

## The Influence of Leadership and Supervision on Teacher Professionalism with Motivation as an Intervening Variable in 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 Ranges. 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 X1, Furthermore, in the reliability test, the Cronbach's alpha value for each variable is greater than the specified significance value ( $X1 = 0.651$ ,  $Z = 0.823$ ,  $Y = 0.647 > 0.6$ ), indicating that all items are reliable. Then the normality test shows that the value of Asymp.Sig. in the variables  $X1 = 0.19$ , 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 Tcount results obtained for variables  $X1 = 4.188$ ,  $X2 = 3.865$ ,  $Z = 9.874$  are greater than  $Ttable = 2.025$ . Shows that the dependent and intervening variables have a partial influence on the dependent variable.*

**Keywords** | leadership, supervision, teacher professionalism

### INTRODUCTION

Education is one of the primary needs that every individual must have in order to adapt to changes and developments that will occur in the future. Education has an important role in human life which is substantial in nature and will influence all of one's 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 that nation's education. Education is a process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching, training, action processes and procedures for educating (Munir, 2018).

The world of education cannot be separated from problems or problems 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 equal distribution of education, both formal and non-formal education, quantity of education which concerns the number of students in the education system or school, quality of education, one of which is influenced by the low quality of teachers, educational efficiency which is related to the utilization of existing resources ( time, energy, costs) that are targeted, and the relevance of education that can produce output that is in accordance with development needs, suitability which includes the quantity and quality of the output (Hidayat et al., 2019).

Teachers must be able to create a classroom situation that is calm, clean, not stressful, and very supportive of the implementation of the learning process (Rosyada, 2017). For this reason, teachers must have expertise and awareness of the task which must be carried out. This is usually known as professionalism. Professionalism is one of the things that teachers must have in implementing child protection. A professional



teacher is a teacher who is an expert in his field and has pedagogical, social, personality and professional competence who will realize that fulfilling children's rights which 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 is our shared responsibility. Currently, with the rapid development and demands of the global era, our schools and madrasahs are increasingly required to improve their professionalism in order to realize competitiveness in global flows. Every school or madrasah is required to be able to face various psychological and pedagogical problems that will always arise (Sumarno, 2019). Increasing teacher professionalism cannot be separated from the role of school principals in managing the educational environment they lead. Therefore, a school principal must have competence. The success or failure of an educational institution, especially an educational unit, will be greatly influenced by its competence owned by the school principal. Therefore, to increase teacher professionalism, school principals must master these competencies, so that the school's vision and mission can be achieved optimally.

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

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

## LITERATURE REVIEW

### Understanding Teacher Professionalism

Professionalism comes from the word "professional" which is related to profession. The word profession in English is "profession", in Dutch "professie" which is a word that comes from the Latin "professio" which means recognition or statement. The word profession is also related generically to the words "occupation" (Indonesia), occupation (English), accupatio (Latin) which means busyness or activity or work or livelihood. (Ananda, 2018).

### Factors Affecting Performance

According to several previous studies Kartini (2011) stated that there are several factors that can influence teacher professionalism, including:

- 1) Training or education and training
- 2) Academic qualifications or what is usually called educational background.
- 3) Academic supervision or ongoing supervision

- 4) Principal leadership
- 5) Motivation
- 6) Welfare or compensation
- 7) Work ethic
- 8) Ability to use information and communication technology.

### **Performance Indicators**

The basic skills indicators for the teaching profession according to Ananda (2018) covers:

#### 1. Pedagogical Competence

In accordance with the National Education Standards, paragraph 28 paragraph (3) explains that pedagogical competence is the ability to carry out student-teacher teaching which includes understanding students, planning and implementing teaching, assessing student learning outcomes, and mentoring students. 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 in a steady, stable, mature, wise and dignified manner, so that it is a valuable skill for students. those who run education and communities.

#### 3. Professional Competency

According to the National Education Standards paragraph 28 paragraph (3) point c, it is explained that what is meant by professional competence 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 Education Standards.

#### 4. Social Competence

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

### **Understanding Principal Leadership**

Leadership comes from English, namely leader which means leader, then leadership means leadership. A leader is a person who occupies a leadership position, while leadership is an activity or task as a leader. According to accomplish some goals or as an effort to influence individuals to complete several goals. Leadership is nothing but the activity of leading by the process of influencing subordinates or other people. (Djafri, 2017).

