

The Influence of Principal Leadership Style And Work Ethic A Towards Teacher Professionalism

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Abstract

This study aims to analyze and describe: 1) the influence of the principal's leadership style on teacher professionalism, 2) the effect of work ethic on teacher professionalism, 3) the influence of head leadership style and work ethic on teacher professionalism. This research uses quantitative methods. The results of the study state that: 1) there is an influence of the Principal's Leadership Style on Teacher Professionalism; 2) there is an influence of Work Ethics on Teacher Professionalism; and 3) there is an influence between Principal Leadership Style and Work Ethic jointly on Teacher Professionalism.

Keywords : *leadership style, work ethic, teacher professionalism*

INTRODUCTION

The success of education in schools depends on the human resources in the school, namely the principal, teachers, students, administrative staff, and other education personnel who can influence the success of the school. According to that leadership is a management function that is very important to be carried out in order to achieve organizational goals. This opinion is in line with the opinion of [1] that leadership is the most important factor, it is important in supporting the achievement of school organizational goals.

The leadership style adopted by the principal will be related to the results and effectiveness of the principal in leading and implementing the educational process in schools. According to leadership style is a comprehensive pattern of the actions of a leader, both visible and invisible to his subordinates, the traits and attitudes that underlie a person's behavior. In line with the opinion of [2] that the leadership style will show directly about a leader's belief in the abilities of his subordinates.

Apart from the principal, one component that cannot be separated is the teacher who can influence the educational process and student learning outcomes in schools. According to that teachers who have competence in their fields will have a more positive impact on student development in understanding subject matter.

Based on the results of preliminary observations of research activities in several SD Negeri Kecamatan Jirak Jaya, there are several factors that contribute to the low level of teacher professionalism, namely: 1) The number of teachers who have not fully lived their profession, because many teachers work side-by-side to fulfill their daily needs, 2) Lack of motivation for teachers to improve their quality, due to a lack of *updated* information, and poor communication with superiors (school principals), resulting in frequent miscommunication between teachers and school principals, 3) Poor work environment, so that even morale decreased, 4) The work ethic is poorly understood, so it is difficult for teachers to position themselves as educators in the world of education.

Based on the above background, the researcher will examine the problem by conducting a study entitled "The Influence of Principal Leadership Style and Work Ethic on Teacher Professionalism". The purpose of this study was to analyze and describe: 1) the influence of the principal's leadership style on teacher professionalism, 2) the effect of work

ethic on teacher professionalism, 3) the influence of the head's leadership style and work ethic on teacher professionalism.

METHOD

This type of research is the study of *ex post facto*, that is research pointing to the treatment or independent variable manipulation has happened before, just to see the effect on the dependent variable. In terms of its objectives, this study is a causal comparative study. The research method of comparative causal analysis was chosen because it will study the relationship between two or more variables, namely the relationship between variations in one consensus and variations in another.

The research was carried out at 10 SD Negeri Kecamatan Jirak Jaya as many as 114 teachers as a sample of a population of 160 teachers using an instrument in the form of a questionnaire or questionnaire to measure the variables of Principal Leadership Style and Work Ethic on Teacher Professionalism. In the form of a questionnaire or questionnaire that will be filled out by 30 teachers from each of the 10 schools that will be carried out the research. The data analysis technique was carried out with the help of the SPSS program.

RESULTS AND DISCUSSION

The Influence Of Principal's Leadership Style On Teacher Professionalism

The influence of the Principal's Leadership Style on Teacher Professionalism is 95%; while the remaining 5% is influenced by other variables not examined in this study. For inferential analysis, it shows that partially the Principal Leadership Style variable has a significant influence on Teacher Professionalism where from the partial test results (t test) the significance is 0.000 with $t_{count} (6.425) > t_{table} (1.981)$ at a significant level of 5%. Based on the regression line equation the effect of the Principal's Leadership Style on Teacher Professionalism is $\hat{Y} = 0.549 + 0.848X_1$. This shows that the value of the Principal Leadership Style coefficient (X_1) is 0.848 which means that if the Principal Leadership Style value (X_1) increases by one point, then Teacher Professionalism (Y) will increase by 0.848 points.

