The Correlation of Instructional Leader Principal's and Teacher's Professional attitude with Teacher's Work Motivation at Vocational High Schools in Pelaihari City Tanah Laut Regency

[1]Rizqan Muhammad, [2]Aslamiah, [3]Metroyadi

Master Program in Education Management
Lambung Mangkurat University
Indonesia

Abstract: **Teachers play an important role in the world of education, especially in formal sector in schools, teachers greatly determine the success of students, especially in terms of the teaching and learning process that is usually carried out in schools. Therefore principals through instructional leadership should be able to motivate and empower teachers to create good work motivation and be able to play as teachers who have a professional attitude, besides the teacher himself who is able to improve the quality of his own work.**

The purpose of this research is to describe: (1) the correlation between principal's instructional leadership and teacher's motivation, (2) the correlation between principal's instructional leadership and teacher's professional attitude, (3) the correlation between teacher's professional attitude and teacher's motivation and (4) the correlation of principal's instructional leadership and teacher's professional attitude with with teacher's work motivation.

This study uses a quantitative approach with descriptive methods. The population of this study were teachers of Public Vocational Schools in Pelaihari City Tanah Laut Regency totaling 155 people. The sample in this study was 68 people with data collected through questionnaires filled out by the teacher. This instrument was tested for validity with a Product Moment correlation technique, while the reliability test used the Alpha Cronbach formula. Data analysis of relationships among variables using descriptive correlational.

The result of the research that (1) there is the correlation between principal's instructional leadership and teacher's motivation, (2) there is the correlation between principal's instructional leadership and teacher's professional attitude, (3) there is the correlation between teacher's professional attitude and teacher's motivation, (4) there is the correlation between principal's instructional leadership and teacher's professional attitude with teacher's motivation.

Based on the results of the study, it was suggested to the principal, the school supervisor, to improve his leadership and supervisory roles; the teacher to improve their professional attitude and work motivation so that they can improve the quality of education in the future.

Keywords: **Instructional Leadership, Professional Attitude, Work Motivation**

1. Introduction

Teachers play an important role in the world of education, especially in formal fields in schools, teachers greatly determine the success of students, especially in terms of the teaching and learning process that is usually carried out in schools. Therefore principals through learning leadership are able to motivate and empower teachers to create good work motivation and be able to act as teachers who have a professional attitude besides the teacher himself who is able to improve the quality of his own work.

Work motivation is one of the important elements in staffing an agency or an organization, meaning that motivation must be possessed by every employee. Employees with good work motivation will carry out every job given as well as possible and mobilize all the capabilities they have to complete a job.

Motivation is the psychological aspects of each individual. Motivation is power (power), power (forces), power (energy); or a complex state (a complex state) and preparedness (prepatory set) in the individual (organism) to move (to move, motion, motive) towards a particular goal, both consciously and unconsciously. Motivation is a force that is influenced by other factors, such as past experience, level of intelligence, physical ability, environmental situation, ideals of life, etc. (Kurniadin. D & Machali. I 2014: 331).

Motivation is a process that explains the intensity, direction, and perseverance of an individual to achieve his goals. The three main elements in this definition are intensity, direction, and perseverance. Every employee or person must have motivation in him, including a teacher who teaches at school. There are three human needs according to McClelland, namely the need for achievement, the need for affiliation and the need for power. These three needs are proven to be very important elements in determining a person's performance at work

High work motivation in a school organization will have a positive impact, namely the achievement of the goals set by the school organization. The measure of the teacher's performance can be seen from his sense of responsibility in carrying out the mandate, his profession, his moral responsibility on his shoulders. All of that will be seen in obedience and loyalty in carrying out the teacher's duties in the classroom and educational assignments outside the classroom. This attitude will be accompanied by a sense of responsibility to prepare all teaching equipment before carrying out the learning process. In addition, the teacher has also

considered the methodology that will be used, including the educational media tools that will be used, as well as what assessment tools are used in the evaluation.

Teachers really determine the success of a country's education. Various studies and results of research that describe the strategic role and determine the teacher in delivering the success of a country's education can be explained that the success of school renewal is determined by the teacher, because the teacher is a learning leader, facilitator, and at the same time a center of learning initiatives. Therefore teachers must always develop themselves independently not only depending on the initiative of the principal and supervisor (Supardi, 2013: 7).

