



DETERMINANTS OF DEVELOPMENT PERFORMANCE AT MTs MUHAMMADIYAH 3 KISARAN

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Abstract

This research aims to determine the influence of leadership and supervision on teacher professionalism with motivation as an intervening variable in MTs. Muhammadiyah 3 Kisaran. Furthermore, this research is quantitative research with descriptive methods. Based on the research results, it is known that the results of the validity test on variables X_1 , Furthermore, in the reliability test, the Cronbach's alpha value for each variable is greater than the specified significance value ($X_1 = 0.651$, $X_2 = 0.640$, $Z = 0.823$, $Y = 0.647 > 0.6$), indicating that all items are reliable. Then the normality test shows that the value of Asymp.Sig. in the variables $X_1 = 0.19$, The coefficient of determination test shows that the leadership, supervision, and motivation variables have an influence on the teacher professionalism variable of 0.475 or 47.5%. In the partial test, the T_{count} results obtained for variables $X_1 = 4,188$, $X_2 = 3.865$, $Z = 9.874$ greater than $T_{table} = 2.025$. Shows that the dependent and intervening variables have a partial influence on the dependent variable.

Keywords : Leadership; Supervision; Teacher Professionalism.

Abstrack

Penelitian ini bertujuan untuk mengetahui pengaruh kepemimpinan dan supervisi terhadap profesionalisme guru dengan motivasi sebagai variabel intervening di MTs. Muhammadiyah 3 Kisaran. Selanjutnya, penelitian ini merupakan penelitian kuantitatif dengan metode deskriptif. Berdasarkan hasil penelitian diketahui bahwa hasil uji validitas pada variabel X_1 , X_2 , Z , dan variabel Y , dinyatakan seluruh item valid, hal ini ditunjukkan dengan nilai rhitung lebih besar dari nilai rtabel. Selanjutnya, pada uji reliabilitas nilai cronbach's alpha pada masing-masing variabel lebih besar dari pada nilai signifikansi yang ditentukan ($X_1 = 0.651$, $X_2 = 0.640$, $Z = 0.823$, $Y = 0.647 > 0.6$), menunjukkan bahwa seluruh item reliabel. Kemudian uji normalitas menunjukkan bahwa nilai Asymp.Sig. pada variabel $X_1 = 0.19$, $X_2 = 0.200$, $Z = 0.14$, dan $Y = 0.200$ lebih besar dari nilai signifikansi 0.05, hasilnya menunjukkan tidak terjadi multikolinieritas. Uji koefisien determinasi menunjukkan bahwa variabel kepemimpinan, supervisi, melalui variabel motivasi memberikan pengaruh terhadap variabel profesionalisme guru sebesar 0.475 atau 47.5%. Pada uji parsial diperoleh hasil Thitung pada variabel $X_1 = 4.188$, $X_2 = 3.865$, $Z = 9.874$, lebih besar dari pada

Ttabel = 2.025. Menunjukkan bahwa variabel terikat dan intervening tersebut memberikan pengaruh secara parsial terhadap variabel dependen.

Kata Kunci: *Kepemimpinan; Supervisi; Profesionalisme Guru.*

A. INTRODUCTION

Education is one of the primary needs that every individual must have in order to be able to adapt to changes and developments that will occur in the future (Eliza et al., 2022; Warsah et al., 2023). Education has an important role in human life which is substantial and will affect all of his life. For this reason, education must be improved as well as possible, because the progress of a nation can be seen from the level of education of the nation. Education is a process of changing the attitude and behavior of a person or group of people in an effort to mature human beings through teaching, training, action processes and procedures in educating (Faishol & Anugrah, 2023; Yusuf, 2018).

The world of education is inseparable from a problem or problem that must be addressed, where these problems will certainly hinder the achievement of the goals of national education. The main problems of education in Indonesia include the equal distribution of education, both formal and non-formal education, the quantity of education that concerns the number of students in the education system or schools, the quality of education, one of which is influenced by the low quality of teachers, the efficiency of education related to the utilization of existing resources (time, energy, cost) that is targeted, and the relevance of education that can produce *Output* which is in accordance with the needs of conformity development which includes quantity and quality *Output* aforementioned (Hidayat R., 2019; Rohman, 2018).

