

The Influence of Leadership and Professionalism on The Performance of The Education Service Depok City West Java Province

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KEYWORDS

representation, education, visual discourse, papua indonesia, semiotic john fiske

ABSTRACT

The Depok City Education Office faces challenges in improving work effectiveness, including low teacher competency, high absenteeism, and suboptimal organizational performance. This study aims to analyze the influence of leadership and professionalism on organizational performance, both individually and collectively, addressing key factors to enhance institutional effectiveness. A descriptive quantitative method was used, involving a sample of 298 respondents from a population of 1,170, with data analyzed statistically. The findings reveal that professionalism has a stronger impact on performance (57.4%) compared to leadership (37.3%), and together, they account for 62.9% of the variation in performance, while the remaining 37.1% is influenced by external factors. The change agent dimension of leadership emerged as the most significant, while the direction setter role was less impactful. Within professionalism, the knowledge dimension was highly influential, whereas productivity had the least impact. The study concludes that enhancing leadership and professionalism, with a focus on adaptability and conceptual knowledge, is essential for addressing performance issues. These results provide actionable insights to improve the effectiveness of the Depok City Education Office and similar organizations.

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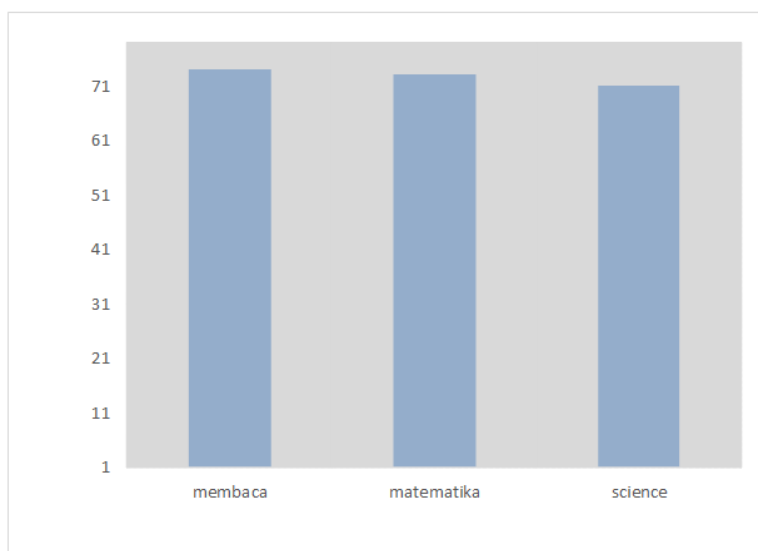


Introduction

Quality education is a mandate that must be carried out by the Indonesian government, as stated in the Preamble to the Constitution of the Republic of Indonesia in 1945, namely: "to promote public welfare, educate the life of the nation, and participate in implementing a world order based on independence, lasting peace and social justice. Furthermore, the 1945 Constitution of the Republic of Indonesia also mandates that the Government strive to and organize a national education system that increases faith and

piety in God Almighty as well as noble morals in the nation regulated by law".

Education is the foundation of hope for improving the quality of the National Security Agency (HR). Facing the era of the industrial revolution 4.0 towards society 5.0, the world of education plays an important role in improving the quality of human resources. To face the era of society 5.0, education units are required to change the educational paradigm. The role of teachers as agents of change has a very strategic main role. This is the biggest challenge for teachers to adapt immediately. Teachers must be an inspiration for the growth of students' creativity. For this reason, it is necessary to increase human resources, both teachers and school principals, so that they are able to answer the challenges of facing the era of the industrial revolution 4.0 and society 5.0. When viewed from the Programme for International Student Assessment (PISA) Ranking, Indonesia has not experienced a significant increase since 2018. Even in 2018, after almost 1 decade of the government allocating 20 percent of the education budget, around 52 percent of Indonesian students who were sampled by PISA were in the low performer category in the three test subjects (literacy, mathematics and science), much lower than the achievements of neighboring countries (Faturahman, 2018).



Source: (OECD. 2018. PISA Report 2018)

Figure 1. Programme for International Student Assessment (PISA) Indonesia Ranking from 79 Countries

In 2018 in the reading, mathematics and science categories, Indonesia was ranked 74, 73, 71 out of 79 countries. On average, China, Singapore, Macau, Hong Kong and Estonia are in the top five. For HCI (Human Capital Index), in 2020 Indonesia's HCI score only reached 0.54. Much lower than the HCI scores of Singapore (0.88), Vietnam (0.69), and Malaysia (0.61). PISA and HCI are highly dependent on the quality of educators/teachers. Currently, the welfare of teachers in Indonesia has been relatively better with the provision of TPG incentives. However, the improvement in welfare has not been fully accompanied by an improvement in the quality of teachers (Latifah, 2021).

