



The Relationship of School Leadership and Teacher Attitudes towards Teacher Professional Competency

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Abstract

The competence of teachers in carrying out their duties as educators really needs to be considered. This is inseparable from the principal's leadership, because good leaders will always foster and develop the competence of their teachers through various activities. This study aims: 1). to determine the relationship between principal leadership and teacher professional competence in elementary schools; 2). to determine the relationship between teacher attitudes towards work, and 3). to determine the relationship between principal leadership and teacher attitudes towards work with the professional competence of teachers in elementary schools. The results of this study indicate that: 1) there is a significant relationship between principal leadership and the professional competence of elementary school teachers. This shows that the higher the leadership level of the principal, the higher the teacher's professional competence will be. Conversely, the lower the principal leadership, the lower the professional competence of teachers; 2) there is a significant relationship between teacher attitudes towards the professional competence of elementary school teachers. This means that the higher the teacher's positive attitude towards their work, the higher the teacher's professional competence will be, and vice versa; 3) there is a significant relationship between principal leadership and teacher attitudes towards the professional competence of elementary school teachers. Based on this research, it is suggested that teacher performance needs to be improved and teachers must realize that rights and obligations must be balanced. Good professionalism is maintained and improved again considering that there is a significant relationship to teacher performance.

Keywords: *Principal Leadership; Teacher Attitudes; Teacher Professional Competence*

Introduction

School as formal education aims to form human personality in developing intellectual students in order to educate the nation's life. The principal of the school as an education leader has a very important role in helping teachers and students. In his leadership, the principal must be able to understand, overcome and correct deficiencies that occur in the school environment, both those coming from outside and from within the school (Suh Understanding, 200: 18). The teacher is a resource element that determines the success of education in schools, because the teacher is a human element that is very closely related to students in daily education efforts at school. The person who is responsible for the

implementation of the learning process in the classroom is the teacher. Empowerment of teacher quality needs to be done continuously and sustainably. This of course cannot be separated from the elements of class management. Schools, teachers and other educational workforce are professionals. Therefore, they must be educated and trained academically and professionally and receive the formal recognition they deserve (Depdiknas, 2007: 1) and the teaching profession must have a professional status that requires development (Tilaar, 2001: 142).

The leadership style adopted by the principal will be related to the results and effectiveness of the principal in leading and carrying out the educational process in the school. As said by Glatthorn (2000: 12) who says "There is a strong attachment between the leadership style used by the principal and the overall effectiveness of the education process in schools". This means that reliable human resources cannot be separated from the influence of the leadership patterns or styles that are applied in an organization, this will be reflected in the implementation of the organization. A good leadership style will be seen in the running of the organization in an orderly, comfortable, conducive manner and in accordance with the objectives to be achieved.

Educational leaders as Top Leaders in an educational institution formulate and communicate a clear vision and mission in advancing education. The school principal is an educational leader at the educational unit level, who must be responsible for all school activities. The principal is a very important person in the school system. They seek, maintain rules and discipline, provide the necessary items, implement and improve school programs, and select and develop employees (Bakar: 2015). The task of principal leadership in general is to provide motivation to teachers to carry out their own duties with the main task, so that the teaching and learning process is good and does not harm students (Arikunto, 2014: 125).

The principal according to the Regulation of the Minister of National Education Number 28 of 2010 is as follows: The principal of a school / madrasah is a teacher who is given an additional task to lead kindergarten / raudhotul athfal special kindergarten elementary school / madrasah ibtidaiyah primary school extraordinary school junior secondary / madrasah tsanawiyah. junior high school special high school / madrasah aliyah vocational high school / madrasah aliyah vocational school or special high school that is not an international standard school or which has not been developed into an international standard school. Kompri (2017) states that: "The principal is the teacher who leads the school", meaning that terminologically, the principal can be interpreted as a functional teacher who is given additional tasks to lead a school. Leaders must have strong principles or characters, be it attitude, decision making and so on, so that the views of the teachers are the best. Anwar (2013) states that the function of leadership is guiding, guiding, guiding, or building work motivation, driving the organization, establishing better communication networks so that they will be able to lead their followers to the planned goals. In this case a leader with character has a special emotional style, is sociable, emotions are more expressive and dramatic, warmer, more social, free from prejudice against school members, is more cooperative, more pleasant, more appreciative and trustworthy, even gentler than ordinary leader".