Making teachers as professionals need to be held continuously and continuously, and make teachers as laborers need to be considered, valued and recognized for their professionalism. Thus the work of the teacher is not solely the work of service but the teacher is a professional worker like other jobs such as accountants, lawyers, entrepreneurs, lecturers, doctors and so on. Looking at teachers as professional workers, the efforts to make them become professionals do not merely improve their competencies through providing training, training or getting the opportunity to learn more but also need to pay attention to teachers in other aspects such as increasing discipline, giving motivation, giving guidance through supervision, giving incentives, decent salary with professionalism so as to enable teachers to be satisfied in working as educators.

The teacher is called a professional educator because the teacher has received and carried the burden from the parents to participate in educating the child. The teacher is also said to be someone who obtained a Decree (SK), both from the government or the private sector to carry out their duties, and therefore has the right and obligation to carry out learning activities in school education institutions.

The teacher is a job that requires special skills. This work cannot be done by people who do not have the skills to do work as teachers. Teacher's profession requires special conditions, especially as a professional teacher, who must master the intricacies of education and learning with various sciences. This profession also needs coaching and development through a period of certain education or pre-service education. Such guidance can also be obtained through supervision and leadership from the Principal.

Learning leadership or instructional leadership is leadership that focuses / emphasizes learning where the components include curriculum, teaching and learning processes, assessment (assessment of learning outcomes), teacher assessment and development, excellent service in learning, and development of learning communities in schools (Daryanto 2011 : 69).

Leadership is one of the competencies that must be possessed by a school principal. Many leadership models can be adopted and applied in various organizations / institutions, but the most suitable leadership model to be applied in schools is learning leadership. Regarding the application of learning leadership in schools, many studies have concluded that principals focusing on learning leadership produce better student achievement than principals who focus less on learning leadership. The results of Stronge (1988) study show that of all the work that must be carried out by the principal, only 10 percent is allocated to learning leadership (Daryanto 2011: 67).

There are a number of problems that have been encountered in schools, including in Pelaihari City State Vocational School, Tanah Laut District, regarding principals' learning leadership, teacher professional attitudes and teacher motivation. Some of these problems are still not many principals who apply learning leadership in their respective schools, many principals who still balance their roles as managers, administrators, supervisors, and instructional leaders themselves. The reasons presented include the lack of training in learning leadership, lack of time to implement learning leadership, the number of administrative activities that must be carried out, and the expectation of the community that the role of the principal is a manager.

In addition, there are still some teachers in schools that still do not show professional attitudes or who still have low work motivation. One example found at school is that there are some teachers who have just made learning administration, both the RPP and syllabus at the beginning of the teaching / new semester when the principal will examine it or when their supervisor will come. Some teachers also have not been able to develop their own syllabus, because the teacher still uses syllabus adopted from the results of the KKG and various sources. Almost all teachers have been able to develop their own lesson plans (RPP), but there are also teachers who used last year's RPP for the implementation of the current year learning. Other problems regarding the professional attitude of the less active teachers followed the upgrading, workshop, MGMP and still lack of interest to continue their education to a higher level.

In addition, the motivation of teachers who have not been optimal can also be seen from the lack of motivation of teachers in exploring learning methods, and the lack of optimal use of learning media. Teachers use the lecture method more and only use textbooks in delivering learning material.

Based on the description above, the researchers are interested in conducting research on the relationship of learning leadership, the professional attitude of teachers to teacher motivation at Pelaihari City Vocational School, Tanah Laut Regency, with the hope that this research will benefit both the researchers themselves and all elements personal and institutional related to the discussion in this study.

2. Method

This study presents the problem of the leadership leadership learning of the principal, the professional attitude of the teacher with the work motivation of the teachers of the State Vocational School in Pelaihari City Tanah Laut Regency. This research method uses descriptive quantitative method that is research that is intended to investigate the circumstances, conditions or other things, the results of which are presented in the form of research reports (Arikunto, 2010: 3).

In this study using correlation techniques, namely research conducted by researchers to determine the level of the relationship between two or more variables, without making changes, additions, or manipulation of data that already exists (Arikunto, 2010: 4).

3. Population and Samples
3.1 Population
Population is the overall research subject. If someone wants to examine all the elements in the research area, the research is population research. His studies or research are also called population studies or census studies (Arikunto, 2010: 173). The population in this study were all teachers at Pelaihari City Vocational School, Tanah Laut Regency.

3.2 Samples
The sample is part or representative of the population under study (Arikunto, 2010: 174). Sampling must be done in such a way as to obtain samples (examples) that can actually function as examples, or can describe the actual state of the population (Arikunto, 2010: 176). The sample in this study will be a portion of the population, that is, some of all teachers in Pelaihari City Vocational School Tanah Laut Regency.

