

# Cultural Influence and Commitment to Teacher Professionalism

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## ABSTRACT

This study aims to determine the effect of work culture and work commitment on teacher professionalism. This research was conducted at SD Negeri Kayuagung District, Ogan Komering Ilir Regency, Indonesia. The sample of this study was 60 people. The research method uses quantitative. The data collection technique is a questionnaire. The data analysis technique used the normality test, linearity test and t test. The results of the study concluded that there was a significant influence between work culture and work commitment to teacher professionalism.

**Keywords:** Work Culture, Work Commitment, Teacher Professionalism

## 1. INTRODUCTION

Improving the quality of national education can be done if all the tools are functioning properly, the teacher is one of the educational tools. Based on the results of several research studies on teacher quality have an effect on the success of students in transforming science and technology and internalizing ethics and morals. The quality of teachers has an effect of 34%, the principal is 22%, the facilities and infrastructure are 26%, and the learning time is 18% [1]. Based on these data, it is natural that when discussing education, the teacher is the first to be discussed, the role of the teacher in the teaching and learning process becomes the spearhead and even determines the success or failure of education.

A good work culture in an organization / institution will achieve maximum performance. A good work culture can provide benefits, including: (1) maintaining a harmonious and harmonious work environment; (2) create an orderly work atmosphere; (3) make the work atmosphere orderly and safe, (4) determine the implementation of work rights and obligations; (5) welfare and welfare of workers; and (6) increasing high morale and easy to adapt to circumstances [2].

Work commitment is a variable that reflects the degree of relationship that individuals perceive to have with certain jobs in the organization. Greenberg and Baron [3] suggest that work commitment reflects the level of identification and involvement of individuals in their work and their unwillingness to leave the job.

The attitude of professionalism in the world of education is not only considered a formality but must be functional and become the basic principle that underlies its operational actions. A good teacher is

those who meet the requirements of professional ability as an educator. In other words, to improve the quality of education, professional teachers are required. It is an obligation for an educational institution, that the development of teacher professionalism is a big responsibility that cannot be postponed anymore. Because, delaying this means sacrificing future generations, which incidentally is the reserve of civilization for the people.

In this regard, many factors cause low professionalism, among others, there are still many teachers who do not fully pursue their profession and a lack of teacher motivation to improve their quality. Apart from the above factors, the cause of low teacher professionalism can be caused by a weak work culture. Work culture is part of school culture.

Based on initial observations, researchers found actions related to work culture and teacher work commitment. The researcher observes each of these actions, so that the researcher can illustrate that there is a good work culture but has not fulfilled the desired regulations, such as teachers who come late to school, young teachers who make special groups at school, some teachers who teach less effective, even though the regulations have been committed in the school, but it has not been going well. Some teachers are reluctant to be actively involved in activities at school, they do not care about preparing lesson plans, do not know the vision and mission of the school. In fact, the vision and mission are values and goals that are understood and accepted by a series of efforts and activities.

## 2. METHODS

This study uses explanatory research. Explanatory research is a type of research in which the

researcher explains the causal relationship between variables through hypothesis testing, which is testing hypotheses based on previously formulated theories and then the data that has been obtained is calculated through a quantitative approach. Causal research examines the causal relationship between two or more variables [3], [4]. Causal research explains the effect of changes in value variations in one variable on changes in the value variations of other variables [6], [7].

This research was conducted at SD Negeri Kayuagung District, Ogan Komering Ilir Regency, Indonesia. This research was conducted from October to December 2020. The sample of this study was 60 people, taken from 108 teachers, in three schools (SD 14 Kayuagung, SD 15 Kayuagung, and SD 8 Kayuagung). Data collection was done by using a questionnaire technique. Data collection techniques are carried out by providing a set of questions and written statements to respondents to answer [7]. In this study, the questionnaire used was a choice type questionnaire by giving a checklist according to the answers given directly to the respondents. This was done with the consideration of limiting the answers from respondents so as not to deviate from the questionnaire discussion.

The questionnaire contains statements related to research variables that will be distributed to respondents according to the predetermined sample. This study used three questionnaires, namely: (1) to determine the work culture of teachers, with 12 indicators and 31 questions; (2) to determine teacher work commitment, there are 3 indicators with 25 questions; and (3) to determine teacher professionalism, there are 3 indicators and 25 questions.

