



The Effect of Professionalism Teacher Management and Teacher Performance Motivation on Teacher Performance Results in SMAN 25 Kab. Tangerang Gugus 08 Kab. Tangerang, Banten Province

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Abstract: This study aims to analyze (1) teacher management professionalism of teachers on teacher performance at Sman 25 kab. Tangerang (2) The effect of teacher performance motivation on teacher performance outcomes at Sman 25 Kab. Tangerang (3) The influence of teacher management professionalism and teacher performance motivation on results. Teacher performance at sman 25.Tangerang. This study uses a quantitative method and uses a questionnaire as a research instrument. The data were collected from ninety-four teachers from fourteen different high schools in the Cluster 08 district, Tangerang Regency. The collected data were then analyzed using simple linear regression analysis methods and linear regression analysis. multiple with quantitative approach. The results of the analysis show that (1) the variable of teacher management professionalism (X1) has a partial positive effect on teacher performance. This is shown by the value of the regression coefficient (X1) of 32.6% (2) The variable of teacher performance motivation (X2) has a partially positive effect on teacher performance. This is shown by the value of the regression coefficient of X2 of 46.2% and (3) Professionalism teacher management variables together with teacher performance motivation have a positive effect on teacher performance results. This is indicated by the regression coefficient value of 47.1%.

Keywords: Professionalism Teacher Management, Teacher Performance Motivation, Teacher Performance Results

INTRODUCTION

Nowadays, teachers almost compete with the profession of a doctor. It means that the profession of being a teacher is much in demand by the community. Therefore, it cannot be denied that many teachers in Indonesia are not on target. In the sense that there are teachers who do not have basic teacher education. There are teachers in the field of study who come

from the field of study they teach so that they become wrongly focused. However, this does not rule out the possibility that a teacher who is not in accordance with his expertise can actually teach well, many of which cause the level of professionalism of teachers in delivering material or teaching to increase incorrectly. The other is management. A teacher who holds management well will be able to become a good or professional teacher. In this study, it will be explained about the things that must be looked at properly by a teacher. The meaning here is that there are things that must be done by a teacher in an effort to improve performance and achieve educational or learning goals.

The objectives to be achieved in this study are to describe:

- 1) To find out and analyze the effect of teacher management professionalism on the results of teacher performance in the Tangerang Regency State Senior High School.
- 2) To find out and analyze the effect of teacher performance motivation on the results of teacher performance in the Tangerang Regency State Senior High School.
- 3) To find out and analyze the effect of teacher management professionalism, and teacher performance motivation together on the results of teacher performance in senior high schools in Tangerang Regency.

LITERATURE REVIEW

Professionalism Teacher Management

Management comes from the ancient French language, namely "Management" which means the art of implementing and managing. and manage. The word management comes from English, Management which was developed from the word To manage which means to manage or manage. Management comes from the ancient French language, namely "Management" which means the art of implementing and managing. and manage. The word management comes from English, Management which was developed from the word To manage which means to manage or manage. Motivation comes from the Latin word movere which means to move while in English it is known as the word motivation which means encouragement. Thus the understanding of the.

Teacher Performance Motivation

word motivation is an encouragement that comes from within the individual or outside the individual. will be able to continue to strive to be able to improve the spirit of working in an organization. According to Siaglan (2002:102) "Motivation is the driving force for someone to contribute as much as possible to the success of the organization in achieving its goals.

Teacher Performance Results

Teacher performance is the achievement of results. For the real work or behavior of a teacher according to his professional duties in accordance with the professionalism mandated to him in the context of the teaching and learning process shown by the indicators.

- 1) Ability to prepare lesson plans
- 2) Ability to carry out learning
- 3) Ability to establish interpersonal relationships
- 4) Ability to carry out assessment of learning outcomes
- 5) Ability to carry out enrichment
- 6) Ability to implement remedial

Previous Research

The results of research by Donald Boyd and Daniel Goldhaber with the title "The influence of teacher performance motivation on teacher performance outcomes" in

Washington 2007 To improve the quality of the teacher workforce, some countries have tightened the preparation and requirements for teachers in professional teacher certification positions while others have simplified the requirements and introduced "alternative" ways of managing professional teachers to certify in certification positions by obtaining an educator certificate. teacher or teacher administration so that teaching and learning activities run smoothly, so that they can attract more people to teach. if the certification requirements are too severe then this will hinder potential individuals from becoming professional teachers, then the policies of the program are relatively unfavorable, but if they have little effect on student achievement, if they seriously hinder potential rush or if the school is able to identify applicants who will make good students. Tenggara requirements become a more attractive policy.

