

Analysis of Factors Affecting Teacher Professionalism (Case Study of SMA/SMK teachers in South Tangerang City)

Irvana Arofah¹, Besse Arnawisuda Ningsi², Awaluddin Tjalla³, Iva Sarifah⁴

^{1,2}Universitas Pamulang, Indonesia

^{3,4}Universitas Negeri Jakarta, Indonesia

Abstract

Teachers are one of the most important elements of the school education system, and as pioneers in implementing the learning process, teachers attract public attention for their dedicated and loyal work ethic. This study aims to examine the factors that influence the professionalism of SMA/SMK teachers in South Tangerang City in terms of teacher competence, principal leadership and work motivation. The sample was taken at random a number of 150 teachers. The analysis used in this study uses path analysis with the help of SPSS version 25 software. The results of the research on the sub-structure equation I show that the variables of teacher competence and principal leadership have a significant and significant influence on teacher work motivation. In the sub-structure equation II shows that the competence of teachers, Principal leadership and teacher work motivation have an influence on teacher professionalism. Teacher competence has a significant effect on teacher professionalism, both directly and indirectly through teacher work motivation with values of 0.431 and 0.097 respectively. Likewise, the principal's leadership has a significant effect on teacher professionalism, both directly and indirectly through teacher work motivation with values of 0.188 and 0.047, respectively.

Keywords

teacher competence;
teacher work motivation;
teacher professionalism;
principal leadership



I. Introduction

School is a place to carry out the learning and teaching process, as well as a place for students to get lessons. School is a place of character formation for students which greatly affects the cognitive and affective development of students.

Teachers are one of the most important elements of the school education system, and as pioneers in implementing the learning process, teachers attract public attention for their dedicated and loyal work ethic. This emphasis means that the ability of teachers in the learning process affects the quality of education. The role of teachers in transforming educational inputs is so important that many experts say that if there is no change or improvement in the quality of teachers, there will be no change or improvement in the quality of schools. To realize professional and highly competent teachers, clear and sustainable teacher career development is needed.

In school education activities, namely the learning process, teachers play a very important role in achieving the quality of education, and teachers organize educational activities which are the main actors of education and are directly involved with students through learning interactions field. The types and levels can be done by motivating and creating teacher work in carrying out tasks at school.

In the Law of the Republic of Indonesia Number 20 concerning the National Education System (Ministry of National Education, 2003), it is explained that "educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, as well as conducting research and community service, especially for educators in higher education."

Education is a very important human need because education has a duty to prepare Human Resources (HR) for the development of the nation and state (Pradana et al, 2020). According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018). Education and skills are the main keys in gaining social status in community life (Lubis et al, 2019).

In school organizations, teachers need to have a positive attitude towards work, show good awareness, job satisfaction, and high work motivation. This reflects a teacher who can work professionally. Professional teachers not only master science, teaching materials and appropriate methods, but also motivate students and have advanced skills and broad insight in the world of education. Teacher professionalism is also consistently one of the most important factors influencing the quality of education. Professional teachers can teach students effectively based on resources and environmental constraints. However, training professional teachers is also not an easy task. Teachers need to be more dynamic and creative in developing the learning process of their students. Teachers need to have appropriate technical and content-related skills for the educational process to be effective and efficient.

The professionalism of a wise and quality teacher implies a learning condition that can consider all interests related to the learning process to the fullest. Quality learning conditions allow students and teachers to perform as many tasks as possible to create regular interactions and ultimately maximize learning success.

Sagala (2009) describes 10 competencies that must be possessed by professional teachers, namely: 1) mastering the basics of education; 2) mastering the subject matter; 3) the ability to manage teaching and learning programs; 4) able to manage class; 5) able to manage teaching-learning interactions; 6) able to assess student learning outcomes; 7) able to recognize and translate curriculum; 8) recognize the functions and programs of guidance and counseling; 9) understand the principles and results of teaching; 10) recognize and administer education administration.

Many factors affect teacher professionalism, Rebore (1991) describes that teacher professionalism has several characteristics, namely understanding and acceptance when carrying out tasks, willingness to teach effectively with students, teachers, parents, and the community, the ability to develop vision and sustainable job growth, prioritize service in assignments, direct, suppress and grow student behavior patterns, and apply a code of ethics for positions. Temporary Walker (1992) explained that the achievement of teacher professionalism can occur if the teacher is an expert in carrying out his field of duty, and always develops his abilities (growth). Another case according to Glatthorn (1990) in (Hamid et al., 2016) which explains that in looking at the professionalism of teachers, in addition to the ability to carry out tasks, it is also necessary to consider aspects of commitment and responsibility, and autonomy.

