

# The Impact of Professionalism and Job Dedication on Teacher Work District of SMP Negeri Jejawi

Muhammad Nuzula<sup>1\*</sup>, Bukman Lian<sup>2</sup>, Mulyadi<sup>2</sup>

<sup>1</sup>SMP Negeri 3 Jejawi, South of Sumatra, Indonesia

<sup>2</sup>Universitas PGRI Palembang, Indonesia

\*Corresponding author. Email: nuzuladedek@gmail.com

## ABSTRACT

This research was undertaken with the intention of offering an understanding of the impact of discipline and devotion to the teaching success of SMP Negeri Jejawi District. Effects tested were conducted in part and concurrently. Researchers use quantitative analysis techniques to attain optimum research objectives. The findings of the study are as follows: 1) positive and significant influence of professionalism on the success of educators; 2) there is a positive and important influence on the dedication to work of educators in SMP Negeri Jejawi District, and 3) there is a positive and important influence the same time as integrity and dedication to work for teachers in SMP Negeri Jejawi District. Simultaneous influence is 55.4% which falls into a comparatively strong range of influence.

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

## 1. INTRODUCTION

Education tends to grow over time, a need as education becomes one of the benchmarks of one's progress at that time. In order to achieve the expected educational success, careful management is required. Starts professionally for any aspect relevant to the preservation of education. Since it is evident that there are several factors involved in the delivery of curriculum. One of them who is operationally active and in close communication with the learners is the coach.

Regulation of the Minister of Education and Culture Number 23 of 2017 Article 1(3) states that teachers are vocational academics for the primary purpose of studying, educating, directing, guiding, planning, assessing and evaluating early childhood learners through formal education, public education and higher school [1]. It is also well known that the instructor is an educator, and is often stressed in the concept that the teacher is a trained educator.

As far as the professionalism of a teacher is concerned, it can also be seen in Law No. 14 of 2005, Article 1(1), that a teacher is a vocational educator with the key purpose of educating, coaching, directing, guiding, preparing, Assessment and evaluation of learners in earlier formal schooling, public education and higher school [2]. Laws governing teachers as trained educators have been defined in both the

legislation and the government regulations. For that, a teacher has a lot of tasks to do to enlighten the generation of the country. When seen physically, it can only be shown that the instructor has the job of translating knowledge into learners. While not as plain as that, a teacher has a responsibility to teach about principles and character. That's why an instructor is referring about someone who can be an inspiration to learners [3].

In order for the learning process to run smoothly, the teacher must consider his or her professional duties properly. Teachers must have a high degree of expertise in the education process. It is also assumed that the transformation of knowledge as well as the cultivation of principles and characters would be well received by the learners. Technical ensures that the teacher is willing to do it in line with his authority. It is assumed that if teachers have a high degree of integrity, they would reach an optimum level of achievement. Skilled is a term for a person who performs services or services in compliance with protocols and regulations in the sector in which he or she works and earns a paycheck as a compensation for his or her services. The individual shall also be a member of an agency or association formed in accordance with the law of a nation or territory. However, an individual who is a specialist in the area is sometimes referred to as a "professional" in

his field even though he is not a part of a lawfully established body.

The term "professional" is often confused with the term "profession," even though the two terms share the same root word, but the meanings are distinct. A career typically has a professional association, a code of ethics and a credential and licensing procedure unique to the profession. Examples of occupations include law, health, banking, military, engineering, teaching personnel, etc.

Descriptions of professions and professionals can increase the impression that a teacher is a professional, but a mandated role, that is, a teacher, is a type of occupation. The teacher has a very critical and strategic role to play in the delivery of instruction. It is also desirable for an instructor to carry out his or her professional duties as part of his or her professionalism. The type of professionalism of teachers that can be optimized is the mastery of core competencies, i.e. pedagogical, personal, social and technical competencies. If this can be done well by the teacher, the success of the teacher is supposed to be much higher [3].

If you explain the concept of professionalism, it would, of course, be related to a form of successful work commitment. Work commitment, another term for organizational commitment, is a behavioural factor that can be used to determine employee patterns. Job dedication is the state of a person who takes interest in a single organisation, as well as its aims and wishes to be a member of the organization [4].