Teachers must be able to create a calm, clean, stress-free, and supportive classroom situation for the implementation of the learning process (Rosyada, 2017). For this reason, teachers must have their expertise and awareness of the tasks they must carry out. This is usually known as professionalism. Professionalism is one of the things that teachers must have in the implementation of child protection. A teacher who is professional is a teacher who has experts in accordance with his field and has pedagogic, social, personality and professionalism competencies who will realize that the fulfillment of children's rights that must be protected is very important, so that children's growth and development can be stimulated optimally (Roza et al., 2019).

The professionalism of education in general and the professionalism of Islamic education in particular are our shared responsibility (Mulyasa, 2015; Wahyono,

2013). Nowadays, with the rapid development and demands of the global era, our schools and madrasas are increasingly required to improve their professionalism in order to realize competitiveness in the global current. Every school or madrasah is required to be able to face various psychological and pedagogical problems that will always arise (Sumarno, 2019). The improvement of teachers' professionalism is inseparable from the role of the principal in managing the educational environment he leads. Therefore, a school principal must have competence. The success or failure of an educational institution, especially in an educational unit, will be greatly influenced by the competence possessed by the principal. Therefore, to improve the professionalism of teachers, the principal must master these competencies, so that what is the vision and mission of the school can be maximally achieved.

Regulation of the Minister of National Education Number 13 of 2007 concerning Standards for Principals of Schools/Madrasas emphasizes that a principal of a school/madrasah must have five minimum competency dimensions, namely: personality, managerial, entrepreneurial, supervision, and social competence. The principal of a school/madrasah is a teacher who is given additional duties as a principal of a school/madrasah so that he must also have the competencies required to have teacher competencies, namely: pedagogic, personality, social and professional competence.

Based on the description in the background above, the formulation of the problem of this study is how the influence of leadership and supervision on teacher professionalism with motivation as an intervening variable in MTs. Muhammadiyah 3 Kisaran.

Problem Identification

Based on the background of the problems described above, the problems identified in this study are:

1. Poor work motivation in teachers affects teachers' professionalism
2. Low teacher competence so that the achievement of work results is not optimal
3. The supervision of the head of the madrasah has not been maximized to affect the professionalism of teachers in carrying out their duties and responsibilities
4. The leadership of the principal who has not been maximized has an impact on the professionalism of teachers.

Problem Limitations

In this study, the research problem is limited by the author where this research is a component of teacher professionalism which is one of the determining factors for the success or not of the quality of results in education. Based on this

identification, the problems to be studied are limited by the Influence of Leadership and Supervision with Motivation as an Intervening Variable on Teacher Professionalism in MTs Muhammadiyah 3 Kisaran

Problem Formulation

The formulation of the problem and in this study is as follows:

1. Does leadership have a positive and significant effect on the professionalism of teachers in MTs. Muhammadiyah 3 Kisaran?
2. Does supervision have a positive and significant effect on the professionalism of teachers in MTs. Muhammadiyah 3 Kisaran?
3. Does leadership have a positive and significant effect on teacher motivation in MTs. Muhammadiyah 3 Kisaran?
4. Does supervision have a positive and significant effect on teacher motivation in MTs. Muhammadiyah 3 Kisaran?
5. Does motivation have a positive and significant effect on the professionalism of teachers in MTs. Muhammadiyah 3 Kisaran?
6. Does leadership have a positive and significant effect on teachers' professionalism through motivation in MTs. Muhammadiyah 3 Kisaran?
7. Does supervision have a positive and significant effect on teachers' professionalism through motivation in MTs. Muhammadiyah 3 Kisaran?