To answer the challenges of skills in this era, a teacher must have life skills that are in accordance with the times. This is in line with Article 10 paragraph (1) of Law No. 14 of 2005 concerning Teachers and Lecturers which reads "Teachers must have pedagogical competence, personality competence, social competence and professional competence obtained through professional education". Pedagogic competence is the

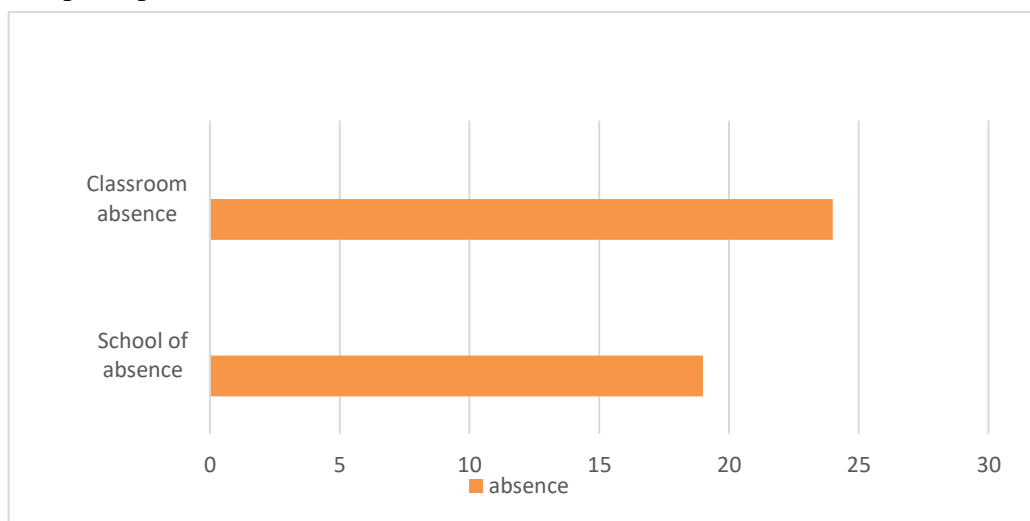
ability to manage student learning. Personality competencies The explanation in the Law is the ability of a steady personality, noble character, wisdom and authority and being an example for students. Social Competence is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community, while professional competence is the ability to master subject matter broadly and in-depth. (Law Number 14 of 2005 concerning Teachers and Lecturers, 2009: 33).

Based on the law, teachers are expected to become creative, innovative, teaching, educating, inspiring, collaborative, and sincere individuals so that the quality of education improves. The quality of education, which is an indicator of the success of an educational process that can be felt by the community, is highly determined by the quality of the teacher's performance.

The role of a teacher, in addition to organizing the learning process, also participates in running the school organization to improve its performance and competence. Several research reports show that the quality, professionalism and competence of teachers, especially in Indonesia, are still relatively low. The United Nations Educational, Scientific and Cultural Organization (UNESCO) released its report in the Global Education Monitoring (GEM) Report which shows that education in Indonesia only ranks 10th out of 14 developing countries. The most important component of education is that teachers rank 14th out of 14 developing countries in the world (Wijono, 2018).

Based on data from the World Bank (World Bank Report) in its Report entitled Measuring Education Services Indicator Survey Indonesia 2020 (Indicator of Indonesian Education Services 2020), it is stated that:

"The absence rate of teachers from class is on average 23.5 percent, or just under one in four teachers is absent from their classroom. In schools where the principal is absent for any reason, teachers are more than twice as more likely to also be absent, with teachers' absence rate rising from 18.7 to 45 percent when the principal is not there."



Source: The World Bank Report, 2020

Figure 2. World Bank Data Graph related to classroom teacher absenteeism in the Education Service Survey in Indonesia

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From The World Bank, the fact that the teacher absenteeism rate is one in five teachers on average (23.5%) is not present at school. This is a concern for all ranks to be able to improve the concept in supporting better performance.

Data related to poor teacher performance was also recorded in Depok City, West Java Province. The number of cases related to indiscipline and the low performance of ASN Teachers in Depok City is also quite high. For cases that have attracted a lot of public attention in education matters, including the case of SDN Pondok Cina 1 which involves many elements with very complex polemics, the case of the unconceptualization of teachers at State Elementary Schools (SDN) in Depok City, the case at SD Tugu 10 Depok where teachers harassed students who were handed over to the police. As well as the case of State Civil Apparatus (ASN) teachers who are suspects of corruption, including teachers of SDN Grogol 2 Depok City and three suspects in the corruption case of procurement of uniforms and shoes for elementary school students who were finally thrown into the Kebonwaru Detention Center (Rutan). (Source: BKPSDM Depok City, 2018). These cases are a point of contrast between the role of ASN teachers who are the spearhead of the success of education in the city of Depok.

In addition, the quality of educators in Depok City also shows poor quality, this can be seen from data from the Ministry of Education and Culture as many as 500 elementary school teachers and 136 teachers in Depok City who have less than S1 education or only have a high school education; In addition, the Competency Exam scores for teachers in Depok City by the Ministry of Education and Culture also show data that teachers in Depok have poor performance quality. (source: Regional Education Balance: (kemdikbud.go.id)).

