

The Influence of Principal Instructional Leadership, School Climate, and Work Motivation on Teacher Professionalism in Public High Schools throughout Barito Kuala Regency

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Abstract

Low teacher professionalism in State Senior High Schools in Barito Kuala Regency is caused by instructional leadership, school atmosphere, and job motivation, thus this study aims to increase teacher professionalism. This study examines how Principal Instructional Leadership, School Climate, and Work Motivation affect Teacher Professionalism in Barito Kuala Regency Public High Schools. This study uses descriptive quantitative methods and a route analysis model (Part Analysis) to analyse variable influences. Probability Sample Random Sampling was used to sample 145 of 228 state teachers in Barito Kuala Regency's state high schools. SPSS 20 was used to descriptively and inferentially analyse questionnaire and documentation data. The regression coefficient of the principal's instructional leadership variable on teacher professionalism was 0.283. School climate favouring teacher professionalism 0.248. Work motivation on teacher professionalism 0.434. Principal instructional leadership on school atmosphere 0.748. On work motivation, the principal's instructional leadership was 0.871, and indirectly: Principal teaching on teacher professionalism via school atmosphere had a leadership 0.178 path coefficient. Principal instructional leadership towards teacher professionalism via job motivation had a 0.730 path coefficient. This research found that the principal's instructional leadership, school climate, and work motivation at Barito Kuala Regency Public High School are high, while teacher professionalism is very high. The principal's instructional leadership, school atmosphere, and job motivation somewhat affect teacher professionalism in Barito Kuala Regency state high schools. The principal's instructional leadership indirectly affects teacher professionalism via school atmosphere and job motivation in Barito Kuala Regency state high schools. The suggestions demand more teacher professionalism, notably pedagogical ability.

Keywords: motivation, teacher, school climate, instructional leadership

1. Introduction

A lot of people in the education field are worried about how unprofessional certain instructors are. Problems with educational administration and planning are just as important as those with classroom teaching and student learning, therefore it's important to maintain a closer check on what teachers face. Raising the bar for education in Indonesia requires qualified teachers. More qualified teachers are required if we are to ensure that pupils of the future get an adequate education. Teachers are professionals with extensive education and experience who have the crucial role of developing their students' analytical, behavioural, and practical abilities. The future workforce of Indonesia is considered to be indestructible because of these kids (Fathurrahman et al., 2016)

A person's vocation encompasses all of their daily activities. This calls for in-depth understanding, relevant work experience, and education that is at least as good as, if not better than, the norm in the field. According to Law No. 14 of 2005 Regarding Teachers and Lecturers, teachers are individuals whose primary responsibility is to educate, instruct, guide, train, evaluate, and assess students in formal elementary, middle, and high school programmes. To go up the corporate ladder, you need a degree, some kind of professional validation (like teacher certification), and a set of specific skills, knowledge, and talents that match certain requirements (Kunandar & Si, 2010).

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Professional educators provide a vital basis for educational success since the number of pupils who succeed and develop is directly correlated to the invaluable contributions made by teachers. Bishopruck, Rice, and (Bafadal, 2004) emphasises the ability to perform one's daily responsibilities properly as a hallmark of an educator. Inspiring pupils to study and develop their own skills, teachers impart their knowledge and experience from their own domains. A professional educator is one who can effectively achieve educational goals via the integration of several learning components and who expertly employs a range of teaching approaches. (Magdalena et al., 2023).

If they want to be the best at what they do, teachers must have an in-depth understanding of the steps involved in the teaching process and how to achieve their goals. Mursidin argues that good teachers have the necessary qualifications to teach as well as the scientific understanding to put those credentials to good use in the classroom. (Darmadi, 2015). When these teachers are successful in raising their students' IQs, it has a direct impact on their intellectual development. In addition, they encourage the growth of positive emotions, which in turn encourage the maturation of polite demeanour and behaviour. Lastly, skilled teachers assist students in acquiring psychomotor skills, which are necessary for elegant, precise, and efficient execution of a variety of activities.

As a profession, teaching is fraught with difficulties in evaluation, instruction, and curriculum management. The pupils' ability to overcome these problems is heavily dependent on how the teacher deals with them. Experienced educators are able to devise interesting methods of instruction and evaluation. Furthermore, they foster various instructional approaches that contribute to the development of aspiring educators. Nevertheless, teachers often face obstacles while attempting to develop interesting lesson plans and use efficient pedagogical techniques.

Educators should thus take part in various professional development courses to improve their skills in areas such as learning management and professionalism. Fundamental cognitive talents that should be inculcated in youngsters include knowing more, being oneself, doing certain activities, and cultivating social harmony. Master the art of getting along with others and learning to live in a community (Priansa, 2014)

If you want your classes to be effective and relevant, you need to hire a professional instructor. A teacher's job description includes meeting the needs of his students while simultaneously inspiring them to reach their full potential and meeting the expectations of their communities, governments, and companies. In the course of their job, teachers face several challenges and difficulties. Educators in this field must have the dual skills of facilitating their pupils' learning and directing them properly to ensure that their classrooms function successfully. (Rusman & Pd, 2011)

A multitude of traits, including competent competence, a dedication to serving the public good, strict supervision of employee activities on the work, and a fair system of incentives, make up what Harefa sees as the key attitude of professionalism. These criteria represent job performance. (Harefa, 2014).

Teachers play an important role in shaping students' identities, imparting knowledge about IPTEK, and preparing them for success in the real world of work and moral development. As a result, community members and education activists consistently call for more professional standards in the classroom.

