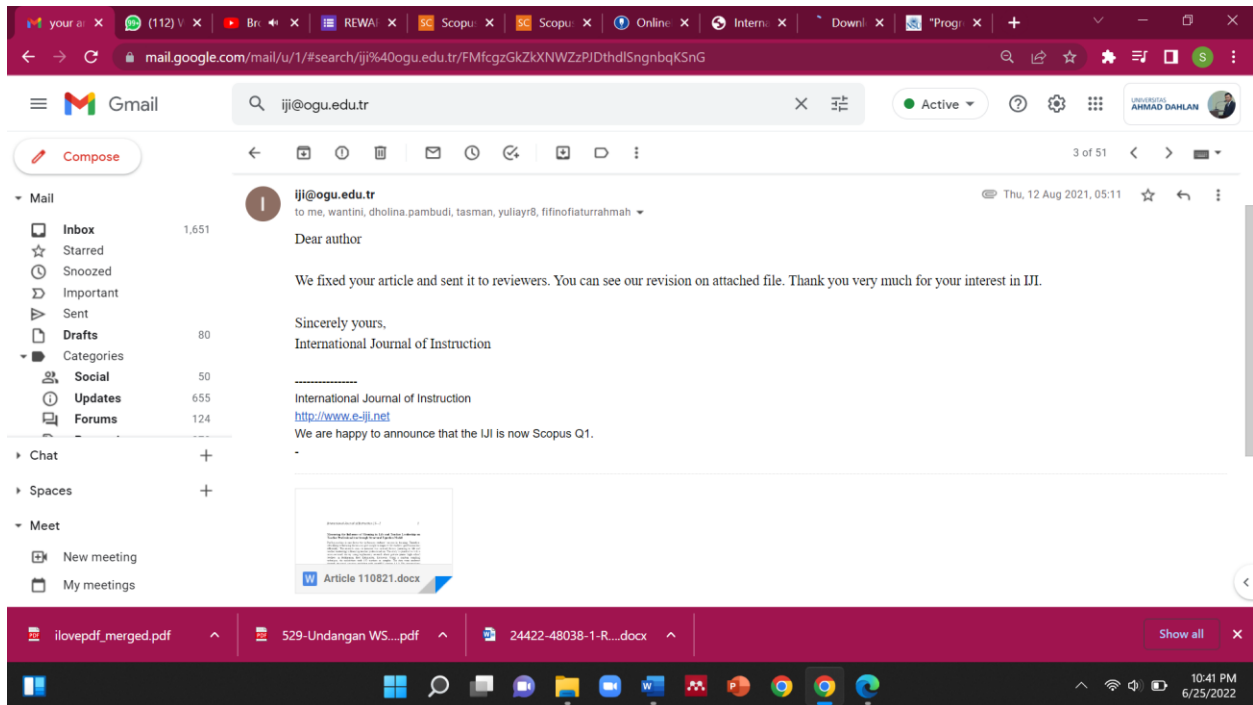


BUKTI KORESPONDENSI

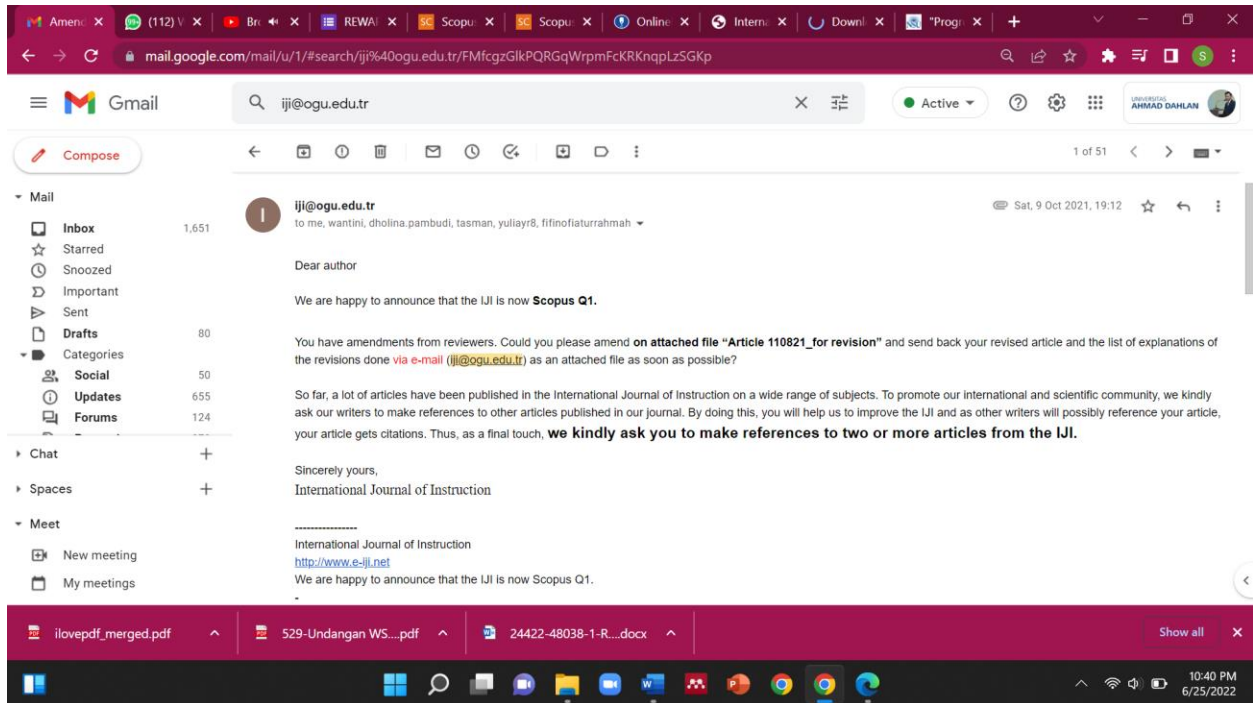
Measuring the Influence of Meaning in Life and Teacher Leadership on Teacher Professionalism through Structural Equation Model

Tahapan editorial process yang dilakukan adalah:

1. Article submission: 12 Agustus 2021



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Catatan Reviewer:

Reviewer 1:

Abstract.

".....The research recommended considering the meaning in life and teacher leadership as the internal factors in planning the teacher professional development policy because, to date, the focus was only on the external factor" (p.1). However, how and where the arguments represent "the focus was only on the external factor"?

Some confusing statements: -

"Apart from the previous studies, no concern has been given to the influence of meaning in life and teacher leadership on teacher professionalism" (p.2).

How and where this argument is supported in the manuscript?

- It's not clear why the researchers selected the study topic and how it's significant in the Indonesian context.

Some confusing statements: - "The data were collected using a questionnaire. Three questionnaires were employed in the research: meaning in life, teacher leadership, and teacher professionalism" (p. 5). How many questionnaires? a questionnaire? 3 questionnaires?

"The variables achievement was measured using a questionnaire in which the variables consisted of several indicators, as seen in Table 1" (p.5). It's helpful if the researchers make clearer the total number of question items for the questionnaire, the number of question items for 1 factor.

An attachment of the questionnaire used for the study sent with the revised manuscript will be highly appreciated.

- In addition, the researchers stated in the Introduction that "consensus of teacher professionalism in Indonesia is unique because it is different from the theories of the main school of thought, in that it resulted from the perception influenced by cultural background" (p. 1)

It would be helpful if the researchers explained how he modified the questionnaires from other researchers (i.e. Steger et al. (2006); Triska (2007)) to fit the objectives and the background of the study.

The demographic profile of the participants was not given in the manuscript.

Unclear statement:

Therefore, the research results can be used by the education stakeholders to design development programs for teachers (p.13).

This manuscript needs to be proofread for proper English language, grammar, spelling and punctuation.

Reviewer 2:

It was presented well

it was logically presented and the literature reviewed were relevant

The design was relevant and appropriate for the study

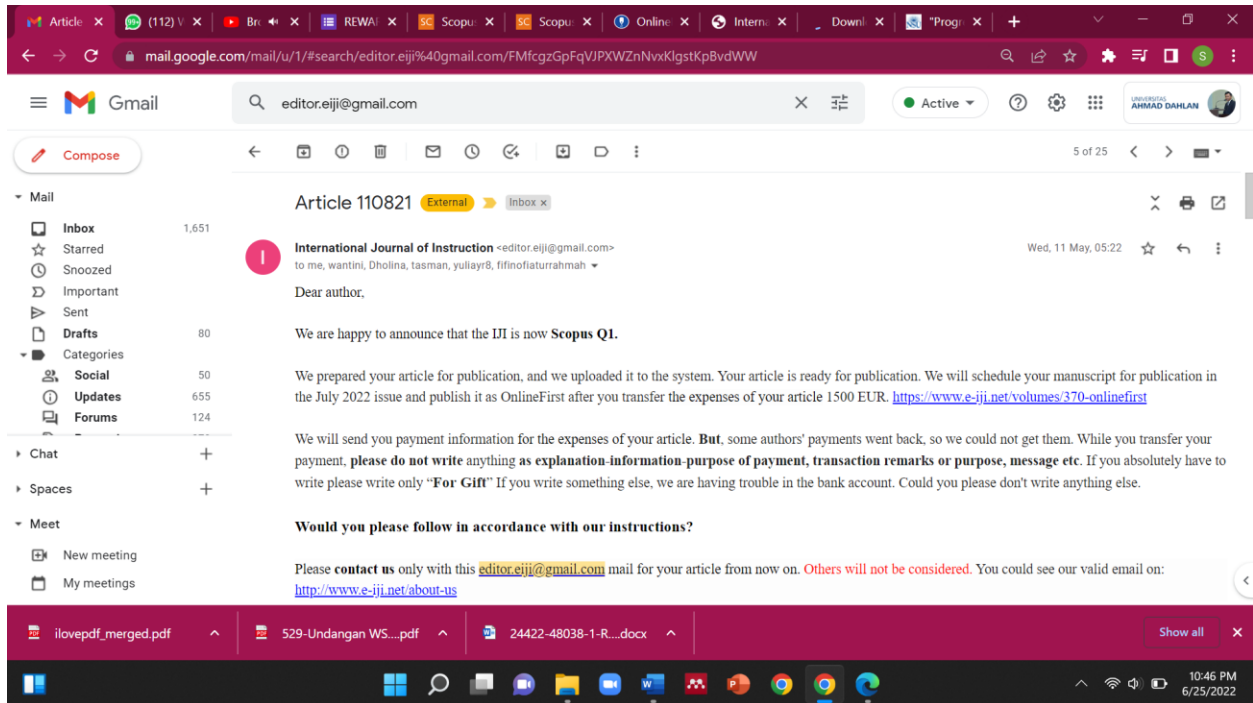
The findings presented needs clarity intems of terms of the interview's reports presented