Research Objectives

The objectives of the research are as follows:

1. To find out and analyze the positive and significant influence of leadership on teacher professionalism in MTs. Muhammadiyah 3 Kisaran
2. To find out and analyze the positive and significant influence of supervision on teacher professionalism in MTs. Muhammadiyah 3 Kisaran
3. To find out and analyze the positive and significant influence of leadership on the motivation of MTs. Muhammadiyah 3 Kisaran
4. To find out and analyze the positive and significant influence of supervision on motivation in MTs. Muhammadiyah 3 Kisaran
5. To find out and analyze the motivation that has a positive and significant effect on the professionalism of teachers in MTs. Muhammadiyah 3 Kisaran
6. To find out and analyze the positive and significant influence of leadership on teacher professionalism through motivation in MTs. Muhammadiyah 3 Kisaran
7. To find out and analyze the positive and significant influence of supervision on teacher professionalism through motivation in MTs. Muhammadiyah 3 Kisaran

Research Benefits

Later, the research is expected to continue the research on the Influence of Leadership and Supervision on Teacher Professionalism with Motivation as an Intervening Variable in Mts. Muhammadiyah3 Kisaran.

B. THEORETICAL STUDIES

Teacher Professionalism

Professionalism comes from the word "professional" which is related to the profession. The word profession in English is "*profession*", in Dutch "*Professie*" which is a word of Latin origin "*Professio*" which means acknowledgment or statement. The word profession is also generically related to the word "occupation" (Indonesian), *occupation* (English), *occupatio* (Latin) which means busyness or activity or work or livelihood (Ananda, 2018).

Some previous studies according to (Kartini, 2011) stated that there are several factors that can affect teacher professionalism, including:

- 1) Training or education and training
- 2) Academic qualifications or commonly referred to as educational background
- 3) Academic supervision or continuous supervision
- 4) Principal leadership
- 5) Motivation
- 6) Welfare or compensation
- 7) Work ethic
- 8) Ability to use information and communication technology.

The indicators of basic skills of the teacher profession according to (Ananda, 2018) Include :

1. Pedagogic Competence

In accordance with the National Education Standards, paragraph 28 paragraph (3) explains that pedagogic competence is the ability to carry out teaching of students which includes student understanding, planning and implementation of teaching, assessment of student learning outcomes, and student assistance. to reach their full potential.

2. Personality Competencies

In accordance with the National Education Standards paragraph 28 paragraph (3) point b which is associated with citizenship ability is the ability to practice citizenship steadily, stable, mature, wise, and authoritatively, so it is a valuable skill for students. those who run education and communities.

3. Professional Competencies

According to the National Education Standards paragraph 28 paragraph (3) point c it is explained that what is meant by being professionally competent is the ability to apply educational resources flexibly and openly so as to enable students to meet the proficiency standards set out in the National Education Standards. National Standards of Education.

4. Social Competence

According to paragraph 3 of Article 28 of the National Education Standards, teachers' social competence is the ability of the community as a whole to communicate and cooperate well with students, fellow students, teachers, parents, and the surrounding community.

Principal Leadership

Leadership comes from the English language, namely *leader* which means leader, next *Leadership* means leadership. A leader is a person who occupies a position as a leader while leadership is his activity or duty as a leader. According to accomplish some goals or as an effort to influence individuals to accomplish some goals. Leadership (*Leadership*) is nothing but a leading activity with the process of influencing subordinates or others (Lataza, 2020) (Djafri, 2017).

The ability to influence others to work sincerely, so that work runs smoothly and goals can be achieved. *Leadership* is one of the effective tools of actuating. This means that to achieve effective actuating, leadership is needed, and in leadership itself is needed communication skills, motivational skills, and the ability to develop human resources, namely:

- 1) *Planning*The principal is obliged to carry out management functions related to the planning aspect, namely: Determining school goals, developing development strategies, formulating educational programs, and determining standards for achieving goals.
- 2) *Organizing*The functions and duties of the principal as a manager in an organization are: Responsible and able to take responsibility, think conceptually and realistically, be able to be a mediator, think like a politician, be able to make difficult decisions, be able to face various problems in the midst of limited resources and time, delegate work to other parties who are trusted and able to carry out responsibilities, Think like a diplomat.
- 3) The implementation of the Principal as a school supervisor is able to collect data and evaluate and supervise the performance of each teacher. The goal is to measure the extent to which school education has been achieved.

- 4) Supervision (*Controlling*) The principal as a manager in assigning, commanding, directing, guiding, and directing organizational personnel to carry out their duties in order to achieve a goal.

