Pengaruh Gaya Kepemimpinan Kepala Sekolah, Profesionalisme Guru, dan Lingkungan Kerja Terhadap Kinerja Guru Mi Muslimat Nu Pucang Sidoarjo

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Abstract
This research aims to investigate the influence of the principal's leadership style and teacher professionalism on teacher performance at MI Muslimat NU Pucang Sidoarjo, with the main focus on improving the quality of education. In facing demands for improving the quality of education, serious attention to key factors such as the leadership style of school principals and the level of teacher professionalism needs to be researched. Through regression analysis, this research provides evidence that the principal's leadership style and the level of teacher professionalism have a significant contribution to teacher performance. An effective leadership style, which includes the principal's ability to provide direction, motivate and create a positive work environment, is considered a crucial element in establishing a quality learning process. Meanwhile, the level of teacher professionalism, which involves commitment to self-development, work ethics, and the ability to integrate the latest knowledge in learning, is also considered important for improving the quality of education. These findings strengthen the understanding that effective leadership and teacher professionalism have a positive impact in achieving the goal of improving the quality of education. Given the complex relationships between these variables, this research provides valuable insights for education stakeholders, especially in designing strategies and policies that support teacher professional growth and well-being.

Keywords: Leadership Style, Teacher Professionalism, Work Environment, Teacher Performance.

Abstrak
Penelitian ini bertujuan untuk mengetahui pengaruh gaya kepemimpinan kepala sekolah dan profesionalisme guru terhadap kinerja guru di MI Muslimat NU Pucang Sidoarjo, dengan fokus utama pada peningkatan mutu pendidikan. Dalam menghadapi tuntutan peningkatan mutu pendidikan, perlu adanya perhatian serius terhadap faktor-faktor kunci seperti gaya kepemimpinan kepala sekolah dan tingkat profesionalisme guru. Melalui analisis regresi, penelitian ini memberikan bukti bahwa gaya kepemimpinan kepala sekolah dan tingkat profesionalisme guru mempunyai kontribusi yang signifikan terhadap kinerja guru. Gaya kepemimpinan yang efektif, yang mencakup kemampuan kepala sekolah dalam memberikan arahan, memotivasi, dan menciptakan lingkungan kerja yang positif, dianggap sebagai elemen penting dalam mewujudkan proses pembelajaran yang berkualitas. Sementara itu, tingkat profesionalisme guru yang mencakup komitmen pengembangan diri, etos kerja, dan kemampuan mengintegrasikan ilmu terkini dalam pembelajaran juga dinilai penting untuk meningkatkan mutu pendidikan. Temuan ini memperkuat pemahaman bahwa kepemimpinan yang efektif dan profesionalisme guru mempunyai dampak positif dalam mencapai tujuan peningkatan mutu pendidikan. Mengingat kompleksnya hubungan antara variabel-variabel tersebut, penelitian ini memberikan wawasan berharga bagi pemangku kepentingan pendidikan, terutama dalam merancang strategi dan kebijakan yang mendukung pertumbuhan dan kesejahteraan profesional guru.


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INTRODUCTION

Education plays a central role in a country's development, and in Indonesia, the government has recognized the urgency of education as a foundation for improving people's quality of life. By establishing education as one of the priorities in the national development agenda, the government shows its commitment to paying serious attention to this sector. The aim of educational development is to improve quality, with the aim of creating individuals who have optimal quality and potential. To achieve this target, concrete steps have been taken. One of them is improving educational infrastructure, which includes the construction and maintenance of educational facilities such as school buildings, libraries and other facilities (Hutomo et al., 2012). Developing a relevant curriculum is also an important focus in efforts to improve the quality of education. A curriculum that is appropriate to current developments and community needs can help create more effective and relevant learning for students (Liriwati, 2023).

