AL-TA'LIM JOURNAL, 28 (2), 2021, (117-124)

(Print ISSN 1410-7546 Online ISSN 2355-7893)

Available online at <http://journal.tarbiyahainib.ac.id/index.php/attalim>

The Effect of Head Managerial Leadership on Teacher's Professionalism

Received: 30th January 2021; Revised: 07th July 2021; Accepted: 31th July 2021

Permalink/DOI: <http://dx.doi.org/10.15548/jt.v28i2.680>

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Abstract: This study aims to analyze, test research hypotheses, and understand the effect of principal managerial leadership and teacher work discipline on teacher professionalism. Quantitative method were used in this study using a proportional random sampling technique. The total population is 154 teachers from 14 schools. The analysis technique used is descriptive and inferential statistics. The results of the study show that there is a direct positive influence of principals' leadership on teacher professionalism with a correlation coefficient (r_{13}) of 0.891 and a coefficient of determination (r_{13}^2) of 0.7939, as well as the managerial influence of principals' leadership on teacher professionalism with a percentage of 79.39% and a path coefficient (β_{31}) of 0.072. Second, there is a positive direct influence of teacher work discipline on teacher professionalism with a correlation coefficient (r_{23}) of 0.830, and a coefficient of determination (r_{23}^2) of 0.6889, and teacher work discipline on teacher professionalism with a percentage of 68.89%, and a coefficient of 68.89%. path (β_{32}) is 0.062. Third, it was also found that the direct positive influence of principal managerial discipline on teacher work discipline with a correlation coefficient (r_{12}) of 0.831 and a coefficient of determination (r_{12}^2) of 0.6805, as well as the influence of principal managerial leadership on teacher work discipline with a percentage of 69.05% and a path coefficient (β_{21}) of 0.831.

Keywords: Managerial leadership; work discipline; professionalism.

How to Cite: Istaryatiningtias, I., & Rusin, R. (2021). The Effect of Head Managerial Leadership on Teacher's Professionalism. *Al-Ta'lim Journal*, 28(2). doi:<https://doi.org/10.15548/jt.v28i2.680>

INTRODUCTION

Education naturally is a process of empowerment to express potencies existing in human beings as individuals that may contribute to either local or global community. The function of education does not merely dig up any educational potencies in human beings that may control the power that has been developed so that it will be useful for improving the quality of life of oneself or others.

Aspects in the world of education in Indonesia have not attained any success yet (Rustiani, 2019). In 2018, Indonesia occupied the fifth rank out of 10 in ASEAN, where in this country it was only 44% population who completed their secondary education, while 11% students failed to finish it. To reach the first rank in ASEAN, it is necessary for the government to improve the quality of education including the relationship between the principals and the teachers and to boost the student behavior (Grissom et al., 2015;

Grissom & Loeb, 2009; Marks & Printy, 2003; Wind et al., 2019).

Teachers are one of the elements in the field of education that should play active roles and place their position as professional staffs in line with the increasing demands from the society. In this case, they do not only serve as educators that transfer sciences, but also as educators that convey values as well as counselors that lead and guide students in learning. The completeness of the number of educators and the teacher quality will influence students' success in learning where it ends in the betterment of the quality of education. Therefore, teachers are professionally demanded to implement their tasks.

The school system throughout world recognizes that the teaching quality is the most crucial factor impacting on the students' learning outcomes (Darling-Hammond, 2000; Hattie, 2008; Lee, 2003). Each year, in the efforts to improve the teaching quality, it needs professional principals and a system designed to ensure that there is a master involved in learning activities professionally and sustainably.

But some research results showed strong evidence from the nature of activities (Avalos, 2011; Cordingley, Bell, Evans, & Firth, 2005; Guskey & Yoon, 2009; Vescio, Ross, & Adams, 2008). Moreover, the master professional attitudes show a clear correlation with practices in the classrooms. The result is that learning materials are more quickly absorbed and in the learning process, there is a good cooperation in the classroom starting from the professional attitudes of the Selangor Masters (CAEP), 2015; Cuban, 2013; Darling-Hill, Beisiegel and Jacob, 2013; Kennedy (2016).