In reviewing research on this issue, Boyd and Goldhaber found that highly selective alternative pathway programs can produce effective teachers who perform more or less the same as teachers from the traditional route after 2 years on the job. they found that teachers who scored well on certification exams could improve student learning outcomes.

With educators who have good administrative management and professionals who have educator certificates who are declared professional so that they can increase student scores, the teacher will automatically get good performance. This means that professional teacher management who is certified or certified can affect teacher performance .

Thinking Framework

Following the explanation on the background of the problem, as well as theoretical studies and the results of previous research, can be seen in accordance with the picture below.

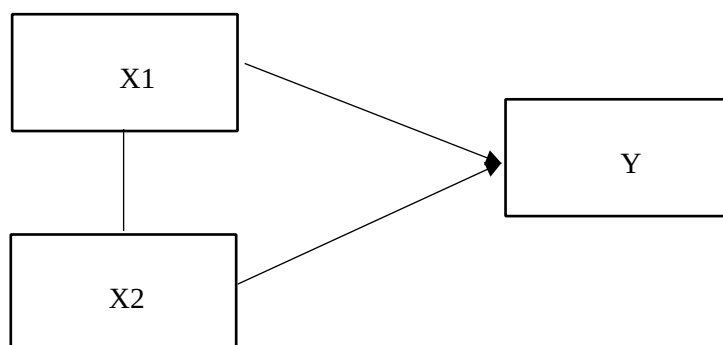


Figure 1. Research Theoretical Thinking Framework

Information :

X1 = Professional teacher management

X2 = Teacher Performance Motivation

Y = Teacher Performance Results

Hypothesis

Based on theoretical studies and the preparation of a thinking framework, the hypothesis that the author proposes in the final results after data analysis is as follows:

H₁ = There is a positive and significant effect of professional teacher management on teacher performance results.

H₂ = There is a positive and significant effect of motivation on teacher performance results

H₃ = There is a positive and significant effect of teacher management professionalism together with motivation on the results of teacher performance.

RESEARCH METHODS

The type of method used in this journal is using quantitative research methods, data collection using research instruments and data analysis carried out in fourteen public high schools in Tangerang Regency. This study will also use a descriptive approach with the aim of being able to describe the object of research or research results well.

RESULTS AND DISCUSSION

Overview of Fourteen High Schools in Tangerang Regency

Based on the author's observations at the fourteen state high schools, the human resource component that plays a major role in the success of teaching and learning is of course the teachers. The following table shows the number of teachers in the fourteen senior high schools (sman) 25, Tangerang Regency, Banten Province which is located in Banten Province. carefully by the author.

Table 1 Certified Teacher and professional

No	Nama sekolah menengah atas Negeri kab.Tangerang	Jumlah Guru	Jumlah guru Bersertifikat Pendidik
1	Sekolah menengah atas 25 Kab.Tangerang	48	31
2	Sekolah menengah atas 26 Kab.Tangerang	91	69
3	Sekolah menengah atas 27 Kab.Tangerang	19	10
4	Sekolah menengah atas 28 Kab.Tangerang	10	4
5	Sekolah menengah atas 29 Kab.Tangerang	11	6
6	Sekolah menengah atas 30 Kab.Tangerang	20	16
7	Sekolah menengah atas 31 Kab.Tangerang	11	8
8	Sekolah menengah atas 32 Kab.Tangerang	8	8
9	Sekolah menengah atas 33 Kab.Tangerang	11	4
10	Sekolah menengah atas 24 Kab.Tangerang	12	5
11	Sekolah menengah atas 23 Kab.Tangerang	8	3
12	Sekolah menengah atas 22 Kab.Tangerang	19	10
13	Sekolah menengah atas 21 Kab.Tangerang	12	10
14	Sekolah menengah atas 14 Kab.Tangerang	12	7
Total		292	191

Data Description

After conducting research and distributing questionnaires to teachers at Sman 25 Kab.Tangerang in the province of Banten, data were obtained on professional teacher management programs, teacher performance motivation and teacher performance results.

Table 2. Descriptive statistic

Variabel	N	Min	Max	Sum	Mean	Standard Deviation	Variance
Manajemen guru Profesionalisme (X ₁)	94	51	95	7227	76,88	8,736	76,319
Motivasi kinerja guru (X ₂)	94	48	76	5885	62,61	5,977	35,725
Hasil Kinerja guru (Y)	94	168	232	18291	194,59	21,424	458,977

From the table above, it can be seen that the highest value of the teacher management variable for teacher professionalism is 95 and the lowest value is 51. So the distance between the highest and lowest scores is 44. While on the variable of teacher performance motivation, the highest score was obtained 76 and the lowest was 168.