Then according to Wahjosumidjo (2011: 83) suggests that the principal is: A functional teacher who is assigned the task of leading a school where a teaching and learning process is held, or a place where there is interaction between the teacher who gives lessons and students who receive lessons. The same thing was also stated by Rahman et al (2006: 106) that "The principal is a teacher (functional position) who is appointed to occupy a structural position (principal) in the school". That way, it can be concluded that the principal is the highest leader in the school environment to lead a school and has additional duties besides being a teacher at the school, the principal must manage and utilize the resources in the school properly to determine the progress or withdrawal. a school he dreams of.

In today's education and learning systems, the presence of teachers in the teaching and learning process still plays an important role. The role of teachers in the teaching and learning process cannot be replaced by machines, radios, tape recorders, or even the most modern computers. Too many human elements such as attitudes, value systems, feelings, motivations, habits, etc. that can enhance the teaching process, cannot be achieved through these tools. This is where the competence of teachers is needed in carrying out their duties as educators. This is inseparable from the principal's leadership. Because good leaders will always foster and develop the competence of their teachers through various activities. Among them are through Teacher Work Activities, seminars, workshops, and so on, the implementation of which is facilitated by the principal as the leader.

The teacher plays a central role in the teaching and learning process, for that the quality of education in a school is largely determined by the ability of a teacher to carry out his duties. According to Aqib (2013) teachers are a determining factor for the success of education in schools, because teachers are the central and source of teaching and learning activities. It is further stated that teachers are an influential component in improving the quality of education in schools. This shows that the professional ability or competence of a teacher determines the quality of education. Sudjana (2010) suggests four teacher competencies: (1) have knowledge of learning and human behavior, (2) have knowledge and master the field of study they develop, (3) have the right attitude about oneself, school, peers, and the field of study that he develops, and (4) has skills in teaching techniques. In addition to the things described above, a teacher must also be competent, both in the form of knowledge, understanding, abilities (skills), values, attitudes and interests (interest), so that the teaching and learning process runs conducive and students will be more motivated. in learning (Mulyasa, 2004: 38-39).

Ministry of National Education (2004: 11) states that teacher performance is the ability of teachers to demonstrate various abilities and competencies. Teacher performance according to Supardi (2014: 54) is an effort made by a teacher in teaching and learning activities to improve the learning outcomes of their students. Thus, teacher performance can show the ability of a teacher in carrying out learning activities and illustrates the existence of an action taken by the teacher and produces the desired goals. Teacher performance is the result of teacher work which is illustrated from the competencies they have when facing situations and conditions of work at school, which are formed by their attitudes and behavior (Rizal, 2015). According to Siregar (2011) the objectives of individual teacher performance are: (a) increasing teacher work performance, both individually and in groups, where an increase in teacher work performance has an impact on improving teacher performance; (b) fostering interest in professional development by increasing work results through work performance, and (c) providing opportunities for teachers to convey their feelings about their work at school, so that there will be good two-way communication between the principal as the leader and the teacher as his subordinate.

Based on the results of research by Carudin (2011: 230), the principal's leadership greatly determines quality, without good leadership the quality improvement process cannot be carried out and realized. The importance of school principal leadership influence is not merely a form of instruction, but rather a motivation or trigger that can inspire teachers and employees, so that their initiative and creativity develop optimally to improve their performance.

E. Mulyana (2000), provides a conclusion about the influence of leadership style, which is quoted from the research results of Sutermeister (1980), that there are several determinants of work productivity, including: leadership climate (type of leadership) and leader, from 33 factors other influential. Furthermore, six factors determine the level of productivity, namely: education, technology, value system, work climate, health status, and minimum wage level. Meter (2003) in the results of the study revealed that there was a relationship between leadership behavior, in this case school coconut, and teacher professionalism. This means, the better the behavior of the principal, the higher the level of teacher professionalism. Furthermore, Pidarta (2014) found that principals who have good competence and

behavior who provide opportunities to hold group discussions in the field of study will be able to increase teacher professionalism.

