

The Effect of Principal Leadership, Compensation, and Work Motivation on Teacher Professionalism at Private High Schools in Medan

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Abstract: *The objectives of this research was to find out the effect of school principal leadership, compensation and work motivation on teacher professionalism. The research was conducted at private high school in Medan North Sumatera, with sample size 102 of which were selected by simple random sampling. This research used a survey method with path analysis applied in testing hypothesis. These research findings are as follow: (1) there is a direct effect of school principal leadership on work motivation; (2) there is a direct effect of compensation on work motivation; (3) there is a direct effect of school principal leadership on teacher professionalism; (4) there is a direct effect of compensation on teacher professionalism; (5) there is a direct effect of work motivation on teacher professionalism. These findings showed that school principal leadership, compensation and work motivation influenced teacher professionalism. Therefore, teacher professionalism could be improved by increasing school principal leadership, compensation and work motivation.*

Keywords: *principal leadership, compensation, work motivation and teachers professionalism*

I. Introduction

Advances in science and technology is growing rapidly create a competitive climate that increase sharply. Consequently, the demands of the public or stakeholders to qualifying educational institutions of graduates to be able to fill the world of work in accordance with the required qualifications is increase as well.

The demands of society as a stakeholder in both the world of work and higher education institutions can not always be met, especially regarding educational qualifications. One reason is the teachers who have not the appropriate qualifications. The quality of teachers is still not in line with expectations and the learning process that is still largely dominated by teacher. Lack of ability and awareness of teachers to facilitate and foster impact, causing more students grapple with the material rote rather than questioning, predicting, or solve problems (Kompas, November 4, 2008). For example, science subject at school is still focused on memorization and have not been taught in a fun and contextual situation. Consequently, learning interest in science in Indonesia is still very limited. The above facts can be seen from the results of scientific research that the ability of Indonesian students still limited in the ability to memorize, and even they do not understand what for to memorized science connected with everyday life.

Image of teachers also remains low. Based on Armstrong study found that the job of being a teacher is not the first choice, so who wants to be a teacher mostly not the best people of the nation. Such conditions are supported by the low welfare received by the teachers so that the majority of teachers are not able to focus their attention to the main task and having for other jobs to support their families (Armstrong, 2000). The downside of the teachers in our educational system is already running long enough, as suggested by Prasad who through his research found that education failures are characterized by low quality of graduates. This is one of the causes teachers are not professional in the learning process (Prasad, 2008). This weakness will result unstandardized graduates. Statistical data showed that growing unemployment for our high school graduates is increase (Tilaar, 2002).

North Sumatra is one of the provinces that have problems in terms of quality of education, because it failed to achieve the targets of the National Examination (UN) is expected. The average value of the UN's High School in North Sumatra in 2009/2010 only reached 6.59 (Elasfin, 2010). One cause of the failure was the lack of learning facilities especially libraries, in addition to teacher qualifications. The problem of professional teacher becomes a major issue in the implementation of education in North Sumatra, especially in secondary education.

The efforts to improve the professionalism of teachers in North Sumatra is intended to improve the quality of education so that graduates have good qualification in accordance with the stakeholders. Unfortunately, the reality on the field is different, the quality of graduation has not reached such goals set, and the professionalism of the teacher becomes a major problem as the cause. Results of the research interview to the private high school teachers in Medan found several problems, among others: (1) lack of relevance of the ability of teachers with teaching obligations, so keep a professional attitude as a teacher, especially non-formal

education such as training, workshops and seminars rarely obtained in the field of private teachers; (2) the problem of school leadership in private schools are always overshadowed by the strength of the foundation in the management, so that occasionally lead to a conflict with a teacher as a result of dissatisfaction with the policies, leadership style as well as an issue of justice; (3) compensation of teachers in private schools are very diverse, depending on the ability and willingness of each school or institution; (4) lack of work motivation of teachers who causes learning activity as a routine work processes without the effort of achievement; and (5) problems of teacher career to occupy leadership positions (principals) are not only determined by his performance but the factors relating to the subjectivity becomes more dominant factor (Cape, 2009).