Apart from that, in efforts to develop education, improving the qualifications and welfare of teachers is an important aspect. Teachers who have good qualifications are not only transmitters of lesson material, but also leaders who shape the character and knowledge of students (Kind, 2009; Asio & Riego de Dios, 2019). Therefore, the government allocates special attention to improving teacher qualifications through training and professional development programs. Improving teacher welfare is also a focus, including increasing wages and other supporting facilities. These steps aim to create a conducive and motivating work environment for educators. By ensuring teachers have adequate qualifications and receive recognition for their dedication through adequate welfare, it is hoped that teacher motivation and quality of teaching will increase, which in turn will have a positive impact on the quality of education (Mardikaningsih & Darmawan, 2020).

Improving the quality of education is very dependent on the readiness of human resources involved in the learning process, and the role of teachers is crucial as the spearhead in transferring knowledge to the younger generation (Pribudhiana et al., 2021). Teachers not only act as transmitters of lesson material, but also have an important responsibility in shaping students' character, morals and attitudes. Therefore, to achieve optimal educational results, efforts to improve the quality of education must give primary attention to increasing the number and quality of teachers. Developing the quality of education means ensuring teachers have adequate qualifications, continuously improving their competence, and paying attention to their welfare to achieve better work performance (Darmawan, 2014). In this way, teachers can become agents of positive change who not only teach, but also guide and inspire students, create a comprehensive learning environment and support the holistic development of students.

The strategic position of teachers in the educational process emphasizes the need to increase the number of adequate teachers. By ensuring a sufficient number of teachers, the teacher-student ratio can be maintained at a proportional level, ensuring that each student receives adequate attention and guidance.
This provides opportunities for the development of each student's potential, according to their individual needs and potential. Apart from increasing the number, improving the quality of teachers is also an important key in improving the quality of education. Training and professional development for teachers is needed so that they can keep up with developments in science and technology, as well as apply innovative and relevant teaching methods (Arini & Darmawan, 2021). Teacher welfare also needs to be considered to create a conducive work environment and motivate teachers to carry out their duties. By paying special attention to increasing the number and quality of teachers, the education system can create an environment that supports overall student growth (Barth et al., 2007). This includes not only academic aspects, but also the development of character and social skills necessary to face the demands of modern society. An education system that focuses on improving teachers will have a long-term positive impact, creating a generation that is skilled, competitive, and ready to face the complexity of an ever-evolving world.

Teacher performance plays an important role as an indicator of success in carrying out their duties. Individual performance is the foundation of organizational performance (Andayani, 2011). Teaching activities are often carried out as a daily routine without any effort to update methods or utilize a more dynamic approach. Lack of creativity in learning can be detrimental to the educational process, considering that each student has their own unique characteristics that require a different approach. Limited innovation also shows that teachers are less open to the latest changes and developments in the world of education. Apart from that, the teacher performance assessment system also needs to consider aspects of creativity and innovation as part of a comprehensive assessment (Aprilianti et al., 2019). In this way, teacher performance can be improved, creating a learning environment that is more dynamic, interesting and in line with current developments. A person's performance cannot be separated from their professional dimensions (Sinambela et al., 2020). Professional teachers cover a number of capacity aspects that reflect their abilities and qualities as educators. A professional teacher is a person who has special abilities and expertise in the field of teaching so that he is able to carry out his duties and functions as a teacher with maximum ability. Based on the opinion of Putra et al. (2017), professional teachers must also have managerial skills, technical expertise, creativity and professional openness to understand the potential, characteristics and development problems of students. Professional teachers always strive to improve their quality, always update their competencies, and are willing to adapt to the latest developments in the world of education (Mardikaningsih & Hariani, 2016). Teacher professionalism is the standard and a strong foundation for achieving optimal educational results and making a positive contribution to student development. This is in accordance with the opinion of Darmawan (2018), that professional teachers tend to have high work engagement because they feel called and committed to their work. On the other hand, high work engagement can increase teacher professionalism because they feel
emotionally connected to the goals and values of educational institutions. Thus, teacher professionalism has a significant positive impact on teacher performance (Rosmawati et al., 2020).