Day, Kington, Stobart, and Sammons (2013) noted that there is an unavoidable reciprocal correlation between the professional attitudes of the Selangor masters and the result of the learning process. Personal, social, professional masters of of Sepang, Mouriniki and others. Master professional attitudes may mean as a kind of self-conception where there is a master commitment to the welfare and the

learning capacity of the students (Beijaard, Meijer and Verloop, 2004; Han, 2017; Palmer, 2016; Schepens, Aelterman, & Vlerick, 2009).

Teacher professionalism is affected by a lot of factors, such as among others, principal managerial leadership. The principal managerial leadership will color the image of the school he or she leads. A principal as an education lead should be able to influence and lead teachers, and students, and support the attainment of the vision and missions determined by the school and create a conducive learning environment. Furthermore, the principal managerial leadership should also be viewed from the ability to be the coordinator of teachers, make changes by applying total quality management principles, creating competitions and rewards in the schools themselves or other schools. A principal is also required to possess managerial leadership to direct, develop, and lead the school citizens existing at the school. He or she should be able to plan and organize his/her school well, to do his/her job correctly and make evaluations of all jobs carried out.

The principal managerial leadership is expected to be able to create a school organization climate that is more conducive to play roles in improving teacher professionalism. The principal managerial leadership is also hoped to be able to hush any frictions among teachers and among other schooling components, to influence all people involved in the education process to attain the school objectives and quality.

One of the efforts that may be made by a principal as the leader at school to increase teachers' empowerment in teaching is through Human Resource Management (HRM). It is an alternative strategy to develop the education quality in schools. One of the crucial weaknesses is the simplest management in terms of the human resource, the curriculum, other education components so that education is well implemented.

As a result, the principal's efforts to develop the teacher professionalism in the teaching-learning activities at school through the improvement of human resource

management are crucially done, since the teacher professionalism in teaching may be well managed if all their potencies are made use of as much as possible so that high-quality outputs of school education will be produced.

In such principal managerial leadership, the development of teacher professionalism may be easily done since in accordance with the function, a principal understands the school needs she/ leads. This will cause the teacher competences not to stop at their competences they possessed before but develop and improve well with the hope that their professionalism will be realized. Since professional teachers not only master the field of science, teaching materials, and proper methods, but also motivate the students, possess good skills and wide insights of the world of education.

The application of principal managerial leadership means being able to improve the quality of education in the unit of education. Principals in leading their schools also need teachers to take part in improving the learning quality (Dee & Wyckoff, 2015; Tangkilisan, 2005; Yogaswara et al., 2010). This is in line with the research results made by Darling-Hammond (2010) that improving education may be conducted through the evaluation of teacher performances that may predict their success. Based on the results of interviews and pre-surveys made, it was revealed that some principals of elementary schools in Johar Baru subdistrict had got managerial abilities. It was showed by their abilities in coordinating the existing teachers in doing their services tasks in school such as in the field of curriculum, students' affairs, facility and infrastructures, and human relation. But some principals still had low managerial leadership. There were some teachers who had not seriously done their tasks, but they were not reminded by their principals.

Another factor influencing teacher professionalism is their work discipline. Discipline is a process of self-control, where the formation of one's discipline needs a long process, and it is full of responsibility. A teacher should be able to give an example in discipline to his/her students since a figure of a

discipline teacher will become a role model for his/her students and as a standard for the one who possesses responsibility. Therefore, a teacher who is discipline in doing his/her tasks as a civil servant will automatically be formed in his/her discipline if she/he is always based on and starts from a small thing and this later will become a habit and then it is internalized in him/herself.

