

How to Improve Vocational Teacher Performance?

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ABSTRACT

The purpose of this study was to determine the effect of leadership style and professionalism, work motivation on work performance in teachers at Bondowoso 4 SMKN. This research is a quantitative research with a survey approach. The sample used amounted to 95 respondents. Testing instruments using the validity and reliability test. The analysis technique used is the Structural Equation Model (SEM) using WarpPLS 5.0. The results of data analysis showed that the leadership style has a significant effect on work motivation, teacher professionalism has a significant effect on work motivation, leadership style had a significant effect on teacher performance, teacher professionalism had a significant effect on teacher work performance, work motivation had a significant effect on teacher performance.

Keywords: leadership style, teacher professionalism, work motivation and teacher work performance

INTRODUCTION

Education is a very strategic vehicle in improving the quality of human resources which is a determinant factor of development. Education is a conscious effort to prepare students through activities of guidance, teaching, and or training for their role in the future (SPN Law No. 20 of 2003). In the preamble to the 1945 Constitution, the national goals are stated: the intellectual life of the nation constitutionally incarnates in Article 31 of the 1945 Constitution, paragraph (1) which states that every citizen has the right to receive teaching, while paragraph (2) confirms to the government to strive for and organize a national teaching system. As a follow up to the 1945 Constitution article 31 paragraphs 1 and 2, based on the Republic of Indonesia Law Number 20 of 2003 concerning the national education system, the goal of national education is to develop capabilities and shape the character and civilization of a nation with dignity in order strengthen the life of the nation, to develop the potential of students to become human beings who believe in and fear God Almighty, have noble, healthy, knowledgeable, capable, creative, independent and become citizens who are democratic and responsible (Arifin 2003/).

Once the importance of education for citizens, then in Indonesia has been set 9-year compulsory education for its citizens. The 9-year basic education directly functions as a basic strategy in efforts to (1) educate the life of the nation because it is intended for all citizens regardless of class, religion, ethnicity, and socioeconomic status; (2) preparing future industrial workforces through the development of basic abilities and skills of learning and can support the creation of equitable further professional and vocational education opportunities; and (3) fostering the mastery of science and technology because through 9-year compulsory basic education it is possible to be able to expand the selection mechanism for all students who have extraordinary abilities to continue higher education levels. One school education that can deliver students to achieve 9-year compulsory education is the Vocational High School (SMK). The growth of Vocational High Schools (SMK) is growing rapidly in Indonesia. Increasing demand from year to year. This growth is not without cause. Many people are aware that the existence of SMK is important to create skilled workers ready for work starting from the SMK level (Ezez 2019/). The existence of Vocational High Schools (SMK) is the frontline in welcoming the era of the industrial revolution we are facing. Therefore, several steps must be prepared for current SMK students. This is because the Vocational High School (SMK) has several advantages including 1) Students' skills can be improved because each student is equipped with adequate skills, especially skills in understanding the use of internet technology or integrating internet capabilities with production lines in the industry; 2) The use of digital technology which is now a necessity in global competition. Because competition is no longer limited to fellow children of the nation, but competition is as wide open as possible; 3) The existence of Innovation which is a part that is not important at any time, where every HR is required to be able to develop startups, and this is expected to be able to facilitate business incubation places (Joesoef et al. 2016/). Indonesia currently has a total of 14,247 Vocational High Schools (SMK) public and private. There is 1 state Vocational School abroad (Ezez 2018/). With the increasing number of Vocational High Schools (SMK) in Indonesia, the competition to get students between SMKs is also increasing. This is where the role of the teacher in being highly demanded to be able to improve the ability of students to gain skills that can ultimately compete with students graduating from other vocational schools. The teacher is one component that also plays a role in delivering vocational students to achieve success. By not intending to play down the contribution of the other components, the educational staff or teacher component is one of the very essential factors in determining the quality of their students. The teacher as a professional risked the profession on the quality of his work. This confirms that the quality of performance will describe the professional quality of a teacher, and vice versa performance below work standards illustrates

the failure of the teacher to respect his profession. Therefore, the development and development of the teaching profession is considered necessary to be considered as a form of commitment in reforming the pattern of education to achieve the quality of education as expected (Barnawi eta Arifin 2014/).

Based on Government Regulation No. 19 of 2017 concerning amendments to government regulation number 74 of 2008 concerning teachers the second part reads: guidance of teachers and education personnel, by increasing the qualifications of teachers and education staff; strengthen teacher competency testing systems, and integrate with Certification systems; implementing a teacher performance appraisal system that is valid, reliable, transparent and sustainable; increase teacher competency on an ongoing basis through education and training. Article 1 Paragraph 2 reads: academic qualifications are diplomas of academic education that must be possessed by the teacher according to the type, level, and formal education unit at the assignment place. A teacher is required to continue to improve educational qualifications and also the ability of teachers with teacher competency tests. Important things done by teachers in order to improve teacher achievement and also can deliver students to be able to compete with other graduates in getting work opportunities in the community. Performance is produced by the ability and discipline possessed by someone. If someone has high ability but does not have good discipline then it will not produce a good performance, and vice versa (Mangkunegara 2010/). Employee performance is an effort that has been achieved by an employee during a certain period, usually for 1 year (Azhad, Anwar, eta Qomariah 2015/). Employee performance is an outcome achieved because motivated by work (Samsudin 2006/). Each individual tends to be faced with things that might not be expected in the process of achieving the desired needs so that through work and experience growth, a person will make progress in his life. Many factors can improve employee performance. There are several factors that can improve employee work performance including work motivation, leadership and professionalism.