The capacity to recognise patterns is crucial for educators who want to create engaging lessons that push students' cognitive limits while also making learning fun. This calls for teachers who are not just knowledgeable but also creative, competent, and entertaining; these qualities enable them to design engaging lessons, make the classroom a welcoming place for students to study, and even include games into their lessons. Every educational endeavour relies on teachers, who not only impart knowledge but also design, carry out, and assess student progress. This demonstrates how the ability of a teacher to create an engaging lesson is crucial to the achievement of learning outcomes.

Ten key abilities have been identified by the Ministry of National Education and Culture as essential for professional educators. Here are the 10 professional competencies: "(1) ability to plan teaching; (2) ability to manage the teaching and learning process; (3) ability to manage the class; (4) ability to master the basics of education; (5) ability to manage teaching and learning interactions; (6) ability to assess student learning achievement; (7) ability to provide guidance services; (8) skill to carry out classroom and school administration; and 9) ability to understand and interpret research results for teaching purposes."(Helmi, 2015)

According to Minister of National Education Regulation Number 16 of 2007, there are five components to a teacher's professional competence: "1) master the material, structure, concepts and scientific mindset that support the subjects being taught; 2) master the competency standards and basic competencies of the subject/development area being taught; 3) develop learning materials taught creatively; 4) develop professionalism continuously by carrying out reflective actions; and 5) utilise information and communication technology to communicate and develop oneself..."

The quality of classroom instruction can only be enhanced if teachers consistently work to develop and hone their professional abilities. Consequently, at a time that is always evolving, it is expected that instructors can successfully aid pupils in overcoming persistent challenges. What makes a teacher competent in their field is their ability to carry out the duties and responsibilities of their job well.

In accordance with Law No. 14 of 2005 pertaining to Teachers and Lecturers, a "professional" is defined as someone whose occupation provides a steady income for the duration of their working life. Such work requires formal professional training as well as specialised knowledge, abilities, and understanding that conform to established standards of quality and norms. The requirements for academic credentials and teacher competence standards were outlined in National Education Regulation Number 16 of 2007, which states that all instructors must achieve these levels. Competence in the areas of education, personality, social interaction, and professional practice are all part of these criteria.

Considering the rising rivalry in this day of globalisation, the need of becoming professional cannot be delayed any longer. Raising educators' standards of professionalism is crucial (Kristiawan & Rahmat, 2018). In the course of their work, instructors demonstrate professionalism via their attitudes and methods. Professional educators, in a nutshell, are those who have mastered their fields via study, training, and experience. (Pianda, 2018).

At the same time, interviews with several state high school principals in Barito Kuala Regency revealed that teachers are still seen with poor professionalism when it comes to carrying out their tasks. In terms of pedagogical abilities, for instance, many lecturers continue to rely only on the lecture and Q&A format. Consequently, despite their unique characteristics, pupils quickly get bored. Given the wide range of student personalities, it is essential that educators be well-versed in a variety of engaging pedagogical strategies to meet the needs of their pupils.

While we examine the state of preparation for learning devices, we find that many educators are careless while downloading RPPs (Learning Implementation Plans), leading to the preservation of information such as school addresses. It has been shown that some educators just replicate the lesson plans of their colleagues when it comes to certain subjects.

Professional instructors will be produced if we approach it from a professional standpoint, particularly when it comes to creating unique lesson plans. Teachers who depend only on preexisting textbooks or Student Worksheets (LKPD) are examples of the present crop of educators who are less innovative in their approach to lesson delivery. A teacher-developed LKPD is therefore quite unusual.

Even in the modern day, many educators lack the basic computer skills necessary to conduct effective classroom presentations, such as those required to use the Power Point programme. Teachers are less likely to be innovative in their approaches to student learning as a result of the limited usage of technology in the classroom.

All of the aforementioned points to the unprofessionalism of the Barito Kuala Regency teaching staff. Teacher certification is one of several government initiatives aimed at raising the level of professionalism in the teaching profession. The process of officially recognising educators as professionals by issuing certificates of completion to classroom instructors is known as "teacher certification" according to Saud (Sobri, 2018). But in reality, many instructors take this certification exam for the sake of the rewards it offers, rather than to enhance their own teaching abilities or professionalism. This lines up with the findings of the UKA, which was administered to 1200 candidates for teacher certification; of them, 530 (or 44.17 percent) were determined to have achieved proficiency. (Kunandar & Si, 2010)

An Input-Process-Output viewpoint is used to examine the factors that impact the professionalism of teachers. A teacher's credentials, levels of education, years of experience, training, and mastery of social competencies, pedagogy, and skills are all aspects of their personality that are considered from the input viewpoint. Principial leadership is one example of an external factor in the school's environment that could affect teachers' effectiveness. (Syarifudin, 2023). Beyond that, there are a number of other factors that influence teachers' professionalism when it comes to the classroom teaching and learning process. Among these features are teachers' genuine passion for their work, students' heightened interest and drive to study, schools' wealth of media and learning tools, and instructors' extensive knowledge and experience in their respective fields (Syarifudin, 2023)

One of the many factors that affects teachers' level of professionalism is the direction given by the principal. Both non-profits and for-profits, including schools, use a variety of leadership styles. Given this setting, instructional leadership—which focuses on enhancing academic achievement—is the best model for educational institutions to follow. (Yuhia Putri Salmain, Wahyu and Suhaimi, 2023) states in the *International Journal of Social Science and Human Research*

that: "Instructional leadership is highly vital to utilise in carrying out activities... Having said that, it is not unusual for a principal to lack enthusiasm and to have not completely executed excellent instructional leadership while doing his tasks. The ability to foster strong partnerships with instructors, students, parents, and the community at large is essential for any principal, given the weight of responsibility that comes with running a school. The best possible education cannot be provided in schools unless there is strong collaboration between educators, parents, and members of the community at large.