Table 1. Scores of ASN Teacher Competency Exam in Depok City by the Ministry of Education and Culture

| City | Province | SD | JUNI OR | Pedagogic | Professional | Average |
|------------|--------------------|--------------|--------------|--------------|--------------|--------------|
| Depok City | Prov. West Java | 60.14 | 63.11 | 56.02 | 63.99 | 61.60 |

Source: Education Balance of the Ministry of Education and Culture in 2022

With data from the Ministry of Education and Culture related to teacher competence, namely the professional competence of teachers that is still very low and cases of teacher inconcept in Depok City, it shows that the indicator of teacher performance is still not optimal. This is a great note to be able to achieve the vision of the Depok City Education Office which is Advanced, Cultured and Prosperous. It is known that Depok City as one of the autonomous regions adjacent to DKI Jakarta Province, has an area of 210.49 km² divided into 11 sub-districts, namely Beji, Bojongsari, Sawangan, Cimanggis, Pancoran Mas, Cilodong, Cipayung Cinere, Limo, Sukmajaya and Tapos. In 2020, the population of Depok City is 2.06 million people, consisting of 1.04 million men and 1.02 million women. (Depok City in 2020 figures). The sex ratio in Depok City is 101.83 which means that there are 101-102 male residents for every 100 female residents. (BPS.depok.go.id).

Table 2. Depok City Population Growth Data

| District | Population (thousands) | | Percentage of Population | | Population Density per km ² | |
|-------------------|------------------------|-----------------|--------------------------|------------|--|---------------|
| | 2020 | 2021 | 2020 | 2021 | 2020 | 2021 |
| (1) | (2) | (3) | (6) | (7) | (8) | (9) |
| Sawangan | 178.9 | 184.90 | 8.70 | 8.86 | 6,832 | 7,060 |
| Bojongsari | 135.7 | 139.34 | 6.60 | 6.68 | 7,029 | 7,220 |
| Pancoran | 245 | 247.85 | 11.91 | 11.88 | 13,587 | 13,746 |
| Cipayung | 171.6 | 176.00 | 8.34 | 8.44 | 14,986 | 15,371 |
| Sukmajaya | 252.5 | 253.81 | 12.28 | 12.17 | 14,555 | 14,629 |
| Cilodong | 168.2 | 172.55 | 8.18 | 8.27 | 10,388 | 10,658 |
| Cimanggis | 252 | 252.25 | 12.25 | 12.09 | 11,678 | 11,689 |
| Tapos | 263.4 | 267.63 | 12.81 | 12.83 | 7,918 | 8,047 |
| Beji | 171.7 | 171.78 | 8.35 | 8.24 | 11,794 | 11,798 |
| Limo | 115.7 | 118.47 | 5.63 | 5.68 | 9,773 | 10,006 |
| Cinere | 101.7 | 101.35 | 4.95 | 4.86 | 9,635 | 9,607 |
| Depok City | 2,056 | 2,085.94 | 100 | 100 | 10,267 | 10,415 |

Source: BPS Depok

Based on BPS data, the number of people in Depok City continues to increase every year in each sub-district. This density is due to the city of Depok being one of the urban cities that directly borders Jakarta even though in fact Depok City was only established in 1999 as one of the autonomous cities of Bogor Regency. The data on population growth that is quite high in Depok City is a challenge for the Depok city government in managing government affairs, including mandatory government affairs, namely education affairs. The Depok Education District's Performance Accountability Report also shows that the achievement of the Depok Education District's performance targets has not yet been achieved.

Table 3. Performance Achievements of the Depok Education District

| It | Goal Disdik | Key Performance Indicators (KPIs) | Target 2022 | Realization 2022 | 2022 Achievements | Ket |
|----|---|--|-------------|------------------|-------------------|---------------------|
| 1. | Improving Professional Education Governance and Participatory | SAKIP Values of the Education Office | 68,78% | 69,95% | 102% | Exceeding Targets |
| | | Gross Participation Rate (APK) SD/MI/SDLB/Package A | 108,67% | 104,61% | 96,3% | Not Reaching Target |
| | | Gross Participation Rate (APK) Junior High School/MTs/Junior High School/Package B | 93,14% | 94,06% | 101% | Exceeding Targets |
| 2. | The Realization of Equalization of Accessibility and Quality of | Graduation Rate (AL SD/MI) | 100% | 100% | 100% | Achieving Targets |

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| | | | | |
|-----------------|--|---------|--------|-------------------|
| Basic Education | Graduation Rate (AL) 100% | 100% | 100% | Achieving Targets |
| | Junior High School/MTs | | | |
| | Average Achievement | APM 88% | 88,64% | 100,7% |
| | Percentage of the Number of Early Childhood Teachers, Elementary / MI, Junior High School/MTs Qualified S1/DIV | 76% | 80,50% | 105,9% |
| | | | | Exceeding Targets |

(Source: LAKIP Disdik)

From the performance accountability report of the Depok City Education Office above, it is known that there are Key Performance Indicator targets that have not yet been achieved. Increasing Professional Education Governance Realizing Equitable Distribution of Accessibility and Quality of Basic Education The Gross Participation Rate (APK) OF SD/MI/SDLB/Paket is still at 96.3% (Not Reaching the Target). This is a point of searching for the cause of the suboptimal performance of the Depok City Education Office. Performance targets that have not been achieved seem to be a bureaucratic performance phenomenon that must be highlighted and in essence there must be a number of variables that can affect this phenomenon. Among a number of variables that affect the performance of the Depok City Education Office, the author assumes that Leadership and Professionalism are two variables that have a significant influence on the performance of the Depok City Education Office.