Motivation is encouragement that makes someone able to do their job properly (Azhad et al. 2015/). Motivation is a person's behavior aimed at achieving certain goals (Tohardi 2006/). Motivation is related to the level of effort done by someone in pursuing a goal and is closely related to employee satisfaction at work and the performance of the job itself. If it is associated with a person's performance, then work motivation is very closely related. Employees will work optimally to get what has been targeted in their performance. Many researchers conduct research on work motivation associated with work performance, including: (Ayu eta Suprayetno 2005/), (Dolphina 2012/), (Vidianingtyas eta Putri 2014/), (Harin 2014/), (Rozzaid, Herlambang, eta Devi 2015/), (Sugiyatmi, Minarsih, eta Edward Gagah 2016/), (Lopes 2016/), (Solikah, Setyowati, eta Sanosra 2016/), (Komaling, Adolfini, eta Untu 2016/), (Firdaus, Widyanti, eta Khuzaini 2017/), (Basalamah 2017/), (Bentar, Purbangkoro, eta Prihartini 2017/), (Riantoko, Sudibya, eta Sintaasih 2017/), (Sumowo 2017/), (Priyono, Qomariah, eta Winahyu 2018/), (Sya'roni, Herlambang, eta Cahyono 2018/), (Hanafi eta Abadi 2018/), (Adha, Qomariah, eta Hafidzi 2019/), (Utomo, Qomariah, eta Nursaid 2019/). (Adam eta Kamase 2019/),

The next factor that can improve employee work performance is leadership style. Leadership is one's ability to control an organization (Sedarmayati 2011/). Leadership is one's ability to influence someone to achieve the planned goals (Umar 2005/). Leadership can be interpreted as the ability to influence, move and mobilize an action in a particular situation on a person or group of people to achieve certain goals that have been planned in certain situations (Nawawi 2008/). A process that influences the behavior of others, so leadership in its implementation contains many challenges. These challenges can arise from the leaders themselves, from followers / subordinates or from situations where the process takes place (Hariandja 2007/). Leadership if it is related to work performance will be very related, this is because if in an organization the leader can direct his subordinates well then the employee will work well and sincerely so as to give the best results. Research on leadership associated with work performance has been carried out, among others: (Ayu eta Suprayetno 2005/), (Sulistyo 2009/), (Wiranata 2011/), (Dolphina 2012/), (Vidianingtyas eta Putri 2014/), (Jayanti eta Wati 2014/), (Yulianti eta Wuryanti 2015/), (Saleh et al. 2016/), (Sugiyatmi et al. 2016/), (Bentar et al. 2017/), (Priyono et al. 2018/), (Permana et al. 2019/), (Andriani, Kesumawati, eta Kristiawan 2018/), (Hendrawan eta Budiarta 2018/), (Sya'roni et al. 2018/), (Qomariah 2019/), (Kurniawati eta Tobing 2019/), (Ayuningtyas eta Whidya Utami 2019/), (Hadiana eta Maya Sari 2019/), , (Listiani, Ribhan, eta Mardiana 2020/).

The ability to teach is very important. Because the better the teacher's teaching ability, the higher the achievement. Without the ability to teach teachers, the higher the achievement will be achieved. Without the ability to teach good teachers it is difficult for education to achieve maximum results. In this case, the ability in question is the competency possessed by the teacher. Determination of the level of competence is needed to know the level of good performance expected for a good or average category. Determination of the required competency threshold will certainly be the basis for the selection process, successful planning, performance evaluation, and HR development. According to the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, competence is a set of knowledge, skills, and behaviors that must be possessed, lived, and mastered by the teacher or lecturer who carries out his professional duties. Teachers have an important role in the learning process, so a teacher must have high professional competence and produce

people who have high human resources. Professional teachers are teachers who have four competencies namely, pedagogical competence, personality competence, professional competence, and social competence (Tohardi 2006/). Teachers who have competencies by their fields will then they will provide appropriate material to their students. The success of the teacher in providing material to these students will produce graduates following what is expected by the school. The success of these students indicates that the teacher has done a good job or it can be said that the teacher's performance is good. Thus this competence is very closely related to teacher performance. There are a lot of researches about the abilities that teachers have or competencies, such as: (Friolina et al. 2017/), (Basalamah 2017/), (Amdani et al. 2019/), (Adam eta Kamase 2019/), (Kadir, Hariadi, eta Subejo 2016/), (Utomo et al. 2019/), (Winanti 2011/), (Sholehatusya'diah 2017/), (Pujiarti 2019/), (Yamin eta Ishak 2018/), (Mukhtar 2018/), (Bahri et al. 2018/), (Pinca 2015/), (Syahrial et al. 2019/), (Wasiman 2020/), (Wongso, Gana, eta Kerih 2020/), (Widyanto eta Mersa 2018/), (Indiyaningsih, Murdyastuti, eta Puspitaningtyas 2020/), (Nyoto, Purwati, eta Suyono 2020/), (Junjuran eta Suwanda 2019/).

