



Effect of the School Principal's Management, Academic Supervision, Organizational Culture, and Work Motivation to the Teacher's Professionalism

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Abstract

Improving the quality of human resources requires the role of teachers as professional educators. Teachers play a very important role in improving the quality of education at school. Teacher's professionalism is the key to the proper and successful learning process. This study aims to examine the teacher's professionalism along with its various influencing factors. The research method used was quantitative; the population included all elementary school teachers in the District of Brebes amounting to 3,950 teachers. The number of samples was 254 teachers. Data were collected through a questionnaire, which had been tested for its validity and reliability. Path analysis was used to test the moderator variables. The results show that (1) the influence of the principal's managerial competence on the teacher's professionalism was proven to be accepted; (2) the influence of academic supervision on the teacher's professionalism was proven to be accepted; (3) the influence of organizational culture on the teacher's professionalism was proven to be accepted; (4) the influence of the teacher's work motivation on the teacher's professionalism was also proven to be accepted. Therefore, the professionalism of elementary school teachers in Brebes in carrying out their duties was influenced by various determinant factors including the managerial competence of the principal, the academic supervision, the organizational culture, and the teacher's work motivation.

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INTRODUCTION

Professional teachers are teachers who are able to manage themselves in performing their duties. Teachers have a very strategic role, function, and position for the realization of the provision of quality education. The professional ability of the teacher is the ability to perform the tasks provided with basic competence. Identical to the organization, schools growth and progress are determined by the manager. The competence of a manager in playing their managerial role will enable them to realize an achievement and if the organization is engaged in business, of course, the organization will gain extraordinary benefit. The school is identical of organizations that shape and produce human resources. The progress of a school is inseparable from the managerial competence that is played and owned by the principal. No matter how glorious and sophisticated the facilities and infrastructure owned by a school are, if they are not managed and handled properly by the principal, then it is futile.

In addition to being influenced by the principal's managerial competence, teacher professionalism is also influenced by academic supervision, organizational culture, and work motivation. Professional teachers will always produce quality educational processes and result in order to realize smart and competent Indonesian human beings who believe and piety to God Almighty and have a noble character, are healthy, knowledgeable, capable, creative, and independent, as well as become citizens who are democratic and responsible. The professional competence owned by an educator is one of the supporting elements to realize work performance. The Ministry of National Education admits that there are still many incompetent principals. In order to overcome this matter, the Minister of National Education issued Permendiknas No.13 of 2007 on Principal Competency Standards. The regulation serves as the foundation to develop the competence of a principal. There are at least five competencies that must be mastered by a principal, that is (1) personal competence, (2) managerial

competence, (3) supervision competence, (4) social competence, and (5)) entrepreneurial competence.

A principal is a professional, a teacher who is given the additional task of leading a school where the teaching and learning process is conducted. In carrying out the task and leadership functions, the principal must have the competence to mobilize, guide, protect, nurture, develop, encourage, and provide assistance to all of the existing human resources in a school so that they can be utilized optimally to achieve the predetermined goals. As the manager of education, the principal is responsible for the successful implementation of educational activities by implementing school administration with all of its substances. In addition, the principal is also responsible for the quality of human resources available to enable them to carry out educational tasks. Therefore, as a manager, the principal has the task of developing the performance of personnel, especially improving the professional competence of the teachers. The school management process includes four stages: Planning, Organizing, Actuating, and Controlling.

In order to improve the professionalism of the teachers, the principal supervises his/her staff periodically. Academic supervision is a series of activities to help teachers develop their ability to manage the learning process for the achievement of learning objectives (Karen, 2013: 25). Meanwhile, Kevees (2010: 148) states that academic supervision is an effort to help teachers develop their ability to achieve learning objectives. The essence of academic supervision is by no means assessing the teachers' performance in managing the learning process, but rather helping them develop their professional skills. Nevertheless, academic supervision can not be separated from the assessment of teacher performance in managing learning. A good academic supervision is a supervision that is capable of functioning to achieve the above-mentioned goals. There is no

success for an academic supervision if pays attention only to one particular goal and overlooked other goals. Only by reflecting on these three objectives will academic supervision function to change the teachers' teaching behavior. Changes in teacher behavior toward a higher quality will, in turn, lead to better student learning behavior. Alfonso (2011) suggests that the behavior of academic supervision is directly related to and influences the teacher's behavior. This means that, through academic supervision, the supervisors influence the teachers' teaching behavior so that their behavior is better in managing the teaching and learning process. Furthermore, the teaching behavior of the good teachers will affect students' learning behavior. It can be inferred that the ultimate goal of an academic supervision is the development of better student learning behavior