The findings of this study are in line with the results of research by [2]. The results of this study indicate that: 1) there is an effect of the principal's leadership style on teacher performance; 2) there is an influence of school organizational culture on teacher performance; and 3) there is an influence between the principal's leadership style and the school's organizational culture on teacher performance.

Furthermore, the results of research by [3]. The results of this study indicate that: 1) the t_{count} of the principal's leadership style variable is 46.456 with a significance level of 0.000, which means that the principal's leadership style has a significant effect on teacher performance; 2) t_{count} of interpersonal communication variable is 35,738 with a significance level of 0,000, which means that interpersonal communication has a significant effect on teacher performance; and 3) the value of F count of the principal's leadership style variable and interpersonal communication on teacher teaching performance of 4.978 with a significance level of 0.000. The test criteria are if $F_{count} > F_{table}$ and a significance level < 0.05 , so it can be concluded that the principal's leadership style and interpersonal communication have a significant effect on teacher performance.

Meanwhile, other research results by [4]. The results of this study indicate that: 1) there is a positive influence between the leadership of the principal and the professional performance of the teachers at SMP PGRI 1 Palembang; 2) there is a positive influence between teacher commitment and professional performance of teachers at SMP PGRI 1 Palembang; and 3) there is a positive influence between principal leadership and teacher

commitment together on the professional performance of teachers at SMP PGRI 1 Palembang.

According to [6], leadership style contains a pattern of behavior from someone who tries to influence others. In line with [7] opinion that leadership style is a behavior norm that a person uses when that person tries to influence the behavior of others in influencing the thoughts, feelings, attitudes and behavior of members of the organization or their subordinates.

The Influence Of Work Ethics On Teacher Professionalism

The results showed that the Work Ethic (X2) to Professional Teacher (Y) after analysis of data obtained by value $t_{\text{arithmetic}} (6.340) > t_{\text{table}} (1,981)$ at the significant level of 5% and a probability value (p) of $0.000 < 0.05$. From these results it can be concluded that there is a significant effect of Work Ethic (X2) on the Professionalism of Primary School Teachers (Y) in Jirak Jaya District. From this statement it can be said that H_0 is rejected and H_a is accepted. In addition, it also explains the percentage of the influence of Work Ethics (X2) on Teacher Professionalism (Y) which is called the coefficient of determination which is the result of squaring R. From the table above, it is obtained the coefficient of determination (*Adjust R Square*) of 0.902 which implies that the effect is Work Ethic (X2) towards Teacher Professionalism (Y) is 90.2%; while the remaining 9.8% is influenced by other variables not examined in this study.

The findings of this study are in line with the results of research by [1]. The results of this study indicate that: 1) there is a significant effect of teacher professionalism on teacher performance; 2) there is a significant effect of principal supervision on teacher performance; and 3) there is a significant effect of teacher professionalism and supervision of the principal together on teacher performance.

Furthermore, the results of research by [8]. The results of this study indicate that the principal's leadership has a significant influence on teacher professionalism in schools. Work commitment has a positive and significant effect on teacher professionalism. Simultaneously or together, the two independent variables (principal leadership and work commitment) have an influence on the dependent variable (teacher professionalism).

Meanwhile, other research results by [5]. The results of this study indicate that: there is a significant influence on the principal's leadership and work ethic on the performance of the Tungkal Jaya Elementary School teachers. This can be proved by the value $t_{\text{count}} > t_{\text{table}}. 0.932 > 0.05$ with a significant level of $0.450 > 0.05$. This means that the leadership of the principal has an effect on the performance of the teachers at SD Negeri Tungkal Jaya. Likewise with the work ethic of the teacher $1.257 > 0.05$ with a significant level of $0.336 > 0.05$. This means that work ethic affects the performance of teachers at SD Negeri Tungkal Jaya.