  The number of samples can be determined using the Slovin formula as follows:

$$n = N / (1 + N e^2)$$

n = number of samples
N = population
e = error tolerance limit
The sample size based on the population above is as follows:
n = N / (1 + N e²)
n = 155 / (1 + 515 x 0.05²)
  = 155 / (1 + 515 x 0.0025)
  = 155 / (1 + 1,2875)
  = 155 / 2,2875
  = 67.75 ~ 68
Thus, the number of samples to be taken in this study amounted to 68 people, with details of the number of samples in each school using the formula: N N / N x n.
Pelaihari 1 State Vocational School = 68/155 x 68 = 29.83 ~ 30
Pelaihari State Vocational School 2 = 55/155 x 68 = 24.12 ~ 24
Pelaihari State SPP Vocational School = 32/155 x 68 = 14.03 ~ 14
The sample data in this study can be seen in the table as follows:

NO	SCHOOL NAME	TOTAL TEACHERS	SAMPLE
1.	SMK NEGERI 1 PELAIHARI	68	30
2.	SMK NEGERI 2 PELAIHARI	55	24
3.	SMK NEGERI SPP PELAIHARI	32	14
	TOTAL NUMBER	**155**	**68**

4.1 Result and Discussion
4.1 Result
A. Characteristics of Respondents
The results of data from 68 teachers from the State Vocational School in Pelaihari City Tanah Laut Regency consisted of 29 men and 39 women.

B. Trial of Research Instruments
1. Test Validity
2. Reliability Test

C. Testing of Prerequisites
1. Normality Test
2. Homogeneity Test
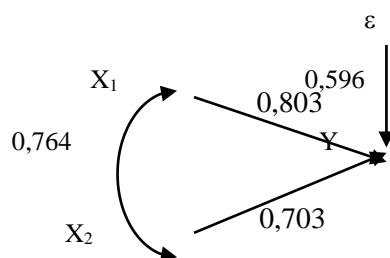
D. Testing of Hypotheses
    The Relationship of Principal Learning Leadership (X1) through the Teacher's Professional Attitude (X2) to Teacher Work Motivation (Y) is calculated using the structural relationship between X1, X2 and Y as follows:
PYX1.X2 = PYX1. PYX2

PYX1 = the coefficient between X1 and Y is = 0.803
PYX2 = the coefficient between X2 and Y is = 0.703

$$p3\varepsilon = \sqrt{1 - R^2} = \sqrt{1 - 0,803} = 0,596$$

So that the Relationship between Principal Learning Leadership (X1) through the Professional Attitudes of Teachers (X2) towards Teacher Work Motivation (Y) is as follows:

The relationship of X1 through X2 to Y = (0.764) (0.703) = 0.537

The Relationship of the Principal (X1) through the Teacher's Professional Attitude (X2) towards Teacher Work Motivation (Y) resulted in a coefficient of 1.301. To find out the significant value of the relationship, it will be compared with the following formula:

$$F = \frac{R^2 (n - k - 1)}{(1 - R^2) \times k}$$

$$F = \frac{0,537^2 \times (68 - 2 - 1)}{(1 - 0,537^2) \times 2}$$

$$F = \frac{0,288 \times 65}{0,712 \times 2}$$

$$F = \frac{18,744}{1,423}$$

$$= 13,170$$

R2 = multiple correlation coefficient (square)
n = number of cases
k = number of independent variables.

The measurement of the significant level of the calculation results is by comparing the value of Fcount with Ftable, where based on the distribution table F with df = 65 is 1,997 so the Relationship between Principal Learning Leadership through Teacher Professional Attitudes toward Teacher Work Motivation is significant, because the Fcount value is greater from the value of Ftable (13,170> 1,997).

Based on this, the fourth hypothesis (H4) which states that there is a Relationship between Principal Learning Leadership through Teacher Professional Attitudes towards Teacher Motivation of Work at Pelaihari Vocational School in Tanah Laut Regency is accepted.

5. Conclusion

Based on the findings that have been stated, it can be concluded as follows:

1. There is a positive and significant relationship between the learning leadership of the principal and the teacher's work motivation in Pelaihari City Vocational School Tanah Laut Regency
2. There is a positive and significant relationship between the leadership leadership of the principal and the professional attitude of the teacher at Pelaihari City Vocational School Tanah Laut Regency.
3. There is a positive and significant relationship between the professional attitudes of teachers and teachers' work motivation in Pelaihari City Vocational School Tanah Laut Regency.
4. There is a positive and significant relationship between leadership in school learning through the professional attitude of teachers with teacher work motivation in Pelaihari City Vocational School Tanah Laut Regency.

