The Effect of Principal's Leadership and School Culture Through Word Ethic Against Teacher Professionalism

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Abstract

In the 21st-century professional competence of teachers is needed in carrying out the teaching and learning process, which is pursued through the Development of Sustainable Profession (CLA). The low level of CLA in SMP Negeri 1 Semarang proves that the government's efforts to improve teacher professionalism haven't been successful. This study aims to determine the effect of principal leadership and school culture through work ethic on the professionalism of junior high school teachers in Semarang City. This study applies the analysis path through two regression analyses: 1) regression analysis between principal leadership, school culture, and work ethic on teacher professionalism, and 2) regression analysis between principal leadership and school culture on work ethic. This study uses the online Sobel Test Calculator to test the variables. The results of the regression analysis stated that the principal's leadership had no direct effect on teacher professionalism. Principal leadership and school culture affect teacher professionalism through work ethic as an intervening variable according to the results of the Sobel test.

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INTRODUCTION

The development of science and technology in the 21st century requires the world of education in Indonesia to be able to adapt. The challenge for teachers in the 21st century as the spearhead of education is to produce student output according to the required competencies. The required competencies include the ability to think critically, have creativity, be able to collaborate, and be able to communicate.

To answer these challenges, teachers must always develop their professionalism. According to Hamalik (2013) that professional teachers will be more capable in creating positive, encouraging learning zones, and will be better able to organize their classes, so that students can learn optimally. The development of teacher professional competence is carried out based on the need, in stages, continuously through Development of Sustainable Profession (CLA) (Ministry of Education and Culture, Directorate General of Teachers and Education Personnel, 2016: 6). Teacher CLA includes 1) self-development, 2) deepening and updating of teacher knowledge and skills, 3) improvement in producing scientific publications and/or innovative works, 4) improvement in carrying out additional tasks that support career development as a teacher. 5) fulfillment of other activities in accordance with the current and future conditions and needs of teachers.

Early observations of researchers at SMP Negeri 1 Semarang, the percentage of CLA implementation is still low, from 46 teachers who carry out self-development as much as 30.43%, who produce scientific publications and innovative works as many as 26.68 and who follow further studies only 19.56%. Various government efforts to improve teacher professionalism have not yielded optimal results, such as workshops, seminars, and teacher scientific activities. The professionalism of teachers is very much influenced by the work system in schools. The work system in schools has a set of elements from outside and inside the teacher that is interrelated to form a totality. The external element includes the principal's leadership and school culture, while the internal element of the teacher is the spirit or work ethic.

The principal as an educational leader plays a major role in the development of education. The growth of the spirit of activity, synergistic collaboration, interest in the progress of the quality of education, a friendly work climate, and the development of the professional quality of teachers are highly dependent on the leadership quality of the principal (Handayani & Rasyid, 2015). Saroh and Latifah (2014) argue that in contemporary education, principal leadership is a very important position for achieving educational goals. The role of the principal is very important in fostering teachers to achieve professionalism. The complexity of school management is carried out by school principals as their duties and responsibilities require mastery of the required competencies. (Romani, 2012). Competency standards of principals that must be mastered include personality competencies, managerial competencies, entrepreneurial competencies, supervisory competencies, and social competencies (Ministry of Education and Culture Research and Development, 2013).

Elements of the principal's leadership cannot be separated from the elements of school culture. Principal leadership can be influenced by school culture or vice versa. If the culture of a school has been internalized and preserved by the school community, the principal must be able to adapt, but if a school does not yet have a culture, the principal can grow a new culture. School culture is an adab that is shared by the social community which consists of views, behavior, attitudes, and values that are reflected in both form and virtual (Neprializa, 2015). School culture shows a pattern of joint activities that are believed to be rules or patterns of behavior that are adhered to together as guidelines for all personnel. (Suhayati, 2013). A conducive organizational climate as an element in

organizational culture can increase the morale of its members which has an impact on increasing organizational performance (Haryono, 2012). The existence of school culture plays a very urgent role in improving the quality of schools because it includes the behavior and routines of school residents in adapting to the environment, ways of seeing and solving problems in the school environment so that it can provide the basis and direction for an effective and efficient education process. Culture directs understanding, recognizes what is observed, guides focus on one thing, and avoids others (Susetyo, 2013).