According to Anderson (2009: 125), organizational culture is the dominant values disseminated within an organization and referred to as the work philosophy of the members of the organization. This notion can be interpreted that the organizational culture is a value that guides human resources to face external problems and an effort of adjustment of integration into the organization so that each member of the organization understand the existing value and how they should act and behave. Organizational culture is the values, assumptions, attitudes, and norms of behavior that have been institutionalized and then manifested in appearance, attitude, and action so that it becomes the identity of a particular organization, which will not be the same as other organizations. The important things that are necessary for the definition of organizational culture include (1) a system of values that is perceived by all members in the organization. Besides being understood, (2) the value system is believed to be the basis of the organizational motion. Therefore, the organizational culture acts as an organization that binds members of the organization through the adhered values, symbolic equipment, and social ideals to be achieved.

As a leader, the principal always provides motivation to the teachers to carry out their duty actively. Motivation is a driving force that results in an organization member willing and committed to mobilize their ability in the form of his/her expertise and time to organize various activities that are his/her responsibility and fulfill his/her duty in order to achieve the organizational goals that have been predetermined (Linderg, 2008: 96).

Based on the theoretical, empirical, and observational studies on the professionalism of elementary school teachers in Brebes District and the factors that influence them as described above, what will be discussed in this study are the factors of the principal's managerial competence, academic supervision, work motivation, school culture, and organization. Therefore, in order to improve the professionalism of elementary school teachers in Brebes Regency, it is necessary to study the teacher professionalism entitled "The Effect of School Principal Management, Academic Supervision, Organizational Culture, and Work Motivation to the Teacher Professionalism". This study aims to analyze the influence of the principal managerial competence, academic supervision, organizational culture, and work motivation on teacher professionalism. The problems of this research can be formulated as follows: (1) How much influence is the principal managerial competence on the teacher professionalism? (2) How is the influence of the principal academic supervision on the teacher professionalism? (3) How is the influence of school organizational culture on the teacher professionalism? (4) How much does the teacher work motivation influence the teacher professionalism?

METHODS

This research applied a quantitative approach because research data were in the form of numbers. It was descriptive because its activities included data collection in order to test the hypothesis or answer questions concerning

the state at the time being. This research was designed as a correlation study because the researchers wanted to know the relationship level of different variables in a population. This correlation research design was in accordance with the purpose of the research, namely to determine the influence of the principal's managerial competence perceived by teachers, the academic supervision, the organizational culture, the teacher work motivation on the teacher professionalism. The correlation research design allows to measure several interrelated and influential variables and can be performed simultaneously in real circumstances. There were five variables designed in this research, that is independent/predictor variables (X1), (X2), (X3), (X4) and dependent/ criterion variable (Y). The independent variables were viewed as variables which were suspected as a consequence of the dependent variable. In this research, there were four independent variables including the principal managerial competence perceived by the teacher, academic supervision, organizational culture, and work motivation, while the dependent variable was teacher professionalism (Y). This research aims to explain the influence of the principal managerial competence, academic supervision, organizational culture, and work motivation towards the professionalism of the elementary school teachers in Brebes.

The population is all the research units or all the research subjects. The population in this study was all primary school teachers in Brebes District who have the status of Civil Servants and have had the experience of teaching for at least 5 years and have been certified. It amounted to 3,950 teachers. The sample in this study was determined using a table developed by Sugiyono (2012: 117). Based on the table is known that of the population of 3,950 teachers, with a significant level of 0.10, it provided a sample size consisting of 254 teachers. The samples for this study were drawn using a proportional random sampling technique for each sub-district followed the law of probability.

Documentary studies aimed to obtain data on the population and the number of

samples by observing the data of the school teachers at the Education Office of Brebes District. The purpose of studying the documents within the object of the research was to obtain data on the accurate number of teachers and confirm it with the data on the real number of teachers in the Education Office of Brebes District.

The main tool for data collection in this study was a questionnaire considering that the subject was the person who knows best about himself, what was told by the subject to the researcher was true and trustworthy. The interpretation of the subject concerning the questions asked to him was the same as what was really meant by the researchers. In addition to these advantages, questionnaires also have weaknesses.