### **Principal Leadership Indicators**

The ability to influence other people to work sincerely, so that work runs smoothly, and goals can be achieved. Leadership is an effective actuating tool. This means that to achieve effective actuating, leadership is needed, and in leadership itself it requires communication skills, the ability to motivate, and the ability to develop the human resources that are owned, namely:



- 1) Planning (Planning) The school 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 a school principal as a manager in an organization are: Responsible and accountable, thinking conceptually and realistically, able to be a mediator, thinking like a politician, able to make difficult decisions, able to face various problems in the midst of resources and limited time, delegate work to other parties who are trusted and able to carry out responsibility, think like a diplomat.
- 3) Implementation (Actuating) The principal as a school supervisor is able to collect data and evaluate and supervise the performance of each teacher. The aim is to measure the extent to which school education has been achieved.
- 4) Supervision (Controlling) The principal as a manager in assigning, commanding, recommending, guiding and directing organizational personnel to carry out their duties to achieve a goal.

### **Understanding Academic Supervision**

The terms “super” and “vision” in English refer to supervision. Super means above, and vision means clear, sharp and observant. (Maisaroh & Danuri, 2020). Supervising groups involves providing services and support. According to its etymology, supervision in English is defined as "supervision" which means supervision in the field of education. Supervision comes from the English word "supervision" which means supervision or caution. A supervisor is a person who carries out job duties.”

### **Supervision Indicators**

Sulistyorini & Johan (2021) states that an effort that is to help teachers or serve teachers so they can improve, develop and enhance their teaching. And can provide effective and efficient student learning conditions for the growth of their positions to achieve the goals and quality of education:

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

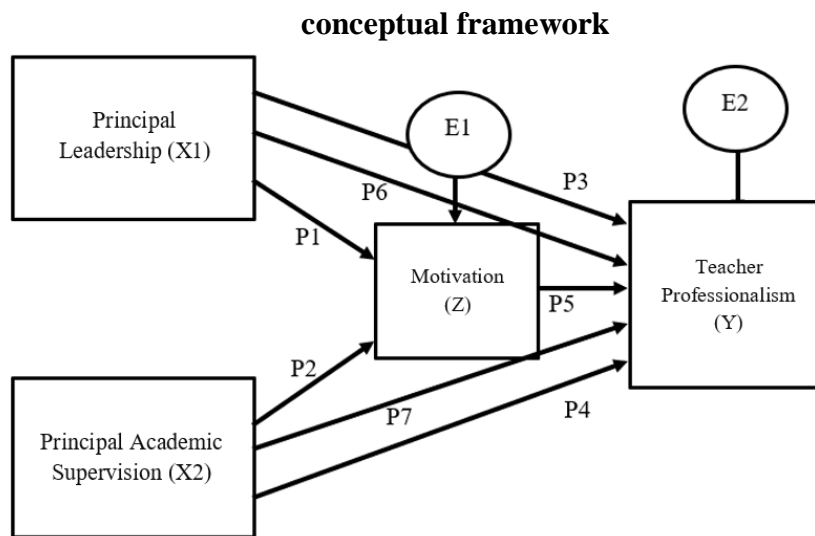
### **Understanding Motivation**

According to Isbandi in Nurjan (2016), the idea behind an individual's motivation comes from a theme, which can be understood as the strength within their self-identity that causes them to become 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.

## Motivational Indicator

Tewal (2017) states that a condition that encourages or is the cause of someone doing an action/activity, which takes place consciously, and this arises due to needs, encouragement, goals and rewards. The motivation indicators are divided into two factors, namely:

1. Internal factors
2. External Factors



Conceptual Framework Drawing

## Research Hypothesis

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

## METHOD

The type of research used in this research is quantitative research with descriptive methods. Quantitative research means that information or data is presented in the form of



numbers. Quantitative research aims to examine a hypothesis by collecting data that can be measured using statistics, mathematics and computing. This means that quantitative research has answers that tend to be certain. So, the results of this research are in accordance with the analytical hypothesis created.

The place of this research was carried out at MTs. Muhammadiyah 3 Kisaran which is located on Jl. Madong Lubis No. 8 Selawan Village, Kisaran Timur District, Asahan Regency, North Sumatra Province (Asahan Muhammadiyah College Complex) within a period of 3 months, starting in March 2024 and ending in May 2024.