The two elements from the outside if they have a strong influence on the teacher will foster a high spirit or work ethic. According to Sinamo (2011). Work ethic is defined as a close agreement, basic trust, accompanied by absolute responsibility as the root of a set of constructive work actions in a structured work design. Sukardewi et al. (2013) also provide an understanding of work ethic as behavior that arises of their own volition and understanding based on a pattern of cultural value orientation towards an activity. Tetuko's research (2012) states that work motivation as part of the work ethic strongly supports the performance of both individuals and groups as the dominant influencing factor. So that the work ethic becomes an element from within the teacher that influences the teacher in making progress for his professionalism. Based on this explanation, the researcher wanted to examine the influence of the principal's leadership, school culture through work ethic in improving teacher professionalism.

The objectives of this study include 1) Analyzing the direct influence of principal leadership on the professionalism of junior high school teachers in the city of Semarang, 2) analyzing the direct influence of school culture on the professionalism of junior high school teachers in the city of Semarang, 3) analyzing the direct influence of work ethic on the professionalism of junior high school teachers in the city of Semarang. Semarang, 4) Analyzing the indirect influence of school principal leadership through work ethic on the professionalism of junior high school teachers in Semarang City, 5) Analyzing the indirect influence of school culture through work ethic on the professionalism of junior high school teachers in Semarang City.

METHOD

This study uses a quantitative approach through a causal relationship, namely the variables in this study have a causal relationship (Sugiyono, 2017). The research method uses descriptive analysis with quantitative analysis and data analysis through path analysis is used to visualize and measure the type of relationship between variables that is causal (not interactive/reciprocal type of relationship) (Sugiyono, 2017) This study applies path analysis through two regression analysis namely: 1) regression analysis between principals' leadership, school culture and work ethic on teacher professionalism, and 2) regression analysis between principals' leadership and school culture on work ethic. The data processing uses SPSS. The variables in this study are teacher professionalism as the dependent variable, the principal's leadership and school culture as the independent variable and work ethic as the intervening variable. To test the intervening variables, researchers used the Sobel Test Calculator on line. Researchers used data collection techniques through random sampling, namely the technique of determining the sample by determining the sample school in the Semarang City Junior High School, then the sample was chosen randomly (Sugiyono, 2017). Respondent data in this research can be seen in table 1.

Table 1. Data for Semarang City Middle School Teachers for the Year 2020/2021 Which was the Sample

No	Nama Sekolah	Jumlah Guru
1	SMP Negeri 1 Semarang	20
2	SMP Negeri 3 Semarang	20
3	SMP Negeri 4 Semarang	20
4	SMP Negeri 11 Semarang	20
5	SMP Negeri 13 Semarang	20
	Jumlah	100

RESULT AND DISCUSSION

The data analysis technique used by the researcher begins with the Normality Test to find out whether the data on the variables are normally distributed or not. Researchers used the SPSS program through the Kolmogorov-Smirnov test provided that the data were declared normally distributed if the significance was greater than 0.05 (Priyatno, 2013). The results of the normality test obtained that the significance value of the four variables exceeded 0.05, which means that the data is normally distributed (Table 2).

Table 2. Analysis of Data Normality Test Results

No.	Variable	K S Z	P	Keterangan
1	Teacher professionalism	0,691	0,726	Normal
2	Principal Leadership	1,005	0,265	Normal
3	School culture	0,940	0,340	Normal
4	work ethic	1,047	0,223	Normal

The second test as a test of research requirements is the Multicollinearity Test to determine whether or not there is a deviation from the classical assumption of multicollinearity through a linear relationship between independent variables (VIF). Multicollinearity does not occur if the tolerance value is > 0.1 and VIF < 10. Multicollinearity test using VIF obtained VIF value. The VIF value of each independent variable is 2.0297 for the principal's leadership variable, 2.149 for the school culture variable, and 1.796 for the work ethic variable. The VIF value is still below 10, so it can be concluded that the independent variables are not demanding multicollinearity (Table 3).

Table 3. Multicollinearity Test Results

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Principal Leadership	,477	2,097
	school culture	,465	2,149
	work ethic	,557	1,796

Dependent Variable Teacher Professionalism

The next researcher carried out hypothesis testing through regression testing. In the first stage, a regression test was conducted between the principal's leadership, school culture, and work ethic on teacher professionalism. The results of the analysis

obtained the standardized coefficients for the principal's leadership variable of 0.068, for school culture of 0.502, and for work ethic of 0.254, described in Table 4.