A school principal as an educational leader faces a heavy responsibility, for that he must have adequate preparation, both mentally and psychologically in carrying out his duties, especially in dealing with all the problems and challenges faced to create and provide comfort for teachers and students at school.

In the leadership process, there is a leadership style that is usually used by leaders in carrying out their responsibilities to lead an organization. Leadership style in general is a hidden quality that will gain trust, cooperation and honesty will determine the quality or weakness in developing the organization it leads (Shulhan, 2013: 9).

Method

The research method used in this research is a survey method. This research is correlational because the research tries to describe the relationship between several research variables, namely the principal leadership variable and teacher attitudes towards work as independent variables and teacher professional competence as the dependent variable. The target population in this study, all elementary schools. The target population is only 10 public primary schools, with 50 teachers. All populations were taken as the research sample, because the total population did not reach 100 people or it is also called population research.

The technique of collecting data on principal leadership and teacher attitudes towards work uses a questionnaire method with a Likert scale. Meanwhile, the professional competence of teachers uses a test method in the form of a competency test. Furthermore, the questionnaire and test questions were tested on the teachers who became the research sample, amounting to 50 people. The data analysis technique was carried out in three stages, namely the data description stage, the analysis requirements test stage, and the hypothesis testing stage. Data analysis based on these three stages was assisted by the SPSS for Windows program.

Results and Discussion

This analysis aims to describe each variable into a frequency distribution table, then perform a percentage analysis and provide an interpretation of the analysis. Based on the results of observations using questionnaires, interviews with various related parties and in-depth analysis of respondents' answers and their relation to prevailing theories and phenomena that occur in the field, it is necessary to discuss descriptive analysis.

The first hypothesis states that: there is a positive relationship between principal leadership and the professional competence of economic teachers in elementary schools. To determine the relationship between these two variables, the analysis technique uses product moment correlation analysis. Based on the results of data analysis using the calculation of SPSS 20.0 for windows, the correlation coefficient value is 0.498 with a significance level of 0.000 at the 0.05 level. Based on the results of these calculations, a significance value of $0.000 < 0.05$ is obtained, so the research hypothesis is accepted. This means that there is a significant positive relationship between principal leadership and the professional competence of elementary school teachers. This relationship is indicated by a correlation value of 0.498 including in the medium category.

The second hypothesis states that: there is a positive relationship between teacher attitudes towards work and the professional competence of teachers in elementary schools. Based on the results of data analysis using the calculation of SPSS 20.0 for windows, the correlation coefficient value is 0.571 with a significance level of 0.000 at the 0.05 level. Based on the results of these calculations, a significance value of $0.000 < 0.05$ is obtained, the research hypothesis is accepted. This means that there is a significant positive relationship between teacher attitudes towards work and the professional competence of elementary school teachers. This relationship is indicated by a correlation value of 0.571 including the moderate category. The results of the SPSS calculation can be seen in table 2.

The third hypothesis states that: there is a positive relationship between principal leadership and teacher attitudes towards work with the professional competence of teachers in elementary schools. Based on the results of data analysis using SPSS 20.0 for windows, the correlation coefficient is 0.487 with a significance level of 0.000 at the 0.05 level.

Based on the results of the above research which was tested using the Product Moment correlation analysis technique, it showed that there was a relationship between the principal's leadership, teacher attitudes towards work and teacher professional competence. This means that all research hypotheses are accepted.