Discussing teacher professionalism is always associated with teacher professional development activities, where there are three main things in teacher professional development, namely intensive development (intensive development), cooperative development (cooperative development), and self-directed development (independent development) (Glatthorn, 1991) in (Hamid et al., 2016).

Intensive development (intensive development) is a form of development carried out by the leadership of the teacher which is carried out intensively based on the needs of the teacher. This model is usually carried out with systematic steps, ranging from planning, implementation, to evaluation and feedback or reflection meetings. The development techniques used include training, upgrading, courses, workshops, and the like.

Cooperative development is a form of teacher development that is carried out in collaboration with colleagues in a team that works together systematically. The goal is to improve the professional abilities of teachers through providing input, suggestions, advice, or peer assistance.

Self-directed development is a form of development carried out through self-development. This form gives broad autonomy to the teacher. The teacher tries to plan activities, carry out activities, and analyze feedback for self-development. The technique used can be through self-evaluation or action research.

In addition to the factors mentioned above, it is also necessary to pay attention to the competence mastery factor. In Law Number 14 Year 2005 regarding Teachers and Lecturers, teachers as professional educators in charge of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education and secondary education. In addition, it is also explained that teaching is a professional job that must have several requirements. One of them is that the teacher must have competence. Teacher competencies described in Law Number 14 Year 2005 includes pedagogic competence, personality competence, social competence and professional competence.

Another factor to consider is the process perspective of the learning process. This includes motivation for teachers to educate. This is because highly motivated teachers affect their obligations and responsibilities. Currently, there are factors that influence the work motivation of teachers, such as interpersonal communication. This interpersonal communication is an important part of the social competence that teachers must possess. In National Education Standards (2005), "Social competence is the ability of teachers as part of the community to communicate and interact effectively with students, fellow educators, education staff, parents/guardians of students, and the surrounding community." Principals who have duties in school management need to pay attention to the leadership style approach used because the principal's leadership is one of the factors that are thought to affect teacher work motivation and teacher professionalism.

It is very important to observe things that affect the professionalism of teachers. Therefore, this study aims to look at the factors that influence teacher professionalism in terms of teacher competence, principal leadership and work motivation.

II. Research Method

This research was conducted in 2022 is a quantitative research, with a survey method approach. This research is correlational, because it investigates the effect of the teacher competency variable, principal's leadership on teacher professionalism, with the intervening variable being teacher work motivation.

Sources of data used in this study is primary data. The target population in this study

were all teachers (SD, SMP, SMA and SMK) in South Tangerang City, with the affordable population in this study being all high school and vocational high school teachers in South Tangerang City, totaling 228 teachers, while the sample was taken randomly a number of 150 teachers (93 SMA teachers and 57 SMK teachers). Data collection was carried out by distributing questionnaires using google forms to high school and vocational high school teachers in South Tangerang City.

Table1. Research Sample

Subdistrict	Sample		Total (Teacher)
	High School Teacher	SMK teacher	
Ciputat District	15	12	27
East Ciputat District	8	10	18
Pamulang District	14	10	24
Pondok Aren District	21	11	32
Serpong District	24	9	33
North Serpong District	8	2	10
Setu District	3	3	6
Total (Teacher)	93	57	150

Variables are symptoms that vary and become the point of attention of a study. The variables used in this study consisted of independent variables, namely teacher competence (X1), and principal leadership (X2), the dependent variable was teacher professionalism (Z), and the intervening variable was teacher work motivation (Y). The intervening variable is the intervening variable which lies between the dependent variable and the independent variable. The purpose of this intervening variable is to examine the direct and indirect effects of the independent variables on the dependent variable

The research instrument used in data collection was a questionnaire distributed through a goggle form using a Likert measurement scale. The analysis used in this study uses path analysis with the help of SPSS version 25 software.

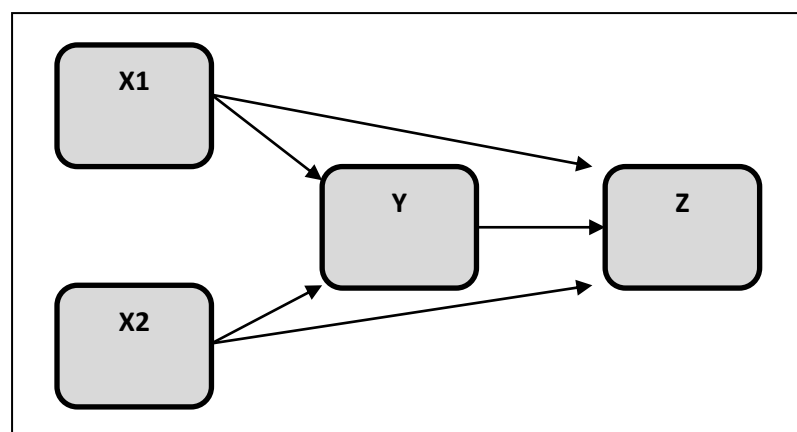


Figure 1. Research design

Information

- X1 : Teacher Competence
- X2 : Principal Leadership
- Y : Teacher's Work Motivation
- Z : Teacher Professionalism