This can be elaborated a little more

It was in line with findings

Good number cited were referenced

3. Accepted for publication: 11 Mei 2022



Lampiran 1: Draft awal artikel

Lampiran 2: Artikel hasil perbaikan

Measuring the Influence of Meaning in Life and Teacher Leadership on Teacher Professionalism through Structural Equation Model

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Professionalism is one factor that influences students' success in learning. Therefore, identifying influencing factors can give insight to improve the teachers' professionalism efficiently. The research aims to measure two internal factors (meaning in life and teacher leadership) influencing teacher professionalism. The study is quantitative with a cross-sectional survey using explanatory research about private junior high school teachers in Balikpapan, East Kalimantan, Indonesia. Using a random sampling technique, the researchers took 150 teachers as samples. The data were analyzed through structural equation modeling with smartPLS version 3.3.0. The measurement proved that meaning in life positively influenced the teachers' professionalism and teacher's leadership with a p-value of 0.000 and T-statistic for each is 8.094 and 6.887, respectively. Similarly, teacher leadership positively influences teacher professionalism, with a p-value of 0.000 and T-statistics of 4.554. Besides, meaning in life through teacher leadership contributes to teacher professionalism with a p-value of 0.000. The research recommended considering the meaning in life and teacher leadership as the internal factors in planning the teacher professional development policy because, to date, the focus was only on the external factor.

Keywords: Meaning in life, teacher leadership, teacher professionalism, structural equation model

INTRODUCTION

Teacher professionalism becomes the main issue in the development of educational policies in Indonesia. Savira and Khoirunnisa (2018) mentioned that the consensus of

2 Measuring the Influence of Meaning in Life and Teacher Leadership

teacher professionalism in Indonesia is unique because it is different from the theories of the main school of thought, in that it resulted from the perception influenced by cultural background (Chandratilake et al., 2012; Zamroni et al., 2021). Teacher professionalism in Indonesia emphasizes pedagogic competence (Savira & Khoirunnisa, 2018). As mentioned in Laws Number 14 of 2005 on Teacher and Lecturer, the requirements for professionalism include the qualification and competencies held by a teacher according to his assigned educational level. A teacher is a profession whose duties and responsibilities are educating, teaching, and guiding learners. Teacher professionalism influences the learners' learning outcome and competence achievement (Akiba & Liang, 2016; Golob, 2012; Osmond-johnson, 2015; Harisman et al., 2019). Indeed, it guarantees the success of educational programs (Wardoyo et al., 2017; Rusznyak, 2018). Teacher professionalism is the influencing factor of changes (Coombe & Stephenson, 2020). Therefore, the identification of the variable antecedent is necessary.

Researches on teacher professionalism have been conducted. Some of them identified the external factors influencing teacher professionalism, such as principal's management and leadership (Joo, 2020; Habibi et al., 2019; Gewasari et al., 2017), professional habits (Nairz-Wirth & Feldmann, 2019), school environment (Alwi et al., 2021), salary (Hasbay & Altindag, 2018), and teacher's motivation to achieve (Gewasari et al., 2017). Other studies revealed the internal factors influencing teacher professionalism, such as motivation, working commitment, and well-being (Iyidogan, 2011). Teacher's internal factors highly impact professionalism (König & Rothland, 2012). Besides, internal factors also come from the teacher's intrinsic motivation (Tehseen & Hadi, 2015).

Apart from the previous studies, no concern has been given to the influence of meaning in life and teacher leadership on teacher professionalism. Meaning in life and teacher leadership are two internal factors of teacher professionalism. Steger and Bryan (2013) explained that meaning in life underlies an individual's development of goals and mission while working, allowing them to improve their motivation and performance. It also encourages them to contribute to the organization. The ideas show that meaning in life becomes the teacher's intrinsic motivation to improve their professionalism. An individual with high meaning in life sees a job as a calling instead of a burden. Hence, understanding meaning in life affects their job satisfaction (Steger et al., 2012). Further, job satisfaction increases professionalism (Fu & Deshpande, 2014; Milanie et al., 2019; Erdem et al., 2014; Gewasari et al., 2017; Lavy dan Ayuob, 2019). Meanwhile, teacher leadership is one factor that contributes to teaching effectiveness (Bolkan et al., 2011; (Berry et al., 2010; Shah, 2017). Teachers having leadership values will be able to implement transformational leadership and instructional learning, which

directly improves professionalism. Teacher leadership is not limited to the teacher's role in the classroom during the learning process and interacting with students. Indeed, the teacher should interact with the principal and the colleagues sharing the common final goal, which is increasing the students' learning process and outcome. School able to develop teacher leadership means it is capable of developing teacher professional in learning and social behavior. Social behavior includes the improvement of collaboration skills. Teacher leadership in the form of collegial or collaborative work among teachers becomes strong motivation that encourage the learning process and teacher professionalism improvement. .

Therefore, the present study is significant in completing the literature gap related to the identification of internal factors influencing teacher professionalism. In particular, it influences the variables of meaning in life and teacher leadership. The research result provides in-depth and specific insight about the improvement of teacher professionalism efficiently. It can include the teacher's internal factors and potential risks if the development abandons the internal variables.

The research question

Based on the background of the problem above, the research question is as follows: how does meaning in life and teacher leadership affect teacher professionalism?

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Teacher professionalism

Professionalism implies a series of requirements and aspirations of an occupation (Ro, 2020). In Indonesia, the term professionalism was attributed to a teacher with the issuance of Law Number 14 of 2005 on Teachers and Lecturers, mentioning that teacher is a professional occupation. A professional occupation requires a particular skill and provides proper earning. The laws also suggest that to be an expert, a teacher needs to have four competencies: pedagogic, professional, social, and personal. The competencies integrate knowledge and skills to apply effective learning following the demands of the era (Nessipbayeva, 2019). Professionalism refers to the commitment to developing the abilities and strategies to complete the profession's tasks (Munandar et al., 2020). Teacher professionalism includes the mindset, attitude, and ways of implementing the knowledge and teaching skills (Wardoyo et al., 2017).

Several studies revealed the impacts of teacher professionalism, such as on students' ability to solve the problem (Harisman et al., 2019) and professionalism and teachers' discipline in accomplishing the tasks (Hasbullah & Moeins, 2016). Teacher professionalism also influences the teachers' motivation (Damai & Effendi, 2019). The factors influencing the teachers' professionalism included the principal's leadership

4 Measuring the Influence of Meaning in Life and Teacher Leadership

(Damai & Effendi, 2019), teachers' work motivation (Hasbullah & Moeins, 2016), teacher training (Sutadi et al., 2019), school policy (Tanjung et al., 2017), and professional development (Wardoyo et al., 2017). The paradigm in a training program for teacher professionalism improvement should emphasize personal competency, similar to Malm (2009). He stated that a teacher training program needs to improve the teachers' abilities in managing personal conflicts, self-awareness, empathy, leadership, and collaborative capacity. As a result, a teacher develops an understanding of their job.

Meaning in life and Teacher Professionalism

Meaning in life is an important aspect to support an individual's life quality. An individual who finds the meaning of life is aware of the significance of experience and is more excited to achieve life goals. Martela and Steger (2016) explained that a meaningful life has three leading indicators: importance, goals, and coherence. Meaning includes an individual's motivation to become greater through maintaining a healthy relationship (Heintzelman & King, 2019). The measurement of meaning in life is different from one person to another (Newman & Nezlek, 2019) because it is influenced by many things, both positive and negative experiences (Vohs et al., 2019). Research by Park (2010), using the variable of meaning in life to improve mental health and well-being, concluded that it positively correlates with life satisfaction and happiness. Besides, it has a negative relationship with depression. The theories and the research revealed that meaning in life is one of the influencing factors of individuals gaining positive and pleasing things in life, including job performance quality.