The teacher's role in conveying knowledge to students and creating a conducive learning environment is greatly influenced by the leadership of the school principal. The principal functions as the highest leader in the school and has a big responsibility to direct teachers to achieve quality educational goals (Wahlstrom & Louis, 2008). The principal's leadership is managerial in nature, and as a thinker and developer, who must be able to influence, guide and empower the entire school community (Akmal et al., 2015). An effective leadership style can provide the direction, motivation, and support teachers need to provide their best teaching. Based on the facts that are often encountered, there are cases where teachers and school principals pay less attention to student education. Teachers do not attend class regularly, do not set a good example, and even commit acts of violence against students. This can be attributed to the principal's leadership style which does not provide adequate guidance or empowerment to teachers. Lack of supervision and encouragement from the principal can lead to a lack of discipline and a lack of focus on student education. With quality leadership, teachers will be more motivated, disciplined and focused on their tasks so that they can create a conducive learning environment and improve the quality of student education. Thus, the principal's leadership has a major impact on teacher performance (Frismelly & Giatman, 2021).

The importance of the principal's leadership style and the level of teacher professionalism in improving teacher performance is a crucial aspect in the world of education. These two factors play a central role in shaping a quality learning process and providing a positive impact on educational outcomes. In the context of MI Muslimat NU Pucang Sidoarjo, this research is aimed at observing the extent to which the principal's leadership style and the level of teacher professionalism influence teacher performance. It is hoped that the results of this research will provide a deeper understanding of the relationship between leadership style, teacher professionalism, and teacher performance in the educational environment. This information can be the basis for developing strategies and policies that support improving the quality of education at MI Muslimat NU Pucang Sidoarjo.

**METHOD**

This research is quantitative in nature, with the main objective being to measure the extent of the influence of the principal's leadership style and teacher professionalism on teacher performance. The population of this study were teachers at MI Muslimat NU Pucang Sidoarjo. This research involves all teachers as respondents so this is called population research with total sampling technique. A total of 91 teachers were respondents.
The research instrument used was a questionnaire to collect data regarding student perceptions of the principal's leadership style and teacher professionalism on teacher performance. The questionnaire will include structured questions related to the research variables. By collecting questionnaire data from all teachers, this research aims to identify the extent to which the principal's leadership style and the level of teacher professionalism contribute to their performance. The research variables consist of independent variables (principal leadership style and teacher professionalism) and dependent variables (teacher performance). Explanation of definitions and indicators can be explained as follows:

1. The principal's leadership style (X1) is the principal's way of leading and managing the school. Leadership style is measured by the following indicators: ability to develop motivation, ability to interact, ability to direct, ability to make decisions, ability to control emotions, and responsibility (Greenberg & Baron, 2003).

2. Teacher professionalism (X2) is the condition, direction, values, goals and quality of expertise and authority in the field of education and teaching related to a person's work which provides a livelihood. Four aspects that show teacher professionalism are pedagogical competence, personality competence, professional competence and social competence (Mulyasa, 2008).

3. Teacher performance (Y) is the achievement of work results from activities carried out by teachers in their main duties and functions in concrete realization. Teacher performance indicators are quality, quantity, task implementation, accuracy and work behavior (Smither & Manuel, 2009).

The data collected in this research will undergo analysis using statistical methods, especially regression analysis. This analysis has the main aim of identifying and understanding the extent to which the principal's leadership style and the level of teacher professionalism influence teacher performance at MI Muslimat NU Pucang Sidoarjo. By applying regression analysis, research will be able to provide a more detailed and measurable picture of the relationship between the variables being studied. In addition, the quality of the data collected will be tested through reliability and validity tests to ensure the reliability and accuracy of the information obtained. This analysis is expected to make a significant contribution in providing deeper insight into the factors that influence teacher performance at MI Muslimat NU Pucang Sidoarjo, so that it can become the basis for developing more effective educational strategies and policies in the future.

RESULTS AND DISCUSSION

The population of this study were teachers at MI Muslimat NU Pucang Sidoarjo. The questionnaire was distributed to 91 teachers but only 78 teachers responded back. Thus, the sample in this study was determined to be 78 respondents.
From the results of implementing the validity test, it can be concluded that all statements in the questionnaire are accepted. This is supported by the corrected total item correlation value which exceeds the threshold of 0.3. Therefore, it can be confirmed that the questionnaire used to measure variables such as principal leadership style, professionalism, and teacher performance is considered valid. Cronbach's alpha for leadership style reached a value of 0.894, while teacher professionalism had a Cronbach's alpha of 0.897, and Cronbach's alpha value for teacher performance was 0.955. The results of the reliability test show that the three research variables have a Cronbach value that exceeds 0.6. This confirms that the measurement instruments used in this study are consistent and reliable.