Based on the theory and empirical that has been explained, the object of research in this study is SMK 4 Bondowoso. Vocational teachers in running the teaching and learning process must have a linear educational qualification with the subjects being taught, with the intention that the competencies expected by students can be achieved. Vocational High School or so-called Vocational School is an integrated part of the National Education System, which has an important role in preparing and developing Human Resources (HR). Vocational School 4 Bondowoso also participates in preparing and educating students to have the ability and skills so that they can meet the needs or demands of the Business World / Industry or be entrepreneurial. By the Vision and Mission established by SMKN 4 Bondowoso, it is located in a strategic location with an area of about 19993 m², currently consisting of 3 Expertise Areas, namely Access Network Engineering, Nursing Assistance and Agribusiness in Plantation Plants with a total of 23 study groups (rumble) .

Vocational education is education that connects, matches, trains people to have the habit of working to be able to enter and develop in the world of work (industry) so that it can be used to improve their lives. It can be said that vocational education (SMK) is part of the national education system that aims to prepare workers who have the skills and knowledge by the requirements of employment requirements and can develop their potential in adopting and adapting to technological developments. The process of vocational education needs to be instilled in students the importance of mastery of knowledge and technology, work skills, independent attitude, effective and efficient, and the importance of the desire for success in their lifelong career. With sincerity in attending vocational education, the graduates can become dignified and independent human beings and become citizens who can pay taxes. Vocational education is part of the national education system that is held as a continuation of SMP / MTS: By the talents, interests, and abilities to meet the needs/opportunities for work that are and will develop in the area. SMK graduates are educated, trained, and skilled workers. Able to attend further education and or adjust to technological changes. Impacts as a supporter of industrial growth (small or large). Reducing unemployment and crime. Economic growth and state income through income tax and value-added.

The quality of teachers in SMK 4 Bondowoso continues to be improved, such as adjusting the qualifications of education with the subjects being taught and upgrading to a higher level of education. Conditions for increasing teacher competency in SMK 4 Bondowoso can be seen in table 1. and table 2.

Table 1. Conditions for Increasing Teacher Competency in SMK 4 Bondowoso

No	Activity	Year			
		2015	2016	2017	2018
1	The Teacher Attends Professional Training	12,5%	10,0%	10,0%	8,0%
2	Certified Teacher	17,8%	23,0%	23,8%	27,0%
3	The Teacher Arranges the Toolkit	53,9%	47,6%	58,0%	60,8%
4	The Teacher Makes Learning Media	41,4%	43,3%	48,7%	56,5%
5	Conduct Classroom Action Research	17,9%	23,9%	32,1%	21,7%
6	Conduct an Online Learning Evaluation	14,3%	13,4%	17,9%	53,3%

Source: SMK 4 Bondowoso (2020)

Table 2. Academic & Non-Academic Achievements of SMK 4 Bondowoso

No	Type of Achievement	Year				
		2015	2016	2017	2018	2019
1	Academic	2	7	6	6	3
2	Non Academic	12	6	21	31	29
3	Become a Model School				√	
4	Become a Referral School					√
	Total	14	13	27	37	32

Source : SMKN 4 Bondowoso (2020)

Based on table 1. and table 2, the level of teacher competency in SMK Negeri 4 Bondowoso is still quite low, especially seen from the percentage of a teacher certified teachers who only reach 27%. Professional teachers, as regulated in Article 39 paragraph 2 of Law number 20 of 2003 concerning the National Education System, Article 2, paragraph 1 of Law number 14 of 2005 concerning teachers and lecturers, as well as a paragraph of Article 28 (1) PP No. '19 of 2005 for national education standards. Referring to the legal basis and policy that clearly shows the seriousness and commitment of the Government to increase professionalism and appreciation for teachers, which ultimately as an estuary to improve the quality of national education. So in this study, the phenomenon that occurs is that there are still many teachers who do not yet have an educator certificate which is a requirement for professional teacher examiners. So the research question that can be suggested is how to improve teacher work performance through work motivation, leadership style, and teacher professionalism. While the objectives to be achieved in this study are: to test the effect of leadership style, teacher work motivation, and teacher professionalism on teacher work performance.

LITERATURE REVIEW

Leadership

Leadership is a determining factor in a company. Successor failure of the company in achieving a goal is influenced by the way a leader. The figure of a leader in a company can be effective if the leader can manage the company and influence the behavior of subordinates to be willing to work together in achieving company goals. Leadership is the process of understanding what people do together, so they understand and want to do it (Nawawi 2008/). Leadership in organizations is directed to influence the people they lead, so they are willing to act as expected or directed by others who lead it (Mangkunegara 2010/). Leadership is a behavior with a specific purpose to influence the activities of group members to achieve common goals designed to provide benefits to individuals and organizations so that in an organization leadership is a very important factor in determining the achievement of goals set by the organization (Rivai 2009/). Based on all the understandings put forward by the experts above, it can be concluded that leadership is the process and behavior of a leader in influencing behavior and empowering his subordinates to want to work together in carrying out tasks and responsibilities to achieve company goals.