Principal Supervision Competencies

The terms "super" and "vision" in English refer to surveillance. Super means above, and vision means clear, sharp, and observant. (Maisaroh & Danuri, 2020). Overseeing the group involves providing services and support. According to its etymology, supervision in English is interpreted as "supervision" which means supervision in the field of education. Supervision comes from the English word "supervision" which means supervision or prudence. A supervisor is a person who performs work tasks"

(Sulistiyorini & Johan, 2021) states that an effort that helps teachers or serves teachers in order to improve, develop, and improve their teaching. As well as being able to provide effective and efficient learning conditions for students for the growth of their positions to achieve the goals and quality of education:

1. Briefing
2. Helping to solve teacher problems
3. Carry out supervision
4. Creating interpersonal relationships, and
5. Evaluation of work results.

Motivation

According to Isbandi in Nurjan (2016), the idea behind individual motivation comes from a theme, which can be understood as a force that exists in self-identity that causes them to be quiet or aggressive. Motives are not easy to understand in a straight line, but can be interpreted figuratively, for example a stimulus or energy that appears in a certain behavior.

(Manizar, 2015) states that a condition that encourages or becomes the cause of a person to do an action/activity, which takes place consciously, and this arises due to needs, encouragements, goals, and rewards.

The motivation indicators are divided into two factors, namely:

1. Internal Factors
2. External Factors

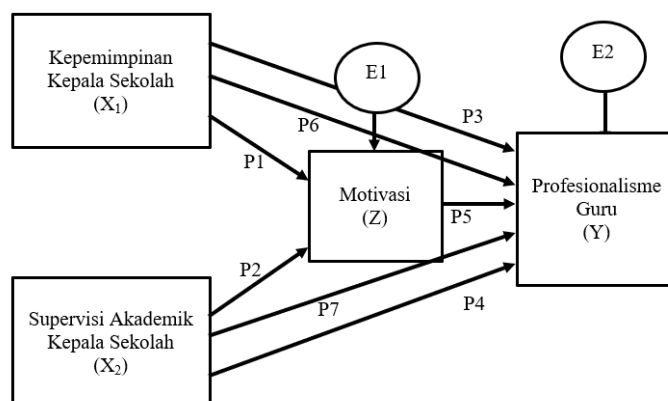


Figure 1. Conceptual Framework

Research Hypothesis

- H1 : Leadership has a positive and significant effect on the professionalism of teachers in MTs. Muhammadiyah 3 Kisaran
- H2 : Supervision has a positive and significant effect on the professionalism of teachers in MTs. Muhammadiyah 3 Kisaran
- H3 : Leadership has a positive and significant influence on motivation in MTs. Muhammadiyah 3 Kisaran
- H4 : Supervision has a positive and significant effect on motivation in MTs. Muhammadiyah 3 Kisaran
- H5 : Motivation has a positive and significant effect on teacher professionalism in MTs Muhammadiyah 3 Kisaran
- H6 : Leadership has a positive and significant effect on teachers' professionalism through motivation in MTs. Muhammadiyah 3 Kisaran
- H7 : Supervision has a positive and significant effect on teachers' professionalism through motivation in MTs. Muhammadiyah 3 Kisaran

C. RESEARCH METHODS

The type of research used in this study is quantitative research with a descriptive method. Quantitative research means information or data presented in the form of numbers. Quantitative research aims to research a hypothesis by collecting data that can be measured using statistics, mathematics, and computing. This means that quantitative research has a definite answer. So that the results of this study are in accordance with the analysis hypothesis made.

The place of this research was carried out at MTs. Muhammadiyah 3 Kisaran which is located on Jl. Madong Lubis No. 8, Selawan Village, East Kisaran District,

Asahan Regency, North Sumatra Province (Muhammadiyah Asahan College Complex) for a period of 3 months, starting in March 2024 and ending in May 2024.

