



The Influence of Principal Managerial Competence and Work Motivation on Teacher Professionalism of Vocational High Schools

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Abstract

This research aims to analyze the influence of principal managerial competence, working motivation on teacher professionalism. This research employs a non-experimental quantitative approach. The population was 172 teachers at Business and Management Vocational High Schools in Tegal. 114 teachers were analyzed as sample and data were collected by using questionnaire. Findings show that the principal managerial competence and work motivation have significant influence on teacher professionalism. The influence of those two variables on teacher professionalism is 47.8%. Based on the regression analysis, it shows that there is a positive and significant influence of principal managerial competence on teacher professionalism, which is equal by 17.7%. Working motivation has also positive and significant influences on teacher professionalism with the coefficient of determination by 46.8%. Furthermore, the result of multiple regression analysis shows that the influence of both variables simultaneously influence on teacher professionalism with the coefficient of determination by 47.8%.

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INTRODUCTION

In Indonesia, teacher performance on education quality has recently become people's main concern. Professional teachers are those who are able to manage themselves to perform their daily duties. Performance is defined as a set of an individual's behaviors in meeting the objectives of an organization when he/she is working (Rahayu, 2014). Meanwhile, Saqipi et al. (2014) defines performance as teachers' responsibilities to control and develop their behaviors and knowledge for the sake of their clients (students).

As professional educators, teachers should realize their strategic functions, roles, and positions aiming at achieving the education quality (The Government Regulation of the Republic of Indonesia Number 74 of 2008 on Teachers). Ur (2002) states that professional teachers are not merely those possessing skills and knowledge but also those who continuously develop their capacity as educators in order to bring about a better means of assessment of their students' skills. Teacher professional skills are the role ability in performing duties equipped with competences (Moderate competences). In the Ministerial Regulation of National Education of the Republic of Indonesia Number 16 of 2007 on teachers' academic and competence qualification standards, it is stated that vocational high school teacher standard competences constitute pedagogy, personality, and professionalism. It is a must for a teacher to have a full understanding on cognitive areas, technologies, and cultures of their discipline and at least has a good mastery of: (1) Broad and deep teaching materials appropriate with the content standards of the program of an education unit, lesson subjects, or a unit of lesson subjects which will be taught; (2) Relevant discipline's concepts and methods, technology, or art conceptually protecting or coherent with the program of an education unit, lesson subjects, or a unit of lesson subjects which will be taught.

Directorate of Secondary Education (2004) develops five compulsory skills for every teacher, namely: (1) mastery of curriculum, (2) mastery of lesson materials, (3) mastery of evaluation techniques and methods, (4) job commitment and (5) discipline.

Professional teachers are prone to bring about quality education outcomes and processes in order to generate competitive and intelligent kinds of individuals who are pious and righteous to the One and Only God, noble, healthy, knowledgeable, skillful, creative, independent, and become democratic and responsible citizens. It

is obvious that the future of a country is in the hands of students, so being professional teachers may shape young generations to be good citizens and contribute to better future of a country (Mooij, 2008). An educator's professional skill is one supporting element to accomplish the working performance achievement.

A school is identical with an organization. An organization surely grows and develops in the hands of a capable manager. A manager who practices excellent managerial roles may achieve the goals. If it is a business organization, a splendid manager will afford a considerable amount of profits and benefits. Likewise, a school with a proper managerial practice will produce and shape the quality of human resources.

Managerial competence owned by a principal plays an important role in the development of a school. The leadership of a principal tremendously influences school development. Therefore, the leadership of a principal is a strategic position to achieve the goals of education in modern education (Muhsin, 2006). According to Yulianto (2007), a principal significantly provides a vision in the form of competent leadership affecting all aspects of performance of a school. Due to his strategic position and vital managerial functions, a principal may be called as the school supervisor (Sulistianto, 2014). According to Agasisti et al. (2012), a principal has become more autonomous in a lot of matters including having discretion over education programs, conducting events, and introducing innovative and initiative teaching methods. As a result, heterogeneity in managerial practices emerges and it may potentially affect dissimilarity of teaching and learning among schools (Clark et al., 2009).

However, the magnificent and cutting-edge the facilities and the infrastructures a school owns, it will be to no avail if the principal and the bureaucracy cannot manage it well.

Besides principal managerial competence, teacher professionalism is also influenced by working motivation. Work motivation is an effort grounded on activating, guiding, and maintaining one's behavior in order to encourage him to commit an act to attain a particular outcome or objective (Purwanto, 2007). In the managerial concept pertaining to the world of an organization motivation is defined as a working motivation emerging within oneself to behave in such a way to gain a particular goal.

Teacher working motivation is the process of an energy change in a teacher as a result of self motivation to obtain a certain goal. Regarding to the working motivation, a teacher may have

a new source since there is a motivation within himself to be a professional teacher. A teacher with high working motivation may professionally perform his duties.