The assumptions about the phenomenon stated may be true and or may not be true, because they have not been tested. Therefore, it is necessary to carry out a scientific research approach to actualize these assumptions. For this reason, based on the assumption of the phenomenon, the following research title was chosen: **"The Influence of Leadership and Professionalism on Performance at the Depok City Education Office, West Java Province"**.

The title of the study was chosen on the grounds that the performance of the Depok City Education Office in providing services in the field of education, ASN coaching, and education supervision and its correlation with leadership and professionalism is the object of the formal government science, because the performance also includes service functions and empowerment functions. According to Ndraha, the service function and the empowerment function are government functions. Other government functions are the protection function, defense function, representative function, regulatory function, law enforcement function, development function, and intergovernmental relations function.

The increasing demands of educational institutions to align with the evolving standards of society 5.0 underscore the urgency for improved leadership and professionalism within educational departments. Indonesia's lagging performance in international benchmarks such as the PISA rankings and Human Capital Index reflects the pressing need for systemic enhancements. The consistent underachievement, exacerbated by teacher absenteeism and low professional competency, particularly in urban centers like Depok City, indicates a crisis that threatens to undermine national educational goals. Addressing these gaps is not only essential for fostering a competitive workforce but also for fulfilling constitutional mandates to elevate the nation's intellectual capacity.

Existing studies have extensively explored the individual impacts of leadership and professionalism on organizational performance. However, there is a noticeable scarcity of research examining their combined influence in the context of public education systems in Indonesia. Additionally, while prior research often highlights the theoretical frameworks of leadership and professionalism, limited attention is given to their practical application and interaction within urban educational offices. This gap leaves a significant portion of the factors influencing organizational performance unaddressed, particularly in rapidly urbanizing regions like Depok, where unique bureaucratic and societal challenges prevail.

This study introduces a novel conceptual framework by integrating modifications to Nanus' leadership theory and Crebert's professionalism dimensions to evaluate their combined effect on organizational performance. Unlike traditional approaches that focus on rigid rule-setting and productivity metrics, this research emphasizes the significance of adaptability, paradigm shifts, and conceptual knowledge within urban educational offices. By addressing these underexplored dimensions, the study not only enhances theoretical discourse but also provides actionable insights for improving leadership strategies and professional development in educational institutions, particularly in high-density, resource-challenged urban areas.

This study aims to analyze and find out the extent of the influence of leadership and professionalism on the performance of the Depok City Education Office, both partially and simultaneously. The main focus of this study is to measure the influence of leadership on organizational performance, as well as evaluate the contribution of professionalism in improving work effectiveness within the Depok City Education Office. In addition, this study also seeks to identify the impact caused by the interaction between leadership and professionalism on overall performance. By answering the research questions asked, it is hoped that the results of this study can provide a comprehensive overview of the main factors that affect the performance of the Depok City Education Office and provide recommendations to improve service quality and operational effectiveness.

Research Methods

This study is designed using a quantitative paradigm that aims to measure and analyze the relationship between leadership variables, professionalism, and performance of the Depok City Education Office. The quantitative approach allows researchers to objectively test hypotheses through numerical data collection and statistical analysis, so as to produce measurable and reliable findings. The design of this study is focused on testing how much leadership and professionalism, either partially or simultaneously, have an impact on organizational performance. By using this method, the research is expected to be able to provide a clear and accurate picture of the factors that contribute to improving the performance of the Depok City Education Office.

Results and Discussions

Hypothesis Testing

Partial Testing

The test is based on the decision making by comparing the tcount with the table as follows:

- If the statistical value t calculated \leq the statistical value of the table, then H_0 is accepted.
- If the statistical value t calculated $>$ the statistical value of the table, then H_0 is rejected.

Compare the results of the magnitude of the probability of making a mistake (significance level) that arises, with the probability of occurrence of an event (probability) determined by 5% or 0.05 on the output, to make a decision to reject or accept the null hypothesis (Ho):

- If the significance ≥ 0.05 , the decision is to accept Ho and reject H1.
- If the significance < 0.05 , the decision is to reject Ho and accept H1.

Table 4. Test Results t

| | | Coefficients ^a | | | | |
|------|---------------------|-----------------------------|---------------------------|------|--------|------|
| | | Unstandardized Coefficients | Standardized Coefficients | | | |
| Type | | B | Std. Error | Beta | t | Sig. |
| 1 | (Constant) | .368 | .202 | | 4.824 | .069 |
| | Leadership | .389 | .049 | .039 | 6.793 | .003 |
| | Professionalis m | .450 | .049 | .363 | 11.250 | .001 |

a. Dependent Variable: Performance

Source: Research results processed, 2024

From the results of the calculation of the t-test in table 4.66, the value of Sig. for the influence of leadership (X1) on Performance (Y) is $0.003 < 0.05$ and the tcount value is $6.793 > t_{table} 1.96$, so it can be concluded that H1 is accepted which means that there is a significant influence of leadership (X1) on performance (Y).