In the educational context, teachers with higher meaningful life have better performance. The premise was supported by Heintzelman et al. (2013), mentioning that people who see their life as useful are better in many aspects compared to those who do not value theirs. Lee (2015) identified four indicators as the critical attribute to practice a meaningful profession: (1) experiencing a positive emotion in the workplace; (2) giving meaning to the job; (3) setting meaningful goals and objectives; and (4) perceiving the job as part of a life that contributes to a meaningful existence. The antecedent in meaning at work includes the cognitive changes, resulting in positive experiences on the colleagues and organization. Meaning in life is an important factor in improving an individual's quality of life and performance. For teachers, meaning in life can help to increase the teaching professionalism (Suyatno et al., 2020). In other words, the process of finding the meaning in life can improve the dedication, commitment, and appreciation of the teachers in their performance. Therefore, the present study assumed that meaning in life has positive influence on teacher professionalism.

Teacher Leadership and Teacher Professionalism

A study about teacher leadership has been conducted by international communities in the last two decades (Daniëls et al., 2019). The development of the topic began with the issue of the shifting paradigm of leadership, from the central leadership to distributed one (Bouwman et al., 2019; Canterino et al., 2020; García Torres, 2019; Lumby, 2019; Tian & Risku, 2019). Teacher leadership becomes one indicator of teachers' competence. Triska (2007) mentioned five components forming teacher leadership: focus on achievement and relation with students, initiating and taking risks, trust, collaboration, and traditional leadership. Teachers with good leadership performance have good competence (Zugelder et al., 2018). It means that teachers are required to improve their quality, linear to the increasing educational demand. Collegial or collaborative work among teachers in professional development has effectively answered the challenges of curriculum changes and improved the professional development process (Hargreaves, 2000). Based on the indicators conceptualized by Hargreaves (2000), we face a post-modern phase where teachers must have high flexibility and democratic professionalism. In other words, teachers need to have varied competencies and knowledge. One of them is leadership, allowing teachers to be aware of the stakeholders' needs and the decision-making process. Teachers' involvement in decision-making and organizational development as forms of leadership is also one indicator of professionalism. Schools able to develop leadership are said to have developed the teachers' professionalism in learning and social behavior.

Based on the literature review, four hypotheses are established for the research:

H1.1: Meaning in life contributes to the teacher professionalism

H1.2: Meaning in life contributes to the teacher leadership

H1.3: Teacher leadership contributes to the teacher professionalism

H1.4: Meaning in life indirectly contribute to teacher professionalism through teacher leadership

METHODS

The types of research

The research used a cross-sectional design to know the relation between exogenous and endogenous variables either directly or indirectly. The relation is analyzed using a caution model of Structural Equation Modelling with Smart PLS version 3. Research model scheme described in Figure 1.

Population and Sample

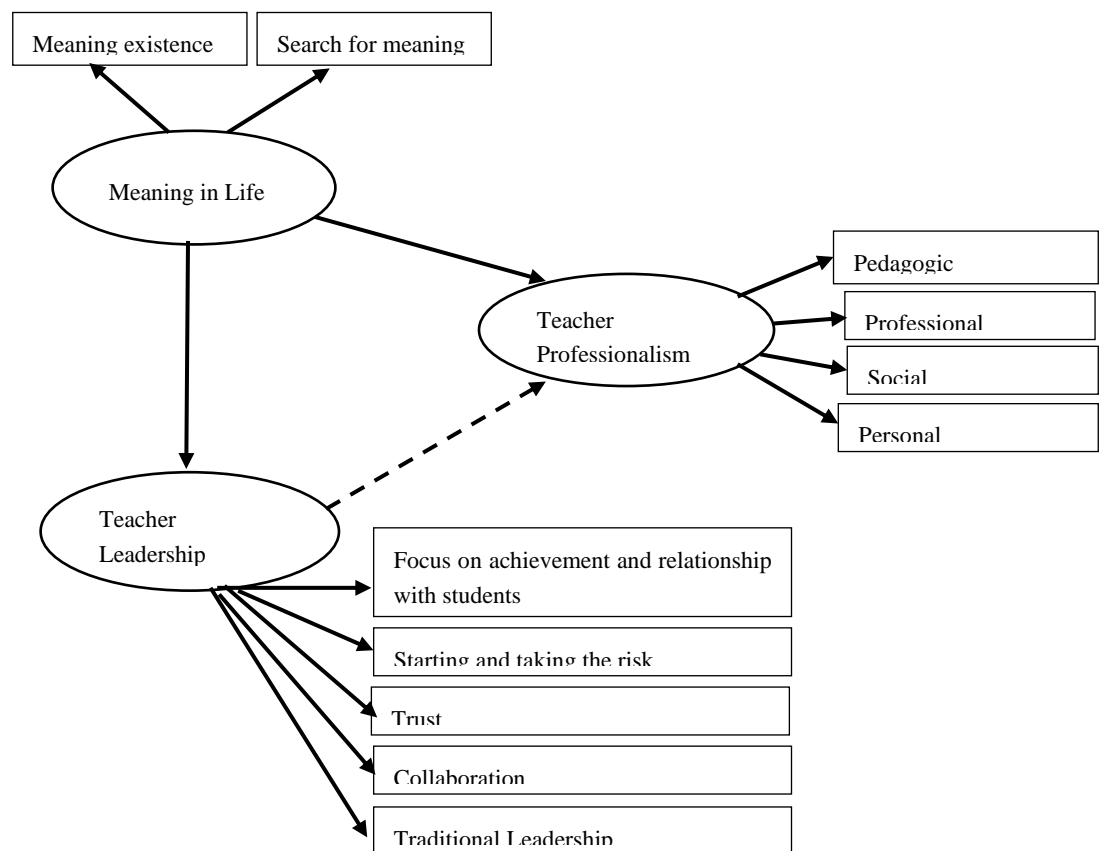
The populations of the research were all teachers in private schools in Samarinda, East Kalimantan, Indonesia. Among them, 150 teachers were taken as the samples, selected using a random sampling technique. Among the samples, 63% are female, and the rest

6 Measuring the Influence of Meaning in Life and Teacher Leadership

(37%) were male. In terms of education level, 15% graduated from the master's degree program, and the rest (85%) bachelor. Most teachers (62%) ranged from 31 to 50 years old, with working experience ranging from 15 to 20 years.

Figure 1

Research model scheme



Research Instruments

The data were collected using a questionnaire. Three questionnaires were employed in the research: meaning in life, teacher leadership, and teacher professionalism. The questionnaire for meaning in life was adapted from Steger et al. (2006), who divides the concept into two sub-variables (Table 1) and developed it into 12 question items. The questionnaire for teacher leadership was developed based on the theory proposed by Triska (2007), who divided the variables into five subs (Table 1) and developed into

17 items. Meanwhile, the teacher professionalism questionnaire was developed based on the Laws of the Republic of Indonesia Number 14 of 2005 on teacher and lecturer. Teacher professionalism is grouped into four sub-variables (Table 1). In the present study, the subs were developed into 17 question items. The items had been tested in two stages. The first is by expert judgment, conducted by two professionals. The second is an empirical test, where the items of the questionnaires were considered valid and reliable. The collected data were interval type in the form of a Likert scale scored from 1 to 4. Score 1 was for “extremely disagree,” 2 “disagree,” 3 “agree,” and 4 “extremely agree.” The scores were the opposite for the negative statements: 4 for “extremely disagree,” 3 “disagree,” 2 “agree,” and 1 “extremely agree.” The variables achievement was measured using a questionnaire in which the variables consisted of several indicators, as seen in Table 1.

Table 1
Indicator Variables

Variable	Indicator	Code
Meaning in life	1. The existence of meaning, consisting of:	MIL1
	a. Existence of the meaning in life	
	b. Understanding of the meaning of life	
	c. Correlation between meaning in life and life goals	MIL2
	2. Search for meaning, consisting of:	
	a. Feeling towards the meaning in life	
b. Having a life purpose and mission		
c. Satisfied with the purpose of life		
d. Process of finding the meaning in life		
Teacher leadership	1. Focus on achievement and relation with students	TL1
	2. Initiating and taking the risks	TL2
	3. Trust	TL3
	4. Collaboration	TL4
	5. Traditional Leadership	TL5
Teacher professionalism	1. Pedagogical competence	TP1
	2. Professional competence	TP2
	3. Personal competence	TP3
	4. Social competence	TP4

Data Analysis

The research data were analyzed using Partial Least Square (PLS), a Structural Equation Modeling model (SEM) based on the components or variants. In PLS, the data processing takes two stages to determine the Fit Model of research. The first stage is evaluating the reflective and formative measurement model. Reflective evaluation involves internal consistency tests, convergent validity tests, and discriminant validity. Meanwhile, formative evaluation includes a co-linearity test and significance test, and indicator relevance. The first evaluation stage's significance becomes the next stage's

8 Measuring the Influence of Meaning in Life and Teacher Leadership

benchmark, determining the significance of the relationships among variables and hypothesis testing.

FINDINGS

The research contains model designing that illustrated the relationship between the three latent variables. The research variables model scheme was analyzed using Smart PLS version 3.3, and the results were as follows.

Evaluation of Measurement Model (Outer Model)

Evaluating the measurement model can be used to determine the validity and reliability of each latent variable indicator. The evaluation stage consisted of two tests: reliability and validity construct tests and discriminant validity test.

Validity and Reliability Construct Tests

The validity and reliability of construct tests were used to determine the indicators' reliability in explaining the construct variables. Several measurements were employed; those are reliability composite value > 0.7 ; Cronbach's Alpha > 0.7 ; and Average Variant Extracted (AVE) > 0.5 (Hair, Ringle, & Sarstedt, 2011). The reliability composite value and Cronbach's Alpha measured the indicators' reliability, while AVE was for the indicator validity (Budhiasa, 2016), as explained in the Table 2.