The data in this study were analyzed using simple correlation and multiple regression analysis techniques with the help of SPSS Windows Version 19. The implementation phase of the analysis includes (1) Descriptive analysis which was meant to provide a description of the results of data analysis of each variable categorically. This technique aimed to describe the research variables using descriptive statistics; (2) prerequisite analysis test was conducted to know whether the data that had been collected met the requirements to be analyzed employing the techniques that had been planned. In order to determine the correlation, it needed requirements including the relations between variable X and Y that should be linear and the distribution of all variables of the study should be normally distributed. The assumption that the population was normally distributed needs to be checked so that the next steps could be accounted for; (3) Path Analysis was used to determine the direct and indirect effects of the exogenous variables on the endogenous variables. A direct effect occurs when one variable affects the other without the third variable mediating the relations between the two variables.

RESULTS AND DISCUSSION

Results

The research results include the influence of the principal's managerial competence, academic supervision, organizational culture, and work motivation on the teacher's professionalism as follows.

Effect of the Principal's Managerial Competence on the Teacher's Professionalism

In order to test the proposed hypothesis 1, path analysis was used by analyzing the direct and indirect influence of all of the independent variables on the teacher professionalism. In Model 1 of the path analysis, the indirect influence of the principal managerial competence on the professionalism was through the work motivation of the teacher. The results of the analysis are presented in Table 1 entitled multiple regression with the dependent variable or the intervening variable of work motivation of teacher. The results of the analysis are as follows.

Table 1. Results of Model 1 of the regression analysis concerning the teacher's work motivation as dependent variable

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	R Square	Adjusted R Square
	B	Std. Error	Beta				
1 (Constant)	-3.266	1.175		-2.779	.000	0.940	0.935
School Principal	.309	.094	.296	3.287	.000		
Academic Supervision	.901	.045	.801	20.022	.000		
Organizational Culture	.445	.030	.406	14.833	.000		

a. Dependent Variable: Teacher's Work Motivation

Table 2. Results of Model 2 of the multiple regression analysis concerning teacher's professionalism as Dependent Variable

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	R Square	Adjusted R Square
	B	Std. Error	Beta				
(Constant)	9.955	4.280		2.326	.021	0.637	0.631
Principal	.257	.053	.442	4.849	.000		
Academic Supervision	.549	.090	.484	6.085	.000		
Organizational Culture	.907	.108	.352	8.411	.000		

a. Dependent Variable: Teacher's Professionalism

It can be seen clearly that, based on the results of the analysis, the principal's managerial competence, academic supervision, and school organizational culture both directly and indirectly influence the professionalism of

teachers as well as all of the independent variables through the teacher's work motivation. The following are both the direct or indirect test results in accordance with the path analysis model, that is the causality model of the

relations among the variables to test Hypothesis 1. The result of the detailed path analysis shows the influence of the principal's managerial competence on the teacher's professionalism both directly or indirectly; the indirect influence was provided through the teacher's work motivation. Based on the results of the path analysis test, the direct and indirect influence of the principal's managerial competence on the teacher's professionalism was provided through the teacher's work motivation as follows.

Direct influence = $(0.442) (0.442) = 0.1954$ or 19.54%

Indirect effect = $(0.296) (0.650) = 0.1924$ or 19.52%

Total effect = 0.3878 or 38.76%

The total influence of the principal's managerial competence on the teacher's professionalism provided through the teacher's work motivation shows 38.76% result in the primary school in Brebes Regency. The influence is positive and significant.

Influence of the Academic Supervision on the Teacher's Professionalism

The results of the path analysis to test Hypothesis 2 of the direct and indirect influence in detail indicate that:

Both of the direct and indirect influence of the academic supervision on the teacher's professionalism is significant; the indirect influence was provided through the teacher's work motivation. The result of the path analysis test shows that the direct and indirect influence of the academic supervision on the teacher's professionalism was provided through the teacher's work motivation as follows.

Direct influence = $(0.484) (0.484) = 0.2343$ or 23.43%

Indirect effect = $(0,801) (0,650) = 0.5207$ or 52.07%

Total effect = 0.7550 or 75.50%

The Influence of the Organizational Culture on the Teacher's Professionalism

The path analysis to test Hypothesis 3, the direct and indirect influence of the organizational culture on the teacher's professionalism in detail, provides analysis results as follows.