In order to get things done, instructional leadership is a must. A school principal's indifference and failure to exercise effective learning leadership is, nevertheless, all too common. It is critical for leaders to encourage productive cooperation amongst instructors, pupils, parents, and the community at large, since the principal plays a pivotal role in directing the school. Exemplary educational standards cannot be attained in schools when there is a lack of cooperation among teachers, pupils, parents, and communities.

Having a strong work ethic is essential for teachers since they deal with a large number of kids daily. Both internal and external factors may motivate teachers. External motivators include monetary rewards, societal recognition, and social standing. Motivating factors under an individual's control include a genuine interest in, aptitude for, or commitment to their chosen career path, as well as their level of education and self-confidence.

Any institution worth its salt will take into account the significance of teachers' intrinsic drive to do their jobs well. There are a lot of internal and environmental factors that affect teachers' desire to work. One external element that has a substantial impact on teachers' desire to work is the school atmosphere. When people at school engage with one another, it creates an environment and dynamics that are known as the school climate. When thinking about a school as a whole, this is crucial (Hadiyanto, 2016)

A meta-analysis of research shows that instructional leadership from principals affects staff desire to work hard, particularly instructors' levels of professionalism in the classroom. Studies corroborate this (Kumalasari, 2009) This indicates that, particularly in cases when learning leadership is excellent and work motivation is high, the leadership of the principal significantly and positively impacts the motivation of teachers to do their jobs.

Teachers' degrees of professionalism have been the subject of prior studies that looked at how principals' instructional leadership, school atmosphere, and job incentive affected it. The link between teachers' professionalism and school atmosphere has been the subject of some research, while the relationship between teachers' professionalism and their drive to do good job has been the subject of other research. But this study differs from the ones that are currently underway. This study will look at the big picture of the connection between these factors by looking at the consequences both directly and indirectly.

2. Literature Review

Various studies, among others (Harahap & Suriansyah, 2019),(Mawardi, 2017)And(Margarita, 2017) Discovered that principals who put an emphasis on learning and learning leadership had more success in raising student achievement in the classroom than administrators who put other leadership priorities first. Despite the obvious benefits of instructional leadership, the majority of institutions still fail to implement it.

(Harahap & Suriansyah, 2019) It said: "School principals are responsible for developing teachers in their schools so that they can play a professional role in carrying out their duties as teachers." Principals have a significant impact on school development through providing teachers with continuous coaching, making sure they have access to learning resources, promoting their professional growth, effectively resolving conflicts, motivating them to do their jobs well, and giving them chances to improve their skills and abilities. Consequently, a school principal's presence is crucial for fostering an environment conducive to teachers' professional development, increasing their competence, commitment, and teamwork. This is in line with the view (Wahjosumidjo, 2011) that school principals have a crucial role as competent leaders who guarantee the delivery of high-quality education, and this role is strongly tied to the success of efforts to improve the competence and professionalism of education staff. Facilities, infrastructure, and funding are further critical factors to think about. Raising the level of professionalism among teachers and enhancing the overall quality of education are two of the principal's primary responsibilities as an integral part of the school's administrative team.

In line with the opinion above (Rivai, 2013) emphasized, "The realization of professionalism in educational services cannot be separated from the role of leaders and the quality of human resources." This is in accordance with the findings of research conducted by (Lestari, 2019) shows that: "There is a significant influence of the principal's leadership on teacher professionalism in organizing learning." Research result (Kimani, 2021) also found that:

To lead their staff to higher performance and make them experts in maintaining quality, a successful leader must guide them and share their expertise. Also, taking charge of the whole team is a huge undertaking. The establishment of transparent leadership standards encourages the development of fundamental principles and responsibility-taking maturity.

It is the duty of a successful leader to enlighten their team, point them in the direction of high performance, and ensure that they possess high-quality talents. In order to help their schools thrive, principals should do things like provide teachers with continuous coaching, make sure they have access to quality learning resources, promote their professional development, resolve conflicts in a constructive way, motivate them to do their jobs well, and give them chances to learn and grow. Consequently, a school principal's presence is crucial for fostering teachers' professional development, increasing their competence, commitment, and teamwork. This is in line with the view (Wahjosumidjo, 2011) that school principals have a crucial role as competent leaders who guarantee the delivery of high-quality education, and this role is strongly tied to the success of efforts to improve the competence and professionalism of education staff. Additionally, in order to accomplish organisational objectives, school administrators should keep in touch with, work with, and interact with their subordinates to bring out the best in them.

According to (Kusminterjo, 2014), According to Hallinger and Leithwood, instructional leadership is crucial for improving school organisations' professionalism among teachers. When taken as a whole, this effort is crucial to raising the bar for classroom education.

If schools are serious about producing marketable workers for the future, they must invest in their students now. Human resources must have access to technology in order for them to become effective teachers (Rahmadoni, 2018). (Bissett, 2010, p. 9780838910115) assert that, with the increased autonomy schools have in managing their own affairs in the modern day, the significance of strong school leadership is growing. When it comes to education, school administrators play a key role in making sure all students succeed academically and that learning is as efficient as possible. In addition to successfully supervising and managing all aspects of the educational institution, school administrators should possess the ability to develop and execute innovative techniques. Among them are making better use of the knowledge, skills, and capacities of school staff, fostering shifts in viewpoint, and enhancing the school's vision and purpose.