Based on the results of these descriptive statistics, each variable related to professional teacher management can be categorized as teacher performance motivation and teacher performance results in the following table:

Teacher Professionalism Management (X₁)

Table 3. The results of the category of implementing professional teacher management in providing teacher educator certificates

Category	Interval	Frequency	Percentage (%)
Good	$X \geq 86$	21	22,34
Medium	$68 \leq x < 86$	62	65,95
Low	$X < 68$	11	11,71
Total		94	100

From the table above, it can be seen that the highest score is in the sufficient criteria, namely 62 people or equivalent to 65.95%. Meanwhile, for other categories such as good and less, it can be said that it is low, namely 21 people and 11 people from a total of 94 respondents so that it can be concluded that the perception of teachers at Sma Negeri 25 kab.tangerang in the province of Banten towards the management of professional teachers who have educator certificates is categorized as sufficient.

Performance, Teacher Motivation (X₂)

Table 4. The results of the category of teacher performance motivation at sman 25 Kab.Tangerang

Category	Interval	Frequency	Percentage (%)
Very High	$X \geq 69$	16	17.02
High	$57 \leq x < 69$	49	52,12
Cukup	$X < 57$	29	30,86
Total		94	100

From the table above, it can be seen that 16 people or equivalent to 17.02% of teachers have high performance motivation while 49 are equivalent to 52.12% of teachers who have high enough motivation for teacher performance and 29 people have sufficient motivation so that overall It can be concluded that the motivation for the performance of teachers at SMA Negeri 25 Tangerang Regency, Banten Province, is categorized as quite high.

Output of Performance (Y)

Table 5. The results of the category of teacher performance at sman 25 Kab.Tangerang

Category	Interval	Frequency	Percentage (%)
HIGH	$X \geq 216$	24	25,53
VERY GOOD	$173 \leq x < 216$	61	64,89
GOOD	$X < 173$	9	9,58
Total	Jumlah	94	100

From the table above, it can be seen that 24 people or equivalent to 25.53% of teachers have good performance motivation while 61 people or equivalent to 64.89% of teachers have sufficient teacher performance motivation and as many as 9 teachers or equivalent to 9,58% have low motivation. But overall it can be concluded that the performance of UPT teachers. SMA Negeri 25 Tangerang Regency in the province of Banten is categorized quite well.

Normality Test and Homogeneity Test

Normality test is carried out to show that the sample data comes from a normally distributed population. To test the normality of the estimated error through the Kolmogorov-Smirnov test. Based on the data that has been processed using IBM SPSS Statistics Version 25, then the normality of the data is tested. The data is considered normal when the significance level reaches a minimum of 0.05. The results of the Normality test for the variable teacher management professionalism (X1) Teacher Performance Motivation (X2) and Teacher Performance Results (Y) are as follows:

Table 6 Normality Test Results Estimated Error One-Sample Kolmogorov-Smirnov Test.

Galat taksiran Y atas X_1	Galat taksiran Y atas X_2	Galat taksiran X_1 atas X_2
N	94	94
Mean standar	0000000	0000000
Deviation	17,582	15,713
Absolute positif	,093	133
Negatif	093	133
Test statistic	-076	-063
Asymp Signifikan (2-Tailed)	093	133
	042	000
		11

a. Test distribution is normal

b. Calculated from data

c. Lilliefors significance correction

The hypothesis being tested is

H_0 : Normal population distribution, if probability > 0.05 . 0 accepted

H_1 : Population distribution is not normal, if probability 0.05 0 is rejected

From the output above, the estimated error of Y over X_1 is obtained by a statistical test of 0.093 and on the Asymp line. Sig (2-Tailed) is 0.042 or can be written as probability (P-Value) = 0.042 > 0.05 . Thus, 0 is accepted or the estimated Y error data on X_1 comes from a normally distributed population.

While the error in the estimation of Y on X_2 is obtained statistically at 0.113 and on the Asymp line. Sig (2-Tailed) of 0.000 or can be written as a probability value (P-Value) = 0.000 < 0.05 . Thus, 0 is rejected or the Y estimation error data on X_2 comes from a population that is not normally distributed.