From the results of the calculation of the t-test in table 4.31, the value of Sig. for the influence of professionalism (X2) on Performance (Y) is $0.001 < 0.05$ and the tcal value is $11 > 250 t_{table} 1.96$, so it can be concluded that H2 is accepted which means that there is a significant influence of professionalism (X2) on Performance (Y).

Simultaneous Testing

The F test was carried out to test the hypothesis simultaneously. Decision-making criteria:

- If the statistical value F is calculated \leq the statistical value F of the table, then Ho is accepted
- If the statistical value F is calculated $>$ the statistical value F of the table, then Ho is rejected

Compare the results of the magnitude of the probability of making a mistake (significance level) that arises, with the probability of occurrence of an event (probability) specified at 5% or 0.05 on the output, to make a decision to reject or accept the null hypothesis (Ho):

- If the significance ≥ 0.05 , the decision is to accept Ho and reject H1.
- If the significance < 0.05 , the decision is to reject Ho and accept H1

Table 5. Test Result F

| ANOVA ^a | | | | | | |
|--------------------|------------|----------------|-----|-------------|--------|-------|
| Type | | Sum of Squares | Df | Mean Square | F | Sig. |
| 1 | Regression | 17771.192 | 2 | 8885.596 | 33.531 | .001b |
| | Residual | 80.959 | 295 | .274 | | |
| | Total | 17852.151 | 297 | | | |

a. Dependent Variable: Performance
b. Predictors: (Constant), Professionalism, Leadership

Source: Research results processed, 2024

Based on the output above, it is known that the significance for the influence of the Leadership variable (X1) and the Professionalism variable (X2) together (simultaneously) on Performance (Y) is $0.001 < 0.05$ and the Fcal value is $33,531 > F_{table} 3.03$, so it can be concluded that H3 is accepted which means that there is a significant influence of the Leadership variable (X1) and the Professionalism variable (X2) together (simultaneously) on Performance (Y).

Determination Coefficient Test (R2)

The influence of leadership and professionalism (as independent variables) on the performance of the Depok City Education Office was simultaneously carried out using the SPSS v. 17.00 statistical tool. The results of the calculation of the influence of leadership and professionalism on the performance of the Education Office simultaneously can be seen in the following table:

Table 6 Results of the Determination Coefficient Test Model Summary(b)

| Type | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | | Durbin-Watson |
|------|---------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|---------------|
| | | | | | R Square Change | F Change | DF1 | DF2 | Sig. F Change | |
| 1 | ,793(a) | ,629 | ,606 | 3,99349 | ,629 | 27,105 | 2 | 298 | ,000 | 2,074 |

a Predictors: (Constant), X2, X1

b Dependent Variable: Y

Source: Research results processed, 2024

The test result of the determination coefficient (R2) value based on table 4.33 is 0.629 or 62.9%. This means that leadership and professionalism have an effect of 62.9% on the performance of the Depok City Education Office, West Java Province, while the remaining 37.1% is influenced by other variables outside the analyzed variables.

Discussion

The Influence of Leadership on the Performance of the Depok City Education Office

The results of the study showed that there was a direct positive influence between Leadership (X1) and Performance (Y). High leadership (X1) will have a positive impact on improving Performance (Y).

Table 7. Results of the Calculation of the Influence of Leadership on the Performance of the Depok City Education Office Model Summary(b)

| Type | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | | Durbin-Watson |
|------|---------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|---------------|
| | | | | | R Square Change | F Change | df1 | DF2 | Sig. F Change | |
| 1 | ,611(a) | ,373 | ,354 | 5,11220 | ,373 | 19,607 | 1 | 33 | ,000 | 1,881 |

a Predictors: (Constant), X1

b Dependent Variable: Y

Source: Research results processed, 2024

The Influence of Leadership and Professionalism on The Performance of The Education Service Depok City West Java Province

Based on the figure above, it shows that leadership affects performance partially with a low value, namely with a regression coefficient of 0.611 and a determinant coefficient of 0.373 or 37.3% and the rest is influenced by other factors of 0.627 or 62.7%, this shows that the performance of the Depok City Education Office is influenced by low by leadership, namely if the leadership increases by one unit, then the performance of the Depok City Education Office will increase by 0.373 units.

This study proves that there is a leadership influence on the performance of the Education Office has significant relevance in the context of the development of educational institutions. Leadership can be defined as the ability of a leader to formulate and communicate an inspiring long-term vision, provide clear direction, and encourage innovation (Çobanoğlu et al., 2021; Samancıoğlu, 2019). In the context of organizational performance, leadership may play a key role in providing the motivation as well as direction necessary for educators to achieve their educational and research goals. Leaders who have a strong vision can arouse the spirit motivating them to innovate (Ghalavi & Nastiezaie, 2020; G. Özdemir et al., 2020)

Based on the results of the study, it was found that the dimension of the highest leadership variable was in the change agent dimension with an indicator, namely paradigm change. This is related to the ability of leaders to respond appropriately to changes in the paradigm of bureaucratic performance that occur in the work environment. In the context of the Education Office, the role of change agents is very prominent because of the demand to adjust education policies and practices to the needs of the community that continues to develop. Leaders who are able to change the work paradigm are considered very relevant to face changes in the increasingly dynamic environment and education standards. In line with Peter Senge's theory about learning organizations, leaders in organizations must be agents of change by creating an environment that encourages continuous learning.