The population in this study is all teachers of MTs. Muhammadiyah 3 Kisaran which totals 30 honorary teachers with the status of GTY (Permanent Teacher of the Foundation). Saturated sampling is a sampling technique when all members population is used as a sample. This is often done when the number of relatively small population, less than 30 people, or research that wants to make generalizations with very small errors. Other terms The saturated sample is the census, where all members of the population are made Sample. The sample in this study is the entire population of 30 people (Sugiyono, 2013).

Data analysis in this study uses Structural Equation Modeling (SEM) based on Partial Least Squares (PLS) with the SmartPLS 3.3.3 program. The Partial Least Squares (PLS) technique is one of the methods of modeling structural equations that has advantages over other SEM techniques. Because of its higher significance threshold in the analysis of correlations between theory and the state and its ability to perform path analysis with local variables, SEM is often used by researchers interested in the social sciences. PLS is a structural model, or SEM, based on components or variables.

D. RESULTS AND DISCUSSION

Based on the results of the research that has been conducted on all respondents consisting of 30 teachers, the author obtained data through questionnaires filled out by teachers, who were then given a score on each statement item and presented in the form of a table. The discussion of the results of the above research is as follows:

1. The Influence of Leadership (X₁) on Teacher Professionalism (Y)

The results of the validity test on the leadership variable (X₁) obtained the result that the instrument consisting of 10 statement items was valid overall, with rcalculation > rtable. Then, the results of the reliability test on the leadership variable (X₁) against the teacher professionalism variable (Y) were also declared to be entirely reliable, with the Cronbach's Alpha value of the X₁ variable 0.651 > 0.6. Furthermore, the results of the normality test on variable X₁ obtained the result that in variable X₁ the mean is 38.77, with a standard deviation of 3.329. Then the Asymp value. Variable sig X₁ = 0.19 > 0.05. So it can be concluded that the data in the X₁ variable is normally distributed. Then, in the multicollinearity test of variable X₁, a tolerance value of 0.586 > 0.10, and a VIF value of 1.708 > 10.00. This shows that there is no mulilinear in the regression model between the variable X₁ and Y.

Then, in the heterokedasticity test, variable X1 obtained a significance value of $0.557 > 0.05$, indicating that there was no heterokedasticity problem in variable X1 to Y. Furthermore, in the determination coefficient test (R-Square), it can be seen that variable X1 (Leadership), variable X2 (supervision) and the Z variable (motivation) had an influence on the Y variable (Teacher Professionalism) by 0.475 or 47.5%.

In the partial test (T Test), the result of the calculation value of the X1 variable (leadership) to the Y variable (teacher professionalism) was 4.188 with a significance of 0.00. It shows that the value of $T_{count} > T_{table}$ ($4,188 > 2,052$) and significance of $0.00 < 0.05$, then the leadership variable (X1) has a partial effect (individually) on the teacher professionalism variable (Y). Then, in the path analysis between variable X1 and variable Y, it has a direct influence of 0.351.

2. The Influence of Supervision (X₂) on Teacher Professionalism (Y)

The results of the validity test on the supervision variable (X₂) obtained the result that the instrument consisting of 10 statement items was valid in total, with $r_{calculation} > r_{table}$. Then, the results of the reliability test on the supervision variable (X₂) against the teacher professionalism variable (Y) were also declared to be entirely reliable, with the *Cronbach's Alpha* value of the X₂ variable $0.640 > 0.6$. Furthermore, the results of the normality test on the X₂ variable obtained the result that in the X₂ variable for the mean is 39.37, with a standard deviation of 3.429. Then the *Asymp value. Variable sig* $X_2 = 0.200 > 0.05$. So it can be concluded that the data in the X₂ variable is normally distributed. Then, in the multicollinearity test of variable X₂, a *Tolerance value* of $0.505 > 0.10$, and a VIF value of $1.982 > 10.00$.

This shows that there is no mulilinear in the regression model between variable X₂ to Y. Then, in the heterokedasticity test, variable X₂ obtained a significance value of $0.437 > 0.05$, indicating that there is no heterogeneity problem in variable X₂ to Y. Furthermore, in the determination coefficient test (*R-Square*), it can be seen that variable X₁ (Leadership), variable X₂ (supervision) and variable Z (motivation) have an influence on variable Y (Teacher Professionalism) by 0.475 or 47.5%.