The more a teacher is committed to a high level of work, the more competent he is believed to be. These two things are one of the strengths for an instructor to work well. If a professional mentality is possessed and applied in compliance with the professional duties of the teacher and a strong work dedication has been granted to the teacher, so all tasks carried out by the teacher in conjunction with the instructional process will be carried out in full. When that occurs, the success of schooling is most likely to be optimally accomplished.

Teacher output is an action or reaction that provides outcomes that relate to what they do when presented with a task. Teacher success is linked to all the events or actions that they witness, the responses they offer, the outcomes or the objectives. Teacher success is a display of the skill of the teacher, specifically the willingness of the teacher to perform his tasks and duties adequately and responsibly [5].

In connection with this overview, the researcher carried out a preliminary analysis as part of the process of completion of this report. The findings of the preliminary analysis were that there were already some teachers who did not recognize their professional roles, which suggested that they did not have a high degree of integrity and dedication to work. Also seen from the point of view of teacher performance, most of the teachers performed well on the account of the principal who leads the school, but there are also several teachers who are known to have underperformed.

In addition, the various details and explanations described above underscore the value of an in-depth analysis of these assumptions. Providing a strong emphasis so that the aim of recognizing the influence of discipline and dedication to work on the success of teachers in the SMP Negeri Jejawi District can be accomplished.

## **2. METHODS**

This research was performed at the State Junior High School, which is part of the Jejawi District, Ogan Komering Ilir Regency. From July to October, 2020. Descriptive quantitative analysis is the research approach used in this research. Sugiyono [6] It argues that survey analysis is a type of studies that have been carried out with the goal of discovering the presence of independent variables, either in one variable or more than one variable, without making a distinction or comparing it to other variables. That is intended as an independent variable, which is an independent variable, not an independent variable, and if the variable is independent, it will still be combined with the dependent variable [7].

Quantitative analysis is a study which obtains data in the form of numbers or which can be extrapolated to qualitative data [8]. A quantitative approach is used to calculate the variables in this analysis, including the variables  $X_1$ ,  $X_2$  and  $Y$ , and then to search for the relationship between these variables [6].

The population in this study was 125, with a sample of 78 people collected by means of an analytical sampling method. Data gathered by way of questionnaires, documentation and observations.

## **3. RESULTS AND DISCUSSION**

### **1. Hypothesis Testing 1**

The results obtained from testing hypothesis 1 are as follows.

**Table 1. Test Results "t test"**

<b>Coefficients<sup>a</sup></b>						
Model	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta	t	Sig.	
1	(Constant)	24.229	6.933		3.495	.001
	Professionalism (X <sub>1</sub> )	.693	.086	.678	8.040	.000

a. Dependent Variable: Teacher Success (Y)

The t-count value for the professionalism component is 8.040 > t, which is 1.992, which means that professionalism has a strong and important influence on

the success of teachers in SMP Negeri, Jejawi District, Ogan Komering Ilir Regency.

**Table 2. The Coefficient of Determinant (H<sub>1</sub>)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.678 <sup>a</sup>	0.460	0.453	2.19023

a. Predictors: (Constant), Professionalism

The correlation coefficient or severity of the association between professionalism and instructor success is 67.8% and is included in the grouping of a reasonably good relationship. The determinant coefficient or the magnitude of the influence of the professionalism indicator on the success of the instructor is 46.0 per cent, which means that the influence is high enough.

This analysis indicates that the correlation coefficient or degree of the association between professionalism and instructor success is 67.8% and is included in the range of a reasonably good relationship. The determinant coefficient or the magnitude of the influence of the professionalism indicator on the success of the instructor is 46.0 per cent, which means that the influence is high enough.

The findings of this study further support the previous studies conducted by Ismail & Sjahrudin [9] that professionalism is capable of improving the success of teachers. As a research conducted by Lubis [10],

professionalism has the ability to have a substantive and important effect on the success of teachers at SMA Negeri 2 Sibolga.

Further study was also conducted in Turangan [11], which conducted research on professionalism in teaching performance at SMA Negeri 1 Manado, confirming that the performance of teachers could be optimally affected by professionalism. Similar to the research carried out by Sannusy, Yusrizal & Niswanto [12] and Hapizoh, Harapan & Destiniar [13], which notes that teacher professionalism is capable of having a positive effect on the success of teachers who carry out their key tasks and functions. This report confirms the findings of research conducted by Haryaka & Susilowati [14] that organizational engagement may have a positive effect on the success of students.