Table 4. Results of Principal Leadership Regression Analysis, School Culture and Work Ethic on Teacher Professionalism

Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	10,739	6,822		1,574	,119
Principal Leadership	,048	,071	,068	,681	,498
School culture	,742	,149	,502	4,984	,000
work ethic	,391	,141	,254	2,761	,007

a. Dependent Variable: Teacher Professionalism

In the second stage, the researchers conducted a regression analysis test between the principal's leadership, school culture, and work ethic, obtained the standardized coefficients for the principal's leadership variable of 0.342, for school culture of 0.383, as shown in Table 5 below.

Table 5. Results of Principal Leadership Regression Analysis and School Culture on Work Ethic

Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	25,915	4,131		6,273	,000
Principal Leadership	,158	,048	,342	3,290	,001
School culture	,369	,100	,383	3,680	,000

a. Dependent Variable: Work ethic

Furthermore, the researchers carried out the third stage through measuring the coefficient of the direct influence of the principal's leadership on teacher professionalism using the individual parameter significance test or t test. The degree of significance used is 0.05. The measurement results show that the value of t count = 0.681 with a significance of 0.498. By using a significance degree of 0.05, the significance value is 0.498 > 0.05. These results prove that there is no significant influence of the principal's leadership on the professionalism of junior high school teachers in the city of Semarang.

The fourth stage of testing the hypothesis is to examine the influence of school culture on the professionalism of junior high school teachers in Semarang City. The measurement of the coefficient of the direct influence of school culture on teacher professionalism is carried out through hypothesis testing using individual parameter significance tests or t tests. The results of the SPSS calculation in table 4.1 the value of t count = 4.984 with a significant t of 0.000. By using a significance degree of 0.05, the significance value is 0.000 <0.05. These results prove that there is a significant influence between school culture on the professionalism of junior high school teachers in Semarang City.

The fifth stage of testing the hypothesis of the effect of work ethic on the

professionalism of junior high school teachers in the city of Semarang was carried out. The measurement of the coefficient of the direct influence of work ethic on teacher professionalism is through hypothesis testing using the individual parameter significance test or t-test. The results of SPSS calculation in table 4.1 value of t count = 2.761 with a significant t of 0.007. By using a significance degree of 0.05, the significance value is 0.007 <0.05. These results prove that there is a significant effect of work ethic on the professionalism of junior high school teachers in Semarang City.

Regression analysis on the influence of the principal's leadership on the work ethic of junior high school teachers in Semarang City was carried out in the sixth stage. The measurement of the coefficient of the direct influence of the principal's leadership on work ethic was carried out through hypothesis testing using individual parameter significance tests or t-tests. The results of the regression analysis obtained the value of t count = 3.290 with a significance of 0.001. By using a significance degree of 0.05, the significance value is 0.001 < 0.05. These results prove that there is a significant influence of the principal's leadership on the work ethic of junior high school teachers in the city of Semarang.

The next hypothesis was carried out to analyze the influence of school culture on the work ethic of junior high school teachers in the city of Semarang. The measurement of the coefficient of the influence of school culture on work ethic was carried out through hypothesis testing using individual parameter significance tests or t-tests. Based on the results of the regression analysis, the value of count = 3.680 with a significance of 0.000. By using a significance degree of 0.05, the significance value is 0.000 < 0.05. These results prove that there is a significant influence of school culture on the work ethic of junior high school teachers in the city of Semarang.

In the eighth stage, researchers conducted a significant test of work ethic as an intervening variable. The test used by the researcher is the Sobel test. The Sobel test was carried out to determine whether or not the relationship between a mediation was significant, which was formulated with the letter z (Fityan & Wahyudin, 2017). The Sobel test or z test is carried out through the online Sobel Test Calculator at danielsoper.com.

The measurement of z on the Effect of Principal Leadership on Teacher Professionalism Through Work Ethic is obtained through the a value of the regression coefficient of Principal Leadership and School Culture on Work Ethic of 0.158 with a value of SE_a from the standard error of estimation of 0.048. The value of b comes from the regression coefficient of Principal Leadership, School Culture and Work Ethic towards Teacher Professionalism of 0.391 with SE_b or standard error of estimation of 0.141.

