The Influence of Principal's Leadership, Supervision, and Work Motivation on Teacher Professionalism at Yadika High School Cicalengka Bandung Regency

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Article Info

ABSTRACT

In education child age early, formal education, school basic and education intermediate, task teacher's main educate, teach, guide, direct, train, and evaluate students. Title education is held by the teacher. because of that, the progressive community, and the growth of personal students depend on educator professionals. To write a paper, on the technique study quantitative used. Studies this focus on how to control administrative, incentive work, and leadership influence teacher professionalism. At Yadika High School Cicalengka Bandung Regency , investigation done . Debate leads to deduction following: Every claim influences teacher professionalism: Leadership, supervision, and motivation work everything impact. This thing supported by a statement as follows: 1) Leadership impact Positive and Significant; 2) Supervision impact Positive and Significant ; 3) Motivation Work impact Positive and Significant. If Yadika High School Cicalengka Bandung Regency means to increase teacher professionalism, then must be capable increase leadership, supervision, and motivation work. We will make recommendations and suggestions for school this to related parties. _

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1. INTRODUCTION

Not quite enough answer the main teacher in education child age early education, formal education, education elementary, and school medium is educated, teach, guide, direct, and evaluate students. With so, educator professionals have a significant impact on the growth _ of social and individual students. Indication for measure how much good performance instructor in doing not quite enough answer they are not quite enough to answer main them.

The national average score in the 2021 Teacher Competency Test (UKG) which has a score of the standard 75 is only 44.5, far below the normal value and shows a drop in teacher professionalism. Competence main instructor, competence pedagogy, still including in results this. disappointed. Only 25% of 3.9 million existing instructors _ possibility big have qualification academic, and 52% not have certification professional. Possible many teachers teach outside _ field specialization because no there are enough teachers in several disciplines of science. Besides that, maybe there is a problem with aspect pedagogical because teacher qualifications are not equivalent to student bachelor's. Coaching Teacher Professionalism and Sustainability (PKB) is also possible no Fulfill conditions because they reject for chase opportunity development that will increase knowledge and competence.

Leadership role head school and related teacher professionalism tightly. Leadership is a style of behavior used by managers _ to persuade staff for doing not quite enough to answer certain by desire them. The easiest way to define leadership is how a leader convinces the people to follow it. The culture of the organization he manages will be formed by the way he influences his subordinates.

To help teachers become more professional, especially in the process of learning and achieving destination learning, principles offer supervision academic as a service to them. Supervision academics especially focuses on helping teachers in development Skills they then evaluate how much effective they manage learning students. Because more supervisors focus on teacher development in skeleton advance and strengthen ability teacher professional, then guidance or teacher supervision is a series initiative for offer help to the instructor in form service professional study teaching, including processes and outcomes.

The level of teacher professionalism is correlated significantly with motivation work. This implies that the motivation of a teacher can impact their level of professionalism. Different teachers one each other in their work motives as professionals in the field of education. As a result, will there is variety, and education will be more quality. Motivation work is the need for work or factors that encourage, guide, or urge a teacher To do her job. Difficult to differentiate Between techniques for making student Act or work and strategies for reaching material and immaterial desires, such as needs will existence, which includes demands physical and needs security. Needs other cover needs will connection, which also includes needs socialization in group or environment and needs clear and definite growth, which provides an opportunity to the teacher for fully realize potency organization.

2. THEORETICAL FRAMEWORK

Each quote from the book is cited in the text, and cite the source in the bibliography. In-text citations are written like this: (Author's last name, year: page) or (Author's last name, year) for the source of the book. While citations for online sources are written like this: (Last name of author/ editor/ institution, year of posting).

2.1 Leadership

Factors could be used to explain leadership, including the natural behavior of individuals, influence towards others, patterns, interactions, relationships cooperation between roles, position administrative, persuasion, and

other people's perceptions of the legitimacy of leadership [1]. Leadership is the process of organizing and directing efforts group going to something destination together [2].

2.2 Leadership Indicator

There is indicator leadership [3]:
a. Ability analytical
b. Skills communicate
c. Courage
d. Ability hear
e. Firmness

2.3 Supervision

Destination supervision is for supporting teachers and supervisors in serving parents and schools _ with more fines, being familiar with operational school every day, and building community study [4]. more success _ big in class. Supervision is an activity the intended construction to help teachers and members of staff school other To do their job with success [5].