METHOD

A quantitative method and a path analysis were applied in this present research. A method is a way done to collect information from population with an objective to explain and clarify a phenomenon that occur by examining the correlations among variables. In this research, the endogenous or dependent variable was (X_3) and the independent variables were (X_1) and (X_2). The correlation between the exogenous and endogenous variables may be presented as follows:

Exogenous Variable

Figure 1 The model of Problem Constellation
Note:

- X1 = Principal managerial leadership
- X2 = Teacher work discipline
- X3 = Teacher professionalism.

In this study the technique used in data collection is a questionnaire (questionnaire). Questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer (Sugiyono, 2014), then to produce quantitative data the questionnaire is equipped with a measurement scale. With a measurement scale, the value of the variable measured using certain instruments can be expressed in the form of numbers, so that it will be more accurate, efficient, and communicative.

The data analysis technique uses SPSS 18.0 for windows statistics, which is used in data analysis of the research variables of principal managerial leadership (X1), teacher work discipline (X2), and teacher professionalism (X3) as follows: first, Descriptive statistics for each variable include: measures of concentration (mean, median, mode); measure of data diversity (range, variance, and standard deviation); histogram, and other data. Second, Correlation and Regression. The data were analyzed descriptively and inferentially. Descriptive analysis consists of presenting histogram data, calculating the mean, median, mode, standard deviation, and theoretical range of each variable. Inferential analysis (hypothesis testing) with path analysis, previously it was necessary to test the data analysis requirements, namely normality, homogeneity, regression linearity tests, then the analysis was carried out as follows: 1) Regression, to test the prediction or prediction of the effect of X1 on X3 and X2 on X3, and X1 on X2. The coefficient of determination, followed by the significance test of the exploratory regression coefficient (path analysis). 2) Correlation, to examine the closeness of the effect of X1 on X3, X2 on X3, and X1 and X2. 3) Path analysis, to examine the influence of the dependent variable (X3) and exogenous variables (X1 and X2) to determine the closeness of the effect of the exogenous variable (which affects) on the endogenous dependent variable (which is affected).

RESULT AND DISCUSSION

The results of the descriptive analysis of the independent variable consisting of the principal managerial leadership and the teacher work discipline showed that the independent variable supported the teacher professionalism at SDN Binaan II and III in Johar Baru subdistrict, Central Jakarta. This was shown by some research subjects who were under the high or very high categories when they answered questions to each independent variable. This is supported by the fact that the third alternative hypothesis proposed in this research is accepted. The

following will be described the research results holistically so that the essence of the research findings will emerge.

For the first hypothesis, the result of the testing of the hypothesis 1 revealed that the principal managerial leadership positively and significantly affect the teacher professionalism. If the principal managerial leadership works well, the teacher professionalism will increase. This is proved by the value of the regression coefficient of 0.874.

The value of the determination coefficient (R Square) of 0.7939 showed that 70.39% teacher professionalism was influenced by the principal managerial leadership while the rest 20.61% was affected by other causes beyond the scope of this research. Moreover, the value of the F count is greater than that of the F Table ($420.16 > 3.96$) and ($420.16 > 6.90$), the value of the t count is greater than that of the t table ($20.49 > 1.66$) at the significance level of 5% and that the value of the t count is greater than that of the t table ($20.49 > 2.6$) at the significance level of 1%. It means that the H1 is accepted. This shows that the principal managerial leadership positively and significantly affected the teacher professionalism.

This is in line with Yamin's opinion (2012) that the leadership factors possess aspects of quality managers and leader teams in giving encouragement, spirits, directions, and work support to teachers. A Good principal leadership in this case at SDN Binaan II and III, made the teacher professionalism better. It was proved by the result of the regressive analysis that the coefficient of the principal managerial leadership was positive.

Based on the correlation and regression tests of the principal managerial leadership (X1) and the teacher professionalism (Z3), it can be concluded that the hypothesis is accepted. Therefore, there was a positive effect of the principal managerial leadership to the teacher professionalism. It means that one of the ways to improve the teacher professionalism is to increase the principal managerial leadership.