Path analysis model is used to analyze the pattern of relationships between variables with the aim of knowing the direct or indirect effect of a set of independent variables (exogenous) on the dependent variable (endogenous). The path analysis model is a causal relationship pattern or "a set of hypothesized causal asymmetric relations among the variables".

The path coefficient is a standardized regression coefficient that shows the direct effect of a variable taken as a cause on a single variable taken as an effect in the path model. The notation used for the path coefficient is β_{ij} or π_{ij} where i represents the effect (the dependent variable) and j represents the cause (the independent variable).

Supranto (2005) explained that simple linear regression is a linear regression model with one independent variable (independent variable) and one dependent variable (dependent variable) in the form of the equation:

$$Y = b_0 + b_1X_i + e_i, \text{ where } i = 1, 2, 3, \dots, n$$

Information:

Y : Dependent variable
X : Independent variable
 b_0 : Intercept
 b_1 : Regression coefficient
 e_i : Distraction element,

If the regression equation includes two or more variables (including the dependent variable Y), then this regression is called multiple linear regression. The general form of the multiple linear regression equation with the dependent variable Y and k variables $X_1, X_2, X_3, \dots, X_k$ is:

$$Y = b_0 + b_1X_{1i} + b_2X_{2i} + \dots + b_kX_{ki} + e_i, \text{ where } i = 1, 2, 3, \dots, n$$

Information:

Y : Dependent variable
X : Independent variable
 b_0 : Intercept
 $b_1, b_2, \dots, b_k$: Regression coefficient
 e_i : Distraction element,

The hypotheses in this study are as follows:

- H1 : There is an effect between teacher competence and teacher work motivation
- H2 : There is an effect between principal leadership and teacher work motivation
- H3 : There is an effect between teacher competence and teacher professionalism
- H4 : There is an effect between principal leadership and teacher professionalism
- H5 : There is an effect between teacher work motivation and teacher professionalism
- H6 : There is an effect between teacher competences through teacher work motivation on teacher professionalism
- H7 : There is an effect between the principal's leadership through teacher work motivation on teacher professionalism

III. Results and Discussion

3.1 Sub-Structural Equation Model I

There is a positive relationship with the r value of 0.437 (strong enough relationship) and the coefficient of determination (R-Square) obtained of 0.191 indicating that teacher competence and principal leadership affect teacher work motivation by 19.1% and by

80.9% the teacher's work motivation variable is influenced by other variables. The path equation in the sub-structural model I is $Y = 0.384X_1 + 0.166X_2 + e_1$, where the value of e_1 is 0.899.

Table 2. Path Coefficient Sub-Structural Equation Model I

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	15,361	2,962		5.185	.000
	Teacher Competence	.379	.074	.384	5.130	.000
	Principal Leadership	.191	.086	.166	2.225	.028
a. Dependent Variable: Teacher's Work Motivation						

The significance value of the X_1 variable is 0.000 which is smaller than the significance level value set at 5% (0.05), this indicates that there is a significant effect of teacher competence on teacher work motivation. The significance value of the X_2 variable is 0.028 which is smaller than the value of the significance level set at 5% (0.05), this shows that there is a significant influence of principal leadership on teacher work motivation. Teacher competence and principal leadership simultaneously have an effect on teacher work motivation with a significant value of 0.000 which is smaller than the value of the significance level set at 5% (0.05).

4.2 Sub-Structural Equation Model II

There is a positive relationship with the r value of 0.643 (strong relationship) and the coefficient of determination (R-Square) obtained of 0.414 indicating that teacher competence and principal leadership affect teacher professionalism by 41.4% and 58.6% variable professionalism teachers are influenced by other variables. The path equation in the sub-structural model II is $Z = 0.431X_1 + 0.188X_2 + 0.252Y + e_2$, where the value of e_2 is 0.766.

Table 3. Path Coefficient Sub-Structural Equation Model II

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	60,540	1,893		31,986	.000
	Teacher Competence	.293	.047	.431	6.221	.000
	Principal Leadership	.148	.051	.188	2,890	.004
	Teacher's Work Motivation	.174	.048	.252	3.584	.000
a. Dependent Variable: Teacher Professionalism						

The significance value of the X_1 variable is 0.000 which is smaller than the significance level value set at 5% (0.05), this shows that there is a significant effect of teacher competence on teacher professionalism. The significance value of the X_2 variable

is 0.004 which is smaller than the value of the significance level set at 5% (0.05), this shows that there is a significant influence of the principal's leadership on teacher professionalism. The significance value of the Y variable is 0.000 which is smaller than the significance level value set at 5% (0.05).