Both of the direct and indirect influence of the organizational culture on the teacher's professionalism is significant; the indirect influence was provided through the teacher's work motivation. The result of the analysis test shows that the direct and indirect influence of school organization culture on the teacher's professionalism was provided through the teacher's work motivation as follows.

Direct influence = $(0.352) (0.352) = 0.1239$ or 12.39%

Indirect effect = $(0,406) (0,650) = 0.2639$ or 26.39%

Total effect = 0.3878 or 38.78%

Effect of the Teacher's Motivation on the Teacher's Professionalism

Work motivation is an independent variable in Hypothesis 4 proposed, that is the effect on the teacher's professionalism. The analysis results are presented in Table 3.

Table 3. The Effect of the Teacher's Motivation on the Teacher's Professionalism.

Coefficients ^a							
Model	Unstandardized		Standardized	t	Sig.	R Square	AdjustedR quare
	Coefficients						
	B	Std. Error	Beta				
1 (Constant)	16.338	4.406		3.708	.000		.468
Motivation	.891	.072	.650	12.401	.000	.472	

a. Dependent Variable: Teacher's professionalism

Discussion

Effect of the Principal's Managerial Competence on the Teacher's Professionalism

Based on the results of the regression analysis with the path diagram, it can be explained that there is a positive influence of the principal's managerial competence on the teacher's professionalism, that is as high as 0.296. This means that the influence of the principal's managerial competence on the teacher's professionalism is 8.76%. The teacher's motivation, in this case, is an intervening variable that mediates its influence on the teacher's professionalism. The analysis result also proves significant. This can be seen from the result of Sobel test obtaining t value as high as 5.390. This t count proves to be higher than the value of table t = 1.645. Therefore, the working hypothesis is acceptable, and the null hypothesis is rejected because the value of the computational output is significant at (Sig = 0,000) that is less than 0.05. Conceptually, the managerial competence of the principal is, in fact, the ability possessed by a principal to lead his/her school to empower the existing resources optimally. Positive influence indicates that the conducive working conditions can improve the teacher's work motivation resulting in the teacher's professionalism. Through the school policies and the work responsibilities, the teacher's work motivation is inseparable from the principal who should apply the following principles. a) The teacher will work more actively if the activities are interesting and enjoyable; b) the purpose of the activity needs to be clearly planned and informed to the teachers so that they know the purpose of their work, and the teachers are involved in the preparation of the objectives; c) the teachers should always be informed about each of their jobs; d) the application of rewards and punishments; e) the principal should try to meet the socio-psychophysical needs of the teachers. This finding is in line with Westrick's (2010: 202) study stating that conducive working conditions allow every teacher to be motivated to demonstrate their superior performance, along with their effort to

improve their competence. Besides, this condition illustrates that motivation is a condition that encourages or causes a person to do an activity. Meanwhile, according to Pusporini (2013: 14), work motivation is something that raises the commitment to work. As a process of empowering others to achieve a goal, management will only be effective and efficient if the principal is able to motivate the workers in carrying out their duties and responsibilities. In other words, work motivation affects the teacher's professionalism. In performing the task, the teachers are more professional because they are motivated by a good leadership of the principal supporting the teacher's duties. This also applies to the teacher in performing their duties. The direct influence of the principal's managerial competence on teacher's professionalism is 19.54%, while the indirect influence through the teacher's work motivation is 19.24% so that the total influence of principal's managerial competence on the teacher's professionalism is 38.78%. The positive result indicates that if the managerial competence of the principal is good and the teacher's work motivation is high, the professionalism of teachers is also high or increasing. The teacher's motivation is the mediation variable, it is proven from the path analysis test which shows a significant result. This means that the principal's managerial competence supported by the teacher's high work motivation causes the teacher's professionalism to increase or become better. The influence of the principal's managerial competence through the teacher's work motivation in Brebes Elementary School totally 38,78%, meaning that the influence is positive and significant.