Addressing the above problems can be said that the quality of education at the high school level is not optimal. One contributing factor is the lack of professional teachers, and the factors affecting his professional teachers, among others school leadership, wellbeing, motivation, and educational background. It is necessary for the research to find the problem and attempt to solve it.

II. Research Methodology

This study aimed to evaluate the effect of school leadership, compensation and work motivation on professionalism of teachers. Specifically, the goal is to prove the following matters: (1) the impact of school leadership on the motivation of teachers, either directly or indirectly; (2) the effect on work motivation teacher compensation, either directly or indirectly; (3) the impact of school leadership on professionalism of teachers, either directly or indirectly; (4) the effect of compensation on professionalism of teachers, both direct or indirectly; and (5) the effect of work motivation on professionalism of teachers, either directly or indirectly.

This research was conducted at a private high school in the city of Medan. Research conducted during three months i.e. from August to October 2010. The population is all private school teachers in Medan totaling 241 schools with 3,633 teachers. Affordable population is a teacher with the following criteria: (1) teachers are registered to the school; (2) have been served at the school for five years or more; (3) remain domiciled in Medan; and (4) teacher education, which has a diploma from the Institute of Education (LPTK). Total population in this study are 2,040 teachers, while samples fixed at 5% of the population that is 102 teachers. Further sampling technique is done by simple random sampling. Instrument to collect data was using questionnaires with five options set according to the Likert scale. While technical analysis to prove the influence between the variables that school leadership, compensation, motivation and professionalism of teachers used the technique of path analysis, after tested for requirements.

III. Research Findings

To test the hypothesis, path coefficients scores and both t observation and t table are needed. Summary of results and the path coefficient calculation together with t observation and t table presented in the following table.

Table 1. Resume of Path Analysis score

Path	Coefficient	T _{observed}	t _{table}	
			$\alpha = 5\%$	$\alpha = 1\%$
ρ_{31}	0.323	3.381	1.663	2.370
ρ_{32}	0.432	5.122	1.663	2.370
ρ_{41}	0.124	2.915	1.663	2.370
ρ_{42}	0.601	8.830	1.663	2.370
ρ_{43}	0.250	3.456	1.663	2.370

1. Direct effect of Leadership Principal (X_1) on Work Motivation (X_3). From the results of the calculation, the path coefficient is $\rho_{31} = 0.323$ with $t_{observed} = 3.851$, and $t_{table} = 1.663$. It means $t_{observed} > t_{table}$, therefore rejected H_0 and accepted H_1 . Thus it can be said that school leadership has a direct positive effect on work motivation, and the effect is significant.
2. Direct Effect of Compensation (X_2) on work motivation (X_3). The results of the calculation, the path coefficient is $\rho_{32} = 0.432$, $t_{observed} = 5.122$ and $t_{table} = 1.633$. So H_0 is rejected and accepted H_1 . Thus it can be said that compensation has a positive direct effect on work motivation, and the effect is significant at the level $\alpha = 5\%$ and $\alpha = 1\%$.
3. Direct effect of Principal leadership (X_1) on professionalism of teachers (X_4). The results of the calculation, the score of the path coefficient is $\rho_{41} = 0.124$, $t_{observed} = 2.915$. Based on this data, H_0 is rejected and accepted H_1 . Thus it can be said that compensation has a direct positive effect on professionalism of teachers, and the effect is significant at the level $\alpha = 5\%$ and $\alpha = 1\%$.
4. Effect of Compensation (X_2) on Professional Teacher (X_4). Based on the calculations, the score of the path coefficient is $\rho_{42} = 0.601$, $t_{observed} = 8.830$. Based on this data, H_0 is rejected and accepted H_1 . Thus it can be said that compensation has a direct positive influence on the professionalism of teachers, and the effect is

significant at the level $\alpha = 5\%$ and $\alpha = 1\%$.

5. Direct effect of work motivation (X_3) on the Professional Teacher (X_4). The results of calculations of path coefficient is $\rho_{43} = 0.250$, $t_{\text{observed}} = 3.456$. Therefore H_0 is rejected and H_1 is accepted. It can be said that the work motivation has directly positive effect on professionalism of teachers, and the effect is significant at the level $\alpha = 5\%$ and $\alpha = 1\%$.