Good principal leadership will make teachers comfortable in carrying out their duties. The leadership of the principal is a factor from outside the teacher that can move teachers to work, because the principal is the main leader in the school. Apart from the leadership of the principal, personally a teacher must be professional in carrying out his profession. Teacher professionalism is the commitment of teachers in carrying out their duties and functions as teachers, so that teacher professionalism can affect teacher performance. The opinion of Rosilawati (2001) in her research states that in an effort to realize an effective school, in addition to the educational creativity of teachers, students, and parties with an interest in education, it turns out that the various skills possessed by the principal have a very important role, both in empowering resources. existing resources and search for sources that are not yet available. Maisah (2010: 43), namely "the leadership factor, has aspects of the quality of managers and team leaders in providing encouragement, enthusiasm, direction and work support to teachers". Therefore, with good principal leadership, in this case the principal of an elementary school, teacher performance will increase. This is evidenced by the results of the regression analysis that the principal leadership coefficient is positive. However, the tendency of primary school principals to lead is still low, so improvements are still needed.

The results of Pratiwi's (2013) research state that there is a positive effect of principal leadership according to teacher perceptions of teacher performance, where if the leadership of a principal is good according to teacher perceptions it will be able to make teacher performance good. As stated by Robbins and Coulter (2007), which states that organizational structure is a formal organizational framework within which work tasks are divided, grouped, and coordinated. As for the form of organizational structure in schools in general, namely the form of line and staff organizations, where decisions and policies remain entirely with the school principal, but authority is divided on each line. To assist the duties of the principal in elementary schools, there are four deputy principals, namely in the field of curriculum, student affairs, facilities and infrastructure, as well as public and industrial relations, assisted by several staff. So the leadership role of the principal is indirectly replaced by the role of the vice principal and his staff. The results of the study support previous research, namely the results of research by Pratiwi (2013) which states that there is a positive effect of principal leadership according to teacher perceptions of teacher performance.

Furthermore, Sumarno (2009) examines the Effect of Principal Leadership and Teacher Professionalism on the Performance of Public Elementary School Teachers in Paguyangan District,

Brebes Regency. The research approach is quantitative non-experiment. The results showed that the principal's leadership was in the good category with an average score of 58.8028, the professionalism of teachers in the professional category was 58.0915, the teacher's performance was in the good category with an average of 61.4155. The result of multiple regression analysis shows that there is a joint and partial positive and significant influence of the principal's leadership and teacher professionalism on the performance of the teachers of SD Negeri Paguyangan District.

Looking at education as a system, teacher performance is inseparable from the principal's leadership in terms of headmaster and top management in managing schools and empowering teachers. The better the principal's leadership empowers teachers, the teacher's performance will increase. The leadership of the headmaster of the State Vocational High School in Banyuasin Regency has no real effect on teacher performance, this can be influenced by factors related to factors of age, years of service, employment status, given the employment status of dominant teachers as non-permanent teachers. Teachers have the idea that whoever the principal is, they must still carry out their duties well and show good performance too. The principal as an education leader in increasing teacher motivation must foster a harmonious relationship with teachers and the community, so that both teachers and the community around the school can work together to achieve better education. This is in accordance with the research conducted by Teguh (2015) which shows that "ideal principal leadership is done by listening to suggestions or ideas from the board of teachers and employees, classifying and resolving personal mistakes of principals, teachers and employees, conveying ideas and harmonizing them. together can solve problems and provide solutions to problems that teachers face, share various tasks together, show exemplary character, and provide more disciplined teacher assessment and attention.

Based on the above opinion, the results of this study are very supportive and proven that the principal's leadership has a significant relationship with the professional competence of teachers. Likewise, with teacher attitudes towards work with teacher professional competence, strengthening the theory and results of previous research even though based on research results the relationship between variables is in the medium category.

Conclusion

Principal leadership is a form of the principal's performance as a leader who directs and guides subordinates such as teachers and educational staff in an integrated manner to carry out educational programs that have been prepared and planned in advance. The success and success of the principal's leadership in managing the school is influenced by the skills they have. The principal as the leader of an educational institution has implications for all components in school, especially teachers. Good principal leadership will always foster and develop the competence of teachers in various activities such as real work lectures, seminars, workshops and so on, the implementation of which is facilitated by the principal as a leader. The principal has the duty and responsibility to improve teacher competence. Good teacher competence will have an impact on the quality of the teaching and learning process in the classroom so that educational goals can be maximally achieved.

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