The data analysis technique used is descriptive statistical techniques and simple regression. Descriptive statistical analysis in this study is to describe the data with a frequency distribution, histogram, measurement of the mean (mean), mode, median, and standard deviation center values [8]. Data analysis using the help of the IBM SPSS Statistics 26.0 program. This calculation uses the formula:

$$Y = a + bX$$

Information:

- Y = Dependent variable
- X = Independent variable
- a = Constant value
- b = Regression direction coefficient [9]

Correlation analysis is used to determine the closeness of the relationship between variables. In this study, correlation analysis is used to determine the closeness of the relationship between teacher work culture (X) and teacher professionalism (Y) using the formula from Pearson, namely Product Moment correlation:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2) (N \sum Y^2 - (\sum Y)^2)}}$$

Information:

- $r_{xy}$  = The correlation coefficient between variables X and Y
- N = Number of samples
- $\sum X$  = Total score of variable X
- $\sum Y$  = Total score of variable Y

### 3. RESULTS AND DISCUSSION

#### 3.1 Description Data

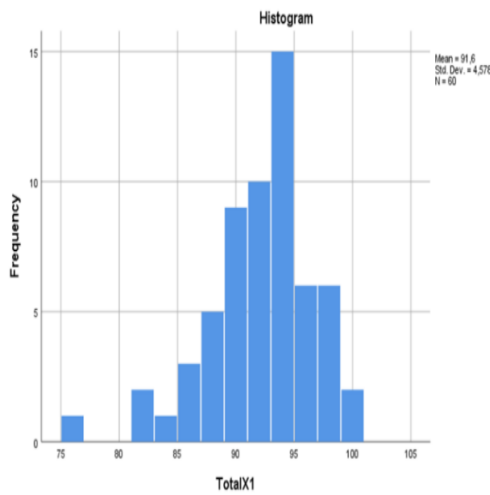
As for data Work culture is presented in Table 1. Based on Table 1, the frequency distribution is known that 33% of respondents answered high and 66% of respondents answered very high. Table 2 presents the results of the analysis of work culture data descriptions. Based on Table 2, it is known that the average = 91.60 and standard deviation = 4.578. Based on these data, it is known that work culture is included in the very high category. Figure 1 presents the frequency distribution of work culture.

**Table 1 Work Culture Data Variables**

WORK CULTURE										
Item	Respondents' Answers					Percentage				%
	1	2	3	4		1	2	3	4	
	SR	R	T	ST		SR	R	R	ST	
1	0	0	6	54	60	0	0	10	90	100
2	0	0	16	44	60	0	0	27	73	100
3	0	0	16	44	60	0	0	27	73	100
4	0	0	12	48	60	0	0	20	80	100
5	0	0	20	40	60	0	0	33	67	100
6	0	0	14	46	60	0	0	23	77	100
7	0	0	16	44	60	0	0	27	73	100
8	0	0	37	23	60	0	0	62	38	100
9	0	0	17	43	60	0	0	28	72	100
10	0	0	23	37	60	0	0	38	62	100
11	0	0	19	41	60	0	0	32	68	100
12	0	0	12	48	60	0	0	20	80	100
13	0	0	25	35	60	0	0	42	58	100
14	0	0	25	35	60	0	0	42	58	100
15	0	0	15	45	60	0	0	25	75	100
16	0	0	14	46	60	0	0	23	77	100
17	0	0	22	38	60	0	0	37	63	100
18	0	0	22	38	60	0	0	37	63	100
19	0	0	19	41	60	0	0	32	68	100
20	0	0	19	41	60	0	0	32	68	100
21	0	0	16	44	60	0	0	27	73	100
22	0	0	26	34	60	0	0	43	57	100
23	0	1	26	33	60	0	2	43	55	100
24	0	0	39	21	60	0	0	65	35	100
25	0	0	26	34	60	0	0	43	57	100
Total	0	1	502	997	1500	0	2	837	1662	2500
X	0	0	20	40	60	0	0	33	66	100