Influence of the Academic Supervision on the Teacher's Professionalism

Based on the results of the regression analysis with the path diagram, it can be explained that there is a positive influence of the academic supervision on the teacher's professionalism, that is as high as 0.801 or

64.16%. This means that the influence of the academic supervision on the teacher's professionalism is 64.16%. In this case, the teacher's motivation is an intervening variable that mediates the academic supervision and the teacher's professionalism. The results of analysis also prove significant, which can be seen from the path test obtaining the t value of 7.647. This t count proves to be higher than the value of table t = 1.645. Therefore, the hypothesis is accepted, and the null hypothesis is rejected if it is seen from the value of the computational output significance (Sig = 0.000) that is lower than 0.05. Conceptually, an academic supervision is a provision of assistance to teachers in accordance with the competence and professionalism of the teachers through work motivation. The influence of academic supervision on the teacher's work motivation is the most dominant influence of all of the independent variables under study. Positive influence indicates that the academic supervision can improve work motivation resulting in the increases of teacher's professionalism. The teacher's motivation is inseparable from the principal effort to enact the following principles: a) the teachers will work harder if activities are interesting and enjoyable; b) the purpose of the activity needs to be planned clearly and informed to the teachers so that they know the purpose of their work, and the teachers are involved in preparing the objectives; c) the teachers should always be informed about the purpose of each job; d) the application of rewards and punishments; e) try to meet the socio-psycho-physical needs of teachers. This finding is in line with Edward's opinion (2010: 156), that academic supervision is a series of activities to help teachers develop their ability to manage the learning process. So, assessing the teacher's performance in managing the learning process is one of the activities that can not be avoided so that the process can improve the teacher's work motivation in learning. As a process of empowering others to achieve a goal, management will only be effective and efficient if the principal is able to motivate the workers in carrying out their duties and responsibilities.

Therefore, the teacher's work motivation has a positive and significant effect on the teacher's professionalism. The direct influence of academic supervision on the teacher's professionalism is 23.43% while the indirect influence of academic supervision on the teacher's professionalism through the intervening variables of the teacher's work motivation is 52.07%. Therefore, the total influence of academic supervision on the teacher's professionalism is 75.50%. The positive results indicate that if the academic supervision is good and the teacher's work motivation is high, then teacher's professionalism is also high or increasing. The teacher motivation variable is the mediation variable, it is proven from the path test which shows a significant result. This means that the academic supervision supported by the teacher's high work motivation causes the teacher's professionalism to increase or become better. The influence of academic supervision through the teacher's work motivation in Brebes Elementary School is 75.50%, meaning that the effect is positive and significant. This finding implies that if there is a change in the implementation of academic supervision, the result will be a change in the teacher's work motivation that consequently changes the professionalism of teachers in the same direction.

Influence of the Organizational Culture on the Teacher's Professionalism

The result of the multiple regression with path analysis shows that there is a positive influence of organizational culture to the teacher's professionalism that is as high as 38.78%. This means that the direct influence of organizational culture on the teacher's professionalism is as high as 38.78%. The result of the analysis also proves significant, the results of the analysis employing the computational output is the t-value of 5.326. The t-arithmetic proves to be higher than the value of the t-table = 4.954. Therefore, the working hypothesis can be accepted, and the null hypothesis is rejected because of the value of significance (Sig) = 0.000

which is lower than 0.05. The t-arithmetic proves to be higher than the value of t-table = 4.954. The result of this study explains that in the teacher's carrying out their daily tasks human relation is important in supporting the organizational culture and the values of discipline as well as ethics created in life. The dimension of the relations among human beings in this upheld cultural value shows that the attitudes and behaviors of each teacher in are related to other people including leaders, peers, and all citizens as well as students in one system. In essence, in carrying out their duties teachers can not be alone in solving their problem; this is reflected in the existing cultural values. These findings are in line with Bessaker's (2008: 175) study on school culture and leadership skills stating that the trainer introduces the study of organizational culture to the participants, including the way in which leaders can evaluate and modify the aspects of school culture. Principals are often referred to a new concept of leadership skills that can shape the organizational culture introduced and developed to them. For principals, these new skills related to the future orientation, performance orientation, and power. Leadership should focus on the future, collaboration, and vision. In this study, the use of cultural variables of school and leadership is relevant to the research. The research results show that leadership can bring changes in the organization he leads. This finding is in accordance with Prabhakar's (2007) opinion that human life is related to the cultural value system which includes (a) the issue of the nature of human relations with its natural surroundings and (b) the issue of the nature of human relations with each other. A human being can not live alone even though he/she is highly independent; human beings will be in contact with each other. The validity of informal norms is known after the formal organization performs its activities. The formal organization can be known before doing activities.