2.4 Supervision Indicator

There is indicator supervision as follows [6]:
a. Creating an effective learning process
b. Implement an effective evaluation system and perform the repair in sustainable
c. To do reflection self to direction formation character leadership strong school _
d. Doing development of competent and dedicated staff _ tall
e. Grow attitude responsive and anticipatory to needs
f. Create environment safe and orderly school _ _
g. Grow culture quality in the environment school
h. Grow hope performance tall
i. Grow will for changed
j. Doing Openness / Transparent Management School
k. Set by a clear realize Vision and Mission
l. Doing management power education by effective
m. Doing management source study by effective
n. Doing management activity student / Extracurricular by effective
o. Develop leadership instructional

2.5 Work motivation

Motivation as a pushing process or pushing somebody or a group of people for work so appearance so that they want to complete something tasks that have been given [7]. Motivation work is something circumstances that stimulate people to want to To do activity certain to Fulfill their wishes [8]. Motivation is action trying behavior for satisfying desired requirements [9].

2.6 Work Motivation Indicator

Indicator motivation are [9]:
a. Not quite enough answer in To do the profession
b. Achievements achieved _
c. Development self
d. Independence in Act

2.7 Teacher Professionalism

A career is a coercive activity _ somebody to get and need gathering information certain for To do Duty by methodical and logical [10]. Profession as a profession or required position _ set knowledge, skills, and abilities certain [11]. Job knowledge and ability special outside range Public general. Someone who is considered professional is a person who has unique skills [12].

2.8 Teacher Professionalism Indicator

Indicators of teacher professionalism are [9]:
a. Mastery of curriculum and materials lesson
b. Ability plan learning
c. Implement and develop activity learning
d. Evaluating processes and results learning participants educate
e. Attitude and personality

3. METHODS

Writing this use approach study quantitative. Focus study influence leadership, supervision, and motivation work head school to teacher professionalism. Research location this done at Yadika High School Cicalengka Bandung Regency.

4. RESULTS

4.1 Multiple Regression Test

Table 1. Multiple Regression Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.845	.521		.0136	.850
	Leadership _ X1	2.365	.154	.584	2.432	.001
	Supervision _X2 _	2,945	.043	.659	2,661	.003
	Motivation _Work _ _X3	3.511	.068	.321	2,546	.012
a. Dependent Variable: Professionalism _Teacher _Y						

The following is the regression equation in this study:

Y = b₀ + b₁X1+ b₂X2 + b₃X3 + e

$$Y' = 2.845 + 2.365\ X1 + 2.945\ X2 + 3.511\ X3 + 0.521$$

Information:

Y	= Teacher professionalism
b_0	= value constant / reciprocal
X_1	= Leadership
X_2	= Supervision
X_3	= Work Motivation
$b_{1,2,3}$	= Regression coefficient,
e	= Standard error

The following is an explanation of the regression equation:
a. Constant 2.845 shows that the value of Teacher Professionalism (Y) is 2.845 if Leadership (X1) Supervision (X2) and Work Motivation (X3) are both 0.
b. The leadership variable (X1) has a regression coefficient of 2.365 which indicates that if the value of the other independent variables continues to decrease in units, then Teacher Professionalism (Y) will also decrease by 2.365. The positive coefficient value indicates that the teacher's professionalism has a positive effect.
c. The supervision variable (X2) has a regression coefficient of 2,945 which indicates that if the value of other independent variables continues to decrease in units, then Teacher Professionalism (Y) will also decrease by 2,945. The positive coefficient value indicates that the teacher's professionalism has a positive effect.
d. Work Motivation Variable (X3) has a regression coefficient of 3,511 which indicates that if the value of the other independent variables continues to decrease in units, then Teacher Professionalism (Y) will also decrease by 3,511. The positive coefficient value indicates that the teacher's professionalism has a positive effect.
e. Standard Value error to minimize errors that occur so that the value of e here is 0.5214.2 t-test

Table 2. t-test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.845	.521		.0136	.850
	Leadership _ X1	2.365	.154	.584	2.432	.001
	Supervision _X2 _	2,945	.043	.659	2,661	.003
	Motivation _Work _ _X3	3.511	.068	.321	2,546	.012
a. Dependent Variable: Professionalism _Teacher _Y						

The results of the partial t-test statistic test show as follows:

a. The coefficient table shows that the leadership variable (X1) has a significance value of 0.001 with a significant degree of 0.05, and the t-count value is greater than the t-table, which is 2.432 > 1.66039. This shows how leadership has a good and significant influence on teacher professionalism.

b. The monitoring variable (X2) has a significance value (Sig .) of 0.003 in the coefficient table with a value (degree of significance) of 0.05, and the t-count value is greater than the t-table, namely 2.661 > 1.66039. This shows that monitoring significantly and beneficially affects teacher professionalism.