**Table 2 Descriptive Analysis of Work Culture Variables**

Statistics		
Total X1		
N	Valid	60
	Missing	0
Mean		91.60
Std. Error of Mean		0.591
Median		92.00
Mode		94
Std. Deviation		4,578
Variance		20,956
Range		24
Minimum		76
Maximum		100
Sum		5496



**Figure 1 Distribution of Work Culture Variables**

As for data Work commitment is presented in Table 3. Based on Table 3, it is known that an average of 34% of respondents answered high and 66% of respondents answered very high. Based on these data, it is known that work commitment is in the very high category. Table 4 presents the results of the descriptive analysis of work commitment data. Based on Table 4, it is known that the average = 90.12 and the standard deviation = 4.499. Figure 2 presents the frequency distribution of work commitments.

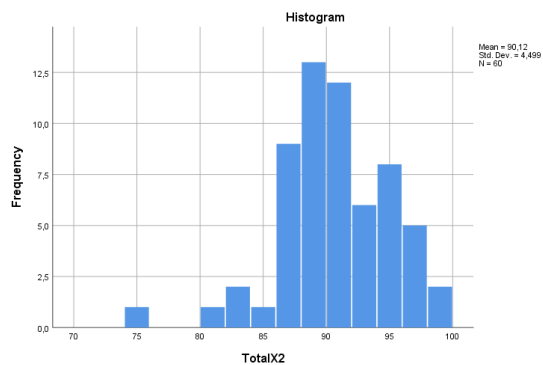
As for data Professionalism is presented in Table 5. Based on Table 5, it is known that an average of 33.5% of respondents answered high and 66.4% of respondents answered very high. Based on these data, it is known that professionalism is in the very high category. Table 4 presents the results of the descriptive analysis of professionalism data. Based on Table 6, it is known that the average = 88.30 and standard deviation = 4.873. Figure 2 presents the frequency distribution of work commitments.

**Table 3 Data on Work Commitment Variables**

WORK COMMITMENT										
Respondents' Answers					Percentage				%	
Item	1	2	3	4		1	2	3	4	
	S	R	T	ST		S	R	R	ST	
1	0	0	21	39	60	0	0	10	90	100
2	0	0	28	32	60	0	0	27	73	100
3	0	0	23	37	60	0	0	27	73	100
4	0	0	19	41	60	0	0	20	80	100
5	0	0	27	33	60	0	0	33	67	100
6	0	0	20	40	60	0	0	23	77	100
7	0	0	19	41	60	0	0	27	73	100
8	0	0	29	31	60	0	0	62	38	100
9	0	0	21	39	60	0	0	28	72	100
10	0	0	25	35	60	0	0	38	62	100
11	0	0	26	34	60	0	0	32	68	100
12	0	0	19	41	60	0	0	20	80	100
13	0	0	26	34	60	0	0	42	58	100
14	0	0	27	33	60	0	0	42	58	100
15	0	0	22	38	60	0	0	25	75	100
16	0	0	22	38	60	0	0	23	77	100
17	0	0	24	36	60	0	0	37	63	100
18	0	0	23	37	60	0	0	37	63	100
19	0	0	24	36	60	0	0	32	68	100
20	0	0	27	33	60	0	0	32	68	100
21	0	0	21	39	60	0	0	27	73	100
22	0	0	26	34	60	0	0	43	57	100
23	0	0	27	33	60	0	2	43	55	100
24	0	0	28	32	60	0	0	65	35	100
25	0	0	19	41	60	0	0	43	57	100
Total	0	0	59	90	150	0	2	83	166	250
Average	0	0	24	36	60	0	0	34	66	100

**Table 4 Descriptive Analysis of Work Commitment Variables**

Statistics		
Total X2		
N	Valid	60
	Missing	0
Mean		90.12
Std. Error of Mean		0.581
Median		90
Mode		88
Std. Deviation		4,499
Variance		20.24
Range		24
Minimum		75
Maximum		99
Sum		5407



