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The influence of head school leadership and teacher's professionalism towards quality of education in primary school district Minahasa, Indonesia

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Abstract

The school is a service organization whose goal is to give birth to an independent generation and ready to engage in the midst of the social environment of society. These noble goals will be achieved when there is good cooperation from all elements and elements of the school (stakeholders). The success of a school in empowering all elements and elements that exist is influenced by a leader in the school namely the principal. The success of the principal is the success of the subordinates (teachers, staff, etc.) and the success of the subordinates is the success of the principal. Thus, the school is said to be successful if the principal as the leader carries out his duties based on the applicable provisions, thus providing a sense of satisfaction, motivation and enthusiasm to all elements in the school. The population in this study were all elementary school teachers in Minahasa Regency which consisted of 15 elementary schools with 106 teachers. This research was conducted in 15 (Fifteen) Elementary Schools in five districts of Minahasa Regency. Samples were taken by proportional random sampling technique, using the Slovin method (quoted by Wiratna, 2014). From a population of 106 people, using the Slovin formula obtained a sample of 84 people. The result of study shows that there is a significant influence of school principal leadership on the quality of education in elementary schools in Minahasa Regency, there is a significant influence on teacher professionalism in order to improve the quality of education of elementary school teachers in the Minahasa Regency, principal leadership and teacher professionalism have a significant influence on the quality of education in primary schools in the Minahasa Regency.

Keywords: Quality of education, leadership, teacher's professionalism

1. Introduction

One of the problems of education that is being faced by our nation is the problem of the quality of education at every level and unit of education. Various attempts have been made to improve the quality of national education, including through various training and improvement of teacher competencies, procurement of books and learning tools, improvement of educational facilities and infrastructure, and improving the quality of school management. However, education quality indicators have not shown significant improvement. Some schools showed satisfactory improvement in the quality of education, but most others were still concerned.

One of the reform agendas in the field of education is the delegation of the authority to manage education in local governments, as Law No. 23 of 2014. The law states that what will become the authority of regional governments is not entirely, that is, it is limited to aspects of financing, human resources and infrastructure. As for aspects concerning the curriculum, learning, evaluation and measurement, learning tools and tools, learning methods and time, books as well as budget allocation and expenditure, all become the school's authority. Therefore, principals and teachers are required to be responsible for the quality of the process and learning outcomes in order to improve the quality of education nationally (Rosyada, 2013) [20].

One of the standards issued by the government is the standard on Principals/Madrasas as stipulated in the Minister of National Education Regulation No. 13 of 2007. In this rule, to occupy the position of headmaster/madrasa is required to have competencies: Personality, managerial, entrepreneurship, supervision, social. The existence of a school principal in an educational institution is one of the keys and is demanded to be able to condition a professional work climate.

The success of a school in improving the quality of education in schools cannot be separated from the leadership of the principal. Although the success achieved is the result of the performance of all components in the school, but certainly the most decisive for this success is that the key is in the head of the school controller. Because the leader of an organization can survive, also because the leader of an organization can die.

The school is a service organization whose goal is to give birth to an independent generation and ready to engage in the midst of the social environment of society. These noble goals will be achieved when there is good cooperation from all elements and elements of the school (stakeholders). The success of a school in empowering all elements and elements that exist is influenced by a leader in the school namely the principal. The success of the principal is the success of the subordinates (teachers, staff, etc.) and the success of the subordinates is the success of the principal. Thus, the school is said to be successful if the principal as the leader carries out his duties based on the applicable provisions, thus providing a sense of satisfaction, motivation and enthusiasm to all elements in the school.

Based on the observations of researchers at primary schools in the Minahasa regency, the role of the principal's leadership and the professionalism of teachers largely determines whether or not the quality of elementary school education in the Minahasa regency. The quality of education is not optimal because there are leaders in several schools that only accept positions but lack the ability as a leader, including: attendance at the school is not optimal with the reason doing administrative work outside the school, communication between the principal and teachers becomes less, so monitoring of activities at school is not optimal. There are even subordinates who express their dissatisfaction with the performance of their leaders. They hope their leaders can motivate, advise, guide effectively. This shows that leadership has less impact on the quality of education. The quality of education is determined by the principal's leadership role as a central force that drives the school he leads.

This study aims to obtain the results of analysis and clear interpretation of:

1. The influence of the principal's leadership on the quality of education in elementary schools in Minahasa Regency.
2. The influence of teacher professionalism on the quality of education in elementary schools in Minahasa Regency.
3. The influence of school principal leadership and teacher professionalism simultaneously on the quality of education in elementary schools in Minahasa Regency.