Table 2

Validity and reliability construct tests

	Composite Reliability	Cronbach Alpha	AVE	Description
Meaning in Life	0,900	0,852	0,872	Reliable and valid
Teacher Professionalism	0,932	0,854	0,693	Reliable and valid
Teacher Leadership	0,940	0,920	0,759	Reliable and valid

Table 2 shows that the composite reliability and the Cronbach's alpha of each latent variable were higher than 0.7. Therefore, the indicators composing the three variables had fulfilled the requirements of construct reliability. Similarly, each latent variable's AVE value was higher than 0.5; thereby, the indicators fulfill the construct validity criteria. In other words, each indicator has reflected each variable.

Discriminant Validity Test

A discriminant validity test was the one to measure the characteristics or uniqueness of the research variables. One of the ways is measuring the cross-loading value. An indicator is valid if it has the highest loading factor value at the targeted construct,

compared to the loading factor value of other constructs, with a ratio of higher than 0,70. The results of discriminant validity are shown in Table 3.

Tabel 3
Analysis results of Discriminant Validity

	Teacher Professionalism	Meaning in Life	Teacher Leadership
TP1	0,848		
TP2	0,852		
TP3	0,833		
TP4	0,796		
MIL1		0,937	
MIL2		0,930	
TL1			0,869
TL2			0,848
TL3			0,797
TL4			0,909
TL5			0,927

The test showed that the cross-loading value was higher than 0.70, meaning that the model and the research variable have fulfilled the discriminant validity. To sum up, all variables were unique and could explain other variable constructs.

Evaluation of Structural Model (Hypothesis testing)

Structural model evaluation or hypothesis testing of the SEM analysis with smartPLS was conducted in several tests: path coefficient analysis or direct effect, R-square test, and indirect effect analysis.

Path Coefficient Test

The SEM PLS analysis's path coefficient test was employed to determine the direct effect of exogenous variables on the endogenous variables, determining the hypothesis's acceptance or rejection. The path coefficient analysis requirements are the t-statistic value above 1.96 and p-value below 0.05 (Low et al., 2017). The results of Path Coefficient Test are shown in Table 4.

Table 4
Path coefficient analysis results of exogenous and endogenous variables

	Original Sample	Sample Mean	Standard Deviation	T Statistic	P-Value	Hypothesis
Meaning in Life-Teacher Professionalism	0,595	0,596	0,074	8,094	0,000	Accepted
Meaning in Life-Teacher Leadership	0,538	0,549	0,078	6,887	0,000	Accepted
Teacher Leadership-Teacher Professionalism	0,326	0,327	0,072	4,554	0,000	Accepted

10 Measuring the Influence of Meaning in Life and Teacher Leadership

The path analysis results presented in Table 4 showed revealed several facts as follow:

Meaning in life has a direct effect on teacher professionalism

Table 3 showed that meaning in life and teacher professionalism reached the t-statistic value of 8.094 > T-table (1.96) and p-value 0.000 < 0.05. It means that the variable and all of the indicators influenced teacher professionalism significantly. Therefore, meaning in life has a positive and significant influence on teacher professionalism.

Meaning in life has a direct effect on teacher leadership

The output of table 2 proved that meaning in life and teacher leadership reached the T-statistics of 6.887, higher than t-table (1.96), and p-value 0.000 < 0.05. It means that meaning in life influences teacher leadership. Hence, the latent variable, meaning in life, and the indicators have a positive and significant influence on the teachers' leadership.

Teacher leadership directly influences teacher professionalism

Table 3 presents teacher leadership's effect on teacher professionalism, with t-statistics 4.554, higher than the t-table (1.96), and p-value 0.000, which is lower than 0.05. It means that teacher leadership influences teacher professionalism. The latent variable, teacher leadership, and the indicators significantly and positively impacted teacher professionalism in the study, as are shown in Figure 2.

Figure 2.

Path Coefficient

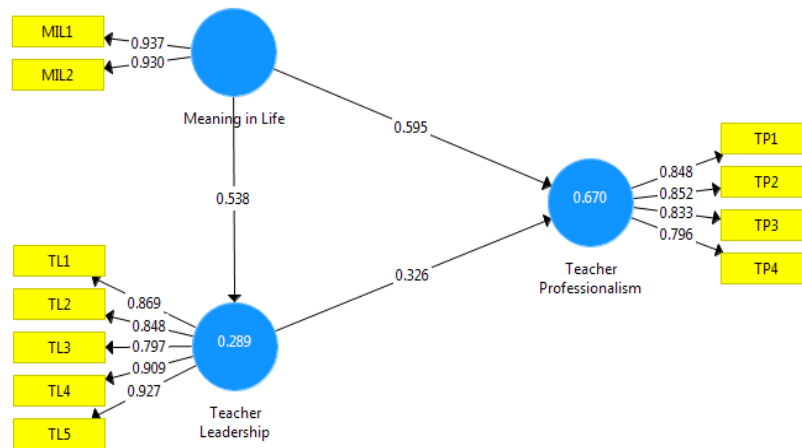


Figure 2 shows the path coefficient of the structural model. The results proved that the variable meaning in life reached a positive path coefficient score as much as 0.595 (59.5%) on teacher professionalism. Meanwhile, the latent variable of meaning in life had a positive path coefficient, as much as 0.538 (53.8%) on the teacher leadership. Similarly, teacher leadership had a positive path coefficient on teacher professionalism, reaching 0.326 (32.6%). The positive path coefficient revealed the influence or direct correlation between the two variables.

Indirect Effect Analysis

The indirect effect test of the exogenous variable on the endogenous variable mediated by an intervening variable can be conducted using indirect effect analysis. It is to see the indirect influence of the variable, in this case, meaning in life, on teacher professionalism intervened by teacher leadership, as shown in Table 5.

Table 5

Indirect effect analysis results

Variable	Original Sample (O)	Samples Mean (M)	Standard Deviation (STDEV)	T Statistic	P Values
Meaning -> Teacher Leadership	0,176	0,174	0,44	0,3970	0,000
Leadership -> Teacher Professionalism					

The significance criterion of indirect effect analysis is the p-value lower than 0.05. If the requirements are fulfilled, the intervening variable mediates an exogenous variable's influence on an endogenous variable (Juliandi, 2018). Table 5 presented the indirect effect analysis result of the research. The p-value is below 0.05, meaning that the

12 Measuring the Influence of Meaning in Life and Teacher Leadership

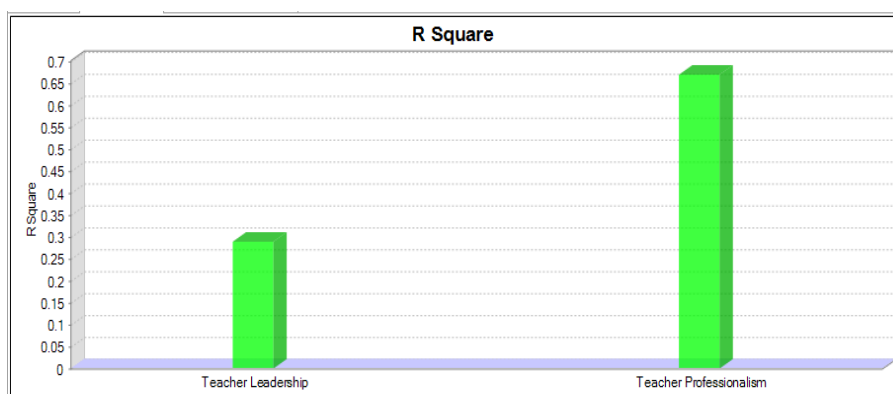
significance is accepted. In other words, meaning in life has an indirect influence on teacher professionalism, or teacher leadership is a significant intervening variable between meaning in life and teacher professionalism.

Variant analysis (R-square) or Determination Test

R-square is the exogenous variable ability to explain the endogenous variables (Juliandi, 2018). 4 The R-square value serving as the benchmark is one of the teacher leadership variables and teacher professionalism variables. The R-square score analysis can be observed in Figure 3.

Figure 3.

R-square value of the endogenous latent variable



Based on Figure 3, meaning in life contribution to the teacher leadership reached the R-square score of 0.289, while to the teacher professionalism 0.670. In other words, the variables of meaning in life can explain the variables of teacher leadership as much as 28.9%, and meaning in life variables explains the teacher professionalism as much as 67%.

DISCUSSION

The study aims to prove the four proposed hypotheses. Based on the research model analysis using SEM PLS with smart PLS version 3.0, it was confirmed that all theories were accepted. Each finding is explained as follows. First, meaning in life contributes to teacher professionalism. Based on the analysis, the hypothesis was accepted. The variable was proven to directly affect teacher professionalism because the t-statistics was 8.094, higher than the t-table 1.96, and p-value 0.000, lower than 0.05. Therefore, it can be concluded that the variable has a significant and positive influence on teacher professionalism. Meaning in life is necessary to reach happiness and to prevent all obstacles in achieving success. It is similar to the previous studies, revealing that

meaning in life can improve mental health and well-being (Park, 2010) and is correlated to positive behaviors (Baumeister et al., 2013). If an individual can maintain mental health, he will be willing to behave positively and develop his well-being, leading to improving the performance. In a working context, meaning in life becomes the reason an individual develops his goals and mission, leading to the improvement of motivation and performance that allows him to contribute to the organization (Steger & Bryan, 2013). It means that performance during the teaching process keeps increasing in the working context, especially the teacher. It was supported by Heintzleman et al. (2013), mentioning that people who see their life as meaningful will show better abilities in several aspects, compared to those who do not see the meaning in life. When an individual finds the meaning of life, he will find the meaning of his job, allowing him to reach his success. Finding the meaning of life triggers the improvement of performance, one of the professionalism indicators. The premise was supported by Lee et al. (2018), revealing that the meaning of work contributes to performance quality. Besides, meaning in life significantly contributed to job satisfaction, commitment, and behavior in an organization (Maharaj & Schlechter, 2007). Individuals who understand the meaning in life will consider that working is not a burden. Instead, they see their job as a calling. Hence, the success of understanding meaning in life brings about job satisfaction (Steger et al., 2012). As a result, job satisfaction improves performance quality, employees' productivity, and professionalism (Fu & Deshpande, 2014; Milanie et al., 2019). Further, job satisfaction can also increase teachers' professionalism inside and outside the classroom (Erdem et al., 2014; Gewasari et al., 2017). Therefore, meaning in life contributes to teacher professionalism.

