]

The presence of a leader in an organization is very important to achieve its goals because the leader is the driving force behind achieving organizational goals. Task mobilization includes activities: directing, instructing, educating, facilitating, instructing, and others.[13]

Therefore, good leadership produces good subordinates. By making good subordinates, it can form a good organizational system and make a good educational institution. This is to ensure that it works according to people's expectations.

b) **The influence of the principal's work motivation on teacher professionalism at Madrasah Aliyah Ulul Albab Lubuklinggau.**

Based on table 2 it can be seen that the first alternative hypothesis (Ha) test was accepted. The first hypothesis testing was carried out by comparing the results of the r-count with the r-table. From the Coefficients table above, the value of r-count = 0.835 was obtained. Meanwhile, for the r-table with a significance level of 0.05, the value of r-table = 0.185 was obtained.

The comparison between the two produces r-count > r-table (0.835 > 0.185). the significance value of t for the leadership variable is 0.000 and this value is smaller than the probability of 0.05 (0.000 <0.05). This means that there is a positive and significant influence between work motivation on teacher professionalism in Madrasah Aliyah Ulul Albab Lubuklinggau teachers.

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[12]Sulistyorini, *Manajemen Pendidikan Islam*.

[13]Japaruddin Japaruddin and others, 'Upaya Kepala Madrasah Dalam Meningkatkan Eksistensi Madrasah Ibtidaiyah Swasta', *Journal Of Administration and Educational Management (ALIGNMENT)*, 3.2 (2020), 87–94 <https://doi.org/10.31539/alignment.v3i2.1346>.

From the results of the correlation test, a correlation coefficient of 0.835 was obtained between work motivation and teacher professionalism. Based on the interpretation table, the coefficient value of 0.835 has a high correlation between the variables of work motivation on teacher professionalism.

The results of this study are in line with the opinion of Mc. Cleland Federick Herzberg, Roth Similarly, Roth Robbins, S.P. Judge, stated that motivation is encouraging or inspiring someone to have the will to act. This promotion can be done in several ways. For example, there are certain bonuses, strict rules, and sanctions such as wage increases, bonuses, and rewards.

Motivation stimulates someone to do a good job, encourages someone to do a better job, stimulates someone to do responsible work, improves the quality of work, and produces work Goals that arise with the aim of increasing sexuality, complying with applicable regulations, preventing violations of the rules, and directing behavior so that goals can be achieved, work performance is maintained, and competitive in sports.

A teacher's work motivation is closely related to professionalism both in academic work and staffing and service to students. Therefore, teachers need high motivation in order to carry out their duties properly.

It is stated here that motivation has a strong influence on every individual. Moreover, teachers really need this motivation. With this motivation, teachers are more enthusiastic about working, both individually and in groups. To ensure teaching and learning activities are carried out successfully and efficiently, develop quality learning and professional educators.

c) **The Effect of Leadership and Work Motivation on Teacher Professionalism at Madrasa Aliyah Ulul Albab Lubuklinggau.**

From the results in the table above it can be seen that the first alternative hypothesis test (Ha) was accepted. The first hypothesis testing was carried out by comparing the results of the F-count with the F-table. From the ANOVA table, the F-value = 245,087 is obtained. meanwhile, for the t table with a significance level of 0.05, the value of F-table = 2.69 is obtained.

Comparison between the two produces F-count (245,087) > F-table (2.69). The significance value of the simultaneous test (Test F) obtained a value of 0.000, with thus the significance value obtained being smaller than the probability à set (0.000<0.05). So in this test, it shows that Ha is accepted and H0 is rejected.

This means that there is a positive and significant influence between n, supervision, and work motivation on teacher professionalism at Madrasah Aliyah Ulul Albab Lubuklinggau. positive influence and significance between leadership, supervision, and work motivation of the principal of teacher professionalism at Madrasah Aliyah Ulul Albab Lubuklinggau. amounting to 86.9%, while the remaining 13.1% is influenced by other factors.

This is in line with Mulyasa's opinion that teacher professionalism can be influenced by several factors, including teachers do not fully pursue their profession, teachers working outside working hours to meet the needs of daily life, so there is no time to read and write for self-improvement, the lack of teacher professional standards as demanded by developed countries, and the lack of motivation to work for teachers in improving self-quality. This shows the existence of attitude and welfare problems that affect teacher professionalism.

Professional is a job or activity carried out by someone with a lifetime income that requires expertise, skills, or ability to meet certain quality standards or norms, and specific training says: A professional teacher is a person with professional skills who has various skills as an educator. Professional teachers are very important to build a good school.

From the several opinions above, it can be concluded that the leadership and work motivation of school principals greatly influence teacher professionalism. At the same time, the principal's leadership and work motivation have a greater, but not partial, impact on teacher professionalism. Because if leadership is good, accompanied by good academic guidance, and driven by good work motivation, then it must also produce a good output: professional teachers.

D. CONCLUSION

Based on the results of the research conducted, it can be concluded that leadership has a positive and significant effect on the professionalism of Madrasah Aliyah Ulul Albab Lubuklinggau teachers. The professionalism of a teacher comes from various environmental factors, one of which is the environment that is in direct contact with the teacher. One of the teachers in the school environment is in direct contact with the principal. School leadership is important in professional teacher training. It is difficult to train a professional teacher if it is not matched by good leadership from the school principal because the principal's leadership is closely related to leadership, direction/guidance, and influencing subordinates. So this shows that there is influence of the principal's leadership on teacher professionalism. Teacher professionalism is inseparable from the principal's work motivation. This is because motivation can affect teacher professionalism. As professionals in the field of education, teachers have different work motivations from one teacher to. This causes inequality in improving the quality of education. Work motivation is the desire to work or an element that guides the teacher in carrying out his duties. The principal's leadership and work motivation combine to influence teacher professionalism. At the same time, between the principal's guidance and work motivation, teacher professionalism is greater. Because if leadership is good and goes hand in hand with good work motivation, it will produce good results, in the form of professional teachers so there will be an increase in teacher professionalism.

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