The results of the Sobel test of the influence of principal's leadership on teacher professionalism through work ethic obtained the Sobel test statistic value of 2.12 with a significance value of 0.017. The significance value is still below 0.05, which means that there is a significant indirect effect of the principal's leadership on teacher professionalism through work ethic as an intervening variable.

The measurement of z on the Effect of School Culture on Teacher Professionalism Through Work Ethic is obtained through the a value of the regression coefficient of Principal Leadership, and School Culture on Work Ethic of 0.369 with a value of SE_a from the standard error of estimation of 0.100. The value of b comes from the regression coefficient of Principal Leadership, School Culture, and Work Ethic towards Teacher Professionalism of 0.391 with SE_b or standard error of estimation of 0.141.

Sobel test on the influence of school culture on teacher professionalism through work ethic obtained the Sobel test statistic value of 2.216 with a significance value of 0.01. The significance value is still below 0.05, which means that there is a significant indirect effect of school culture on teacher

professionalism through work ethic as an intervening variable.

The results of this research analysis state that the principal's leadership as the first element in the school system has no significant effect on the professionalism of junior high school teachers in the city of Semarang, with the understanding that teacher competence is related to their duties and functions is not influenced by the principal's leadership, because the principal has still not carried out its management functions properly. Rifa'i (2019) argues that management plays a role in planning, organizing, directing, motivating, coordinating, implementing, and controlling the organization. The lack of a principal's management function causes the low motivation of teachers to improve their professionalism. Teachers survive in comfortable or stagnant conditions and do not want to improve their competence resulting in a low quality of education.

In this case, a principal with his leadership management must be able to awaken the work ethic of the teacher as a positive characteristic and habit of the teacher in achieving his professionalism. This is in line with Andang (2014) who argues in his research that leadership is a procedure carried out to motivate a person or group of people to act together to achieve the goals of an institution. Employees, in this case, the teacher, become passionate, enthusiastic and strive to achieve institutional goals without coercion. Work ethic is the basis of real success because teachers who have a work ethic have character, individual actions that give full priority to the work being done (Yantika et al., 2018).

The second element in the school system that has a significant effect on teacher professionalism is school culture. School culture as a reflection of all school members interacting, applying, and solving problems in various ways in the school environment has a significant influence on the professionalism of junior high school teachers in Semarang City. The routine of self-development, especially how each school member has an effort to

improve themselves and optimize the quality of their responsibilities, fosters the process of achieving the quality of school community performance, in line with the results of research by De Keizer and Pringgabayu (2018) that schools must be able to create a massive culture to achieve productivity, adaptability, and flexibility of the school community.

Work ethic as the third element in the system at school has a significant influence on the professionalism of junior high school teachers in Semarang City. The character and traditions of humans in working are very different, some have high enthusiasm, so they can complete their work effectively and efficiently, but on the other hand, some are stagnant and mediocre so that their work is of low quality. Someone who has the character and cultural traditions to work with optimal results show that person has a work ethic. This is in accordance with the opinion of Karauwan and Mintardjo (2015) that work ethic is a positive character displayed by a person in working to get optimal results.

Work ethic as an intervening variable function to mediate between the principal's leadership on teacher professionalism and between school culture and teacher professionalism. Work ethic can grow through the leadership of the principal so that it simultaneously and significantly affects employee performance (Timbuleng & Sumarauw, 2015). In school culture, work ethic grows as positive behaviors such as discipline, responsibility, and hard work. Syakir and Pardjono (2015) argue that school culture can produce the attitudes and actions of superiors and subordinates as the implementation of values and norms that are trusted and used as guidelines and become goals to be achieved. School culture is able to improve teacher performance optimally, which is called work ethic (Fairy et al., 2019). Organizational culture can be called good if it is able to mobilize all members consciously to participate in success and optimal work productivity (Anggarini, 2014).

CONCLUSION

The results of this research show that the principal's leadership does not directly affect the professionalism of junior high school teachers in the city of Semarang. Teacher professionalism is not determined by the principal but grows from the teacher's self-awareness to carry out his duties seriously and responsibly. Meanwhile, school culture, work ethic, and leadership directly affect the professionalism of junior high school teachers in Semarang City. Work ethic has a direct effect on the professionalism of junior high school teachers in the city of Semarang. Work ethic is a positive character that is displayed by someone in working to get optimal results. The results of the next study showed that work ethic was able to mediate the relationship between school culture and teacher professionalism.

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