Meanwhile, the lowest dimension in the leadership variable is in the direction setter dimension with the lowest indicator, namely the rule setter, namely the Depok City Education Office Leadership Element becomes a smart work rule setter. This is in accordance with Fiedler's Theory of Contingency Leadership, which is that leadership effectiveness often depends on the situation. Leadership that focuses too much on structuring rules can reduce organizational flexibility and responsibility. In contexts that require innovation or rapid adaptation, leaders who act as "rule-makers" may be less suitable than more flexible or visionary leaders

Furthermore, visionary leadership can help overcome challenges and changes in the ever-evolving world of education. Through his vision, a leader can prepare lecturers to face significant changes in curriculum, technology, and job market demands (Eliophotou Menon & Lefteri, 2021; Munir & Aboidullah, 2018). Visionary leaders who are able to integrate their vision with institutional values and support lecturers in achieving that vision can have a positive impact on overall lecturer performance. Therefore, further research in this area can provide deeper insights into how visionary leadership can be a catalyst for improving employee performance and, in turn, improving the overall quality of higher education.

Based on the above discussion, it is further emphasized that the effectiveness of this hypothesis is that it can lead to a positive impact on performance. If you want to improve employee performance, then you have to strengthen leadership.

The Effect of Professionalism on the Performance of the Depok City Education Office

The results of the study show that there is a direct positive influence between Professionalism (X2) and Performance (Y). High professionalism (X2) will improve Performance (Y).

Table 8. Results of the Calculation of the Influence of Professionalism on the Performance of the Depok City Education Office Model Summary(b)

| Type | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | | Durbin-Watson |
|------|---------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|---------------|
| | | | | | R Change | F Change | DF1 | DF2 | Sig. F Change | |
| 1 | ,758(a) | ,574 | ,561 | 4,21173 | ,574 | 44,507 | 1 | 33 | ,000 | 2,295 |

a Predictors: (Constant), X2

b Dependent Variable: Y

Source : Research Results processed, 2024

Based on the figure above, it shows that professionalism affects the performance of the Depok City Education Office partially with a regression coefficient of 0.758 and a determinant coefficient of 0.574 or 57.4% and the rest is influenced by other factors of 0.426 or 42.6%, this shows that the performance of the Depok City Education Office is influenced by professionalism rather low, that is, if professionalism increases by one unit, then the performance of the Depok City Education Office will increase by 0.574.

Based on the description above, professionalism has a significant impact on the performance of the Depok City Education Office, for this reason the Depok City Education Office must provide an increase in professionalism for teachers and employees of the Depok City Education Office by carrying out supervision of teachers and employees of the Depok City Education Office, so that the performance of the Depok City Education Office can be improved.

This research also proves that there is an influence of professionalism on performance, leading to a deep understanding of the dynamics of the academic environment and the potential for human resource development in educational institutions. A learning organization can be defined as an entity that is able to produce, access, and transfer knowledge continuously in order to improve quality and innovation (Jenaabadi et al., 2013; Kılınç & Ulusoy, 2014). In the context of lecturer performance, the existence of a learning organization can create a work environment that stimulates learning and collaboration. Educational institutions that are able to create an inclusive and supportive learning culture will provide lecturers with opportunities to continuously improve their teaching skills, knowledge, and methods. Through collaborative learning and the exchange of ideas, lecturers can respond more quickly to recent developments in their academic fields, which in turn can improve the quality of teaching and research (Ağalday & Yiğit, 2022).

In addition, learning organizations can help create a work climate that motivates lecturers to innovate and deal with change better. The availability of resources, professional development opportunities, and institutional support for research and

development activities can be decisive factors in improving lecturer performance (Bustomi et al., 2022). Therefore, further research in this context can provide insights into how creating and maintaining effective learning organizations can contribute positively to lecturer performance, shaping a sustainable learning culture in higher education institutions (Shalbayeva et al., 2021).

Based on the above discussion, it is further emphasized that the effectiveness of this hypothesis can lead to a positive improvement in professionalism in performance. If you want to improve the performance of lecturers, then you have to strengthen professionalism.