IV. Discussion

Based on the study above, the professionalism of teachers is influenced by many factors in this study focused on principal leadership, compensation and motivation. The relationship of each factors is expressed in the following description.

1. The effect of principal leadership on work motivation of teachers.

Motivation is a driving force for people to do something. If a person's work motivation is high then it will have a strong spirit and utilize the full devotion in working to achieve the optimal goal. Therefore work motivation become a strong foundation for the individual in completing a job.

Teacher work motivation is influenced by many factors, one of the dominant factors that determine this is school leadership. The school principal has a role and multi function in school, either as an administrator, supervisor, evaluator and motivator. School leadership will create a working climate in schools that will affect the work motivation of teachers. On that basis it is suspected that school leadership has a positive influence on work motivation of teachers.

2. The effect of Principal leadership on professionalism of teachers

Professionalism is a special condition that is achieved through the ability of a person and its work activities based on certain standards. Professionalism is influenced by many factors. A conducive working environment is one of the factors that affect teachers in carrying out its duties and obligations. Therefore, the working climate in schools will determine the effectiveness of the activities of teachers in performing its duties and obligations as professional teachers. While the work climate is determined by the leadership principals.

Good principal leadership will create a conducive working environment to support the execution of the duties and obligations of his subordinates, especially the teachers as professional educators. On that basis it is suspected that the school leadership positively effect to the professionalism of teachers.

3. Effect on work motivation teacher compensation.

Work motivation is a driving force teachers to work and it is influenced by many factors. One of the dominant factors that determine work motivation was compensation (reward). Compensation is not only measured by the money or goods, but the appropriateness of compensation at work and at the time when compensation was granted is a factor that makes the significance of such compensation.

It is inevitable that demanded the fulfillment of human needs, and efforts to meet these needs be a strong determinant of whether or not the motivation of people to get it. Likewise, the teachers, the system of compensation (compensation with employment suitability, feasibility and time of administration) will determine the passion, spirit and motivation of teachers in their work. On that basis, it is supposed that compensation has a positive influence on work motivation of teachers.

4. The effect of compensation to the professionalism of teachers

Professionalism of teachers which is the degree of work based on certain standard, it includes a series of scientific capabilities, duties and responsibilities of the profession in the field of education. Such conditions are achieved through a process that is not only based on academic or scientific skills, but also the mental aspects, such as morale, motivation and support other environments.

On the other hand, compensation is a reward for the work done by someone. It is inevitable that everyone needs compensation or reward for the work that has been implemented. The better the compensation received will be a positive influence to move one's self better anyway. This means that the higher the compensation awarded will add more passionate someone to do the job. Likewise, the professional duties of teachers. Therefore in compensation expected to have a positive influence on the professionalism of teachers.

5. The effect of work motivation on professionalism of teachers

Professionalism of teachers is a degree of capability received recognition by certain standards as professionals with a series of scientific capabilities, duties and responsibilities of the profession in the field of education. Such conditions are achieved through a process of knowledge of specialized institutions that can not be owned by another person who is not a professional. On the other hand, it can be said that in order to achieve certain conditions so that a teacher received recognition as professional educators who are required to have a

number of skills. To obtain the skills required strong efforts and earnest.

Motivation is one of the factors that determine whether or not optimal work activities of teachers, both in achieving a working proficiency in accordance with certain criteria or standards applicable and in carrying out its duties and obligations as professional educators. Teachers who have a high work motivation will pursue all potential to work to achieve results (professionalism) better. With that basis, it is assumed that work motivation has positive effect on professionalism of teachers.