**2. Hypothesis Testing 2**

The results obtained from testing the second hypothesis are as follows:

**Table 3. T Test Results**

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	16.966	7.948		2.135	0.036
Work Commitment (X <sub>2</sub> )	.804	.101	.673	7.926	.000

a. Dependent Variable: Teacher Success (Y)

tcount> ttable; 7,926> 1,992. Based on this, it is concluded that the alternative hypothesis is accepted, which means the dedication to work has a positive and

important impact on the success of teachers in SMP Negeri in Jejawi District, Ogan Komering Ilir Regency.

**Table 4. Determinant Coefficient (H<sub>2</sub>)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.673 <sup>a</sup>	0.453	0.445	2.20452

**a. Predictors: (Constant), Work Commitment**

Source: data processed (October, 2020)

The correlation coefficient or sum of the relationship between the job dedication and the success of the instructor is 67.3 per cent. The extent of the interaction is in a very similar category. The deciding factor or severity of the impact of the job dedication component on the success of teachers in SMP Negeri, Jejawi District, Ogan Komering Ilir Regency is 45.3 per cent and is included in the category of high enough influence.

It is suggested that the alternative explanation is accepted, which means that the dedication to work has a meaningful and important influence on the success of teachers in SMP Negeri, Jejawi District, Ogan Komering Ilir Regency. The correlation coefficient or

sum of the relationship between the job dedication and the success of the instructor is 67.3 per cent. The extent of the interaction is in a very similar category. The R square value is 0.453, which means that the determinant coefficient or the magnitude of the effect of the job dedication component on the success of teachers in SMP Negeri, Jejawi District, Ogan Komering Ilir Regency is 45.3 per cent and is included in the range of high enough influence. It is also appropriate for all to have a high dedication to work so that they can maximize their success in fulfilling their everyday tasks.

**3. Hypothesis Testing 3**

The results obtained from testing the third hypothesis are as follows.

**Table 5. Test Results "Test F"**

**ANOVA<sup>b</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	373.586	2	186.793	46.528	.000 <sup>b</sup>
Residual	301.100	75	4.015		
Total	674.686	77			

a. Predictors: (Constant), Professionalism (X<sub>1</sub>), (Constant), Work Commitment (X<sub>2</sub>)

b. Dependent Variable: Teacher Success (Y)

Fcount of 46.528> FTable of 3.119, there is a positive and important impact of discipline and

dedication to the success of teachers in SMP Negeri, Jejawi District, Ogan Komering Ilir Regency.

**Table 6. Evaluating Coefficient (H<sub>3</sub>)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.744 <sup>a</sup>	0.554	0.542	2.00366

**a. Predictors: (Constant), Work Commitment, Professionalism**

This means that 74.4% combined, professionalism and dedication to work have a relationship with the success of teachers in SMP Negeri in Jejawi Subdistrict, Ogan Komering Ilir Regency, therefore falling under the range of close or strong relationship. In the R Square Column, it is 0.554, which means that professionalism and commitment to work have a mutual impact on the performance of teachers in the field.

This test is conducted to show at the same time the influence of the multiple individual variables on the dependent variable. This is the one analysis was carried out via the "F" test. The Fcount value obtained from the exam is 46.528 > FTabel of 3.119, which means that there is a positive and important impact of discipline and job dedication on the success of teachers in SMP Negeri, Jejawi District, Ogan Komering Ilir Regency. It can be seen from the sense value obtained, namely 0.000 < 0.05, which means that the alternate explanation (H<sub>a</sub>) is accepted and the mathematical hypothesis (H<sub>0</sub>) is denied.

Professionalism and job dedication jointly affect the success of teachers in SMP Negeri, Jejawi District, Ogan Komering Ilir Regency by 55.4% and are included in the category of high enough impact.

The results of the report indicate that the research conducted by Ismail & Sjahrudin [9] on the impact of professionalism and organizational engagement on the success of teachers is valid. And this is what prior study suggests, and it is also verified by the findings of research undertaken at this time. If explored more closely, it can also be claimed that it is necessary for a person to do his or her job professionally and to have a high degree of dedication to work such that work performance is much better.

#### 4. CONCLUSION

Several points the researchers concluded, namely: 1) discipline has a positive and significant effect on the performance of teachers in SMP Negeri, Jejawi District, Ogan Komering Ilir Regency; 2) job dedication has a positive and important impact; on the performance of teachers in SMP Negeri, Jejawi District, Ogan Komering Ilir Regency; 3) professionalism and commitment to work. Simultaneously, the size of the

impact was 55.4% and was included in the fairly high control range.