Leadership Style

Leadership style is the basis in classifying types of leadership. Style means attitude, movement, behavior, beautiful attitude, good gestures, strength, ability to do good. And leadership style is behavior and strategy, as a result of a combination of philosophy, skills, traits, attitudes, which are often applied by a leader when he tries to influence the performance of his subordinates. Leadership Style is a way a leader influences the behavior of subordinates who aim to encourage work enthusiasm, job satisfaction, and high employee productivity, in order to achieve maximum organizational goals (Hasibuan 2016/). Leadership style represents the philosophy, skills, and attitudes of leaders in politics (Manullang 2007/). Leadership style is a pattern of behavior that is designed to integrate organizational goals with individual goals to achieve certain goals. Leadership style is the norm of behavior that a person uses when that person tries to influence the behavior of others as he sees it (Sedarmayati 2011/). From some of the definitions above it can be concluded that leadership style is the ability to influence other people, subordinates or groups, the ability to direct the behavior of subordinates or groups by having special abilities or expertise in the fields desired by the group, to achieve organizational or group goals.

Teacher Professionalism

Professionalism comes from the word profession. In the large dictionary of Modern Indonesian, the profession is defined as work based on expertise, which is derived from the word projector which means to announce, express belief, affirm, open, acknowledge, and justify. Professionalism is a term that refers to a mental attitude in the form of commitment from members of a profession to always realize and improve their professional quality. A teacher who has high professionalism will be reflected in his mental attitude and commitment to the realization and improvement of professional quality through various means and strategies. He will always develop himself in accordance with the demands of the times so that his existence always gives a professional meaning. In the context of the teacher, the meaning of professionalism is very important because professionalism will give birth to the best attitude for a teacher in serving the educational needs of students so that later this attitude will not only benefit students, but also provide benefits for parents, the community, and the school institution itself.

Aspects of Professional Competence

Competence is an integrated whole that describes the potential, knowledge, skills, and attitudes that are assessed, related to a particular profession regarding parts that can be actualized and realized in the form of

actions or performance to carry out a particular profession. In RI Law Number 14 of 2005 (Article 8), it is stated that teachers must have academic qualifications, competencies, educator certificates, be healthy physically and spiritually and have the ability to realize national education goals. In connection with the requirements as mandated by the Act, teachers must have an educator certificate as formal proof of recognition as a professional. Educator certificates are obtained through certification, which is the process of awarding certificates by tertiary institutions that have an accredited education personnel procurement program and are determined by the Government (Article 11 paragraph 2). Thus, it can be said that to improve and realize teacher professionalism there are at least three interrelated things namely qualifications, competencies, and teacher certification.

Work Motivation

Motivation questions how to direct power and potential to work towards the specified goals (Hasibuan 2016/). A person works because he wants to fulfill his daily needs. The urge to desire from one person to another is different so that human behavior tends to vary at work. Motivation is an effort to encourage individuals or groups to carry out a process in achieving their goals (Azhad et al. 2015/). Motivation includes the direction or purpose of behavior, the strength of response, and the persistence of behavior. Also, the term includes several concepts of encouragement, needs, stimuli, rewards, reinforcement, goal setting, expectations, and so on.

Work Performance

Job performance is a result of work achieved by a person in carrying out the tasks assigned to him based on skill, experience, and sincerity as well as time. So the seriousness and skill of employees in working on tasks that have been carried out will determine work performance will be generated (Hasibuan 2016/). Job performance or performance as a result of work in quality and quantity achieved by an employee in carrying out their duties following the responsibilities given to him. Intended is that every job responsibility given to employees will shape the quantity and quality of their work to determine the achievements of their workers (Mangkunegara 2010/). Job performance is as a result of work that has been achieved by a person from his work behavior in carrying out work activities. The meaning of work activities carried out by employees so far has resulted in a proud achievement (Sutrisno, 2015). With aspects of the work, knowledge of workers, initiative, mental dexterity, attitude and time discipline. Work performance or performance is defined as the success of an individual in a task and work. Which means that every individual when working will be said to be successful when he has work performance in the company (Nawawi 2008/). From some definitions that have been presented by some experts regarding the definition of work performance above, then in this study the definition of work pretension is used (Sutrisno 2015/), where work performance is as a result of work achieved by someone of his work behavior in carry out work activities. Aspects of work performance are work results, work knowledge, initiative, mental dexterity, attitude, time discipline and absenteeism.

RESEARCH METHODS

Operational Definition

Operationalization of variables is needed to determine the type, indicator, and scale of the related variables in the study, so that hypothesis testing with statistical tools can be done correctly following the title of the study. The research variables are sourced from the theoretical framework that is used as a reference and concept of thinking as it has been stated in advance. Operationalization of variables is done by explaining concrete definitions of each variable so that its dimensions, indicators and measurements can be carried out. Then each of these indicators becomes the basis for compiling the questions in the questionnaire.