Effect of the Teacher's Work Motivation on their Professionalism

Based on the results of the path analysis it can be explained that there is a positive effect of work motivation on the teacher's professionalism as high as 0.650 or 42.25%. This means that the influence of work motivation on the teacher's professionalism is 42.25%. The result of the analysis also proves significant. It can be seen from the value of t-test that is 12.401. The t-arithmetic value proves to be higher than the value of t-table = 1.645. Therefore, the working hypothesis is accepted and the null hypothesis is rejected with the significance value (Sig = 0.000) less than 0.05. The influence of work motivation on the teacher's professionalism is 42.25% in the form of direct influence. Therefore, the influence of work motivation on the teacher's professionalism is 42.25%. The teacher's work motivation is due to how the individual teacher sees or perceives his/her work as a mercy, trust, call, actualization, worship, art, honor, and service, which nourishes himself and his family, and it can become an aspiration to achieve certain goals. In doing activities, every person is different from each other depending on their ability, willingness, desire, hope, needs, goals, goals, and so on. Motivation is also a condition that gives impetus to do something. Teachers who have high work motivation will always work hard to overcome all kinds of problems encountered in the hope of achieving better results. It is clear from the high work motivation, interest, attention, and participation in any task or activity. This condition illustrates that the work motivation is something that raises the spirit to work (Siagian, 2012: 14). This means that the motivation that arises both from within the teacher or from outside will provide a stimulus that encourages him/her to work in accordance with its purpose. This supports the theory put forward by Fatah (2000) stating that to motivate means to provide encouragement, enthusiasm, and inspiration to others (subordinates/ employees) to work harder and more diligently. This finding is also in

accordance with the results of research conducted Prijatni (2009) that there is a positive and significant effect of work motivation on the performance of high school teachers in Semarang city by 33.8%. The positive direction on the results of this estimation shows that the higher the teacher's work motivation the better the performance. The change in the teacher's performance in this model is caused by a change in the teacher's motivation to perform their duties. This finding is in line with the results of the study conducted by Lipham (2009: 113) stating that (1) the employee satisfaction increases when the supervisors are friendly and can understand the difficulties of their employees, (2) giving praise implies good performance, (3) listening to the employees is necessary, and (4) friendly partners is needed because it can encourage job satisfaction. One of the symptoms that can make the condition of the school organization poor is the low level of the teacher's job satisfaction. Job satisfaction is one of the important factors to obtain an optimal result, spur better job performance, and maximize the ability to finish the task (Siagian, 2012: 97). Thus, if the teacher's work satisfaction increases then the performance will increase as well. This finding is also in line with the results of research conducted by Edgar (2009) stating that the positive effect of job satisfaction on performance is as high as 29.3%. The positive direction of the results of this study indicates that if the teacher's work motivation increases then teacher's professionalism is also increasing. Therefore, the result of the partial analysis for the teacher's work motivation affects the professionalism of teachers. The influence of the teacher's work motivation on the teacher's professionalism is 42.25%, meaning that the influence is positive and significant in the elementary school of Brebes Regency.

CONCLUSION

The influence of the principal's managerial competence on the teacher's professionalism is positive and significant. It

means that if the managerial competence of the principal increases or becomes better the professionalism of the teacher will increase as well. If there is a change in the managerial competence of the principal, then there will be a change in the professionalism of teachers in the same direction in the primary school in Brebes district.

The influence of academic supervision on the teacher's professionalism is positive and significant. This means that if the academic supervision increases or becomes better, the professionalism of the teacher will increase as well. If there is a change in the academic supervision, there will be a change in the professionalism of teachers in the same direction in the primary school in the district.

The influence of organizational culture on the teacher's professionalism is positive and significant. This means that if the organizational culture increases or becomes better the professionalism of the teacher will increase as well. The result of this study provides positive confirmation on the results of the previous studies and provides an indication of the importance of organizational culture in improving the teacher's professionalism through the mediation of the work motivation of the teachers and the working groups in the primary school in Brebes district.

The influence of work motivation on professionalism is positive and significant. This means that if the work motivation increases or become better, the teacher's work motivation will increase as well. The result of this study provides positive confirmation on the results of previous studies and provides an indication of the importance of the teacher's work motivation in improving the professionalism of teachers in the primary school in Brebes district. The influence of work motivation on the teacher's professionalism is direct and dominant.

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