The population in this study were all MTs teachers. Muhammadiyah 3 Kisaran, totaling 30 honorary teachers who have the status of GTY (Permanent Foundation Teacher). Saturated sampling is a sampling technique when all members of the population are used as samples. This is often done when the population is relatively small, less than 30 people, or research that wants to make generalizations with very small errors. Another term for a saturated sample is a census, where all members of the population are sampled. The sample in this study was the entire population of 30 people (Sugiyono, 2013).

Data analysis in this research used Structural Equation Modeling (SEM) based on Partial Least Squares (PLS) with the SmartPLS 3.3.3 program. The Partial Least Squares (PLS) technique is a structural equation modeling method that has advantages compared to other SEM techniques. Because of its higher significance threshold in correlation analysis between theory and data and its ability to perform path analysis with latent variables, SEM is often used by researchers interested in social sciences. PLS is a structural model, or SEM, based on components or variables.

## **RESULTS AND DISCUSSION**

### **The Influence of Leadership (X1) on Teacher Professionalism (Y)**

The results of the validity test on the leadership variable (X1) showed that the instrument consisting of 10 statement items was completely valid, with  $r_{count} > r_{table}$ . Then, the results of the reliability test on the leadership variable (X1) on the teacher professionalism variable (Y) were also declared completely reliable, with a Cronbach's Alpha value for the X1 variable of  $0.651 > 0.6$ . Furthermore, the results of the normality test on variable Then the Asymp value. Sig variable  $X1 = 0.19 > 0.05$ . So, it can be concluded that the data on variable X1 is normally distributed. Then, in the multicollinearity test, variable X1 obtained a Tolerance value of  $0.586 > 0.10$ , and a VIF value of  $1.708 > 10.00$ . This shows that there is no multi-linearity in the regression model between variables X1 and Y.

Then, in the heteroscedasticity test, variable X1 obtained a significance value of  $0.557 > 0.05$ , indicating that there was no heteroscedasticity problem in variable (supervision) and variable Z (motivation) have an influence on variable Y (Teacher Professionalism) of 0.475 or 47.5%.

In the partial test (T test), the T value of variable X1 (leadership) for variable Y (teacher professionalism) was 4.188 with a significance of 0.00. Shows that the value of  $T_{count} > T_{table}$  ( $4.188 > 2.052$ ) and the significance is  $0.00 < 0.05$ , then the leadership

variable (X1) has a partial (individual) effect on the teacher professionalism variable (Y). Then, the path analysis between variable X1 and variable Y gives a direct influence of 0.351.

### **Influence of Supervision (X2) on Teacher Professionalism (Y)**

The results of the validity test on the supervision variable (X2) showed that the instrument consisting of 10 statement items was completely valid, with  $r_{count} > r_{table}$ . Then, the results of the reliability test on the supervision variable (X2) on the teacher professionalism variable (Y) were also declared completely reliable, with a Cronbach's Alpha value for the X2 variable of  $0.640 > 0.6$ . Furthermore, the results of the normality test on variable X2 showed that the average (mean) for variable X2 was 39.13, with a standard deviation of 4,281. Then the Asymp value. Sig variable X2 =  $0.200 > 0.05$ . So, it can be concluded that the data on variable X2 is normally distributed. Then, in the multicollinearity test, variable X2 obtained a Tolerance value of  $0.505 > 0.10$ , and a VIF value of  $1.982 > 10.00$ .

This shows that there is no multicollinearity in the regression model between variable X2 and Y. Then, in the heteroscedasticity test, variable 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) of 0.475 or 47.5%.

In the partial test (T test), the T value of variable X2 (supervision) for variable Y (teacher professionalism) was 3.865 with a significance of 0.01. Shows that the value of  $T_{count} > T_{table}$  ( $3,865 > 2,052$ ) and the significance is  $0.01 < 0.05$ , then the supervision variable (X2) has a partial (individual) effect on the teacher professionalism variable (Y). Then, the path analysis between variable X2 and variable Y gives a direct influence of 0.413.