The school climate is another factor that affects teachers' professionalism, alongside the principal's learning leadership (Syarafudin & Ikawati, 2020). Building and sustaining a school culture that encourages students to study in an ideal setting is a top priority for good schools. This is defined by the establishment of a setting that is secure, well-organized, and supportive of learning. Toswend (Mulyasa, 2010) stressing the significance of a supportive setting in enhancing students' health and cultivating a positive attitude towards learning. Furthermore, this setup makes sure that teachers are valued, and that the community and parents are invited and included. Good standards and conduct, more positive relationships, and cooperative behaviour based on mutual respect may all contribute to this goal. Furthermore, a positive school climate inspires students, teachers, and staff to do their best work, which in turn benefits the students' academic performance.

(Mulyasa, 2010) stresses that the foundation for effective and productive learning is an academically adequate educational environment, which includes both physical and non-physical components. As a result, schools need to make an effort to inspire curiosity and a need for knowledge in their pupils. The hopes and dreams of the school community, together with programmes that focus on the development and success of individual students, contribute to an atmosphere that is conducive to learning and growth.

As a profession, teaching relies heavily on a positive school atmosphere. Teachers are more likely to put up their best effort when they are in an atmosphere that makes them feel comfortable, which in turn helps them think more clearly and concentrate better on their job. Teachers benefit from a safe and welcoming workplace when they experience respect, honesty, fair treatment, competence, admiration, and a good quality of life. A supportive school atmosphere that encourages teachers to speak up for themselves and their students is another factor that boosts student achievement in the classroom. Teachers' performance will suffer due to a number of factors, including an unsupportive workplace, low levels of social support, feelings of isolation, harsh treatment, false accusations of incompetence, and an absence of praise and acknowledgment (Pratiwi, 2012)

The term "school climate" describes the general atmosphere that permeates a school and has an effect on the dynamics amongst employees. Some schools have distinct climates than others. Teachers will feel more at ease and motivated to do their best work if the school is aesthetically pleasing. This demonstrates that teachers' working circumstances are greatly enhanced by a nice school climate. The principal's duty to carry out academic supervision responsibilities—

which include activities such as planning, executing, assessing, and acting—is an essential aspect of schools (Putra, 2013)

According to research (Pratiwi, 2012), According to the results of the hypothesis test, a strong and positive correlation exists between the school climate and the professionalism of teachers. All things considered, these results point to a favourable relationship between classroom climate and teachers' levels of professionalism. Put simply, a more professional attitude among educators is correlated with an improved school atmosphere. However, when school atmosphere is poor, teachers are less likely to be professional in their work. The results back this up (Ariyanti et al., 2019) evidence that demonstrates a 4.8% correlation between organisational atmosphere and teachers' levels of professionalism.

There are a number of factors that impact teachers' professionalism, including leadership, school climate, and intrinsic drive. Dear Sergio (Purwanti & Cahyoadi, 2021) defines work motivation as the propensity and preparedness of a person to use their psychological, social, and physical capacities to accomplish objectives; to make decisions; and to take action.

Institutions of higher learning would do well to give serious thought to effective ways for motivating instructors in light of the critical relevance of doing so. The term "motivation" refers to the inner force that compels an individual to do something. You might say that every teacher acts out of a set of predetermined professional objectives.

According to Ishak and Tanjung, people would put in a lot of effort if their employment allows them to meet their basic necessities. If one's work environment is conducive to fulfilling one's tasks, that individual may be more motivated to do their best. Employees are more likely to put up their best effort when they feel appreciated by their bosses, when they are able to openly communicate with one another, when they are eligible for the organization's bonus or incentive programmes, when they are provided with opportunities to further their education, and when they work in an atmosphere free from distractions. .

One may find intrinsic (from inside) or extrinsic (from outside) sources of motivation. What we mean when we talk about effective job motivation is that inner push that gets people moving. When educators are enthusiastic about what they do for a living, they are more likely to go above and beyond in their profession, which benefits their students academically. An individual's intrinsic urge to conduct out tasks is defined by Moorhead and Gryphon as work motivation. In addition, they state that getting people excited about their job is the key to inspiring them to keep going.(Moorhead & Griffin, 2013)

When it comes to elevating a teacher's level of professionalism, Zulkifli argues that intrinsic motivation is paramount. (Zulkifli et al., 2014). Isnawati (2016) found evidence that teachers' intrinsic drive to do a good job significantly affects their level of professionalism on the job. (Isnawati, 2016).

3. Research Methods

The research approach is known as quantitative research because it relies on numerical data that is processed statistically and then analysed. The first step in quantitative research is to process and analyse the collected data. This will provide a solid foundation for making decisions based on the analysis and the model that has been provided (Sugiyono, 2013). This study employed a descriptive quantitative approach to research by analysing the pattern of effect between variables via a route analysis model, also known as Part Analysis. Using the Probability Sample Random Sampling approach, 145 respondents were selected as study samples from a population of 228 state teachers at State High Schools in Barito Kuala Regency. The data was analysed using SPSS 20 for both descriptive and inferential purposes after being obtained via surveys and documentation.