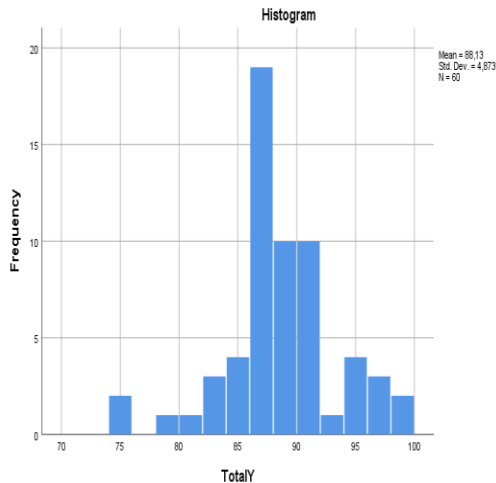
**Figure 2 Distribution of Work Commitment Variables**

**Table 5 Data on Professionalism Variable**

PROFESSIONALISM										
Item	Respondents' Answers				Percentage				%	
	1	2	3	4	1	2	3	4		
	S R	R	T	ST	S R	R	R	ST		
1	0	0	33	27	60	0	0	10	90	100
2	0	0	35	25	60	0	0	27	73	100
3	0	0	27	33	60	0	0	27	73	100
4	0	0	24	36	60	0	0	20	80	100
5	0	1	27	32	60	0	0	33	67	100
6	0	0	25	35	60	0	0	23	77	100
7	0	0	33	27	60	0	0	27	73	100
8	0	0	23	37	60	0	0	62	38	100
9	0	0	19	41	60	0	0	28	72	100
10	0	0	35	25	60	0	0	38	62	100
11	0	0	33	27	60	0	0	32	68	100
12	0	0	31	29	60	0	0	20	80	100
13	0	0	28	32	60	0	0	42	58	100
14	0	0	28	32	60	0	0	42	58	100
15	0	0	28	32	60	0	0	25	75	100
16	0	0	23	37	60	0	0	23	77	100
17	0	0	32	28	60	0	0	37	63	100
18	0	0	31	29	60	0	0	37	63	100
19	0	0	30	30	60	0	0	32	68	100
20	0	0	34	26	60	0	0	32	68	100
21	0	0	25	35	60	0	0	27	73	100
22	0	0	28	32	60	0	0	43	57	100
23	0	0	24	36	60	0	2	43	55	100
24	0	0	35	25	60	0	0	65	35	100
25	0	0	19	41	60	0	0	43	57	100
Total	0	1	71	78	15	0	2	83	16	250
Average	0.0	0.0	28.4	31.6	60.0	0.0	0.1	33.5	66.4	100.0

**Table 6 Descriptive Analysis of Professionalism Variables**

Statistics		
TotalY		
N	Valid	60
	Missing	0
Mean		88.13
Std. Error of Mean		0.629
Median		87.5
Mode		87
Std. Deviation		4.873
Variance		23.745
Range		24
Minimum		75
Maximum		99
Sum		5288



**Figure 3 Distribution of Professionalism Variables**

**3.2 Test Hypothesis: Teacher Professionalism to Work Culture**

Furthermore, testing the hypothesis of the effect of teacher professionalism on work culture. The results of hypothesis testing refer to Table 7 Anova. Based on Table 7, it is known that the deviation from linearity (sig) value is 248, meaning that there is a relationship between work culture and teacher professionalism.

**Table 7 ANOVA**

			Sum of Squares	df	Mean Square	F	Sig.
Teacher Professionalism * Work Culture	Between Groups	(Combined)	560,933	17	32,996	1,650	.094
		Linearity	148,298	1	148,298	7,415	.009
		Deviation from Linearity	412,636	16	25,790	1,289	.248
	Within Groups		840,000	42	20,000		
	Total		1400,933	59			

**3.3 Hypothesis Testing: Teacher Professionalism on Work Commitment**

Furthermore, testing the hypothesis of the effect of teacher professionalism on work commitment. The results of hypothesis testing refer to Table 8 Anova. Based on Table 8, it is known that the value of deviation from linearity (sig) is 284, meaning that there is a relationship between work commitment and teacher professionalism.