For the second hypothesis, the result of the testing of the hypothesis 2 exhibited that teacher work discipline positively and significantly affected the teacher professionalism. If the teacher work discipline may be well implemented, teacher the professionalism will be better. This is proved by the value of the regression coefficient of 0,700.

The value of the determination coefficient (R Square) of 0.6889 revealed that 68.89% teacher professionalism was affected by teacher work discipline, while the rest, 31.11% was explained by other causes beyond the scope of this research. Moreover, the value of the F count is greater than that of the F Table ($231.40 > 3.96$) and ($420.16 > 6.90$) and the value of the t count is greater than that of the t table ($(15.52 > 1.66)$ at the significance level of 5% and the value of t count is greater than the value of the table ($15.53 > 2.36$) at the significance level of 1%. This means that the H1 is accepted, namely the teacher work discipline positively and significantly influenced the teacher's professionalism.

It is in the same vein the view proposed by Supardi (2014) that discipline is a condition established and formed through a process of a series of behaviors showing values of obedience, submission, loyalty, kilter, and orderliness. Discipline will result in obedience, loyalty, kilter, and orderliness. Discipline will make one know and able to distinguish what should be done, what is obliged to do and what may be done. A person whose discipline is greatly attached to him will show disciplinary attitudes or actions and he will be burdened if he is not disciplinary.

Based on the correlation and regression tests of the teacher discipline variable (X2) and the teacher professionalism (X3), it can be concluded that the hypothesis is accepted. As a result, there were positive effects of the teacher work discipline on the teacher professionalism. It means that one of the ways to improve the teacher professionalism is to increase the teacher work discipline.

For the third hypothesis, the result of the testing of the hypothesis 3 showed that the

principal managerial leadership positively and significantly affected the teacher work discipline. If the principal managerial leadership works well, the teacher work discipline will be better. This is proved by the value of the regression coefficient of 0.967.

The value of the determination coefficient (R Square) of 0.6905 showed that 69.05% teacher professionalism is influenced by principal managerial leadership, while the 30.95% is explained by other causes beyond this research. Moreover, the value of the F count is greater than the value of the F Table ($244.27 > 3.96$) and ($420.16 > 6.90$) and that the value of the t count is greater than that of the t table ($(15.52 > 1.66)$ at the significance level of 5% and that the value of the t count is greater than that of the t table ($15.53 > 2.36$) at the significance level of 1%. This means that the H1 is accepted, namely the principal managerial leadership positively and significantly influenced the teacher work discipline.

This is in accordance with Danim's opinion (2013) the that principal managerial leadership factors are the determinant in the teacher work discipline. It is the principal who is responsible whether the teachers and the school staffs work optimally. The task of a principal is double where one task is closely related to the other either it is direct or indirect namely: coordinating, directing, and supporting anything dealing with his greatly complex main task. The good principal leadership at SDN Binaan II and III improved the teacher work discipline. It was proved by the result of the regressive analysis that the value of the coefficient of the principal managerial leadership was positive.

Based on the correlation and regression tests of the principal managerial leadership (X1) and the work discipline (X3), it can be concluded that the hypothesis is accepted. So, there was a positive effect of the principal managerial leadership on the teacher work discipline. It means that one of the ways to improve the principal managerial leadership is to increase the teacher work discipline.

CONCLUSIONS AND RECOMMENDATIONS

Based on the previous discussion, the following conclusions are drawn: There is a direct positive influence of principal managerial leadership on teacher professionalism. Therefore, it can be said that the higher the intensity of the application of the principal's managerial leadership, the higher the level of teacher professionalism.

There is a direct positive influence of teacher work discipline on teacher professionalism. So, it can be said that the higher the discipline of the teacher, the higher the professionalism of the teacher. There is a direct positive influence of principal managerial leadership on teacher work discipline. Thus, it can be said that the higher the intensity of the principal's managerial leadership, the higher the level of teacher discipline.

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