Second, meaning in life contributes to teacher leadership. The analysis result using SEM PLS showed that the hypothesis was accepted. The variable directly affects teacher leadership, with the t-statistics value of 6.887, higher than the t-table 1.96, and the p-value was 0.000, below 0.05. It means that the variable directly influences teacher leadership. In other words, the latent variable and the indicators have a significant and positive impact on the teacher leadership and the indicators. Finding the meaning of life helps people set their life goals, encouraging them to develop leadership skills and leadership purposes. Teachers who find the meaning of their life can comprehend their profession better. It is an occupation and a life goal to express the functional, inspirational, and transformational value, both as a teacher and a leader. Through the meaning of life, teachers can find their leadership natures, allowing them to see the teaching process as transferring the knowledge to students and motivating and opening their insight to develop their views about the future. Teachers who find meaning in life will develop great empathy towards others (Marques, 2015; Zugelder et al., 2018).

14 Measuring the Influence of Meaning in Life and Teacher Leadership

Third, teacher leadership contributes to teacher professionalism. The hypothesis was accepted. The variable directly affects teacher professionalism, shown by the t-statistics value, which was 4.554, higher than the t-table 1.96 and p-value 0.000, below 0.05. It means that teacher leadership has a direct effect on teacher professionalism. In other words, the latent variable of teacher leadership and the indicators has a significant and positive influence on the teacher's professionalism and the indicators. Teacher leadership is the teachers' ability to share knowledge and influence as well as motivating the learners to achieve the learning goals. Teacher leadership influences the output of the educational process and the quality of the educational organization. Teachers with leadership characters will always make the efforts to improve their performance both in the teaching and in developing the organization (Damai & Effendi, 2019; Lowery-Moore et al., 2016). Berry et al. (2010) stated that teachers with leadership spirit will be able to implement transformational leadership and instructional learning, which directly improve the teachers' performance as one indicator of professionalism. In the educational context, teachers' professionalism includes the mindset, behavior, and the implementation of knowledge as well as the skills in teaching (Wardoyo et al., 2017). The aspects are the characteristics of teacher leadership. Through leadership, teachers will also improve their ability to collaborate with their colleagues to manifest professionalism.

Fourth, meaning in life has an indirect contribution to teacher professionalism through teacher leadership. The analysis result using SEM PLS proved that the hypothesis was accepted. The variable directly affects teacher professionalism through teacher leadership, shown by the p-value 0.000, which was below 0.005. It means that there was an indirect influence of meaning in life on teacher professionalism. Here, teacher leadership became the intervening variable. The hypothesis H1.4 confirmed that meaning in life and teacher leadership simultaneously contributed to forming the teacher professionalism, although it was indirect. The indirect effect analysis result was 0.176, lower than the direct effect shown by the path coefficient analysis results. Meaning in life influences finding meaning in work, allowing the teachers to comprehend their jobs (Steger & Bryan, 2013). The concept was supported by Marques (2015), mentioning that teachers who find meaning in life will develop empathy and give benefits to others, leading to improving their leadership nature. Teacher leadership mediates the improvement of teacher professionalism. As explained previously (Damai & Effendi, 2019; Lowery-Moore et al., 2016), people with leadership characters will always make an effort to enhance their performance, both in teaching and developing the organization.

CONCLUSION

The results revealed the relation between exogenous variables, intervening variables, and endogenous variables. Based on the data analysis, the study concluded four findings. First, meaning in life has positive and significant contributions to teacher professionalism. Second, meaning in life has positive and significant contributions to teacher leadership. Third, teacher leadership has a positive and significant contribution to teacher professionalism. Fourth, meaning in life, mediated by teacher leadership, contributes to teacher professionalism. The findings confirm that meaning in life and teacher leadership are the internal factors that influence teacher professionalism. Therefore, the research results can be used by the education stakeholders to design development programs for teachers. The present study was limited by the number of the samples, which were only teachers in private junior schools in Samarinda, East Kalimantan. Hence, the results cannot be taken into generalization for the whole part of Indonesia. Therefore, future research needs to consider larger samples with a broadened scope representing the teachers' characteristics in Indonesia. The samples can be both from private and public schools. Besides, the present study employed a cross-sectional design. It is suggested that the next research uses a longitudinal design.

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16 Measuring the Influence of Meaning in Life and Teacher Leadership

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21

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The Influence of Meaning in Life and Teacher Leadership on Teacher Professionalism through Structural Equation Model

Professional teacher is one of fundamental factors that influences students' success in learning. Therefore, identifying influencing factors can give insight to improve the teachers' professionalism efficiently. The research aims to measure two internal factors, namely meaning in life and teacher leadership, in influencing teacher professionalism. Quantitative with a cross-sectional survey was further applied using explanatory research to examine private junior high school teachers in Balikpapan, East Kalimantan, Indonesia. Using a random sampling technique, 150 teachers was selected as samples. The data were then analyzed through structural equation modeling with smartPLS version 3.3.0. The measurement proved that meaning in life positively influenced the teachers' professionalism and teacher's leadership with a p-value of 0.000 and T-statistic for each is 8.094 and 6.887, respectively. Similarly, teacher leadership positively influences teacher professionalism, with a p-value of 0.000 and T-statistics of 4.554. Besides, meaning in life through teacher leadership contributes to teacher professionalism with a p-value of 0.000. These results recommended the meaning in life and teacher leadership as the internal factors in planning the teacher professional development policy because, to date, the focus was only on the external factor.

Keywords: Meaning in life, teacher leadership, teacher professionalism, structural equation model

INTRODUCTION

Teacher professionalism is a major issue in the development of education policies in various countries (Coombe & Stephenson, 2020; Janssem, 2018). A teacher is a profession

2 The Influence of Meaning in Life and Teacher Leadership

with the duties and responsibilities to educate, teach, and guide students. Teacher professionalism influences learning outcomes and the achievement of student competencies (Akiba & Liang, 2016; Golob, 2012; Harisman et al., 2019; Osmond-johnson, 2015) and even guarantee the success of educational programs (Rusznyak, 2018; Wardoyo et al., 2017). Developing teacher professionalism needs various sustainable professional development programs with the support of policies, morals, infrastructure, and budgets (Tanang & Abu, 2014). Due to the importance of teacher professionalism in determining student learning success, identification of the influencing factors of this variable is very important.

In Indonesia, teacher professionalism is regulated in the Law on Teachers and Lecturers No. 14 of 2005, which states that the requirements for professionalism are qualifications and competencies that should be possessed by teachers according to the education level in which they are assigned. This law states that professional teachers are required to have four competencies, including pedagogic, professional, personality, and social competencies. Administratively, professional teachers are proven by professional educator certificates obtained through teacher professional education. However, up to now, the facts show that teacher professionalism in Indonesia is still a problem that has not been able to get the right solution (Chang et al. 2014). The low quality of teachers shows that the various efforts in developing teacher professionalism carried out have not found their ideal form (Jalal, 2009). Teachers in Indonesia have low test results both in terms of knowledge, skills, and general intelligence (World Bank, 2010). Besides, they also cannot teach effectively, do not have authority in front of students, low motivation and dedication to become teachers, immature emotions, and low thinking independence (Chang et al. 2014; Tanang & Abu, 2014).

Several previous studies have identified external factors influencing teacher professionalism, such as management and leadership run by school principals (Joo, 2020; Habibi et al., 2019; Gewasari et al., 2017), professional habitus (Nairz-Wirth & Feldmann, 2019), school environment (Alwi et al., 2021), amount of salary received (Hasbay & Altindag, 2018), and teacher achievement motivation (Gewasari et al., 2017). The same thing also happens in the context of Indonesian research, where most of them also focus on external factors. Evans et al. (2009), Fahmi et al. (2011), and Abbas (2013) examined the influence of the certification program on teacher professionalism. The results showed that the teacher certification program only improves the living standard but has not had an influence on student learning outcomes. This was due to the lack of awareness of teachers in developing the profession continuously, they feel have sufficient capacity then they are not serious in training, are less useful for developing competence in teaching because participants have irrelevant basic skills. Also, most teachers from these regions face geographical constraints (Tanang & Abu, 2014). Only a few studies

focus on internal factors, such as by Iyidogan (2011) and König and Rothland (2012) which stated that teacher professionalism is influenced by motivation, commitment to work, and feelings of wellbeing (Iyidogan, 2011). Internal factors from the teacher have a big influence on increasing professionalism, such as intrinsic motivation variable (Tehseen & Hadi, 2015).