This research uses a correlational method, according to (Suharsimi, 2006) research using correlation techniques (correlation research) tries to determine how strong the relationship or influence is between variables. This research was designed because the researcher wanted to convey the magnitude of the influence of the independent variables, namely the principal's instructional leadership (X), school climate (Z1) and work motivation (Z2) on the dependent variable, namely teacher professionalism (Y) in State High Schools in Barito Kuala Regency. The research design is as follows:

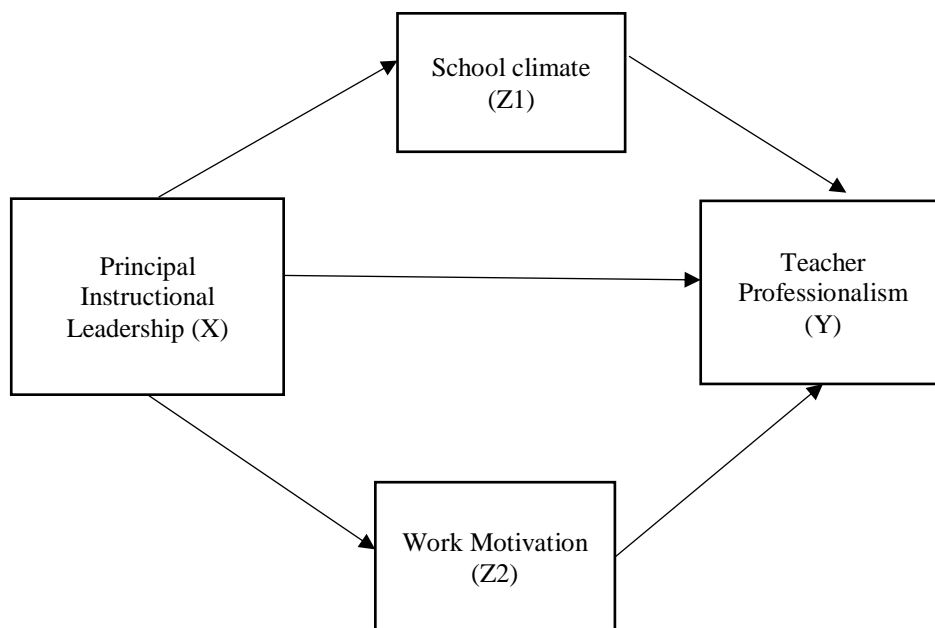


Figure 1. Research Design

Information:

- X : Independent Variable
- Y : Dependent variable
- Z : Mediation / Intervening Variables
- : Direct Influence
- : Influence NoLansin

4. Results and Discussion

According to Wirawan, expert educators have a thorough grasp of their students' backgrounds and needs, which they do by drawing on theories of cognitive development and personality traits as well as by determining each student's unique set of starting points for instruction (Putra, 2013). Professional educators have a firm grasp on the theories and practices that underpin effective education, which allows them to craft individualised lesson plans for their students by taking into account their unique traits, the competencies they need to master, and the resources at their disposal. Who were chosen?

Taufik (Syarafudin & Ikawati, 2020) highlighted that there are a number of factors that impact teachers' professionalism, the most important of which are high-quality standards for teachers and a good fit between teachers' skill areas and their teaching duties. An Input-Process-Output viewpoint is used to examine the factors that impact the professionalism of teachers. The term "input perspective" is used to describe a number of aspects pertaining to the character of the educator, including credentials, training, years of experience, years in the field, years of schooling, years of service, and competency in areas such as social competence, pedagogy, and skills. In addition to this, there are external factors that impact teachers' performance. These include the way the principal guides teachers in their learning, the general school environment, the level of support from families and the school committee, as well as support from students and the community (Syarafudin & Ikawati, 2020)

Mielcarek stressed that different organisations and businesses may choose from a variety of leadership paradigms. Instructional leadership, often known as learning leadership, is the preferred paradigm of school administration. Serving as learning leaders is one of the many valuable contributions that school administrators make. (Mielcarek, 2016). Leadership that is up to snuff, according to Suriansyah, can assess each and every one of the school's operations, take full responsibility for them, guide them, and tailor their suggestions for professional and personal growth to each teacher's unique requirements, all with an eye towards maximising student achievement (Ahmad et al., 2020).

As an educational leader, the principal's primary focus should be on giving the school community as much agency as feasible. This involves promoting a culture of lifelong learning, empowering individuals to take charge of their own learning, trusting others with increasing levels of responsibility, and holding everyone in the school community accountable for their actions and the outcomes of their work. Furthermore, the principal's goal is to cultivate a collaborative environment that is sensitive to the needs of the children, which includes a cohesive, intelligent, dynamic, harmonic, and responsive staff. Prioritising student services, being prepared and adaptable to change, thinking systems, striving for excellence in quality, and continuously striving for progress were all things the principle emphasised to the school community.

4.1. The Direct Influence of the Principal's Instructional Leadership on Teacher Professionalism in Public High Schools in Barito Kuala Regency

The leadership style of the principal has a significant impact on the level of professionalism among teachers. Benjamin and Flynn's results corroborate this. (Sagala, 2013), that found school administrators to have the most influence in raising teachers' already low levels of professionalism. The principal, given his or her role as the teachers' immediate supervisor, has a crucial role to play in elevating the level of professionalism among the faculty.

Consistent with Hallinger & Leithwood's perspective (Kusmintarjo, 2014), The instructional leadership of principals has long been seen as a critical factor in elevating the professionalism of teachers, especially within school organisations. In the context of enhancing the standard of education at the institution as a whole, this duty takes on added significance. Raising the level of professionalism among educators is a pressing need in this age of globalisation, when competition is fiercer than ever before. (Kristiawan, 2013)

A route coefficient value of 0.283 was found by the path analysis that investigated the association between the principal's learning leadership and teacher professionalism. These findings indicate the statistical importance of this association with a tcount value of 3.872, above the essential ttable value of 1.960, and a significance value of 0.000, which is less than 0.05. This demonstrates that the instructional leadership of the principal has a direct and substantial impact on the professionalism of the teachers at State High School in Barito Kuala Regency. For every one-point increase in the value of the principal's instructional leadership variable, there is a direct increase of 0.271 in the value of teacher professionalism; thus, the higher the principal's instructional leadership, the higher the teacher's professionalism, according to the regression coefficient value of unstandardized coefficient B, which is 0.271.