### **The Influence of Motivation (Z) on Teacher Professionalism (Y)**

The results of the validity test on the intervening variable (Motivation) showed that the instrument consisting of 10 statement items was completely valid, with  $r_{count} > r_{table}$ . Then, the results of the reliability test on the motivation variable (Z) on the teacher professionalism variable (Y) were also declared completely reliable, with a Cronbach's Alpha value for the Z variable of  $0.823 > 0.6$ . Furthermore, the results of the normality test on variable Z showed that the average (mean) for variable Z was 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 variable X2 is not normally distributed. Then, in the multicollinearity test, variable Z obtained a Tolerance value of  $0.367 > 0.10$ , and a VIF value of  $2.728 > 10.00$ . This shows that there is no multicollinearity in the regression model between the intervening variable (Z) and the variable Y.

Then, in the heteroscedasticity test, variable Z obtained a significance value of  $0.667 > 0.05$ , indicating that there was no heteroscedasticity problem in the variable Z against Y. Furthermore, in the coefficient of determination test (R-Square), it can be seen that variable X1 (Leadership), variable (supervision) and variable Z (motivation) have an influence on variable Y (Teacher Professionalism) of 0.475 or 47.5%.

In the partial test (T test), the T value obtained for variable Z (motivation) for variable Y (teacher professionalism) was 9.874 with a significance of 0.000. Shows that the value of



$T_{count} > T_{table}$  ( $9.874 > 2.052$ ) and the significance is  $0.000 < 0.05$ , then the motivation variable (Z) has a partial (individual) effect on the teacher professionalism variable (Y). Then, the path analysis between variable Z and variable Y gives a direct influence of 0.637.

### **The Influence of Leadership (X1) and Supervision (X2) through motivation (Z) on Teacher Professionalism (Y)**

Based on the coefficient of determination 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) of 0.475 or 47.5%. In the T test, it was also found that the  $T_{table}$  value for variables X1,

Furthermore, in the path analysis it was found that variable X1 on variable Y had a direct influence of 0.351, variable Then, the indirect influence between variable X1 through variable Z on variable Y is 0.223, and between variable X2 through variable Z on variable Y is 0.263.

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

## **CLOSING**

### **Conclusion**

1. Leadership (X<sub>1</sub>) has a positive and significant direct effect on motivation (Z) of 0.3512.
2. Supervision (X<sub>2</sub>) has a positive and significant direct effect on motivation (Z) of 0.413
3. Leadership (X<sub>1</sub>) has a positive and significant direct effect on teacher professionalism (Y) of 0.351
4. Supervision (X<sub>2</sub>) has a positive and significant direct effect on teacher professionalism (Y) of 0.413
5. Motivation (Z) has a positive and significant direct effect on teacher professionalism (Y) of 0.637
6. Leadership (X<sub>1</sub>) has an indirect effect through motivation (Z) on teacher professionalism (Y) of 0.223
7. Supervision (X<sub>2</sub>) has an indirect effect through motivation (Z) on teacher professionalism (Y) of 0.263

### **Suggestion**

1. For school principals, it is hoped that this research will serve as a consideration for improving teacher competence by providing guidance and direction to teachers, especially so that they can improve and develop learning, then teachers can also take part in training and seminars in order to increase competence, which will then increase teacher professionalism.
2. Good learning supervision planning can be used to find out the problems faced by teachers so that evaluation and follow-up activities are more targeted and can provide the best solutions for teachers so that teacher professionalism will increase.



3. Leadership has a direct positive and significant influence on teacher motivation at MTs Muhammadiyah 3 Kisaran. In the process of socializing and interacting, it is hoped that the principal will provide encouragement or encouragement to teachers to improve their good performance. This means that the better the principal's leadership, the more teacher motivation will increase. So that with the intrinsic encouragement (encouragement from within) and extrinsic (encouragement from outside) that teachers at MTs Muhammadiyah 3 Kisaran grow further.
4. It is hoped that the school principal will be able to maintain and maintain the implementation of good academic supervision. The better the supervision provided, the better and the motivation will increase.
5. It is hoped that teacher motivation will continue to increase so that teacher professionalism will also increase.
6. Leadership through motivation towards teacher professionalism gives the indirect effect is positive and significant. This shows that the indirect relationship is smaller than the direct relationship coefficient. This means the influence of leadership on teacher professionalism with motivation as an intervening variable.
7. Supervision through motivation has an indirect effect on teacher professionalism. To increase self-development, it is hoped that the school principal will provide guidance and direction to teachers, especially so that they can improve and develop learning, then teachers can also take part in training and seminars so that they can increase their competence, which will then increase teacher professionalism.

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