The Influence of Leadership and Professionalism on the Performance of the Depok City Education Office

The results of the calculation of the influence of leadership and professionalism on the performance of the Depok City Education Office simultaneously can be seen in the following table:

Table 9 Results of Calculation of the Influence of Leadership and Professionalism on the Performance of the Depok City Education Office

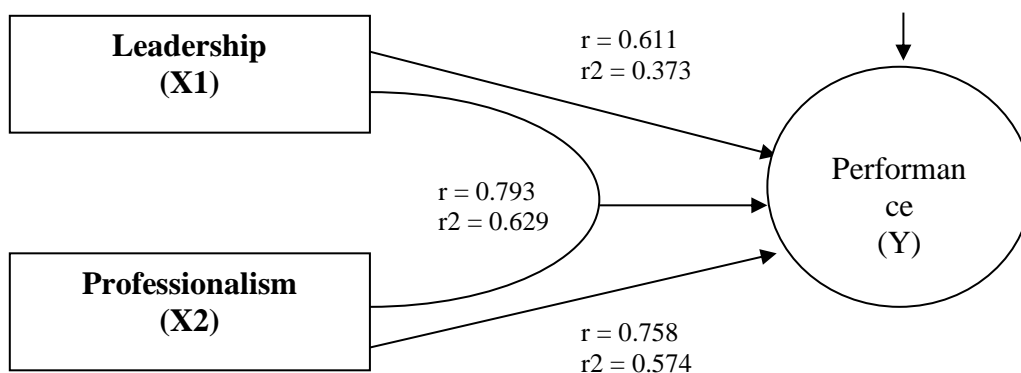
| Model Summary(b) | | | | | | | | | | |
|------------------|---------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|---------------|
| Type | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | | Durbin-Watson |
| | | | | | R Square Change | F Change | DF1 | DF2 | Sig. F Change | |
| 1 | ,793(a) | ,629 | ,606 | 3,99349 | ,629 | 27,105 | 2 | 32 | ,000 | 2,074 |

a Predictors: (Constant), X2, X1

b Dependent Variable: Y

Source: Research results processed, 2024

The next discussion is to explain theoretically and empirically support the results of hypothesis testing. The positive relationship between the independent variable and the bound variable is seen from the path analysis, then the relationship is a functional relationship where Performance (Y) is formed as a result of Leadership (X1) and Professionalism (X2). The discussion of the research results can be described as follows:
 $\rho = 0,371$



Source : Research results processed, 2024

Figure 3 The Influence of Leadership and Professionalism on the Performance of the Depok City Education Office Simultaneously

Based on the figure above, it shows that leadership affects performance partially with a low value, namely with a regression coefficient of 0.611 and a determinant coefficient of 0.373 or 37.3% and the rest is influenced by other factors of 0.627 or 62.7%, this shows that the performance of the Depok City Education Office is influenced by low by leadership, namely if the leadership increases by one unit, then the performance of the Depok City Education Office will increase by 0.373 units.

This study proves that there is a leadership influence on the performance of the Education Office has significant relevance in the context of the development of educational institutions. Leadership can be defined as the ability of a leader to formulate and communicate an inspiring long-term vision, provide clear direction, and encourage innovation. In the context of organizational performance, leadership may play a key role in providing the motivation as well as direction necessary for educators to achieve their educational and research goals. Leaders who have a strong vision can arouse the spirit motivating them to innovate (N. Özdemir, 2020)

Based on the results of the study, it was found that the dimension of the highest leadership variable was in the change agent dimension with an indicator, namely paradigm change. This is related to the ability of leaders to respond appropriately to changes in the paradigm of bureaucratic performance that occur in the work environment. In the context of the Education Office, the role of change agents is very prominent because of the demand to adjust education policies and practices to the needs of the community that continues to develop. Leaders who are able to change the work paradigm are considered very relevant to face changes in the increasingly dynamic environment and education standards. In line with Peter Senge's theory about learning organizations, leaders in organizations must be agents of change by creating an environment that encourages continuous learning.

Meanwhile, the lowest dimension in the leadership variable is in the direction setter dimension with the lowest indicator, namely the rule setter, namely the Depok City Education Office Leadership Element becomes a smart work rule setter. This is in accordance with Fiedler's Theory of Contingency Leadership, which is that leadership effectiveness often depends on the situation. Leadership that focuses too much on structuring rules can reduce organizational flexibility and responsibility. In contexts that require innovation or rapid adaptation, leaders who act as "rule-makers" may be less suitable than more flexible or visionary leaders

Furthermore, visionary leadership can help overcome challenges and changes in the ever-evolving world of education. Through his vision, a leader can prepare lecturers to face significant changes in curriculum, technology, and job market demands (Munir & Aboidullah, 2018). Visionary leaders who are able to integrate their vision with institutional values and support lecturers in achieving that vision can have a positive impact on overall lecturer performance. Therefore, further research in this area can provide deeper insights into how visionary leadership can be a catalyst for improving employee performance and, in turn, improving the overall quality of higher education.

Based on the above discussion, it is further emphasized that the effectiveness of this hypothesis is that it can lead to a positive impact on performance. If you want to improve employee performance, then you have to strengthen leadership.

Based on the figure above, it shows that professionalism affects the performance of the Depok City Education Office partially with a regression coefficient of 0.758 and a determinant coefficient of 0.574 or 57.4% and the rest is influenced by other factors of 0.426 or 42.6%, this shows that the performance of the Depok City Education Office is

influenced by professionalism rather low, that is, if professionalism increases by one unit, then the performance of the Depok City Education Office will increase by 0.574.