This is confirmed by research conducted by (ANSORI, 2016) According to the t-calculation of 0.328, the madrasa head's learning leadership significantly impacts teacher professionalism at MAN Rembang and MAN Lasem in the 2014/2015 academic year. At the 5% and 1% significance levels, these results were compared to critical values. The critical value at a 5% significance level is 0.213 for a sample size (N) of 85, while at a 1% significance level it is 0.278. Teachers' level of professionalism at MAN Rembang and MAN Lasem during the 2014–2015 school year was, therefore, significantly and statistically impacted by the learning leadership of the madrasa head.

4.2. The Direct Influence of School Climate on Teacher Professionalism in Public High Schools in Barito Kuala Regency

School atmosphere, in addition to the leadership of the principle, is a significant factor in determining the degree of professionalism among educators. Teachers are more likely to be highly motivated, achieve great things, and work towards professional excellence in a setting that is secure, pleasant, and favourable to their work. (Syarafudin & Ikawati, 2020).

Professionalism, in the eyes of educators, includes fostering a positive school atmosphere. Motivating educators begins with making the workplace a welcoming place for them to work. When educators are at ease in their surroundings, they are better able to concentrate on their job without distraction. Better school climates are the result of welcoming workplaces where people may experience safety, a good income, acceptance, honesty and transparency in dealings, confidence in one's abilities, praise and admiration, a chance to have their voices heard, and a sense of belonging. how the professionalism of educators is nurtured (Pratiwi, 2012)

By using path analysis to the data, we were able to determine that there is a 0.248 path coefficient between school atmosphere and teachers' professionalism, and that the tcount value of 4.101 is higher than the essential ttable value of 1.960. Statistical significance was found to be below the 0.05 level, as shown by the significance value of 0.000. This proves that the school environment has a significant impact on the professionalism of teachers in Barito Kuala Regency's

State High Schools. With an unstandardized regression coefficient of $B = 0.244$, we can see that for every one point rise in the school environment variable, there is a direct increase of 0.244 in teacher professionalism. Teachers are more likely to act professionally at a school with a positive atmosphere.

The results of the path analysis, which looked at the connection between school climate and the professionalism of public elementary school teachers in Candi Laras Selatan District, Tapin Regency, showed a beta value of 0.189 with a significance value of 0.007. This is in agreement with the findings of the study (Wina Novita, Sulaiman & Muhyani Rizalie, 2022). The results show that there is a weak but direct relationship between the professionalism of elementary school teachers and the school atmosphere in the defined district of Tapin Regency. More and more studies are corroborating this fact (Pratiwi, 2012) It demonstrates that teacher professionalism is positively correlated with school atmosphere. These results suggest that as the atmosphere at school becomes better, teachers become more professional. On the other side, instructor professionalism tends to drop when school atmosphere deteriorates. Furthermore, studies have shown this association to be true. (Triyanuar, 2017) that reports a favourable correlation between school atmosphere and teacher professionalism (43.7%).

4.3. The Direct Influence of Work Motivation on Teacher Professionalism in Public High Schools in Barito Kuala Regency

Looking at teachers' professionalism through the lens of the classroom teaching and learning process reveals that school environment is only one of many elements. Other important factors include teachers' intrinsic passion to educate and their degree of expertise in the subject matter (Syarafudin & Ikawati, 2020). On a daily basis, teachers engage with a large number of pupils, often hundreds, and they expect outstanding work ethic from them. Inspiration for educators may originate from inside or outside the classroom.

Using path analysis to examine the connection between teachers' job motivation and professionalism, we find that the route coefficient is 0.434 and that the t -count is 5.314, which is higher than the crucial t -table value of 1.960. Statistical significance was found to be below the 0.05 level, as shown by the significance value of 0.000. It may be inferred that there is a strong and favourable correlation between teachers' job motivation and their professionalism. This demonstrates that teachers' intrinsic motivation has a direct and substantial impact on their level of professionalism in Barito Kuala Regency's state high schools. With an unstandardized regression coefficient of 0.435, we can see that for every one point rise in the value of the work motivation variable, there is a direct increase of 0.435 in the value of teacher professionalism. Consequently, we can say that the greater the work motivation, the more professional the teacher will be.

This is in line with research conducted by (Ismawati, 2021) It asserts that teachers' levels of intrinsic motivation greatly impact their level of professionalism on the job. Next, studies conducted by Wina Novita, Sulaiman, and Muhyani Rizalie (2022) provided more support. The findings of the path analysis in Candi Laras Selatan District, Tapin Regency, looking at the connection between work motivation and professionalism among public elementary school teachers showed a beta value of 0.586 and a significance value of 0.000. This points to a somewhat direct correlation between the degree to which public elementary school teachers in the designated Tapin Regency district are enthusiastic about their jobs and their level of professionalism.

4.4. The Direct Influence of the Principal's Instructional Leadership on School Climate in Public High Schools in Barito Kuala Regency

Curriculum creation, assessment, professional development for educators, and training for positive learning communities are all parts of instructional leadership, according to the 2011 definition provided by the Ministry of National Education. while I'm in class (M.Sc, 2023)

The principle is responsible for more than simply leading the school; they also shape teacher performance and affect the school atmosphere as a whole. Because schools are the primary locations for the delivery of educational services, school climate—a key component in assessing educational quality—is crucial. As key figures in the educational system, principals are always working to enhance the classroom experience for their students. Principals may not have enough time to devote to instructional leadership, a concept that has been studied by researchers and education experts worldwide for some time, according to Enueme and Egwunyenga's observations. This is because principals are too busy with the day-to-day operations of the school organisation. forty years. Nearly ten years.