Leadership Style Indicators

Leadership is the process of understanding what people do together, so they understand and want to do it. The style or style of leadership (leadership style) will greatly affect the effectiveness of the leader. (Robbins 2011/), identified four types of leadership styles:charismatic leadership style, transactional leadership style, transformational leadership style, and visionary leadership style.

Indicators of Teacher Professionalism / Teacher Competence

RI Law Number 14 of 2005 (Article 8) states that teachers must have academic qualifications, competencies, educator certificates, be healthy physically and spiritually and have the ability to realize national education goals. In connection with the requirements as mandated by the Act, teachers must have an educator certificate as formal proof of recognition as a professional. As for becoming a professional teacher, in addition to fulfilling academic qualifications, one must also have the abilities as mentioned in Minister of Education Regulation Number 16 of 2007, as follows:

- a. Mastering the material, structure, concepts, and scientific mindset that supports the subjects being taught.
- b. Mastering competency standards and basic competencies of the subjects being taught
- c. Developing learning material that is taught creatively.

- d. Sustainably develop professionalism by taking reflective action.
- e. Utilizing information and communication technology to develop themselves.

Indicators of Work Motivation

Maslow's hierarchy of needs follows the plural theory of someone behaving or working, because of the urge to meet a variety of needs. Maslow argues the desired needs of humans are tired. Maslow put forward five levels of needs, as follows: physiological needs, safety and security needs, social needs, the need for appreciation, self-actualization.

Job Performance Indicator

According to Sutrisno, (2011), people believe that individual work performance is a function of a combination of three factors: the ability and interest of a worker, clarity, and acceptance of an employee's role explanation, work motivation level, an effort that shows several physical and mental synergies used in organizing the movement of tasks, Abilities, namely personal traits that are needed to carry out the task, role or task perception, that is all the behaviors and activities that are felt necessary by individuals to complete a job.

Population and Sample

The population is a generalization area consisting of objects and subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions (Sugiyono 2013/). A population is a group of individuals who have certain characteristics determined by researchers (Ghozali 2011/). The population in this study were all 4 teachers of Bondowoso Vocational School, totaling 95 teachers who were all used as samples in this study so that this study could also be considered a census study.

Descriptive Analysis

To get an overview of the levels of education, training, teacher competence, and teacher performance at 4 Bondowoso Vocational Schools, the respondents' score scores will be analyzed descriptively. The author uses descriptive analysis method is intended to obtain images and data systematically related to the variables used so that the writer can process and present data that is systematic, accurate, and can be justified.

Hypothesis testing

Hypothesis testing is done by testing variance-based SEM or Partial Least Square (SEM-PLS) with the warp program pls 6.0. SEM-PLS is used for exploratory research. In other words, the PLS approach is more suitable for predictive purposes (Mahfud Sholihin and Dwi Ratmono, 2013). Another consideration in the use of PLS as a measurement tool is that the indicators that make up the constructs in this study are reflexive. The reflexive model assumes that latent variables affect indicators whose direction of causality is from construct to indicator or manifest (Ghozali 2011/).

RESULTS AND DISCUSSION

Characteristics of Respondents

Table 3. Characteristics of Respondents by Gender

Gender	Respondent	Percentage
Man	49	51,58%
Woman	46	48,42%
Total	95	100%

Table 4. Characteristics of Respondents by Age

Age	Respondent	Percentage
20 - 30 year	27	28,42%
31 - 40 year	33	34,74%
41 - 50 year	24	25,26%
51 - 60 year	11	11,58%
Total	95	100%

Table 5. Characteristics of Respondents Based on Years of Service

Years of service	Respondent	Percentage
0 - 10 year	31	32,63%
11 - 20 year	30	31,58%
21 - 30 year	29	30,53%
31 - 40 year	5	5,26%
Total	95	100.00

Description of Research Variables**Table 6. Distribution of Respondents on the Answer to the Leadership Style**

No	Indicator	Score					Total
		1	2	3	4	5	
1	X1.1	0	3	12	66	14	95
		0%	3,2%	12,6%	69,5%	14,7%	100%
2	X1.2	0	2	13	65	15	95
		0%	2,1%	13,7%	68,4%	15,8%	100%
3	X1.3	0	1	16	64	14	95
		0%	1,1%	16,8%	67,4%	14,7%	100%
4	X1.4	0	2	19	67	7	95
		0%	2,1%	20%	70,5%	7,4%	100%

Table 7. Distribution of Respondents on the Answer to Teacher Professionalism

No	Indicator	Score					Total
		1	2	3	4	5	
1	X2.1	0	1	20	65	9	95
		0%	1,1%	21,1%	68,4%	9,5%	100%
2	X2.2	0	0	12	70	13	95
		0%	0%	12,6%	73,7%	13,7%	100%
3	X2.3	0	3	16	62	14	95
		0%	3,2%	16,8%	65,3%	14,7%	100%
4	X2.4	0	2	13	61	19	95
		0%	2,1%	13,7%	64,2%	20%	100%
5	X2.5	0	0	16	58	21	95
		0%	0%	16,8%	61,1%	22,1%	100%