#### AUTHORS' CONTRIBUTION

Muhammad Nuzula: designed and performed experiments and analysed data. Bukman Lian and Mulyadi: review, translate and proofreading.

#### ACKNOWLEDGMENTS

Our deepest gratitude goes to Teachers SMP Negeri in Jejawi District, Ogan Komering Ilir Regency, Chancellor of Palembang PGRI University, Director of the Postgraduate Program of PGRI Palembang University and the Education Management Study Program of PGRI Palembang University, who have supported us in doing this extraordinary thing. This project is funded independently. We also want to thank our Education Management friends who helped us a lot in a short time frame to complete this project.

#### REFERENCES

- [1] Kementerian Pendidikan dan Kebudayaan. (2017). *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 23 Tahun 2017 tentang Hari Sekolah [Regulation of the Minister of Education and Culture Number 23 of 2017 concerning School Days]*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- [2] Pemerintah Republik Indonesia. (2005). *Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen [Law Number 14 of 2005 concerning Teachers and Lecturers]*. Jakarta: Pemerintah Republik Indonesia.
- [3] Mulyasa, E. (2013). *Menjadi guru profesional [Become a professional teacher]*. Bandung: Remaja Rosdakarya.
- [4] Robbins, S. P., & Judge, T. A. (2008). *Perilaku Organisasi (terjemahan) [Organizational Behavior (translation)]*. Jakarta: Salemba Empat.

- [5] Yamin, M., & Maisah. (2010). *Standarisasi kinerja guru [Standardization of teacher performance]*. Jakarta: Persada Press.
- [6] Sugiyono. (2017). *Metode Penelitian Kualitatif, Kuantitatif dan R&D [Qualitative Research Methods, Quantitative and R & D]*. Bandung: Alfabeta.
- [7] Margono. (2004). *Metode penelitian pendidikan [Educational research methods]*. Jakarta: Rineka Cipta.
- [8] Hartono, J. (2011). *Metodologi penelitian bisnis [Business research methodology]*. Yogyakarta: BPFE.
- [9] Ismail, & Sjahrudin, H. (2018). Pengaruh profesionalisme dan komitmen organisasional terhadap kinerja guru [The influence of professionalism and organizational commitment on teacher performance]. *Jurnal Organisasi dan Manajemen, issue 1, 99-112*.
- [10] Lubis, A. S. (2014). *Pengaruh profesionalisme dan kepuasan kerja terhadap kinerja guru SMA Negeri 2 Sibolga dengan dimediasi oleh komitmen keorganisasian [The influence of professionalism and job satisfaction on the performance of SMA Negeri 2 Sibolga teachers is mediated by organizational commitment]*. Jakarta: Universitas Terbuka.
- [11] Turangan, J. K. (2017). Pengaruh kompetensi, disiplin kerja dan profesionalisme terhadap kinerja guru di SMA Negeri 1 Manado [The influence of competence, work discipline and professionalism on teacher performance at SMA Negeri 1 Manado]. *Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis dan Akuntansi, Volume 5 Nomor 2, 1402-1411*.
- [12] Sannusy, M., Yusrizal, & Niswanto. (2016). Pengaruh profesionalisme dan motivasi kerja kepala sekolah terhadap kinerja guru pada SMP Negeri se-Kecamatan Kuta Baro [The influence of professionalism and work motivation of school principals on teacher performance at State Junior High Schools in Kuta Baro District]. *Jurnal Administrasi Pendidikan, Volume 4 Nomor 3, 52-58*.
- [13] Hapizoh, Harapan, E., & Destiniar. (2020). Pengaruh profesionalisme guru dan supervisi kepala sekolah terhadap kinerja guru [The effect of teacher professionalism and principal supervision on teacher performance]. *Jurnal Manajemen, Kepemimpinan dan Supervisi Pendidikan, Volume 5 Nomor 2, 168-174*.
- [14] Haryaka, & Susilowati, Y. (2015). Pengaruh kompetensi profesional dan komitmen organisasional terhadap kinerja guru dimoderasi budaya organisasional [The influence of professional competence and organizational commitment on teacher performance is moderated by organizational culture]. *Jurnal Mahasiswa Pascasarjana Unisbank*.