**Table 8 ANOVA**

			Sum of Squares	df	Mean Square	F	Sig.
Teacher Professionalism * Work Commitment	Between Groups	(Combined)	737,469	15	49,165	3,261	.001
		Linearity	476,155	1	476,155	31,578	.000
		Deviation from Linearity	261,314	14	18,665	1,238	.284
	Within Groups		663,464	44	15,079		
	Total		1400,933	59			

**3.4 Hypothesis Testing: The Effect of Work Culture and Teacher Commitment to Professionalism**

Based on the results of the regression test (Table 9), the regression equation constant value (a) is 9.746; the coefficient value of the independent variable (b1) is 0.270; and the value (b2) of 0, 596. Then the regression equation is obtained:

$$Y = 9.746 + 0.270X1 + 0.596X2$$

This means that work culture and commitment have a significant effect on teacher professionalism. To find out the truth of hypothesis testing, a simultaneous test was carried out using the F test to determine the effect of work culture variables and teacher commitment to professionalism. The test criteria are: (a) if the probability value (significant) < 0.005, then Ho is rejected; and (b) if the probability value (significant) > 0.005, then Ho is accepted. Then for the

F test, the test criteria are:  $F_{count} > F_{table}$ . Hypothesis testing by referring to Table 9.

**Table 9 Results of X1 and X2 Regression Analysis on Y**

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	564,641	2	282,320	19,242	.000b
	Residual	836,292	57	14,672		
	Total	1400,933	59			

a. Dependent Variable: Professionalism

b. Predictors: (Constant), Work\_ Commitment, Work\_ Culture

Based on Table 9, it is known that the  $F_{count}$  value is 19.242 with sig. amounting to 0,000. Meanwhile, the critical value of the F table distribution is 3,160 ( $F_{table} = F(k; nk) = F(2; 60-2) = F(2; 58) = 3,160$ ).

**Hypothesis Testing Guidelines:**

$F_{count} > F_{table} = H_a$ , accepted

$F_{count} < F_{table} = H_a$ , rejected

Based on the guidelines for testing the hypothesis, with a significant level of 0.05, it is known that the value of  $F_{count} = 19.242$  while  $F_{table} = 3.160$ , then  $F_{count} > F_{table}$  which means that  $H_a$  is accepted. Thus, the hypothesis in this study states that there is a significant influence on work culture and work commitment to professionalism. To find out how much influence the independent variable has on the dependent variable simultaneously, it can be seen in Table 10. Based on Table 10, the  $R_{square}$  value is 0.403. It is concluded that the contribution of work culture and work commitment to professionalism is 40.3% and the remaining 59.70% is influenced by other factors which are not examined in this study.

**Table 10 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.635a	.403	.382	3.830

a. Predictors: (Constant), Work\_ Commitment, Work\_ Culture

The results of research conducted by Suwandi [2] concluded that there was an influence of school principal leadership, work culture, and work commitment to teacher professionalism. This shows that a good work culture can affect the professionalism of existing teachers. The term "professionalism" means a characteristic that is displayed in an act, there is a commitment to improve skills or abilities in carrying out work in accordance with the profession [10]. Professionalism is a term that refers to a mental attitude in the form of commitment of members of a profession to always create and improve their professional quality [11], [12].

Work culture is the values that become one's habits in determining the quality of a person at work [13], [14]. Every school has a work culture that affects organizational aspects and the behavior of its members individually and in groups [15], [16]. The current reality is that the existence of professional teachers is

still far from what they aspire to. There are still many low-quality schools that give a signal that professional teachers are just a discourse that has not been realized equally. This raises a concern that does not only come from academics, but lay people also comment on the existing education and teaching staff. In this regard, educational observers argue that teachers are a key factor of various factors that can affect student achievement and learning outcomes [17], [18].

Professional teachers are teachers who are able to play a role in educating, teaching, guiding [19], [20], directing, training, assessing, and evaluating students in early childhood education [21], [22], formal education, basic education, and secondary education using skills, proficiency [23], [24], and skills that meet certain quality standards or norms [25], [26]. Given the heavy duties and responsibilities of a teacher, either as a teacher for students or as personnel, members or individuals in the school who are required to be able to help and empower schools to become better, develop and achieve. So the commitment of teachers in an organization in schools is very important in realizing quality education [27], [28].

**4. CONCLUSION**

Based on the results of the study, it was concluded that there was an influence of work culture and work commitment on teacher professionalism. If someone has a good work culture and is highly committed to realizing common goals, then he will become a professional person and have high professionalism as well.

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