References

Arikunto, Suharsimi. (2010). *Prosedur Penelitian*. Jakarta: PT. Rineka Cipta.

Basri Hasan & Tatang S. (2015). *Kepemimpinan Pendidikan.* Bandung: Pustaka Setia.

Daryanto (2011). *Kepala Sekolah Sebagai Pemimpin Pembelajaran*. Yogyakarta: Gava Media.

Dharma, Agus. (2003). *Manajamen Supervisi (Petunjuk Praktis bagi Para Supervisor)*, Jakarta: PT Raja Grafindo Persada

Djamarah, Syaiful Bahri. (2015). *Psikologi Belajar.* Jakarta: Rineka Cipta.

Direktorat Tenaga Kependidikan. (2010). *Kepemimpinan Pembelajaran, Materi Pelatihan Penguatan Kemampuan Kepala Sekolah*. Jakarta: Dirjen Peningkatan Mutu Pendidik dan Tenaga Kependidikan Kementerian Pendidikan Nasional.

Gazali, Moh. Yusri. (2017). Hubungan Kepemimpinan Instruksional Kepala Sekolah dan Guru Profesional dengan Kinerja Guru SD Negeri di Kecamatan Martapura. Tesis tidak diterbitkan. Banjarmasin: Program Studi Manajemen Pendidikan Program Pascasarjana Universitas Lambung Mangkurat.

Mulyasa. (2013). *Uji Kompetensi dan Penilaian Kinerja Guru.* Bandung: PT. Remaja Rosdakarya Offset.

http://id.wikipedia.org/wiki/Motivasi (diakses pada tanggal 25062014 pukul 11.55 wita)

https://id.wikipedia.org/wiki/Uji_hipotesis (diakses pada tanggal 23112018 pukul 19.31 WITA)

Kurniadin. D &Machali. I. (2014). *Manajemen Pendidikan*. Jogjakarta. Ar-Ruzz Media

Masaong, A.K. (2010). *Supervisi Pendidikan, untuk Pendidikan yang Lebih Baik*. Bandung: MQS Publishing

Masunah, Nina. (2015). Hubungan Antara Kepemimpinan Kepala Sekolah dan Pengembangan Profesional dengan Motivasi Berprestasi Guru Matematika SMA Negeri di Kota Banjarmasin. Tesis tidak diterbitkan. Banjarmasin: Program Pascasarjana Universitas Lambung Mangkurat.

Mudyahardjo, R. (2001). *Pengantar Pendidikan,* Jakarta: PT. Raja Grafindo Persada

Priansa, Donni Juni. (2014). *Kinerja Guru dan Profesionalisme Guru.* Bandung: CV Alfabeta

Rohani, Ni Ketut. *Pengaruh Pembinaan Kepala Sekolah dan Kompensasi terhadap Kinerja Guru SLTP di Kota Surabaya,* (Online), tersedia http://www.infodiknas.com/pengaruh-pembinaan-kepala-sekolah-dan-kompensasi-terhadap-kinerja-guru-sltp-negeri-di-kota-surabaya-3.html, diakses pada Tanggal 14 September 2018.

Sagala, H. Syaiful. (2011). *Kemampuan Profesional Guru dan Tenaga Kependidikan.* Bandung: Alfabeta.

Sardiman, A.M. (2016). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: PT. RajaGrafindo Persada.

Saroni, M. (2014). *Mengelola Jurnal Pendidikan Sekolah.* Jogjakarta: Ar-Ruzz Media

Siagian, Sondang P. (2012). *Teori Motivasi dan Aplikasinya.* Jakarta: Rineka Cipta.

Supardi. (2013). *Kinerja Guru*. Jakarta: PT. Raja Grafindo Persada.

Suprihatiningrum, Jamil. (2014). *Guru Profesional.* Jogjakarta: Ar-Ruzz

Surya, H. Mohammad. (2014). *Psikologi Guru Konsep dan Aplikasi.* Bandung: Alfabeta.

Thoha, M . (2009). *Perilaku Organisasi, Konsep Dasar dan Aplikasinya*. Jakarta: PT. RajaGrafindo Persada

Rachmawati, Tutik & Daryanto. (2013), *Penilaian Kinerja Guru Profesi Guru dan Angka Kreditnya*. Yogyakarta: Java Media.

Wahab, Fathkul (2016). *Pengertian Sikap Profesi Guru (Online),* tersedia https://mypemudahkreatif.blogspot.com/2016/10/pengertian-sikap-profesional-guru.html. Diakses pada Tanggal 17122018 pukul 04.10 WITA.