c. The work motivation variable (X3) has a significance value (Sig .) of 0.012 in the coefficient table with a value (degree of significance) of 0.05 and the t-count value is greater than the t-table, namely 2.546 > 1.66039. This shows the important and beneficial influence of work motivation on teacher professionalism. 4.3 F . Test

Table 3. F Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1265,012	4	521.154	22,021	.000 [b]
	Residual	1301.021	173	65.521		
	Total	2365.512	174			

a. Dependent Variable: Professionalism _Teacher _Y

b. Predictors: (Constant), Work_Motivation _X3, Supervision _X2 Leadership _X1

Based on the information in the table above, the F-count is 22,021 and the sig is 0.000. This shows that the hypothesis can be accepted if Fcount > Ftable (22.021 > 2.42) and sig 0.05. In this situation, it can be said that the factors of Leadership, Supervision, and Work Motivation all affect Teacher Professionalism simultaneously, making it possible to estimate or predict Teacher Professionalism by using the three independent variables.

5. DISCUSSION

5.1 Influence Leadership On Teacher Professionalism

Research results show that variable Leadership (X1) has a score significance (Sig.) of 0.001 in the table Coefficients a with a value (degree significance) of 0.05 which indicates that 0.001 is 0.05. Besides that, the value of t-the count is bigger than the t - table, which is 2.432 > 1.66039. This thing shows how

leadership has a good and significant influence on teacher professionalism.

Leadership is a style of behavior used by managers to persuade staff for doing not quite enough to answer certain by desire them. The easiest way to define leadership is how a leader convinces the people to follow it. His ability to influence his subordinates will determine the culture of the organization he keeps an eye on.

5.2 Influence of Supervision On Teacher Professionalism

Based on the results of research, variable Supervision (X2) on the table Coefficients a have score significance (Sig.) of 0.003 and the value (degree significance) of 0.05 and t - value bigger from score t-count. 2.661 > 1.66039 in table . This thing shows that monitoring significant and profitable influence teacher professionalism.

Principle supervision offers supervision academic to the teacher as a service to help them become more professional, especially in the process of learning and achievement destination learning. Guidance or teacher supervision is a series of effort gift help to the teacher in the form of service professional provided by supervisor _ in skeleton enhancement teacher quality because more emphasizes the development of teachers in skeleton improve and improve ability teacher professional. Process and results study teach.

5.3 Influence Motivation Work To Teacher Professionalism

Based on the results of research, variable incentive work (X3) has score significance (Sig.) in the table coefficient of 0.012 and the value (degree significance) of 0.05 and t - value more big from the value of t count 2.546 > 1.66039 is score table. This thing shows the influence of motivation important and profitable work _ on teacher professionalism.

The level of teacher professionalism is correlated significantly with motivation work. This implies that the motivation of a teacher

can impact their level of professionalism. Different teachers one each other in their work motives as professionals in the field of education. As a result, will there is variety, and education will be more quality. Motivation work is the need for work or factors that encourage, guide, or urge a teacher To do her job.

5.4 Influence Leadership, Supervision, and Motivation Work To Teacher Professionalism

Based on the results of research, the value of sig 0.000 and the value of F - count are both 22,021. This thing show that hypothesis could receive if F-count > F-table (22.021 > 2.42) and sig 0.05 (0.000 < 0.05). In situation, this can be said that the factor of Leadership, Supervision, and Motivation Work everything influence Teacher Professionalism together, so that allows for an estimate or predict Teacher Professionalism with the use third variable free.

Leadership is a style of behavior used by managers _ to persuade staff for doing not quite enough to answer certain by desire them. The easiest way to define leadership is how a leader convinces the people to follow it. Leadership, supervision of academics, and incentives work are components important in increasing teacher professionalism.

To help teachers improve professionalism, especially with the learning process and achievement destination learning, principles offer supervision academic to them. Supervision academics especially focuses on helping teachers in development Skills they then evaluate how much effective they manage learning students.

The level of teacher professionalism is correlated significantly with motivation work. This implies that the motivation of a teacher can impact their level of professionalism. Different teachers one each other in their work motives as professionals in the field of education. As a result, will there is variety, and education will be more quality. Motivation work is the need for work or

factors that encourage, guide, or urge a teacher To do her job.

6. CONCLUSION

Based on the discussion, concluded that: 1) leadership take to effect positive and significant to teacher professionalism; 2) supervision also has an effect positive and significant ; 3) motivation work matters too positive and significant; and 4) leadership, supervision, and motivation work everything impact by simultaneous. For Yadika High School Cicalengka Bandung Regency suggestions and recommendations to a party related expected could increase leadership, supervision, and motivation work in skeleton enhancement of teacher professionalism.

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