Table 8. Distribution of Respondents for Answers to Work Motivation

No	Indicator	Score					Total
		1	2	3	4	5	
1	Z1.1	0	3	20	65	7	95
		0%	3,2%	21,1%	68,4%	7,4%	100%
2	Z1.2	0	3	25	61	6	95
		0%	3,2%	26,3%	64,2%	6,3%	100%
3	Z1.3	0	3	14	62	16	95
		0%	3,2%	14,7%	65,3%	16,8%	100%
4	Z1.4	0	0	16	61	18	95
		0%	0%	16,8%	64,2%	18,9%	100%
5	Z1.5	0	0	13	68	14	95
		0%	0%	13,7%	71,6%	14,7%	100%

Table 9. Distribution of Respondents on the Answer to Job Performance

No	Indicator	Score					Total
		1	2	3	4	5	
1	Y1.1	0	1	14	56	24	95
		0%	1,1%	14,7%	58,9%	25,3%	100%
2	Y1.2	0	1	15	67	12	95
		0%	1,1%	15,8%	70,5%	12,6%	100%
3	Y1.3	0	5	12	50	28	95
		0%	5,3%	12,6%	52,6%	29,5%	100%
4	Y1.4	0	1	24	54	16	95
		0%	1,1%	25,3%	56,8%	16,8%	100%
5	Y1.5	0	4	21	57	13	95
		0%	4,2%	22,1%	60%	13,7%	100%
6	Y1.6	0	4	17	49	25	95
		0%	4,2%	17,9%	51,6%	26,3%	100%

Data Analysis Results**Validity Test and Reliability Test**

This validity test shows the suitability of each indicator with the theories used to define a construct (Sekaran 2006/). The validation test criteria are using the loadings factor with a value of more than 0.70 and the average variance extracted with a value exceeding 0.70 for the convergent validity test and for the discriminant validity test using the root comparison of AVE with correlation between variables. The results of the calculation of WarpPLS 6.0 in table 10. show that each value on the cross-loadings factor has reached a value above 0.7 with a p value below 0.001. Thus the convergent validity test criteria have been met. In table 11. information can be obtained that the root value of AVE of the same variable has been higher than the value of root of AVE on different variables. This shows that the discriminant validity test criteria have been met. Thus the instrument used in this study had fulfilled all the validity test provisions. Reliability testing is carried out with the aim of ensuring the research instruments used can provide consistent measurement of concepts without bias. The results of WarpPLS 6.0 data processing for the reliability test can be seen in table 12. The basis used in the reliability test is the Composite reliability coefficients and Cronbach's alpha coefficients above 0.7. The results in table 12. show that the questionnaire instruments in this study have met the reliability test requirements.

Table 10. Combined Loadings And Cross-Loadings

	X1	X2	Z	Y	Type (a	SE	P value
X1.1	0.863	0.439	-0.235	0.332	Reflect	0.083	<0.001
X1.2	0.832	0.625	0.601	-0.19	Reflect	0.087	<0.001
X1.3	0.958	-0.234	0.018	0.341	Reflect	0.081	<0.001
X1.4	0.877	-0.311	0.227	-0.14	Reflect	0.088	<0.001
X2.1	0.517	0.765	-0.017	-0.138	Reflect	0.091	<0.001
X2.2	-0.339	0.765	0.045	0.198	Reflect	0.088	<0.001
X2.3	0.380	0.875	-0.291	0.414	Reflect	0.083	<0.001
X2.4	0.233	0.794	0.602	-0.201	Reflect	0.085	<0.001
X2.5	-0.221	0.88	0.295	0.262	Reflect	0.088	<0.001
Z1.1	0.244	-0.041	0.808	0.025	Reflect	0.085	<0.001
Z1.2	0.147	0.074	0.795	0.034	Reflect	0.085	<0.001
Z1.3	0.166	0.013	0.809	-0.047	Reflect	0.085	<0.001
Z1.4	0.173	-0.226	0.861	1.022	Reflect	0.091	<0.001
Z1.5	-0.099	0.671	0.801	-0.141	Reflect	0.085	<0.001
Y1.1	0.023	0.549	0.006	0.883	Reflect	0.088	<0.001
Y1.2	0.422	0.435	-0.013	0.795	Reflect	0.087	<0.001
Y1.3	-0.058	0.713	0.104	0.898	Reflect	0.087	<0.001

Y1.4	0.001	-0.403	0.041	0.775	Reflect	0.092	<0.001
Y1.5	-0.026	-0.168	0.038	0.741	Reflect	0.085	<0.001
Y1.6	0.333	-0.474	0.539	0.789	Reflect	0.087	<0.001

Table 11. Comparison of Roots of AVE with Correlations Between Variables

	X1	X2	Z	Y
X1	0.8825	0.12975	0.154	0.0855
X2	0.114	0.8158	0.1264	0.1062
Z	0.1262	0.0994	0.8138	0.1868
Y	0.115833	0.108667	0.117833	0.8135