V. Conclusion

Based on the description and analysis of data and discussion, the results of this study can be summarized as follows:

1. Leadership principals has positive direct effect on work motivation of teachers. That is, changes in the quality of school leadership led to changes in work motivation of teachers.
2. Compensation has direct positive effect on work motivation of teachers. In other words, the variation changes in work motivation due to compensation variable, therefore changes in compensation cause changes in work motivation of teachers.
3. Leadership principals has positive direct effect on the professionalism of teachers. Thus the professionalism of teachers is determined by the leadership of the principal, therefore changes in the leadership of the principal causes changes in the level of professionalism of teachers.
4. Compensation has direct positively effect on the professionalism of teachers. This means that the changes on variation of professionalism of teachers variable caused by changes in compensation variable so that the professionalism of teachers.
5. Motivation has positive effect on the professionalism of teachers. This means that the variation of teacher professionalism is affected by changes in work motivation. Therefore, changes in work motivation variable cause changes in professionalism of teachers variables.
6. With the positive direct effect of exogenous variables on endogenous variables, the model proposed research with variable principal leadership, compensation and motivation can be accepted as a model of professional development of teachers of private high school in Medan.

VI. Suggestion

Based on the research results, conclusions, and implications there are some suggestions that should be mentioned in the following:

1. The role and function of the principal needs to be improved, both as a supervisor, evaluator, or facilitator. Some aspects that need attention in terms of school leadership is drafting a long-term program that is generally not done well by the principal, so that the future need to be improved so that the provision of education can be more focused. Likewise, the mechanism of action of each unit in the school that has not been well-organized. It is also revealed through instrument score that can be interpreted that the organization of work can not save time and energy. Another weakness is the absence of flow of work so that work activity does not have to focus on achieving objectives. In response, the school leadership needs to be improved. The improvement efforts can be done through various means, such as setting the duties and principals obligation, development of skills through education leadership training for principals, and school-based operational policies from grass root to be able to capture and accommodate a variety problems faced by teachers, increase teachers engagement and the entire school community in the drafting of education.
2. Improve teacher compensation through policies regulating such as teachers' rights regarding compensation and welfare received. The results showed very low attention in compensation, especially in regard to the provision of holiday allowance or the new year, the absence of welfare provision such as transportation allowances, housing allowances, and allowances discipline. The school needs attention to such compensation, because of weakness in these aspects can hinder teachers in activities that impact negatively on the professionalism of teachers in performing their duties and obligations. For this reason, the school and foundation necessary to regulate the welfare of teachers, either type, shape and size of the welfare of teachers received from the government.
3. Increase of work motivation of teachers must continue to be implemented. The results showed that teachers feel pressured to carry out their work. This weakness should be remedied by changing the pattern of pressure on teachers to achieve the aim of making the generation of a strong motivation to achieve that goal. With a strong motivation to achieve the goal of becoming generating strong motivation to achieve that goal. With strong positive motivation will make teachers become more passion, comfortable, and sincere in their work. Likewise, the authorities in developing teachers who are still constrained by the rules. The school needs to provide a space for teachers to undertake the development and learning innovation. In addition, the school also needs to make efforts to increase work motivation of teachers through the supervision program, training, workshops or seminars on the generation of work motivation. The program should be school

policy and implemented in a planned and started sustainability.

4. Efforts to improve the professionalism of teachers need to be well planned. In addition to efforts to improve school leadership, improved compensation and increased employee motivation, the effort to improve the professionalism of teachers can be done by improving some indicators of professionalism that are still low, such as increasing the teachers' awareness would make the teaching profession as a primary choice. Another weakness that needs to be repaired is to foster an attitude of teachers to be proud of their profession and realize that the task as a teacher is a noble task. Likewise, the need to improve teacher about his sincerity in performing the task. While the weakness in the aspect of skill professions such as weaknesses in the use of innovative teaching methods, weaknesses in the curriculum analysis, weaknesses in the use of multimedia and the internet to support profession needs to be done to provide program development through seminars, training, workshops and training who have special-purpose boost domains of aspects of these weaknesses. If the school has limited funds, these activities can still be done by sending teachers in similar activities conducted by other parties, either by the government through the department of education or other educational institution which organizes development activities with the aim of what is relevant premises required by teachers.
5. The school should open effective communication to all elements of education, especially with the teachers. Scheduled meetings can be done to encompass a variety of obstacles and problems that exist in order to look for appropriate solutions to overcome them. Thus the efforts to increase the professionalism of teachers will be more easily achieved that will have an impact on improving the quality of education.

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