In the partial test (T Test), the result of the T_{count} value of the X₂ variable (supervision) against the Y variable (teacher professionalism) was 3.865 with a significance of 0.01. It shows that the value of $T_{count} > T_{table}$ ($3,865 > 2,052$) and significance of $0.01 < 0.05$, then the supervision variable (X₂) has a partial effect (individually) on the teacher professionalism variable (Y). Then, in the *path analysis* between variable X₂ and variable Y, it has a direct influence of 0.413.

3. The Effect of Motivation (Z) on Teacher Professionalism (Y)

The results of the validity test on the intervening variable (Motivation) were obtained that the instrument consisting of 10 statement items was valid in its entirety, with $r_{\text{calculation}} > r_{\text{table}}$. Then, the results of the reliability test on the motivation variable (Z) against the teacher professionalism variable (Y) were also declared to be entirely reliable, with the *Cronbach's Alpha value* of the Z variable $0.823 > 0.6$. Furthermore, the results of the normality test on the Z variable obtained the result that in the Z variable for the mean is 39.13, with a standard deviation of 4.281.

Then the *Asymp value. Sig* variable $Z = 0.014 < 0.05$. So it can be concluded that the data on the X_2 variable is not normally distributed. Then, in the multicollinearity test of the Z variable, a *tolerance* value of $0.367 > 0.10$, and a VIF value of $2.728 > 10.00$. This shows that there is no mulilinear in the regression model between the intervening variable (Z) and the Y variable.

Then, in the heterokedasticity test, the Z variable obtained a significance value of $0.667 > 0.05$, indicating that there was no heterokedasticity problem in the Z variable against Y. Furthermore, in the determination coefficient test (*R-Square*), it can be seen that the X_1 (Leadership), X_2 (supervision) and Z (motivation) variables have an influence on the Y variable (Teacher Professionalism) by 0.475 or 47.5%.

In the partial test (T Test), the result of the calculation value of the Z variable (motivation) against the Y variable (teacher professionalism) was 9.874 with a significance of 0.000. It shows that the value of $T_{\text{count}} > T_{\text{table}}$ ($9,874 > 2,052$) and significance of $0.000 < 0.05$, then the motivation variable (Z) has a partial effect (individually) on the teacher professionalism variable (Y). Then, in the *path analysis* between the Z variable and the Y variable, it has a direct influence of 0.637.

4. The Influence of Leadership (X_1) and Supervision (X_2) through motivation (Z) on Teacher Professionalism (Y)

Based on the determination coefficient test (*R-Square*), it can be seen that variable X_1 (Leadership), variable X_2 (supervision) and variable Z (motivation) have an influence on variable Y (Teacher Professionalism) by 0.475 or 47.5%. In the T test, it was also found that the T value of the table in the variables X_1 , X_2 , and Z was greater than the value of the Table ($4,188, 3,865, 9,874 > \text{Table } (2,052)$).

Furthermore, in the path analysis, it was found that between variable X_1 to variable Y had a direct influence of 0.351, variable X_2 to Y had a direct influence of 0.413, and variable Z to variable Y had a direct influence of 0.637. Then, the indirect influence between variable X_1 through variable Z to variable Y is 0.223, and between variable X_2 through variable Z to variable Y is 0.263.

Based on the exposure of the results of the research and discussion above, it can be seen that leadership and supervision affect teacher professionalism with motivation as an intervening variable

E. CONCLUSION

Leadership (X₁) had a direct positive and significant effect on motivation (Z) of 0.3512.

1. Supervision (X₂) has a direct positive and significant effect on motivation (Z) of 0.413
2. Leadership (X₁) had a direct positive and significant effect on teacher professionalism (Y) by 0.351
3. Supervision (X₂) has a direct positive and significant effect on teacher professionalism (Y) by 0.413
4. Motivation (Z) had a direct positive and significant effect on teacher professionalism (Y) by 0.637
5. Leadership (X₁) has an indirect effect through motivation (Z) on teacher professionalism (Y) by 0.223
6. Supervision (X₂) has an indirect effect through motivation (Z) on teacher professionalism (Y) by 0.263

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