Table 12. Reliability Tests

Variable	Composite reliability	Cronbach's alpha
Leadership Style	0.751	0.701
Professionalism	0.787	0.765
Work motivation	0.715	0.743
Work performance	0.709	0.711

Path Analysis

Hypothesis testing is based on the results of the analysis of the PLS-SEM model that contains all the variables supporting the hypothesis test. The PLS model with the addition of work motivation as a mediating variable explains that the addition of the variable will make an additional contribution as an explanation of work performance. In this section, describe each path in the model using Path Analysis. Each path tested shows the direct and indirect influence of leadership style (X1) and teacher professionalism (X2) on work motivation (Z) and work performance (Y) of SMK 4 Bondowoso. By knowing the significance of each pathway, the answer will be whether the proposed hypothesis is accepted or rejected. Each path tested represents the hypothesis in this study. The path coefficient values can be seen in table 13. The test of the research model is conducted to see the suitability of the model built in the study. A good research model will be able to describe the suitability of the relationship between variables in the study. The use of WarpPLS 6.0 has provided calculation results that indicate the criteria used to assess whether the model is appropriate. Based on table 14, it can be seen that each value in the study meets the ideal criteria. APC, ARS, and AVIF values that meet the ideal criteria indicate that the overall model of this study is good. Model compatibility can also be calculated using a goodness of fit index. The goodness of fit index (GoF) is defined as the geometric mean or root of the average commonality and the average R2 for all endogenous constructs. The GoF index shows the predictive power of the overall model. GoF values have intervals between 0 and 1. GoF values close to 1 indicate a good estimation of the path model. The GoF index for this research model is 0.387. Thus, the structural model that explains the relationship between the four variables has good predictive power.

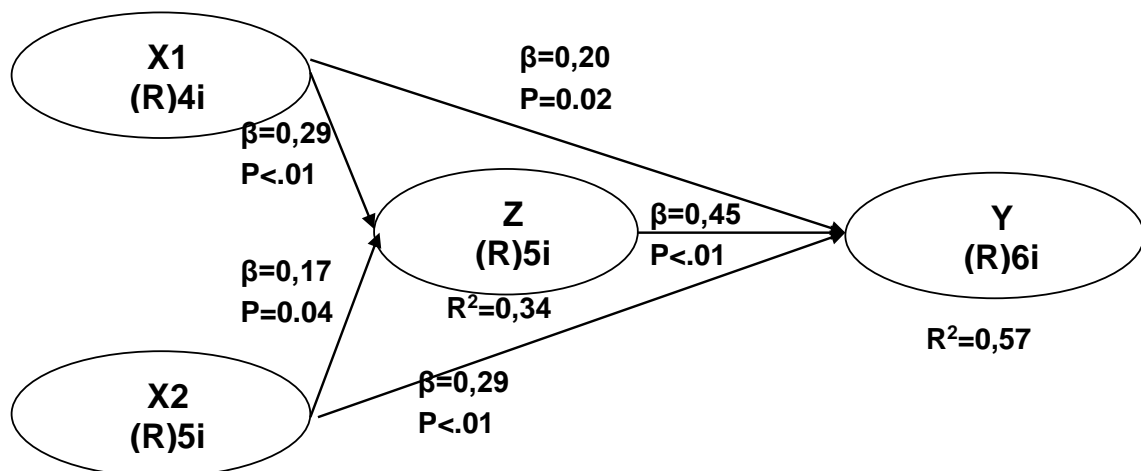


Figure 1: Path Analysis

Table 13. Coefficient Value of Direct Influence Pathway

No.	Independent Variable	Dependent Variable	Path Coefficient	ρ -value	Information
1.	X1	Z	0,287	0,002	Signifikan
2.	X2	Z	0,174	0,039	Signifikan
3.	X1	Y	0,201	0,021	Signifikan
4.	X2	Y	0,280	0,002	Signifikan
5.	Z	Y	0,449	0,001	Signifikan

Table 14. Test Research Models

Information	Value	Ideal
Average path coefficient (APC)	$P < 0.001$	$\leq 0,05$
Average R-squared (ARS)	$P < 0.001$	$\leq 0,05$
Average adjusted R-squared (AARS)	$P < 0.001$	$\leq 0,05$
Average block VIF (AVIF)	2,267	$\leq 3,3$
Average full collinearity VIF (AFVIF)	2,236	$\leq 3,3$
Tenenhaus GoF (GoF)	0.387	besar
Sympson's paradox ratio (SPR)	1	1
R-squared contribution ratio (RSCR)	1	1
Statistical suppression ratio (SSR)	1	$\geq 0,7$
Nonlinear bivariate causality direction ratio (NLBCDR)	1	$\geq 0,7$

Discussion

The Effect of Leadership Style on Work Motivation

ased on the results of testing the leadership style variables on work motivation obtained a coefficient value of 0.287 with ρ -value of 0.002. Because the value of ρ -value is smaller than α ($0.002 < 0.05$), H_0 is rejected, so there is a significant influence of leadership style on the work motivation of 4 SMKN Bondowoso employees proven correct or H_1 is accepted. This could be due to aspects related to leadership style that have an impact on work motivation. Aspects of leadership style include: charismatic leadership, transactional leadership, transformational leadership and visionary leadership.