According to [9] that work ethic can be interpreted as the ability to solve problems or problems faced in which there is a perspective on the various problems it faces, for example a perspective on world affairs, education, work and others that are involved. In line with [10] that ethos means the character or character of an individual or group of people in the form of a will or will accompanied by high enthusiasm, in order to realize something ideals.

The Influence of Principal Leadership Style and Work Ethic on Teacher Professionalism

The influence of Principal Leadership Style and Work Ethic on Teacher Professionalism amounted to 97.4 %; while the remaining 2, 6 % is influenced by other variables not examined in this study. The results of the calculations can be seen in the following Table 1.

Table 1. Result of Determination Coefficient Test (*Adjusted R²*) Effect of Force Principal Leadership and Work Ethic on Teacher Professionalism

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,987 ^(a)	,975	,974	2,494

a Predictors: (Constant), Work Ethic, Principal Leadership Style

For inferential analysis, the results show that simultaneously the Principal Leadership Style and Work Ethic variables have a significant influence on Teacher Professionalism where the partial test results (t test) have a significance value of 0.000 with a $F_{\text{calculated}}$ value (14.414) > F_{table} (3.08) at a significant level of 5%. The results of the F_{count} can be seen in the following table.

Table 2. Simultaneous Calculation Results of the Effect of Leadership Style Principals and Work Ethics on Teacher Professionalism

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	266		13318	4,414	,000 ^(a)
	Residual	36,460		,230		
	Total	690,672	11	6,222		
		273	13			
		27,132				

a Predictors: (Constant), Work Ethic, Principal Leadership Style

b Dependent Variable: Teacher Professionalism

Based on the regression line equation, the influence of the Principal's Leadership Style and Work Ethic on Teacher Professionalism is $Y = 5,233 + 0,555 X_1 + 0,362 X_2$. Based on the multiple linear regression equation, it can be explained as follows: 1) The constant coefficient is 5,233. This means that if the Principal Leadership Style and Work Ethic variables are 0 or constant, then Teacher Professionalism is 5.233; 2) The coefficient value of the Principal's Leadership Style variable is 0,555. This means that if the Principal's Leadership Style increases by 1 unit score, the Teacher Professionalism will increase by 0,555 assuming the Teacher Professionalism coefficient is 0 or constant, and 3) The coefficient value Work ethic variables at 0,362. That is, if the Work ethic (X₂) increased by 1 unit of score, the professionalism of teachers will increase by 0,362 assuming Teacher Professionalism coefficient of 0 or fixed. The results of the simultaneous calculation of the effect of Principal Leadership Style and Work Ethic on Teacher Professionalism can be seen in the following table.

Table 3. Results of the Significance Test of the Effect of Leadership Style Principals and Work Ethics on Teacher Professionalism Coefficients^a

Model	Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	5,233	1,388		,770	,000
	Leadership Style of Principal (X1)	,555	,031	,638	,715	,000
	Work Ethic (X2)	,362	,035	,638	,293	,000

a. Dependent Variable: Teacher Professionalism

According to [11] teacher professionalism is the ability to master the material broadly and deeply. In line with [12] opinion, in principle, every teacher must be periodically supervised in carrying out their duties. If the number of teachers is large enough, the principal can ask for help from a representative or a senior teacher to supervise. The success of the principal as a supervisor, among others, can be shown by the increase in teacher performance which is marked by the awareness and skills to carry out tasks responsibly. According to [13] that among educational leaders of various types and levels, the principal is a very important education leader. It is said to be very important because it is closer and directly related to the implementation of education programs in each school.

CONCLUSIONS

Based on the results of data analysis, it can be concluded that: 1) there is an influence of the Principal's Leadership Style on Teacher Professionalism; 2) there is an influence of Work Ethics on Teacher Professionalism; and 3) there is an influence between Principal Leadership Style and Work Ethic simultaneously on Teacher Professionalism.

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