Some literature leads that meaning in life and teacher leadership are two internal factors influencing the development of teacher professionalism. Steger and Bryan (2013) explained that meaning in life provides a foundation to develop goals and missions at work, then motivation and performance increase and promote them to contribute to the organization. Individuals with high meaning in life have the view that work is not a burden but a passion, hence success in understanding meaning in life will have an influence on professionalism at work (Erdem et al., 2014; Fu & Deshpande, 2014; Gewasari et al., 2017; Lavy & Ayuob, 2019; Milanie et al., 2019). Meanwhile, teacher leadership is a contributing factor to learning effectiveness (Berry et al., 2010; Bolkan et al., 2011; Shah, 2017). Teachers with a leadership spirit are able to carry out instructional learning which directly influences their professionalism.

Based on the description of the gaps in the previous literature, this research seeks to measure two internal variables, including meaning in life and teacher leadership, in influencing teacher professionalism. In the context of teacher professional development in Indonesia, the results further can provide more in-depth and specific insight into how teacher professionalism can be improved efficiently by internal factors from teachers, as well as the risks that may arise if teacher professional development tends to ignore these internal variables. Therefore, the findings can contribute to obtaining the ideal form in solving various problems of low professionalism in Indonesia.

The research question

Based on the background of the problem above, the research question is as follows: how does meaning in life and teacher leadership affect teacher professionalism?

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Teacher professionalism

Professionalism implies a series of requirements and aspirations of an occupation (Ro, 2020). In Indonesia, the term professionalism was attributed to a teacher with the issuance of Law Number 14 of 2005 on Teachers and Lecturers, mentioning that teacher is a professional occupation. A professional occupation requires a particular skill and provides proper earning. The laws also suggest that to be an expert, a teacher needs to have four competencies: pedagogic, professional, social, and personal. The competencies integrate knowledge and skills to apply effective learning following the demands of the era (Nessipbayeva, 2019). Professionalism refers to the commitment to developing the

4 The Influence of Meaning in Life and Teacher Leadership

abilities and strategies to complete the profession's tasks (Munandar et al., 2020). Teacher professionalism includes the mindset, attitude, and ways of implementing the knowledge and teaching skills (Wardoyo et al., 2017).

Several studies revealed the impacts of teacher professionalism, such as on students' ability to solve the problem (Harisman et al., 2019) and professionalism and teachers' discipline in accomplishing the tasks (Hasbullah & Moeins, 2016). Teacher professionalism also influences the teachers' motivation (Damai & Effendi, 2019). The factors influencing the teachers' professionalism included the principal's leadership (Damai & Effendi, 2019), teachers' work motivation (Hasbullah & Moeins, 2016), teacher training (Sutadi et al., 2019), school policy (Tanjung et al., 2017), and professional development (Wardoyo et al., 2017). The paradigm in a training program for teacher professionalism improvement should emphasize personal competency, similar to Malm (2009). He stated that a teacher training program needs to improve the teachers' abilities in managing personal conflicts, self-awareness, empathy, leadership, and collaborative capacity. As a result, a teacher develops an understanding of their job.

Meaning in life and Teacher Professionalism

Meaning in life is an important aspect to support an individual's life quality. An individual who finds the meaning of life is aware of the significance of experience and is more excited to achieve life goals. Martela and Steger (2016) explained that a meaningful life has three leading indicators: importance, goals, and coherence. Meaning includes an individual's motivation to become greater through maintaining a healthy relationship (Heintzleman & King, 2019). The measurement of meaning in life is different from one person to another (Newman & Nezelek, 2019) because it is influenced by many things, both positive and negative experiences (Vohs et al., 2019). Research by Park (2010), using the variable of meaning in life to improve mental health and well-being, concluded that it positively correlates with life satisfaction and happiness. Besides, it has a negative relationship with depression. The theories and the research revealed that meaning in life is one of the influencing factors of individuals gaining positive and pleasing things in life, including job performance quality.

In the educational context, teachers with higher meaningful life have better performance. The premise was supported by Heintzleman et al. (2013), mentioning that people who see their life as useful are better in many aspects compared to those who do not value theirs. Lee (2015) identified four indicators as the critical attribute to practice a meaningful profession: (1) experiencing a positive emotion in the workplace; (2) giving meaning to the job; (3) setting meaningful goals and objectives; and (4) perceiving the job as part of a life that contributes to a meaningful existence. The antecedent in meaning at work includes the cognitive changes, resulting in positive experiences on the colleagues and organization. Meaning in life is an important factor in improving an individual's quality of life and performance. For teachers, meaning in life can help to increase the teaching professionalism (Suyatno et al., 2020). In other words, the process of finding the meaning in life can improve the dedication, commitment, and appreciation of the teachers in their

performance. Therefore, the present research assumed that meaning in life has positive influence on teacher professionalism.

Teacher Leadership and Teacher Professionalism

Research about teacher leadership has been conducted by international communities in the last two decades (Daniëls et al., 2019). The development of the topic began with the issue of the shifting paradigm of leadership, from the central leadership to distributed one (Bouwman et al., 2019; Canterino et al., 2020; García Torres, 2019; Lumby, 2019; Tian & Risku, 2019). Teacher leadership becomes one indicator of teachers' competence. Triska (2007) mentioned five components forming teacher leadership: focus on achievement and relation with students, initiating and taking risks, trust, collaboration, and traditional leadership. Teachers with good leadership performance have good competence (Zugelder et al., 2018). It means that teachers are required to improve their quality, linear to the increasing educational demand. Collegial or collaborative work among teachers in professional development has effectively answered the challenges of curriculum changes and improved the professional development process (Hargreaves, 2000). Based on the indicators conceptualized by Hargreaves (2000), we face a post-modern phase where teachers must have high flexibility and democratic professionalism. In other words, teachers need to have varied competencies and knowledge. One of them is leadership, allowing teachers to be aware of the stakeholders' needs and the decision-making process. Teachers' involvement in decision-making and organizational development as forms of leadership is also one indicator of professionalism. Schools able to develop leadership are said to have developed the teachers' professionalism in learning and social behavior.

Based on the literature review, four hypotheses are established for the research:

H1.1: Meaning in life contributes to the teacher professionalism

H1.2: Meaning in life contributes to the teacher leadership

H1.3: Teacher leadership contributes to the teacher professionalism

H1.4: Meaning in life indirectly contribute to teacher professionalism through teacher leadership

METHODS

The types of research

The research used a cross-sectional design to know the relation between exogenous and endogenous variables either directly or indirectly. The relation is analysed using a caution model of Structural Equation Modelling with Smart PLS version 3. Research model scheme described in Figure 1.

6 The Influence of Meaning in Life and Teacher Leadership

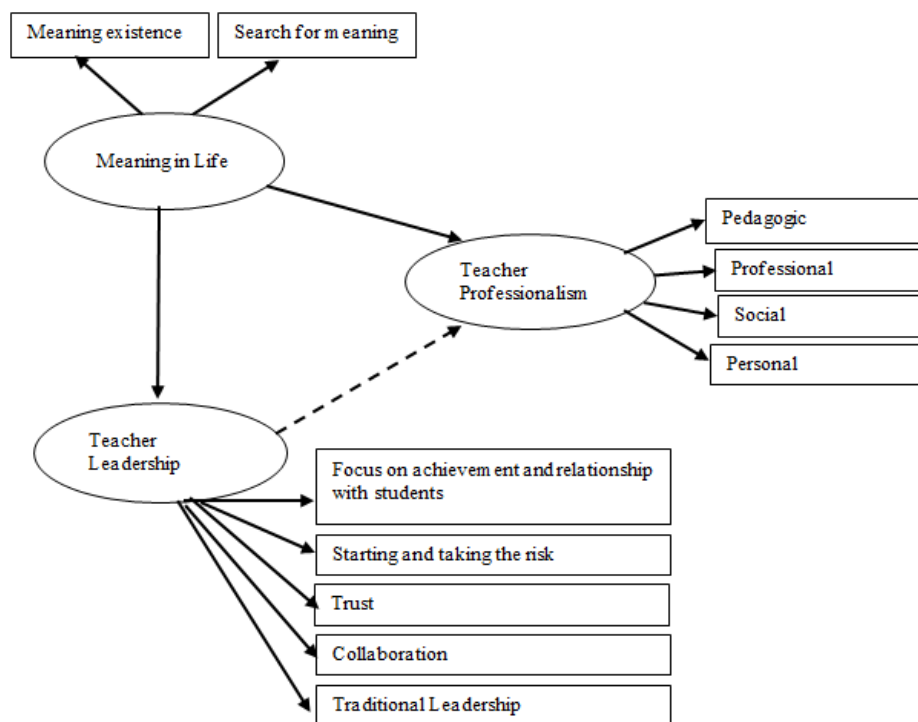


Figure 1
Research model scheme

Population and Sample

The populations of the research were all teachers in private schools in Balikpapan, East Kalimantan, Indonesia. Among them, 150 teachers were taken as the samples, selected using a random sampling technique. Demographics of respondents are described in Table 1.