Smith and Andre state that the common understanding of instructional leadership is that it is used to direct the supervision of personnel and the creation of curricula in order to help schools improve. In order to meet the increasing expectations of the modern day, Salleh and Hatta stressed the need of having leaders who can inspire their team to meet those demands in a way that is both stable and efficient for the whole school. Leaders are essential in every school because they shape the climate and ensure that lessons are tailored to each student's requirements.

Within this framework, it is highly recommended that school administrators make it a priority to become learning leaders. This will enable them to make a substantial difference in the way students learn and teach, leading to better education for everyone. Furthermore, as highlighted by Ariyanti et al. in 2019, the school atmosphere needs to foster cooperation and positive communication between students, instructors, administrators, and parents.

The connection between instructional leadership and the environment of an organisation or a school is described by (Suharsaputra, 2010) as a kind of school administration that prioritises clarifying the institution's long-term objectives. As part of your role, you will also be responsible for administering, organising, and coordinating the curriculum; enhancing the quality of instruction and other learning-related topics; and coordinating the learning environment to foster a strong school culture.

(Hadiyanto, 2016) teacher conduct may be influenced by school climate, which in turn impacts student achievement. That is why it is crucial for school administrators to foster an environment that is friendly to employees.

The principal's instructional leadership had a positive impact on school environment, according to the findings of the study. The path coefficient value was 0.748, the tcount was $13.477 > 1.960$ (ttable), and the significance value was 0.000, which is lower than 0.05. This demonstrates that the school atmosphere in State High Schools in Barito Kuala Regency is directly affected by the instructional leadership of the principal. A higher level of instructional leadership from the principal is associated with a better school climate, as the unstandardized regression coefficient $B = 0.730$ indicates a positive relationship between the two variables. Specifically, for every 1 point increase in the value of the instructional leadership variable, the school climate value rises by 0.730.

This is in line with the research results (Harahap et al., 2019) "The results showed that there was a relationship between the principal's instructional leadership and organisational climate, thus, the hypothesis (H2) was accepted with effects of up to 0.454," the statement goes on to say. An improvement in the instructional leadership variable implies a better organisational environment. This finding establishes a link between primary instructional leadership and organisational climate. In light of these findings, it is clear that effective instructional leadership contributes to a favourable organisational environment.

4.5. The Direct Influence of the Principal's Instructional Leadership on Work Motivation in Public High Schools in Barito Kuala Regency

According to the Ministry of National Education's 2011 definition of instructional leadership, this style of leadership focuses heavily on learning and encompasses a wide range of activities, including but not limited to: creating and implementing curricula, assessing student progress, supporting professional growth for educators, and creating welcoming classroom environments. while I'm in class (Pahrudin, 2019)

The principle is responsible for more than simply leading the school; they also shape teacher performance and affect the school atmosphere as a whole. Because schools are the primary locations for the delivery of educational services, school climate—a key component in assessing educational quality—is crucial. As key figures in the educational system, principals are always working to enhance the classroom experience for their students. Instructional leadership is a topic that has been studied by education experts and researchers worldwide for nearly a decade and a half. However, according to Enueme and Egwunyenga, principals might be too busy with the day-to-day operations of the school to devote enough time to practicing what they preach.

Smith and Andre state that the common understanding of instructional leadership is that it is used to direct the supervision of personnel and the creation of curricula in order to help schools improve. In light of the increased responsibilities placed on school administrators in the modern day, Salleh and Hatta stressed the significance of having strong leaders who can inspire their teams to meet evolving expectations in a way that keeps the institution running smoothly and efficiently. Leaders are essential in every school because they shape the climate and ensure that lessons are tailored to each student's requirements.

Within this framework, it is highly recommended that school administrators make it a priority to become learning leaders. This will enable them to make a substantial difference in the way students learn and teach, leading to better

education for everyone. Furthermore, as highlighted by Ariyanti et al. in 2019, the school atmosphere needs to foster cooperation and positive involvement of all parties involved, including students, instructors, administrators, and parents.

Results from the principal's instructional leadership and employee motivation path analysis showed a path coefficient of 0.871, a t-value of 21.210 (higher than the t-table value of 1.960), and a significance level of 0.000. Thus, it is reasonable to assume that the instructional leadership of principals in Barito Kuala Regency's state high schools has a direct and substantial impact on students' willingness to work. A higher level of instructional leadership from the principal is associated with higher levels of work motivation, as the unstandardized regression coefficient $B = 0.836$ indicates a direct relationship between the two variables. Specifically, for every one point increase in the value of the instructional leadership variable, the value of work motivation rises by 0.836.

The findings of this study are consistent with those of Rachman and Ahmad Suriansyah (2023). Explores the impact of school culture, instructional leadership from the principal, and work motivation on elementary school teachers' performance. There is a correlation between the principal's instructional leadership and teachers' intrinsic drive to do their best job, according to this study's findings. Murni and Sulasmi's (2021) study findings corroborate this. The results of this study demonstrate that the instructional leadership of the principal at Medan's Sinar Husni Foundation has a direct impact on the motivation of the teachers working there.