METHODS

This study employs a quantitative approach since the data are in the numerical forms. It is also a descriptive study since it covers data gathering to generate the hypothesis or discover the answer of a question pertaining to the topic at hand in a current situation. This study aims at investigating the influence of principal managerial competence perceived by teachers and working motivation on professionalism of vocational high school teachers in Tegal. Based on above description, the correlation of scheme among variables is shown in Figure 1.

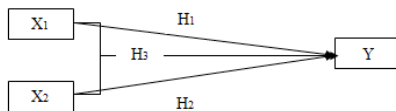


Figure 1. The Scheme among Variables
Description:

Y: Teacher Professionalism

X_1 : Principal managerial competence

X_2 : Working motivation

H_1 : Hypothesis 1

H_2 : Hypothesis 2

H_3 : Hypothesis 3

The reason of employing a correlation research design in this study is based on the objective of the study which is to figure out the influence of principal managerial competences perceived by teachers and working motivation on teacher professionalism. A correlation research design makes it possible to measure several correlated variables influencing each other and conducted simultaneously in a real situation.

There are three variables designed in this study which constitute independent variables or predictors (X_1) and (X_2) on the dependent variable or a criterion (Y). Independent variables are those assumed as the consequences of dependent ones. The two independent variables in this study are principal managerial competences perceived by teachers (X_1) and working motivation (X_2) while the dependent one is teacher professionalism (Y).

The population is all vocational high school teachers in Tegal with the total number of 172 teachers who come from five different schools. The researcher employs questionnaires

as the main data collecting technique. Questionnaires are used by considering that subjects are those knowing themselves well, what subjects state to the researcher are true and trustworthy, subjects' interpretation on the questions inquired to them are the same as what the researcher intends to ask. However, questionnaires are not without flaws.

To overcome the weaknesses of questionnaires, the researcher performs a test to finally obtain the most reliable and valid items. The test is administered to 25 teachers of the population who are not included as the sample. The technique of administering the test and the submission is the researcher hand in the questionnaires to the principal or the teacher appointed by the school for the matter and retrieves the questionnaires after a week. For the accuracy, the researcher writes a clear instruction and explanation in the questionnaires for the teachers to provide the answers carefully. Study documentation is the supporting data collecting technique. Study documentation is used to gain the data of the number of population and sample.

The data analytical techniques consist of bivariate correlation and multiple regression analyses assisted with SPSS 17 for Windows.

The stages of the analyses include descriptive analysis and multiple linear regression analysis.

RESULT AND DISCUSSION

The Influence of Principal managerial competence (X_1) on Teacher Professionalism (Y). To partially examine the amount of influence of principal managerial competence on teacher professionalism, a simple linear regression analysis using SPSS 17 for Windows is performed. Prior to determining the influence of principal managerial competence on teacher professionalism, the correlation between both variables is examined. The computer output shows a positive correlation coefficient by 0.421. It indicates that principal managerial competence is good or increasing which means that teacher professionalism also increases. The t-value, which is equal to 4.200 is higher than the alpha t-table 0.05 (df= 114) by 1.663. It shows that the correlation between principal managerial competence and teacher professionalism is significant. The result of t-test of this simple linear regression analysis may estimate teacher professionalism determined by principal managerial competence. The result of t-test based on the output of the computer is as follows:

Table 1. T-Test of Teacher Professionalism Determined by Principal managerial competence

Model	Coefficients ^a			T	Sig.	
	B	Unstandardized-	Standardized-			
		Std. Error	Beta			
1	(Constant)	74.790	22.063	3.390	.001	
	X1	1.022	.243	.421	4.200	.000

a. Dependent Variable: Y

Table 2. T-Test of Teacher Professionalism Determined by Teacher Motivation Coefficients^a

Model	Coefficients ^a			T	Sig.	
	B	Unstandardized	Standardized			
		Std. Error	Beta			
1	(Constant)	28.310	16.391	1.727	.088	
	X2	1.575	.185	.6114	8.501	.000

a. Dependent Variable: Y

Based on the output, the regression coefficient is 1.022 and the constant is 74.790, that the linearity of regression between principal managerial competence and teacher professionalism is $Y = 74.790 + 1.022X_1$. It indicates that if principal managerial competence improves by 1 point, teacher professionalism will increase by 1.022 points with the constant of 74.790. In other words, the better the principal managerial competence is, the better the teacher professionalism will be. The correlation is also linear derived from F-test through the computer output which shows $Sig\ 0.000 < 0.005$. Thus, the regression analysis may estimate teacher professionalism which results in positive and significant influence.

The Influence of Work Motivation (X_2) on Teacher Professionalism. A simple linear regression analysis using SPSS 17 for Windows is also employed to partially analyze the influence of working motivation on teacher professionalism. Prior to determining the influence of working motivation on teacher professionalism, the correlation between both variables is examined. The computer output shows a positive coefficient correlation by 0.6114. It indicates that working motivation is good which means that teacher professionalism also increases. The t-value which is equal to 8.501 is higher than the alpha t-table 0.05 ($df = 114$) by 1.663. It shows that the correlation between working motivation and teacher professionalism is significant. The result of t-test of this simple linear regression analysis may estimate teacher professionalism determined by teacher motivation. The result of t-test based on the computer output is as follows Table 2.