2. Literature Review

2.1 Quality of education

Quality education is education that is able to produce graduates who have the ability or potential, both academic and vocational competencies, which are based on personal and social competencies, as well as noble moral values, all of which are life skills. Sudradjat continued stated that quality education is education that is able to produce complete human beings (plenary people) or humans with integrated personalities, those who are able to integrate faith, knowledge, and charity (Hari Sudradjat, 2005). There are several definitions of educational quality. The

definition of quality has various connotations depending on the person who uses it. The quality according to Deni is conformity to the needs. Quality according to Juran is compatibility with needs (Usman, 2006)^[30]. Quality is an absolute and relative concept. Absolute quality is a high idealism and must be met, high standards, with the nature of a prestigious product. Relative quality is not an end, but as a predetermined tool, that is whether it meets the established standards (Usman, 2006)^[30]. Quality in education includes the quality of inputs, processes, outputs, and outcomes. Educational inputs are declared good quality if they are ready to proceed. A quality education process if it is able to create a standard atmosphere (active, creative, and fun learning).

In her journal Theresia Kristianty defines Quality as a feeling of respect that something is better than another. These feelings change over time and change from generation to generation, and vary with aspects of human activity. "Another definition, "quality" as is commonly used in management means more than average at a reasonable price. Quality also means focusing on the ability to produce better products and services at increasingly competitive prices. Quality also means doing the right things in the organization in the first step, rather than making and correcting mistakes. By focusing on the right things at the first opportunity, organizations avoid the high costs associated with reworking.

Based on theories about the quality of education, it can be synthesized that the quality of education is an achievement obtained by an educational institution with all the competencies or abilities possessed by leaders and subordinates as well as all school residents who continue to be developed on the basis of noble moral values so as to produce complete human beings with indicators: (1) having personal and social abilities or competencies, (2) having noble / characterized moral values, (3) professional teacher performance, (4) applying discipline. Sudradjat Day (2005); Husaini Usman (2006)^[30].

2.2 Head school leadership

In any organization there must be someone as a leader or leader who is given the trust to lead. Wirawan (2002: 65)^[33] stated "A leader is a person who is known by and tries to influence his followers to realize his vision". Leadership occurs when a leader influences followers. Leaders are an essential element of leadership, without leaders there is no leadership.

In line with the above opinion Siagian (1995: 20)^[25] states that the leader or leader is "a head as well as a boss of a group of people". Mulyasa (2002: 10)^[16] argues that leadership can be interpreted as an activity to influence people who are directed towards the achievement of organizational goals. While Soepardi (1988: 56)^[24] defines leadership as the ability to move, influence, motivate, invite, direct, advise, guide, order, rule, forbid, and even punish (if necessary) and foster with the intent to want to work in order to achieve goals administration effectively. This shows that leadership includes at least three interrelated things, namely the presence of leaders and their characteristics; the presence of followers; and the situation of groups where leaders and followers interact.

Leadership is stated as a process, meaning that leadership takes place over a long period of time that starts from making planning (Planning), organizing (Organizing),

mentoring (Directing), Supervision (Controlling) and returning to making plans for further activities. Leadership is the process of influencing the activities of a person or group of people to achieve a goal in a certain situation (Blanchard, 1995: 99)^[12].

2.3 Teacher's professionalism

Etymologically, the profession comes from the terms of professional English or Latin profecus, which means recognizing, acknowledging, stating ability, or expert in carrying out certain jobs. In terminology, the profession can be interpreted as a job that requires higher education for the culprit that is emphasized on mental work, not manual work (Danim, 2002: 21)^[2]. Mental ability which is meant here is the requirement of academic theoretical knowledge as an instrument for carrying out practical actions.

In Ngalm Purwanto (1995: 143)^[17] there are several attitudes and qualities of a good teacher, including: being fair, trusting and liking students, patient and willing to sacrifice, having authority, being cheerful, being kind to other teachers, being good towards the community, controlling his subjects, like the subjects they provide, are well informed.