Table 1
Demographics of respondents

Profile	Description	Total Respondents	Percentage (%)
Gender	Male	54	36
	Female	96	64
Age	< 30 years	16	10.7
	30-45 years	110	73.3
	46-60 years	24	16
Working experience	0-10 years	41	27.3
	11-20 years	78	52
	21-30 years	31	20.7

Highest Education level	Bachelor	126	84
	Master	24	16

Research Instruments

The data were collected using questionnaire. Three questionnaires were employed in the research: meaning in life, teacher leadership, and teacher professionalism. The questionnaire for meaning in life was adapted from Steger et al. (2006), who divides the concept into two sub-variables (Table 2) and developed it into 12 question items. The questionnaire for teacher leadership was developed based on the theory proposed by Triska (2007), who divided the variables into five subs (Table 2) and developed into 17 items. Modification of the question items in the instrument considered two elements as follows: language modification, hence the intended message was more easily understood by the teachers in Indonesia and the proportion of the total items in each instrument indicator. Meanwhile, the teacher professionalism questionnaire was developed based on the Laws of the Republic of Indonesia Number 14 of 2005 on teacher and lecturer. Teacher professionalism is grouped into four sub-variables (Table 2). Subsequently, the subs were developed into 17 question items and tested in two stages. The first is by expert judgment, conducted by two professionals. The second is an empirical test, where the items of the questionnaires were considered valid and reliable. The collected data were interval type in the form of a Likert scale scored from 1 to 4. Score 1 was for “extremely disagree,” 2 “disagree,” 3 “agree,” and 4 “extremely agree.” The scores were the opposite for the negative statements: 4 for “extremely disagree,” 3 “disagree,” 2 “agree,” and 1 “extremely agree.” The variables achievement was measured using a questionnaire in which the variables consisted of several indicators, as seen in Table 2.

Table 2
Indicator Variables

Variable	Indicator	Code	
Meaning in life	1. The existence of meaning, consisting of:	MIL1	
	a. Existence of the meaning in life		
	b. Understanding of the meaning of life		
		c. Correlation between meaning in life and life goals	
	2. Search for meaning, consisting of:	MIL2	
	a. Feeling towards the meaning in life		
	b. Having a life purpose and mission		
	c. Satisfied with the purpose of life		
	d. Process of finding the meaning in life		
Teacher leadership	1. Focus on achievement and relation with students	TL1	
	2. Initiating and taking the risks	TL2	
	3. Trust	TL3	
	4. Collaboration	TL4	
	5. Traditional Leadership	TL5	
Teacher professionalism	1. Pedagogical competence	TP1	
	2. Professional competence	TP2	
	3. Personal competence	TP3	

Data Analysis

The research data were analyzed using Partial Least Square (PLS), a Structural Equation Modeling model (SEM) based on the components or variants. In PLS, the data processing takes two stages to determine the Fit Model of research. The first stage is evaluating the reflective and formative measurement model. Reflective evaluation involves internal consistency tests, convergent validity tests, and discriminant validity. Meanwhile, formative evaluation includes a co-linearity test and significance test, and indicator relevance. The first evaluation stage's significance becomes the next stage's benchmark, determining the significance of the relationships among variables and hypothesis testing.

FINDINGS

The research contains model designing that illustrated the relationship between the three latent variables. The research variables model scheme was analyzed using Smart PLS version 3.3, and the results were as follows.

Evaluation of Measurement Model (Outer Model)

Evaluating the measurement model can be used to determine the validity and reliability of each latent variable indicator. The evaluation stage consisted of two tests: reliability and validity construct tests and discriminant validity test.

Validity and Reliability Construct Tests

The validity and reliability of construct tests were used to determine the indicators' reliability in explaining the construct variables. Several measurements were employed; those are reliability composite value > 0.7 ; Cronbach's Alpha > 0.7 ; and Average Variant Extracted (AVE) $> 0,5$ (Hair, Ringle, & Sarstedt, 2011). The reliability composite value and Cronbach's Alpha measured the indicators' reliability, while AVE was for the indicator validity (Budhiasa, 2016), as explained in the Table 3.

Table 3

Validity and reliability construct tests

	Composite Reliability	Cronbach Alpha	AVE	Description
Meaning in Life	0,900	0,852	0,872	Reliable and valid
Teacher Professionalism	0,932	0,854	0,693	Reliable and valid
Teacher Leadership	0,940	0,920	0,759	Reliable and valid

Table 3 shows that the composite reliability and the Cronbach's alpha of each latent variable were higher than 0.7. Therefore, the indicators composing the three variables had fulfilled the requirements of construct reliability. Similarly, each latent variable's AVE value was higher than 0.5; thereby, the indicators fulfill the construct validity criteria. In other words, each indicator has reflected each variable.

Discriminant Validity Test

A discriminant validity test was the one to measure the characteristics or uniqueness of the research variables. One of the ways is measuring the cross-loading value. An indicator is valid if it has the highest loading factor value at the targeted construct, compared to the loading factor value of other constructs, with a ratio of higher than 0,70. The results of discriminant validity are shown in Table 4.

Table 4
Analysis results of Discriminant Validity

	Teacher Professionalism	Meaning in Life	Teacher Leadership
TP1	0,848		
TP2	0,852		
TP3	0,833		
TP4	0,796		
MIL1		0,937	
MIL2		0,930	
TL1			0,869
TL2			0,848
TL3			0,797
TL4			0,909
TL5			0,927

The test showed that the cross-loading value was higher than 0.70, meaning that the model and the research variable have fulfilled the discriminant validity. To sum up, all variables were unique and could explain other variable constructs.

Evaluation of Structural Model (Hypothesis testing)

Structural model evaluation or hypothesis testing of the SEM analysis with smartPLS was conducted in several tests: path coefficient analysis or direct effect, R-square test, and indirect effect analysis.

Path Coefficient Test

The SEM PLS analysis's path coefficient test was employed to determine the direct effect of exogenous variables on the endogenous variables, determining the hypothesis's acceptance or rejection. The path coefficient analysis requirements are the t-statistic value above 1.96 and p-value below 0.05 (Low et al., 2017). The results of Path Coefficient Test are shown in Table 5.

Table 5
Path coefficient analysis results of exogenous and endogenous variables

	Original Sample	Sample Mean	Standard Deviation	T Statistic	P-Value	Hypothesis
Meaning in Life-Teacher Professionalism	0,595	0,596	0,074	8,094	0,000	Accepted
Meaning in Life-Teacher Leadership	0,538	0,549	0,078	6,887	0,000	Accepted

10 The Influence of Meaning in Life and Teacher Leadership

Teacher Leadership	0,326	0,327	0,072	4,554	0,000	Accepted
-Teacher Professionalism						

The path analysis results presented in Table 5 showed revealed several facts as follow:

Meaning in life has a direct effect on teacher professionalism

Table 4 showed that meaning in life and teacher professionalism reached the t-statistic value of 8.094 > T-table (1.96) and p-value 0.000 < 0.05. It means that the variable and all of the indicators influenced teacher professionalism significantly. Therefore, meaning in life has a positive and significant influence on teacher professionalism.

Meaning in life has a direct effect on teacher leadership

The output of table 3 proved that meaning in life and teacher leadership reached the T-statistics of 6.887, higher than t-table (1.96), and p-value 0.000 < 0.05. It means that meaning in life influences teacher leadership. Hence, the latent variable, meaning in life, and the indicators have a positive and significant influence on the teachers' leadership.

Teacher leadership directly influences teacher professionalism

Table 4 presents teacher leadership's effect on teacher professionalism, with t-statistics 4.554, higher than the t-table (1.96), and p-value 0.000, which is lower than 0.05. It means that teacher leadership influences teacher professionalism. The latent variable, teacher leadership, and the indicators significantly and positively impacted teacher professionalism in this research, as are shown in Figure 2.

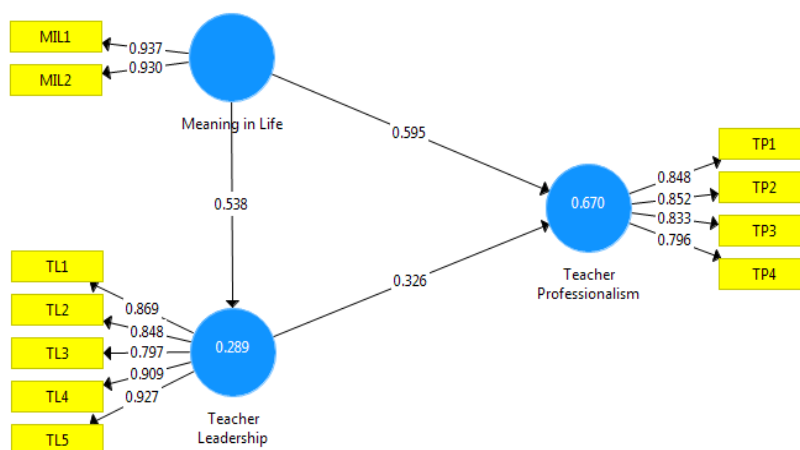


Figure 2
Path Coefficient

Figure 2 shows the path coefficient of the structural model. The results proved that the variable meaning in life reached a positive path coefficient score as much as 0.595 (59.5%) on teacher professionalism. Meanwhile, the latent variable of meaning in life had a positive path coefficient, as much as 0.538 (53.8%) on the teacher leadership. Similarly, teacher leadership had a positive path coefficient on teacher professionalism, reaching 0.326 (32.6%). The positive path coefficient revealed the influence or direct correlation between the two variables.

Indirect Effect Analysis

The indirect effect test of the exogenous variable on the endogenous variable mediated by an intervening variable can be conducted using indirect effect analysis. It is to see the indirect influence of the variable, in this case, meaning in life, on teacher professionalism intervened by teacher leadership, as shown in Table 6.