Table 1. Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>7.966</td>
<td>1.851</td>
<td>4.305</td>
<td>0.000</td>
</tr>
<tr>
<td>X1</td>
<td>1.011</td>
<td>.116</td>
<td>.725</td>
<td>8.722</td>
</tr>
<tr>
<td>X2</td>
<td>.284</td>
<td>.096</td>
<td>.245</td>
<td>2.948</td>
</tr>
</tbody>
</table>

The results of this research produce a regression model with the equation \( Y = 7.966 + 1.011X1 + 0.284X2 \). From this regression model, it can be concluded that if all variables, namely the principal's leadership style (X1) and teacher professionalism (X2), have a value of zero, then the predicted teacher performance value (Y) will be around 7.966. In other words, the initial value of teacher performance at MI Muslimat NU Pucang Sidoarjo is estimated to reach that figure, without taking into account the contribution of the principal's leadership style and teacher professionalism. Positive regression coefficients for both independent variables indicate that increasing the value of the principal's leadership style and teacher professionalism contributes positively to increasing teacher performance.

The results further show that there is high significance for the principal's leadership style, with a significance value of 0.000. Likewise, the variable professionalism of MI Muslimat NU Pucang Sidoarjo teachers has a significance value of 0.004. Based on this high level of significance, it can be explained that the principal's leadership style and teacher professionalism significantly play a role in shaping teacher performance at MI Muslimat NU Pucang Sidoarjo. This occurs because the significance value is less than 0.05, which is the general threshold used to determine statistical significance in research.

Table 2. ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>2155.671</td>
<td>2</td>
<td>1077.836</td>
<td>370.518</td>
<td>0.000</td>
</tr>
<tr>
<td>Residual</td>
<td>218.175</td>
<td>75</td>
<td>2.909</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2373.846</td>
<td>77</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

The F test results show that the calculated F value reaches 370.518, with a significance level of 0.000. Because this probability value is smaller than 0.05, it can be concluded that the regression equation has strong significance. Therefore, it can be explained that factors such as the principal's leadership style and teacher professionalism have an important role in influencing the performance of MI Muslimat NU
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Pucang Sidoarjo teachers simultaneously. This means that these variables contribute jointly to variations in teacher performance.

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.953</td>
<td>.908</td>
<td>.906</td>
<td>1.706</td>
</tr>
</tbody>
</table>

The next step in the analysis uses the coefficient of determination. This research shows that there is a strong relationship between the variables studied, namely the leadership style of the school principal and teacher professionalism, with teacher performance at MI Muslimat NU Pucang Sidoarjo. The resulting R value is 0.953, and R Square reaches 0.908. Interpreting the R Square value of 0.908, this means that around 90.8% of the variation in teacher performance can be explained by factors such as the principal's leadership style and teacher professionalism at MI Muslimat NU Pucang Sidoarjo. The remaining 9.2% of variability was influenced by other factors not investigated in this study.