The Effect of Teacher Professionalism on Work Motivation

Based on the results of testing the teacher professionalism variables on work motivation obtained coefficient value of 0.174 with ρ -value of 0.039. Because the value of ρ -value is smaller than α ($0.039 < 0.05$), H_0 is rejected, so there is a significant influence of teacher professionalism on work motivation. Then the second hypothesis stating that teacher professionalism influences the work motivation of Bondowoso 4 SMKN employees is proven correct or H_2 is accepted. This is due to aspects related to teacher professionalism that have had a positive impact on the work motivation of Bondowoso 4 SMKN. These aspects of teacher professionalism include:

- a Mastering the material, structure, concepts, and scientific mindset that supports the subjects being taught.
- b Mastering competency standards and basic competencies of the subjects being taught
- c Develop learning materials that are taught creatively.
- d Develop professionalism in a sustainable manner by taking reflective action.
- e Utilizing information and communication technology to develop themselves.

Effect of Work Motivation on Job Performance

Based on the test results of work motivation variables on work performance, the coefficient value is 0.449 with ρ -value of 0.001. Because the value of ρ -value is smaller than α ($0.001 < 0.05$), H_0 is rejected, thus there is a significant influence of work motivation on work performance. Then the fifth hypothesis which states that work motivation has an effect on the work performance of teachers in Bondowoso 4 Vocational School is

proven to be true or H5 is accepted. This could be due to aspects of work motivation related to the work performance of 4 Bondowoso SMKN teachers.

CONCLUSIONS, LIMITATIONS AND SUGGESTIONS

Conclusion

The test results prove leadership style, positive and significant effect on work motivation. These results successfully answered from previous studies which stated the leadership style affects work motivation. The test results prove the professionalism of teachers, a positive and significant effect on work motivation. This result successfully answered from previous research which stated that teacher professionalism influences work motivation. The test results prove leadership style, positive and significant effect on teacher work performance. This result was successfully answered from previous studies which stated the leadership style had an effect on teacher work performance. The test results prove the professionalism of teachers, a positive and significant effect on teacher work performance. This result was successfully answered from previous studies which stated the professionalism of teachers influences teacher performance. The test results prove work motivation, positive and significant effect on teacher work performance. These results successfully answered from previous studies which stated work motivation affects teacher work performance. The test results prove there is an indirect effect of education level (X1) on the teacher performance variable (Y) through intervening variable work motivation (Z) whose value is smaller than the direct effect. The test results prove the indirect effect of the teacher professionalism variable (X2) on teacher performance (Y) through intervening variable work motivation (Z) whose value is smaller than the direct effect.

Research Limitations

Limitations are a form of human imperfection. This also happens to researchers, where researchers realize in making questions / statements that are easy for respondents to understand it is not easy so with various efforts how the indicators contained in the theory can be interpreted through questions / statements so that they can be understood by respondents. The results of this interpretation are based on theories that deduce with limited respondents.

Limitations in this study stem from the variable teacher performance. In this case the teacher's work performance is obtained from the respondents' answers or is very subjective. To minimize the subjectivity measure of teacher work performance, the teacher performance variable can be measured by the real teacher work performance derived from notes on SMK 4 Bondowoso regarding the work performance of the relevant teacher such as loyalty, achievement, responsibility, obedience, honesty, cooperation and initiatives generated from each teacher and also in this study only use three variables on the teacher performance variable, so that only able to explain 95.3% variation in teacher work performance, while the remaining 4.7% is explained by other variables that are not submitted in this study.

Suggestion

The results of the study prove that the leadership style, teacher professionalism and work motivation have a positive and significant influence on teacher work performance, therefore the constraints of SMK Negeri 4 Bondowoso, always pay attention to things specifically related to leadership style, teacher professionalism and work motivation. The results of the study prove that the educational level factor is the dominant factor in the work performance of the teachers of SMK Negeri 4 Bondowoso. Therefore VOCATIONAL SCHOOL 4 Bondowoso must strive to maintain and improve aspects related to work performance of teachers such as the suitability of employee leadership styles, teacher professionalism and work motivation possessed by VOCATIONAL SCHOOL 4 Bondowoso teachers with employee expectations. For Further Research R2 Test Results indicate there are still other variables that must be considered in this study. Further studies, should add other variables that can affect teacher work performance, because the better the work performance of teachers from employees will also have a good effect on the organization. Based on statistical data processing, the main factor that must be addressed by an organization are indicators that are still perceived to be unfavorable by employees so that the employee can improve the work performance of his teacher at SMK Negeri 4 Bondowoso. The correction can be done using the addition of theories that are more in accordance with the characteristics of the work in SMK Negeri 4 Bondowoso including applying the theory of work discipline or organizational culture. The results of this study may be used as input for organizations for managerial policies on human resources so as to improve teacher performance. The results of the study are expected to provide empirical evidence regarding the influence of leadership style, organizational culture.

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