Then for the estimated error of X1 over X2, the statistical test results are 0.106 and on the Asymp line. Sig (2-Tailed) of 0.011 or can be written as a probability value (P-Value) = $0.011 < 0.05$. Thus, H_0 is accepted or the data for the estimated error of X1 over X2 comes from a normally distributed population.

Homogeneity Test

Homogeneity test is used to determine whether the data comes from a homogeneous population or not. To test the homogeneity using the explore model or the ANOVA model, the results of the homogeneity test are in the following table:

Table 7. Homogeneity Test Results

Variable	Levene statistic	df 1	df 2	Significant
Teacher Profesionalism Management (X1)	1,626	21	61	0.042
Motivation of Teacher Perfromance (X2)	1,695	19	69	0.000

The hypothesis being tested is

H_0 : Population variance is homogeneous, if probability > 0.05 . H_0 accepted

H_1 : The population variance is not homogeneous, if the probability > 0.05 H_0 is rejected.

From the output above, the estimation error, Y estimation error on X1 is obtained by a statistical test of 0.093 and on the ASYmp.Sig (2-tailed) line of 0.042 or it can be written as probability (P-value) = $0.042 > 0.05$, thus H_0 is accepted or the data for the estimated y error on X1 comes from a normally distributed population. While the estimated error of y on X2 is obtained a statistical test of 0.113 and on the ASYMP line sig .(2-tailed) of 0.000 or can be written as a probability value (P-value) = $0.000 < 0.05$. Thus, H_0 is rejected or the estimation error data Y X2 comes from a population that is not normally distributed.

Then for the estimated error X1 over X2, a statistical test result of 0.106 is obtained on the ASYMP.Sig line (2 tailed) of 0.011 or can be written as a probability value (P-value) = $0.011 > 0.05$ thus, H_0 is accepted or the estimated error data for X1 over X2 comes from a normally distributed population.

Homogeneity Test

Homogeneity test is used to determine whether the data comes from a homogeneous population or not. To test homogeneity using the explore model or Anova model, the homogeneity test results are in the following table:

Table 8. Homogent Test

Variable	Levene statistic	Df 1	Df 2	Significant
Teacher Profesionalism Management (X1)	1,626	21	61	,072
Motivation of Teacher Perfromance (X2)	1,695	19	69	,058

H_0 : The population variance is homogeneous, if the probability is > 0.05 , H_0 is accepted.

H_0 : Population variance is not homogeneous, if probability > 0.05 H_0 is rejected based on the results by the statistical data above, it can be seen that teacher management professionalism and teacher performance motivation are homogeneous because the value of both probability (sig) > 0.05 . They are $0.072 > 0.05$ and $0.058 > 0.05$, respectively.

Hypothesis Testing

Testing the first hypothesis

The first hypothesis states that “teacher management professionalism has a positive effect on teacher performance” to test this first hypothesis, using simple linear regression analysis.

Table .9 The Results of Simple Linear Regression Analysis (X₁) (Professional Teacher Management) at SMAN 25, Tangerang Regency.

Variable	Koefisien regresi (B)	T Count	Significant t	Information
Constanta	86.866	5.350	000	
Teacher Profesionalism Management	1.401	6.677	000	Significant
R square	0,326			

Primary data source processed 2020

The results of simple linear regression analysis as in table 4.9 can be written in the regression equation as follows:

$$Y=86.866+1.401X_1$$

The constant value of 86,866 means that the performance teachers will be 86,866 if professional teacher management is equal to zero. This can be explained that teacher performance will decrease if there is no teacher certification program. Professional teacher management variable (X₁) has a positive influence on teacher performance with a regression coefficient of 1.401 indicating that if professional teacher management increases by 2 percent, teacher performance will increase by 1.401 percent assuming the other independent variables are constant. Significant value (sig) of 0.000 effect professional teacher management on teacher performance is significant. Based on the calculation of the IBM SPSS. The calculated t-value is 6.677 while the p-value is 0.000 so that the p-value is 0.000 < 0.05, meaning that there is a significant effect of the professional teacher management variable on teacher performance. well, and vice versa. The coefficient of determination Rr of 0.326 or 32.6% of the variation in the dependent variable of teacher performance can be explained by the variation of the independent variable of professional teacher management while the remaining 67.4% is influenced by variables not described in the model. Thus it can be concluded that Ho is rejected and H1 is accepted so that it can be stated that "professional teacher management has a positive effect on teacher performance results.