The research findings show that the principal's leadership style has a significant impact on teacher performance. This is in accordance with the findings of Hariani et al. (2016); Aziz and Suwatno (2020); Nasution and Ichsan (2020); Frismelly and Giatman (2021) found that the leadership style of school principals has an important role in shaping the quality of teacher performance in the educational environment. Leadership that provides a clear vision and mission will provide the guidance needed for teachers to organize and implement effective learning. Principals who are able to communicate school expectations and goals clearly will help teachers to direct their energy and efforts with more focus. Furthermore, the support provided by the school principal also has a crucial role in shaping teacher performance. School principals who support initiatives, provide appreciation, and provide assistance when needed have an important role in creating a positive work climate in the school environment (Putra et al., 2022). The principal's supportive attitude to the initiative gives staff the freedom to innovate and create new ideas without fear of punishment or criticism. Providing appreciation, such as praise and recognition of achievements, can increase staff motivation and job satisfaction (Karina et al., 2015). Additionally, when the principal is ready to provide help and support when needed, this creates a supportive and collaborative work environment. A positive work climate has a direct impact on staff productivity and wellbeing. Teachers who feel appreciated and supported tend to be more motivated, contribute more actively, and feel more satisfied with their work (Pramudya & Mardikaningsih, 2022). Therefore, the principal's role in creating a positive work climate not only impacts individual performance, but also the dynamics of the entire school, creating an environment conducive to collective growth and development. Thus, the research findings confirm that the principal's leadership style is an administrative tool and a force that encourages and motivates teacher performance. Further awareness of the types of effective leadership styles can help develop leadership strategies and policies that support...
teacher professional growth and well-being thereby creating a productive and quality educational environment (Saraswati et al., 2014).

The results of this study highlight that teacher professionalism has a significant impact on their performance. This is in accordance with the findings of Hapizoh et al. (2020); Rosmawati et al. (2020); Amyaniih and Sussanto (2022); Djazilan and Darmawan (2022); Mardikaningsih et al. (2022). Professionalism is reflected in the teacher's ability to adapt to developments in the curriculum and educational technology. Teachers who always follow the latest developments in their field and are able to integrate them into learning have a key role in creating learning experiences that are relevant and appropriate to students' needs in an era that continues to develop. Teachers' ability to continually update their knowledge in line with developments in science and technology ensures that students have access to the latest information and innovative teaching methodologies. In this way, teachers can present learning content that is relevant to real life and future demands. The use of technology, the latest learning methods, and the latest information in teaching allows teachers to create a dynamic and challenging learning environment (Masnawati & Kurniawan, 2022). This increases students' interest in learning which will help them develop the skills needed to succeed in an ever-changing world (Mardikaningsih & Darmawan, 2021). Thus, teachers who continuously develop themselves and take advantage of the latest developments in their field can create learning experiences that are relevant, inspiring, and support students' holistic growth in today's dynamic era (Meister, 2010). Apart from that, a teacher's level of responsibility and moral commitment to teaching duties and student development also reflects professionalism (Darmawan, 2018; Ernawati et al., 2020). Teachers who carry out their duties responsibly, try to provide extra support to students who need them, and are committed to providing quality education will have a positive impact on student learning achievement (McLaughlin & Talbert, 2006; Putra & Darmawan, 2022). Research results showing the significant impact of teacher professionalism on performance emphasize the importance of teacher empowerment and professional development efforts. The support provided by educational institutions, the government and school principals to create an environment that encourages professionalism will make a major contribution to improving the quality of education (Novrianda et al., 2012). Organizational success is determined by the professionalism of organizational members (Greenberg & Baron, 2003). In addition, increasing teacher professionalism can be the basis for developing more effective policy strategies and training programs so as to produce teachers who are competent, committed and have integrity to provide meaningful education for students.

CONCLUSIONS
Based on the results of research regarding the influence of leadership style and teacher professionalism on the performance of MI Muslimat NU Pucang Sidoarjo teachers, significant conclusions can be drawn. The principal's leadership style has a major role in shaping teacher performance and professionalism also plays a significant role. These two factors together have a significant positive impact on teacher performance.

Based on this conclusion, suggestions that can be given are the importance of developing the leadership of school principals who understand and apply effective leadership styles. Leadership training that emphasizes togetherness, good communication, and providing support to staff can significantly improve the quality of school principal leadership. Investing in these training programs can help principals develop the skills necessary to lead effectively, create a positive work environment, and inspire staff.

In addition, a structured and sustainable teacher professional development program is needed. This program can include improving mastery of material, developing creativity in teaching methods, as well as instilling high moral values. Through these efforts, teachers can continue to improve their competencies, provide a higher quality learning experience for students, and support overall educational goals. This development program can also be a forum for the exchange of ideas and best practices between teachers, creating a collaborative culture that supports improving the quality of education.

REFERENCES