The success of education reform actually depends very much on what the teacher thinks and does. This is in line with the opinion of Fullan in Zakso (2010: 15)^[34] which states that "improvements in schools will not occur without changes in the qualities of learning experiences on the part of those who run the schools. This means that improvements in schools will not occur without changes in the quality of learning experiences for those who run the school. Some strategic steps that can be taken in increasing the role of teachers as agents of change

Based on the explanation above, it can be synthesized that professional teachers are teachers who have competence as a form of authority and ability in carrying out their duties to realize quality schools with optimal quality education with indicators: (1) plan and implement the learning process and assess learning outcomes, (2) have academic qualifications, (3) have good attitude and character, (4) utilize ICT. [National Education System Act chapter XI article 39 paragraph 2, RI Law No. 14 of 2005, Ngalm Purwanto (1995)^[17], Fullan in Zakso (2010: 15)^[34].

3. Research Method

This study will analyze and find out whether there is an influence between the independent variable of the principal's leadership (X1) on the dependent variable of the quality of education (Y), the influence of the independent variable of teacher professionalism (X2) on the dependent variable (dependent variable) education quality (Y) as well as the influence between the independent variable (independent variable) of the principal's leadership (X1) and teacher professionalism (X2) simultaneously (together) on the dependent variable (dependent variable) of education quality (Y) The method to be used is a quantitative method, which is a survey method with a correlational approach, and information is collected from respondents using a questionnaire.

The population in this study were all elementary school teachers in Minahasa Regency which consisted of 15 elementary schools with 106 teachers. This research was conducted in 15 (Fifteen) Elementary Schools in five districts of Minahasa Regency. Samples were taken by

proportional random sampling technique, using the Slovin method (quoted by Wiratna, 2014)^[31]. From a population of 106 people, using the Slovin formula obtained a sample of 84 people.

The instrument that will be used in this study is in the form of a questionnaire or questionnaire as a measurement tool to determine the condition of respondents, namely elementary school teachers in Minahasa Regency. In this study, measurements were made on the real situation seen by responding to the opinions of respondents, felt and experienced by teachers related to the leadership of the school principal, teacher professionalism and the quality of elementary school education in Minahasa Regency. Data collection in this study was carried out by distributing questionnaires to teachers in 15 (fifteen) elementary schools in Minahasa Regency. Then the questionnaire is then used to collect data directly from the source, in this case the teacher. The questionnaire distributed as an instrument was used as a measure of the variables of education quality, the principal's leadership variable and the teacher's professionalism variable.

The research instrument in the form of questions in the questionnaire given to respondents in the form of teachers in all elementary schools in the Minahasa Regency was tested for the reliability or reliability of the whole question. Next, the validity of each question is tested. The results of reliability testing of 30 questions for three research variables given to 100 respondents resulted in a Crobach's alpha value of 0.920 Y variable questionnaire, 0.964 questionnaire X1 and 0.929 questionnaire X2. According to Kerlinger (1986: 726), instruments are said to be reliable if alpha reliability reaches 0.7 or more. Crobach's alpha value (alpha reliability) is greater than 0.7 so that the overall questions in the questionnaire are said to be reliable.

4. Result and discussion

The primary schools in Minahasa Regency consist of 15 schools with a total of 106 teachers used as research sources. Teachers from all elementary schools in the Minahasa Regency were the population in this study where 84 samples were taken.

4.1 Research result

From the results of ANOVA analysis the F test value (F arithmetic = 12.293) and the probability value (significant) is small than 0.05, so the probability value is small than 0.05, this regression model can be used to predict the quality of education results. Analysis of the coefficients table section results obtained where the value of 64,810 is a constant, meaning that if there is no influence of teacher professionalism (X2) then the results remain at 64,810. Regression coefficient 0.406 indicates that there is an increase in one unit X2, then Y there is a one-unit increase depending on the value of X2.

In this case t test is needed to test significant constants and independent variables X1. Regression equation that has been obtained previously will be tested whether the independent variable (promotion costs) can be used as a variable to predict the quality of education (Y). The calculation results obtained t value 4720 and t table 3.506, so the value of 4720 > 3.506 and a significant value or probability 0.01. Then based on statistical testing H0 is rejected and H1 is accepted. So the coefficient of significant regulation or teacher professionalism (X2) significantly influences the

quality of education (Y).

Multiple linear regression analysis is used to determine the relationship between the independent variables namely the leadership of the school principal and teacher professionalism simultaneously on the dependent variable in the form of teacher education quality through the F test. This analysis can also be used to determine the significance of the effect of each independent variable on the dependent variable carried out through the t test. In addition, this analysis can also be used to determine the relative contribution by using the coefficient of determination analysis.