Second Hypothesis testing

The second hypothesis states that "the motivation of teacher performance has a positive effect on teacher performance outcomes" to test this second hypothesis, simple linear regression analysis is used. With the help of the IBM SPSS statistics 25 program, a summary of the results of simple linear regression analysis is obtained as shown in the following table:

Table 10. The Results of Simple Linear Regression Analysis (X₂) (Motivation of Teacher Performance) at SMAN 25 Kab.Tangerang.

Variable	Coefficient (B)	T Count	Significant t	Information
Constanta	42.053	2.440	017	
Motivation of Teacher Perfromance	2.436	8,899	000	Significant
R square	0,462			

Primary data sources processed 2020

The results of simple linear regression analysis as shown in table 4.10 can be written in the regression equation as follows.

$$Y = 42,053 + 2,436X_2$$

The constant value is 42,053, this means that the teacher's performance will be 42,053 if the teacher's work motivation is equal to zero. This can be explained that the performance will decrease if there is no teacher work motivation. The teacher's work motivation variable (X_2) has a positive influence on teacher performance, with a regression coefficient of 2,436 indicating that if the teacher's work motivation increases by 3 percent, the teacher will increase by 2,436 percent assuming the other variables are constant. The significant value (Sig) is 0.000 this value lower than 0.05, the effect of teacher performance motivation on teacher performance results is significant.

Based on IBM SPSS calculations, the calculated t value is 8.899 while the P value is 0.000 so that P value < 5% (0.000 < 0.05) means that there is a significant influence of the teacher's performance motivation variable on the teacher's performance results. These results indicate that the higher the performance motivation teacher, the better and vice versa.

The coefficient of determination R^2 is 0.462, which means that 46.2% of the variation in the dependent variable of teacher performance can be explained by the variation of the independent variable of teacher performance motivation, while 53.8% is influenced by variables not described in the model.

Thus in the second hypothesis it can be concluded that H_0 is rejected and H_1 is accepted in other words it can be stated that "teacher work motivation has a positive effect on teacher performance outcomes"

Third Hypothesis Testing

The third hypothesis states that "teacher management professionalism and teacher performance motivation together affect the results of teacher performance." The results of testing the multiple regression model on the variable teacher management professionalism (X_1) teacher performance motivation (X_2) which affects teacher performance (X_2) which affects teacher performance is seen in the following table 11:

Table 11. Multiple Linear Regression Analysis Results

Variable independent	Coefficient	T Count	Probability	SE	SR
(Constant)	39.081	2.253	-	-	-
Teacher Profesionalism Management	0,351	1.247	0,216	8.1	17.2
Motivation of Teacher Perfromance	2,053	4.989	0,000	38.9	82.5
F Count			40,521		
R^2 Square			0,471		
Multiple R			0,686		
Sig.F			0,000		

Source: regression result data, 2022

In this study, the multiple linear regression equation model was used as follows:

$$Y = a + b_1 \times 1 + b_2 \times 2$$

By paying attention to the regression model and the results of multiple linear regression, the equations of the influencing factors are as follows:

$$Y=39.081+0,351 \times 1 + 2.053 \times 2$$

From table 4.11 above, the calculated F is 40,521 with a significance level of 0.000. This shows that the probability < the tolerable level of significance (0.000 < then H_a is accepted and H_o rejects this indicates that there is a significant positive influence on teacher management professionalism and performance motivation teachers together on the results of teacher performance. Then to show the percentage of the influence of professional teacher management and teacher performance motivation together on teacher performance the coefficient of determination is used. by the three independent variables consisting of professional teacher management and teacher performance motivation while the remaining 52.9% variation in teacher performance is influenced by other variables not included in the research model.

Thus in the third hypothesis it can be concluded that H_o is rejected and H_i is accepted in other words it can be stated that "teacher management together has a positive effect on teacher performance" Table 11 shows the size of the professional teacher management variable at 8.1%, meaning that the contribution of the professional teacher management variable and teacher performance motivation to teacher performance is 8.1% and the relative contribution is 17.2%. The variable 11 shows the magnitude of the teacher's performance motivation is very large, namely 38.9%, meaning that the contribution of the teacher's work motivation variable to the teacher's performance is 38.9% and the relative contribution is 82.5%. In this case, it means that the variable of teacher performance motivation is more dominant and has an effect on teacher performance based on the table above, it can be concluded that together the variables of professional teacher management and teacher performance motivation on performance based on the table above, it can be concluded that together Together, the motivation for the performance of professional teachers and the motivation for the performance of teachers together gave an effective contribution of 41.7% to teacher performance and 52.9% was given by other variables that were not discussed in this study.

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