Based on the description above, professionalism has a significant impact on the performance of the Depok City Education Office, for this reason the Depok City Education Office must provide an increase in professionalism for teachers and employees of the Depok City Education Office by carrying out supervision of teachers and employees of the Depok City Education Office, so that the performance of the Depok City Education Office can be improved.

The highest dimension in the professionalism variable is the knowledge dimension with the highest indicator of knowledge about concepts. This is important considering that the Education Office is an institution that prioritizes teaching and learning. Knowledge and concepts that are up to date and relevant to the present are needed to upgrade the aspect of professionalism. This is reinforced by Schoon's theory, namely The Reflective practitioner's theory which emphasizes that professionalism in education requires strong conceptual knowledge so that teachers can develop an understanding of their knowledge. Teachers who have good conceptual knowledge tend to be able to develop effective strategies in providing high-quality learning that ultimately improves organizational performance.

While the lowest indicator of the professionalism variable is in the productive indicator. This is in line with the competency theory by Boyatzis, where according to Boyatzis' competency theory, effective performance at work is driven by core skills and deep abilities, not just productivity. In teacher professionalism, key competencies such as conceptual knowledge, pedagogical information, and reflective ability tend to have a greater influence on performance than just productivity or the number of outputs, for example how many groups are taught or how many materials are created, because teachers' work is not solely measured through numerical productivity.

This research also proves that there is an influence of professionalism on performance, leading to a deep understanding of the dynamics of the academic environment and the potential for human resource development in educational institutions. A learning organization can be defined as an entity that is able to produce, access, and transfer knowledge continuously in order to improve quality and innovation. In the context of organizational performance, the existence of a learning organization can create a work environment that stimulates learning and collaboration. Educational institutions that are able to create an inclusive and supportive learning culture will provide teachers with opportunities to continuously improve their skills, knowledge, and teaching methods. Through collaborative learning and the exchange of ideas, lecturers can respond more quickly to recent developments in their academic fields, which in turn can improve the quality of teaching and research (Ağalday & Yiğit, 2022).

In addition, learning organizations can help create a work climate that motivates lecturers to innovate and deal with change better. The availability of resources, professional development opportunities, and institutional support for research and development activities can be decisive factors in improving lecturer performance. Therefore, further research in this context can provide insights into how creating and maintaining effective learning organizations can contribute positively to lecturer performance, shaping a sustainable learning culture in higher education institutions.

Based on the above discussion, it is further emphasized that the effectiveness of this hypothesis can lead to a positive improvement in professionalism in performance. If

you want to improve the performance of lecturers, then you have to strengthen professionalism.

Based on the figure above, it shows that leadership and professionalism together affect the performance of the Depok City Education Office quite high with a regression coefficient of 0.793 and a determinant coefficient of 0.629 or 62.9% and the rest is influenced by other factors of 0.371 or 37.1%, this shows that the performance of the Depok City Education Office is influenced by leadership and professionalism, that is, if leadership and professionalism increase by one unit, then the performance of the Depok City Education Office will increase by 0.629 units.

Based on the description above, leadership and professionalism have a significant and quite strong impact on the performance of the Depok City Education Office, for this reason the Depok City Education Office must provide an increase in leadership and professionalism to teachers and employees of the Depok City Education Office, so that the Depok City Education Office can be improved.

From this research, a new concept can be obtained in the form of Modification of Nanus' Leadership theory, namely strengthening the Change agent for the flexibility and responsiveness of the leader and reducing the focus of the Direction Setter where the leader provides directions/orders and rules that are not adaptive. Then on Crebert's theory of professionalism, namely strengthening the Knowledge dimension on Concept indicators and reducing the focus on productive indicators within the scope of the Depok City Education Office.

Conclusion

Based on the results of the analysis and discussion, this study concludes that leadership and professionalism have a significant influence on the performance of the Depok City Education Office, both partially and simultaneously. The highest dimension in the leadership variable is the change agent, especially in terms of paradigm change, which shows the ability of leaders to respond to changes and dynamics of the education bureaucracy. The role of leaders as agents of change is very relevant in facing the demands of policy adaptation and educational practices that continue to evolve, in line with the theory of learning organization by Peter Senge which emphasizes the importance of a continuous learning environment. On the contrary, the direction setter dimension is the lowest, especially in the rule-setting indicator, which is in accordance with Fiedler's contingency leadership theory that leadership that focuses too much on rules can reduce organizational flexibility. In the professionalism variable, the highest dimension is knowledge, with conceptual knowledge as the main indicator, which reinforces the importance of mastery of the latest knowledge and concepts in improving teacher performance and learning quality, as explained in The Reflective Practitioner theory by Schoon. However, productivity indicators are at their lowest, supporting Boyatzis' theory of competence which states that effective performance is influenced more by core skills and in-depth knowledge than by mere numerical output. This research produces a new concept in the form of modification of Nanus' leadership theory by strengthening the role of change agents to increase the flexibility and responsiveness of leaders, as well as reducing the focus on direction setters who tend to be less adaptive. In the context of professionalism, Crebert's theory modification emphasizes the strengthening of the knowledge dimension and the reduction of focus on productivity as the main indicator in improving the performance of the Depok City Education Office.

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