Akhmad Karyadi, Wahyu, and Metroyadi (2022) found that "the findings of this research suggest that the leadership of the principal has a direct impact on work motivation, with a coefficient of 0.718." This finding lends credence to the idea. This suggests that one way to increase teachers' desire to work is for principals to provide better instructional leadership. A leader's aspirational strength, creative spirit, and moral fortitude greatly impact how their employees think and act. For an organization's group activities and task guidance to run well, these traits are essential. Leaders that engage in instructional leadership may look forward to a more motivated workforce. Consequently, effective instructional leadership should know how to motivate instructors by creating an enthusiastic environment and recognising the right circumstances.

Then it was further strengthened by research (Mawardi, 2017) which states that: Principals' instructional leadership has a direct effect on teacher performance at Banjarbaru's private vocational schools, according to the Standardised Coefficients Beta value of 0.332 and a significance value of 0.001 (less than 0.05). Accordingly, the fact that H_03 was rejected implies that the principal's instructional leadership does, in fact, have an effect on the work motivation of Banjarbaru's private vocational school teachers. It seems from this research that the quality of an administrator's instructional leadership has a direct correlation to the level of motivation felt by instructors. Thus, it is reasonable to assume that principal instructional leadership is one of the variables impacting teacher motivation.

4.6. Indirect Influence of Principal Instructional Leadership on Teacher Professionalism through School Climate in Public High Schools in Barito Kuala Regency

One aspect that jumps out as having a major impact on student success in the classroom is instructional leadership. The three primary components of instructional leadership as outlined by Hallinger and Murphy are the following: articulating the school's purpose, overseeing academic programmes, and establishing an environment that supports student learning.

In their description of instructional leadership, Smith and Andre highlight its role as a framework for enhancing school performance via staff oversight and curriculum creation. In light of the exponential growth in 21st-century expectations, Salleh and Hatta stress the need of leaders who can motivate their teams to meet these demands in a way that keeps the school running smoothly and efficiently. Leaders are essential in every school because they shape the climate and ensure that lessons are tailored to each student's requirements. School administrators have a pivotal role in ensuring that students get a high-quality education, thus it is imperative that they make learning leadership a top priority.

When considering this, it is essential to consider the impact of school environment on teachers' professionalism. Elements of a positive school climate that promote high levels of professionalism among teachers include a safe working environment, a decent income, a sense of belonging, inclusion, fair and honest treatment, competence, appreciation, recognition, and opportunities for self-defense. Teachers' performance might suffer in the other direction if they are subjected to an unsupportive work environment, insecure in their jobs, bullied, treated unfairly or dishonestly, made to feel inadequate, or ignored. (Conscience, 2021)

Path analysis, which looked at how school atmosphere mediated the connection between the principal's pedagogical leadership and teachers' professionalism, yielded a total R^2 value of 92.3%. With a value of 3.872, the tcount surpassed

the ttable value of 1.960, and the path coefficient was set at 0.178. These findings suggest that at State High Schools in Barito Kuala Regency, the school environment indirectly affects teacher professionalism via the principal's learning leadership.

4.7. Indirect Influence of Principal Instructional Leadership on Teacher Professionalism through Work Motivation in Public High Schools in Barito Kuala Regency

A leader with strong intrinsic drive to succeed is a successful leader. By appealing to their intrinsic motivation, which is described as the "deep inner drive" to do certain actions in pursuit of specific objectives, educators may encourage their students to reach their full potential in the classroom. In its most basic form, motivation is thought of as an internal driving force that inspires one to do something. When a leader demonstrates a strong work ethic, it sets a good example for teachers to follow. This creates an environment where good teachers may advance in their careers.

Instructors need high levels of intrinsic motivation due to the number of students they engage with on a daily basis (often hundreds). This inspiration might come from inside as much as outside. As stated by (Zulkifli et al., 2014) In the fight for more professionalism in the classroom, intrinsic motivation plays a significant role.

With a total coefficient of determination (R^2) of 95.7%, a path coefficient value of 0.730, and a tcount of 13.477, the results of the principal's instructional leadership on teacher professionalism through work motivation showed that the tcount value was greater than the ttable value of 1.960. Evidence from Barito Kuala Regency State High Schools suggests that job motivation mediates the relationship between principals' learning leadership and teachers' professionalism. The findings of this study are in line with research (Muhajirin et al., 2017) This follows a similar trend, where the Sobel Test findings disclose how academic supervision characteristics indirectly impact teacher professionalism via job motivation. Since the probability is 0.02, which is less than 0.05, the tcount obtained (2.18308) is more than the ttable value (1.658824). This leads us to believe that intrinsic motivation at work mediates the connection between academic supervision and professionalism in the classroom.

5. Conclusion

The following conclusions were drawn from the study results and discussion that followed in the preceding chapter:

- a. Barito Kuala District Public High School has a very high level of professionalism among its faculty members, as well as a high level of learning leadership, a positive school atmosphere, and highly motivated staff members.
- b. The level of professionalism among teachers in Barito Kuala Regency's state high schools is unaffected by the principal's learning leadership.
- c. Teachers in Barito Kuala Regency's State High Schools are not much affected by their work environment in terms of professionalism.
- d. The level of professionalism shown by instructors in Barito Kuala Regency's State High Schools is directly impacted by their level of work motivation.
- e. The school climate at Barito Kuala Regency's State High Schools is substantially affected by the leadership abilities of the principal.
- f. The instructional leadership of the principal greatly influences the work motivation of the students in Barito Kuala Regency's state high schools.
- g. The level of professionalism among teachers at Barito Kuala Regency's State High School is indirectly affected by the principal's leadership in promoting learning. This effect, which is moderated by school atmosphere, is really substantial, accounting for 84.8% of the total.
- h. At State High Schools in Barito Kuala Regency, the principal's learning leadership indirectly affects teacher professionalism by increasing job motivation, with a determination level of 94.60%.

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