Table 6
Indirect effect analysis results

Variable	Original Sample (O)	Samples Mean (M)	Standard Deviation (STDEV)	T Statistic	P Values
Meaning -> Teacher Leadership -> Teacher Professionalism	0,176	0,174	0,44	0,3970	0,000

The significance criterion of indirect effect analysis is the p-value lower than 0.05. If the requirements are fulfilled, the intervening variable mediates an exogenous variable's influence on an endogenous variable (Juliandi, 2018). Table 6 presented the indirect effect analysis result of the research. The p-value is below 0.05, meaning that the significance is accepted. In other words, meaning in life has an indirect influence on teacher professionalism, or teacher leadership is a significant intervening variable between meaning in life and teacher professionalism.

Variant analysis (R-square) or Determination Test

R-square is the exogenous variable ability to explain the endogenous variables (Juliandi, 2018). The R-square value serving as the benchmark is one of the teacher leadership variables and teacher professionalism variables. The R-square score analysis can be observed in Figure 3.

12 The Influence of Meaning in Life and Teacher Leadership

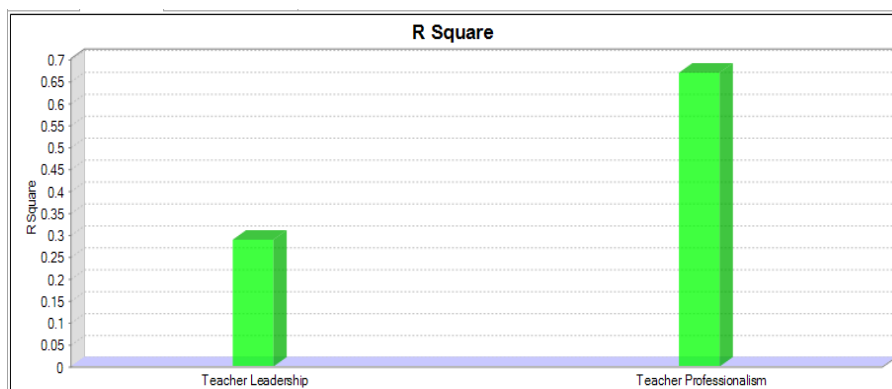


Figure 3
R-square value of the endogenous latent variable

Based on Figure 3, meaning in life contribution to the teacher leadership reached the R-square score of 0.289, while to the teacher professionalism 0.670. In other words, the variables of meaning in life can explain the variables of teacher leadership as much as 28.9% and meaning in life variables explains the teacher professionalism as much as 67%.

DISCUSSION

The research aims to prove the four proposed hypotheses and based on the analysis using SEM PLS with smart PLS version 3.0, it was confirmed that all theories were accepted. First, it was found that meaning in life contributes to teacher professionalism. The variable was proven to directly affect teacher professionalism because the t-statistics was 8.094, higher than the t-table 1.96, and p-value 0.000, lower than 0.05. Therefore, it can be concluded that the variable has a significant and positive influence on teacher professionalism. Meaning in life is necessary to reach happiness and to prevent all obstacles in achieving success. It is similar to the previous studies, revealing that meaning in life can improve mental health and well-being (Park, 2010) and is correlated to positive behaviors (Baumeister et al., 2013). If individuals can maintain mental health, they will be willing to behave positively and develop his well-being, leading to improving the performance. In a working context, meaning in life becomes the reason an individual develops his goals and mission, leading to the improvement of motivation and performance that allows him to contribute to the organization (Steger & Bryan, 2013). It indicates that performance during the teaching process keeps increasing in the working context, especially the teacher. It was supported by Heintzelman et al. (2013), mentioning that people who see their life as meaningful will show better abilities in several aspects, compared to those who do not see the meaning in life. When an individual finds the meaning of life, he will find the meaning of his job, allowing him to reach his success. Finding the meaning of life triggers the improvement of performance, one of the professionalism indicators. The premise was supported by Lee et al. (2018), revealing that the meaning of work contributes to performance quality. Besides, meaning in life significantly contributed to job satisfaction, commitment, and behavior in an organization

(Maharaj & Schlechter, 2007). Individuals who understand the meaning in life will consider that working is not a burden. Instead, they see their job as a calling. Hence, the success of understanding meaning in life brings about job satisfaction (Steger et al., 2012). As a result, job satisfaction improves performance quality, employees' productivity, and professionalism (Fu & Deshpande, 2014; Milanie et al., 2019). Further, job satisfaction can also increase teachers' professionalism inside and outside the classroom (Erdem et al., 2014; Gewasari et al., 2017). Therefore, meaning in life contributes to teacher professionalism.

Second, meaning in life is proven to have contributions to teacher leadership, leading to the acceptance of the second hypothesis. The variable directly affects teacher leadership, with the t-statistics value of 6.887, higher than the t-table 1.96, and the p-value was 0.000, below 0.05. It signifies that the variable directly influences teacher leadership. In other words, the latent variable and the indicators have a significant and positive impact on the teacher leadership and the indicators. Finding the meaning of life helps people set their life goals, promoting the development of leadership skills and purposes. Teachers who find the meaning of their life can comprehend their profession better. It is an occupation and a life goal to express the functional, inspirational, and transformational value, both as a teacher and a leader. Through the meaning of life, teachers can find their leadership natures, allowing them to see the teaching process as transferring the knowledge to students and motivating and opening their insight to develop their views about the future. Teachers who find meaning in life will develop great empathy towards others (Marques, 2015; Zugelder et al., 2018).

Third, the hypothesis stating teacher leadership contributes to teacher professionalism was accepted. The variable directly affects teacher professionalism, shown by the t-statistics value, which was 4.554, higher than the t-table 1.96 and p-value 0.000, below 0.05. It means that teacher leadership has a direct effect on teacher professionalism. In other words, the latent variable of teacher leadership and the indicators has a significant and positive influence on the teacher's professionalism and the indicators. Teacher leadership is the teachers' ability to share knowledge and influence as well as motivating the learners to achieve the learning goals. Teacher leadership influences the output of the educational process and the quality of the educational organization. Teachers with leadership characters will always make the efforts to improve their performance both in the teaching and in developing the organization (Damai & Effendi, 2019; Lowery-Moore et al., 2016). Berry et al. (2010) stated that teachers with leadership spirit will be able to implement transformational leadership and instructional learning, which directly improve the teachers' performance as one indicator of professionalism. In the educational context, teachers' professionalism includes the mindset, behavior, and the implementation of knowledge as well as the skills in teaching (Wardoyo et al., 2017). The aspects are the characteristics of teacher leadership. Through leadership, teachers will also improve their ability to collaborate with their colleagues to manifest professionalism.

Fourth, meaning in life has an indirect contribution to teacher professionalism through teacher leadership. The analysis result using SEM PLS proved that the hypothesis was

14 The Influence of Meaning in Life and Teacher Leadership

accepted. The variable directly affects teacher professionalism through teacher leadership, shown by the p-value 0.000, which was below 0.005. It implies that there was an indirect influence of meaning in life on teacher professionalism. Here, teacher leadership became the intervening variable. The hypothesis H1.4 confirmed that meaning in life and teacher leadership simultaneously contributed to forming the teacher professionalism, although it was indirect. The indirect effect analysis result was 0.176, lower than the direct effect shown by the path coefficient analysis results. Meaning in life influences finding meaning in work, allowing the teachers to comprehend their jobs (Steger & Bryan, 2013). The concept was supported by Marques (2015), mentioning that teachers who find meaning in life will develop empathy and give benefits to others, leading to improving their leadership nature. Teacher leadership mediates the improvement of teacher professionalism. As explained previously (Damai & Effendi, 2019; Lowery-Moore et al., 2016), people with leadership characters will always make an effort to enhance their performance, both in teaching and developing the organization.

Generally, the findings of this research provide insight and alternatives for teacher professionalism development programs. In the Indonesian context, alternative models can be used to develop teacher professionalism development programs that involve these two internal factors. As has been proven by several previous studies, meaning in life can increase teacher professionalism because they will feel that running a profession is a passion. Passion is the biggest capital for someone to work with full commitment and dedication (Lavy & Ayuob, 2019; Suyatno et al. 2021). Meanwhile, the teacher leadership variable can be used to improve teacher professionalism in increasing learning effectiveness (Berry et al., 2010; Shah, 2017). Teachers with good leadership will be able to maximize all available resources in schools in realizing effective learning. Therefore, the teacher professionalism development program in Indonesia, which considers these two internal variables, is expected to be able to improve the various teacher professionalism development programs that have existed previously.

CONCLUSION

The results revealed the relation between exogenous variables, intervening variables, and endogenous variables. Based on the data analysis, the research deduced four findings. First, meaning in life has positive and significant contributions to teacher professionalism. Second, meaning in life has positive and significant contributions to teacher leadership. Third, teacher leadership has a positive and significant contribution to teacher professionalism. Fourth, meaning in life, mediated by teacher leadership, contributes to teacher professionalism. The findings confirm that meaning in life and teacher leadership are the internal factors that influence teacher professionalism. These results can be used as a reference for education policy holders in preparing teacher professionalism development programs. However, the present research was limited by the number of the samples, which were only teachers in private junior schools in Balikpapan, East Kalimantan. Hence, the results cannot be taken into generalization for the whole part of Indonesia. Future research is then recommended to consider larger samples with a wider scope representing the teachers' characteristics in Indonesia. The samples can be both

from private and public schools. Besides, the present research employed a cross-sectional design, it is suggested that the next research uses a longitudinal design.

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18 The Influence of Meaning in Life and Teacher Leadership

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20 The Influence of Meaning in Life and Teacher Leadership

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