Based on the computer output, the regression coefficient is 1.575 and the constant is 28.310, that the linearity of regression between

working motivation and teacher professionalism is $Y = 28.310 + 1.575X_2$. It indicates that if working motivation improves by 1 point, teacher professionalism will increase by 1.575 points with the constant of 28.310. In other words, the higher the working motivation is, the better the teacher professionalism will be. The correlation is also linear derived from F-test through the computer output which shows $Sig\ 0.000 < 0.005$. Thus, regression analysis may estimate teacher professionalism which results in positive and significant influence.

The Influence of Principal managerial competence (X_1) and Work Motivation (X_2) on Teacher Professionalism. Multiple linear regression analysis is conducted to simultaneously examine the influence of principal managerial competence and working motivation on teacher professionalism. By utilizing SPSS 17 for Windows, the computer output is as follows Table 3.

Based on the result of multiple linear regression analysis using the output of the computer, the constant reaches 14.1144, and the coefficients of principal managerial competence (X_1) and working motivation (X_2) are, respectively, 0.272 and 1.448 that the linearity of regression is $Y = 14.1144 + 0.272X_1 + 1.448X_2$. The positive linearity of regression indicates that the better the principal managerial competence and working motivation are the better the teacher professionalism will be.

The Influence of Principal Managerial Competence (X_1) and Work Motivation (X_2) on Teacher Performance (Y). Based on the result of multiple regression analysis, the linearity of regression is $Y = 14.1144 + 0.272X_1 + 1.448X_2$. The result shows a positive value consistent with the theory suggesting that the better the principal

Table 3. Coefficients of Multiple Linear Regression

Model B	Coefficients ^a			T	Sig.
	Unstandardized	Standardized			
	Coefficients	Coefficients			
(Constant)	14.1144	19.736		.752	.454
1 X1	.272	.224	.112	1.217	.227
X2	1.448	.212	.629	6.834	.000

a. Dependent Variable: Y

managerial competence and the working motivation are, the better the teacher professionalism will be. The result of linearity of regression shows that: (1) Positive constant indicates that if both independent variables are absent, teacher professionalism is 14.1144; (2) If principal managerial competence increases by one point, teacher professionalism may improve by 0.272 with the assumption of constant working motivation; (3) If working motivation increases by one point, teacher professionalism may improve by 1.448 with the assumption of constant principal managerial competence.

The influence of principal managerial competence on teacher professionalism shows a positive and significant regression coefficient. The simultaneous influence of principal managerial competence and working motivation on teacher professionalism is 47.8%. The influence of principal managerial competence is 17.7% while that of working motivation is 46.8%. Principal managerial competence influences teacher professionalism. This results from excellent performance of the principals in performing their jobs as managers at their schools. The result is in accordance with the expected theory that principals who are highly professional in performing their duties are likely to enhance their achievement as they perform their function based on the areas of expertise leading to the improvement of teacher professionalism and the quality of education. As dependable school managers, principals will maintain their performance to always be able to overcome any sort of issues with the hope of achieving better performance. The demand of professional teachers will enhance teacher professionalism and eventually improve the quality of education in general. This is also a sort of challenge and anticipation in facing globalization era which requires teachers to be professional.

In facts, education is a system which points out that teacher professionalism may not be separated from the principal managerial competence and top management in managing schools and empowering teachers. The better the principal managerial competence is in empowering teachers, the more the teacher professionalism will in-

crease. In real life, the principal managerial competence and working motivation are not the only factors influencing teacher professionalism. In facts, there are a lot more other complex factors which are not included as variables in this study and those influencing teacher professionalism are 52.2%. Those factors are school culture, supervision, pedagogic competence, work satisfaction and other non-investigated factors.

CONCLUSION

Based on the elaborated research findings, the conclusions are drawn as follows: (1) There is a positive and significant influence of principal managerial competence on teacher professionalism by 17.7%. The positive influence may be shown with the better the principal managerial competence is, the better the teacher professionalism will be; (2) There is a positive and significant influence of teacher working motivation on teacher professionalism by 46.8%. The positive influence may be shown with the higher the working motivation is, the better the teacher professionalism will be; (3) There is a positive and significant influence of principal managerial competence and teacher working motivation on teacher professionalism by 47.8%. The positive influence may be shown with the better the principal managerial competence and teacher working motivation are, the better the teacher professionalism will be.

Based on the conclusions above, the suggestions and implications are provided as follows: (1) Teachers of Management and Business Vocational High Schools are highly expected to improve their working motivation in order to become more professional teachers; (2) The school principals are highly expected to improve their managerial competence and teacher working motivation in order to improve teacher professionalism.

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