The results of the analysis show that the principal's leadership variable has a significance value > 0.05 ($0.039 > 0.05$) or t arithmetic ($2.100 < t_{table} (2.756)$). T table value is calculated at the 95% confidence level with $df = 29$. The comparison results show that the principal's leadership variable has a significant influence on teacher education quality. The teacher professionalism variable has a significance value > 0.05 ($0.008 > 0.05$) or t arithmetic ($2.728 < t_{table} (2.756)$). These results indicate that the teacher professionalism variable has a significant influence on the quality of teacher education.

Based on the F value it is known that the F count is 10.352 $< F_{table}$ is 3.04. F table looking for at a significance level of 5% with $df = 2, 104$. Comparison of the calculated F value and the F value of the table shows that the principal's leadership variable and teacher professionalism simultaneously have a significant effect on the quality of teacher education. Based on the price of the regression coefficient, the multiple linear regression equation produced in this study is $\hat{Y} = 0,124 X_1 + 0,101 X_2 + 14,243$.

4.2 Discussion

Based on the correlation analysis and multiple linear regression concludes that the principal's leadership has a positive influence on the quality of teacher education, meaning that the more or more satisfied the leadership of the principal by the teacher has an impact in the form of increasing education quality. The influence of the principal's leadership on the Quality of Education is not significant with a very weak correlation value. Principal's leadership only exerts 12.4% influence on the Education Quality of Primary School teachers in Minahasa Regency. These results indicate that the magnitude of the principal's leadership is not significant enough in raising the Quality of Education. This condition can be observed from the background of elementary school teachers in Minahasa Regency which are dominated by young teachers with low tenure. These teachers do not prioritize the leadership of the school principal in improving the Quality of Education. Teachers with low tenure are working to improve their quality with a variety of teaching experiences so that the top priority for these teachers is not the leadership of the principal. In addition, the teachers also have high work commitment and enthusiasm so that they do not prioritize how much leadership the principal receives.

Based on the analysis of correlation and multiple regression concludes that teacher professionalism has a positive influence on the quality of teacher education means that the higher the professionalism of teachers gives an impact in the form of increasing education quality. Teacher professionalism has a significant influence on the quality of teacher education with a strong correlation value. These results are in line with Husni's research (2014) which results

that teacher professionalism has a significant influence on teacher performance at SMK Negeri 1 Lubuk Sikaping. The same result was obtained by Sari's research (2009) which stated that there was a significant relationship between teacher professionalism and Education Quality (work output and Education Quality) of Semarang school teachers in the city of Semarang.

These results indicate that the teacher professionalism factor is very closely related to the Education Quality of employees in this case the teacher. Teacher professionalism of a teacher in carrying out tasks can produce good quality education in carrying out their duties. The achievement of the work of every teacher is strongly influenced by teacher professionalism, where the professionalism of the teacher is an attitude of life based on a view of life that is believed by a group of society/organization which is then reflected in behavior, ideals, and views that are manifested as work or work. Thus, it is very important to improve the professionalism of teachers in order to improve the Quality of Education of Primary School teachers in Minahasa Regency. The magnitude of the contribution of teacher professionalism in improving the Quality of Education of Primary School teachers in Minahasa Regency was 63.7%.

The results show that the principal's leadership and teacher professionalism simultaneously have a significant influence on the Quality of Education of Primary School teachers in Minahasa Regency. The magnitude of the contribution of the two variables, namely the principal's leadership and the professionalism of teachers together to the Quality of Education is 45.1% as indicated by the value of R^2 while the remaining 54.9% is influenced by other factors. The regression coefficient value of the principal's leadership variable is 0.124 which means that each addition of one principal's leadership unit increases the teacher's Education Quality by 12.4%. The regression coefficient value of the teacher professionalism variable is 0.101 which means that each addition of one unit of teacher professionalism will increase the Quality of Teacher Education by 10.1%. These results indicate that the principal's leadership contribution is far greater than the teacher's professionalism in influencing the Education Quality of Primary School teachers in Minahasa Regency. This result can be observed from the condition of Elementary School teachers in Minahasa Regency which are dominated by young teachers with low tenure so that experience and ways of communicating with students and school leaders are still low. The role of the principal is very necessary to guide and provide appropriate policies in regulating teachers so that the enthusiasm in the process of improving the quality of self becomes more professional so that the headmaster puts leadership as a greater provider of quality to Education than teacher professionalism.

5. Conclusion

1. There is a significant influence of school principal leadership on the quality of education in elementary schools in Minahasa Regency.
2. There is a significant influence on teacher professionalism in order to improve the quality of education of elementary school teachers in the Minahasa Regency.
3. Principal leadership and teacher professionalism have a significant influence on the quality of education in primary schools in the Minahasa Regency.

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