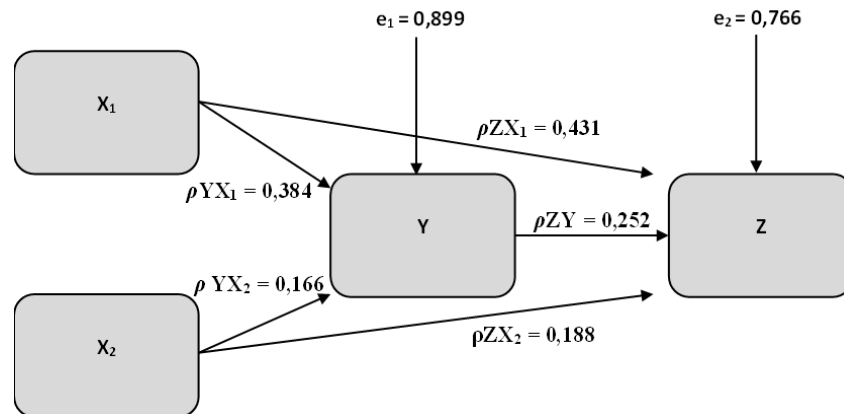


Figure 2. Path Analysis

4.3 Discussion

a. Analysis of the effect of variable X1 on variable Y

From the results of the analysis, there is a direct effect between teacher competence on teacher professionalism, obtained a value of 0.384 with a significance value of 0.000 which is smaller than the value of the significance level set at 5% (0.05). This shows that there is a significant effect of teacher competence on teacher work motivation.

b. Analysis of the effect of variable X2 on variable Y

From the results of the analysis, there is a direct effect between the principal's leadership on teacher professionalism, a score of 0.166 is obtained with a significance value of 0.028 which is smaller than the value of the significance level set at 5% (0.05). This shows that there is a significant effect of the principal's leadership on the work motivation of teachers.

c. Analysis of the effect of variable X1 on variable Z

From the results of the analysis, there is a direct effect between teacher competences on teacher professionalism, it is obtained a value of 0.431 with a significance value of 0.000 which is smaller than the value of the significance level set at 5% (0.05). This shows that there is a significant effect of teacher competence on teacher professionalism.

d. Analysis of the effect of variable X2 on variable Z

From the results of the analysis, there is a direct effect between the principal's leadership on teacher professionalism, a value of 0.188 is obtained with a significance value of 0.004 which is smaller than the value of the significance level set at 5% (0.05). This shows that there is a significant effect of principal's leadership on teacher professionalism.

e. Analysis of the effect of variable Y on variable Z

From the results of the analysis, there is a direct effect between teacher work motivation and teacher professionalism, obtained a value of 0.252 with a significance value of 0.000 which is smaller than the value of the significance level set at 5% (0.05). This shows that there is a significant effect of teacher work motivation on teacher professionalism.

f. Analysis of the effect of variable X1 through variable Y on variable Z

From the results of the analysis there is a direct effect between teacher competences on teacher professionalism, a score of 0.431 is obtained, while the indirect effect of teacher competence on teacher professionalism through teacher work motivation is obtained a value of 0.097. So that overall teacher competence has an effect of $0.431 + 0.097 = 0.528$ on teacher professionalism.

g. Analysis of the effect of variable X2 through variable Y on variable Z

From the results of the analysis, there is a direct effect between the principal's leadership on teacher professionalism, a score of 0.188 is obtained, while the indirect effect of the principal's leadership on teacher professionalism through teacher work motivation is obtained a value of 0.047. So that the overall leadership of the principal has an effect of $0.188 + 0.047 = 0.235$ on teacher professionalism.

IV. Conclusion

Based on the results of the analysis in this study, it can be concluded that:

- 1) The competence of a teacher will have an effect on teacher motivation at work.
- 2) The principal's leadership has an effect on teacher motivation at work.
- 3) The competence of a teacher will have an effect on the teacher's professional attitude.
- 4) The principal's leadership has an effect on the teacher's professional attitude.
- 5) The work motivation of the teacher in working has an effect on the teacher's professional attitude.
- 6) The competence of a teacher will have an effect on the professionalism of a teacher by paying attention to the teacher's motivation at work.
- 7) The principal's leadership will have an effect on the professionalism of a teacher by paying attention to the teacher's motivation at work.

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