

The Correlation between Quality, Professionalism and Commitment with Teacher Performance

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Abstract

This study aims to find out whether there is a relationship between these variables either separately or together. This research is classified as a correlational research consisting of three independent variables of teacher quality and professionalism, commitment and one variable of educator performance. with a sample of 40. The method used in this study is a survey method with a correlational approach, where data on the variables of teacher quality, professionalism and commitment are all collected with a questionnaire instrument using a *rating scale*. All instruments are tested by multiple linear regression tests. The results of the study show that there is a very significant positive relationship between the quality of teachers' work, commitment, and professionalism and the performance of education personnel. Based on the results of the research, it can be concluded that the performance of educators can be improved through quality, professionalism and commitment.

Keywords: correlation study, quality, professionalism, commitment, performance of educators.

A. Introduction

One of the important sectors in development is the education sector as in the vision of Tangerang Regency, namely the realization of the people of Tangerang Regency who are devout, empowered and cultured towards prosperity and one of the missions translated in the declaration to realize and improve the equity and quality of educators in the implementation of education. The policy direction in the field of education is to improve and expand opportunities to obtain primary and secondary education, namely improving the quality, and developing human resources, in this case educational personnel through education carried out by schools, which in turn will have an impact on the Human Development Index. Equitable distribution and expansion of education is a priority for educational development. Improving the educational qualifications and quality of educators is carried out by striving to improve teacher education and training programs on an ongoing basis.

Educators are a field of work that requires certain devotion and requires basic requirements, technical skills and certain personality attitudes and is characterized by behavior that characterizes the duties of an educator as a professional task. The success of education does not only lie in the applicable curriculum but also departs from the

professionalism of teachers in carrying out educational tasks. Professional educators need scientific techniques and procedures, have dedication and respond to their work in service that rests on an intellectual foundation that must be deliberately studied and then directly immortalized for the benefit of others, especially their students. Professional and productive educators are built through the mastery of a number of competencies that are clearly needed to support the implementation of their work duties. The need to develop teachers' competencies as continuous educators so that the implementation of education is supported by educators who are professional in carrying out their duties, able to position themselves in accordance with their positions, and have personalities that support the implementation of their duties so as to produce teachers who have high performance. Performance can basically be seen from two dimensions, namely the individual dimension and the organizational dimension.

The individual dimension is nothing but looking at performance, especially in relation to the personality characteristics of individuals who have a mental attitude that the quality of life today must be better than yesterday, and tomorrow must be better than today. Viewed from the organizational dimension, the concept of performance as a whole is another dimension than an effort to achieve the quality and quantity of an activity process related to the discussion of economics, which is oriented to how to think and act to utilize input sources in order to get optimal output.

The low work performance of teachers needs to receive serious attention from the local and central governments together to improve the work performance of teachers because this has an impact on the low quality of education, and what needs attention is the factor of teacher work performance which is still relatively low, this factor needs to be used as an object of study considering the very large contribution to improving teacher work performance and the quality of education. This is what motivated the author to conduct research related to teacher work performance which is linked to organizational climate variables and teachers' motivation for achievement.

B. Method

The research design used in this study is *explanatory research*, which is research that aims to test a theory or hypothesis to strengthen or even reject the theory. In this study, primary data was obtained from interviews and questionnaire distribution. Secondary data in this study was obtained indirectly through reading books related to the variables studied, data obtained from the internet, and existing journals. Sampling, namely *simple random sampling* or simple random sampling technique. A sample of 40 educators was taken.

C. Results and Discussion

1. The regression coefficient of the constant is obtained with a value of 0.394 with a positive sign, this number means that without the quality of human resources, work professionalism, and commitment, the regression coefficient of teacher quality has a

significant influence on performance in a positive direction of 0.384. This means that, if the quality of human resources is getting better, it will be followed by an increase in the performance of educators.

2. The regression coefficient of work commitment has a significant influence on performance with a positive direction of 0.337. This means that, if the professionalism of work is getting better, it will be followed by an increase in the performance of educators.
3. The regression coefficient of work professionalism has a significant influence on performance with a positive direction of 0.148. This means that, if the commitment is getting better, it will be followed by an increase in the performance of educators.

This test was carried out to find out whether partially *the independent variable* had a significant effect on the dependent variable. The t-distribution table is sought at $\alpha = 5\%$ (2-sided test, $0.05:2 = 0.025$), with degrees of freedom (df) $n-k-1$ or $75-3-1 = 71$. Based on the t-test test, the results were obtained;

1. Teacher quality has at-calculated value $> t_{table}$ is $t 2.215 > 8.603$ and significance $0.001 < 0.05$, then H_0 is rejected and H_a is accepted, meaning that partially the teacher quality variable has a significant effect on the performance of educators.
2. Commitment (X2) has $t_{calculated} > t_{table}$, namely the value of $t 2.215 > 6.816$ and the significance of $0.001 < 0.05$, then H_0 is rejected and H_a is accepted, meaning that partially the variable of professionalism in working has a significant effect on the performance of educators.
3. Professionalism (X3) has $t_{calculated} > t_{table}$, namely t values of $2.215 > 2.808$ and significance of $0.008 < 0.05$, then H_0 is rejected and H_a is partially accepted, the commitment variable has a significant effect on the performance of educators.

The distribution F is sought at $\alpha = 5\%$, with degrees of freedom (df) df_1 or $4-1 = 3$, and df_2 $n-k-1$ or $40-3-1 = 36$. The test results showed that $F_{calculated} > F_{table}$ ($83.643 > 1.427$) and significance ($0.001 < 0.05$), then H_0 was rejected and H_a was accepted, meaning that the quality of teachers, work professionalism, and commitment simultaneously had a significant effect on performance.

The Influence of the Quality of Educators on the Performance of Educators.

The results of the coefficient test from multiple linear regression analysis showed that teacher quality, work professionalism, and commitment had a partial and simultaneous effect on the performance of educators. The results of the coefficient test from multiple linear regression analysis showed that teacher quality, work professionalism, and commitment had a significant effect on the performance of educators. in a positive direction. The research conducted showed that the value of the variable coefficient of teacher quality was 0.384 or 37.4% with a positive direction.

It can be explained that human resources can be said to be of quality when they have the ability to carry out the authority and responsibilities given to them. These

abilities can only be achieved when they have adequate education, training, and experience to carry out the tasks and responsibilities given (Widodo in Kharis 2019).

This study supports the research of Kasanudin (2011) and Sitohang (2009), that the quality of teachers affects performance. Meanwhile, this study gives different results from the Sibagariang (2018) study which states that the quality of teachers has no influence on the performance of educators, because the placement of educators in Sibagarian's research objects is not in accordance with their educational background, so that the work they handle is not in accordance with expectations and will ultimately affect the performance of the company. The quality of human resources can be seen by the presence of educators who work as best as possible to bring the organization to a better place.

Educators also have good attitudes and behaviors towards the organization so that ethics in schools and towards education service users are well maintained, have a good relationship with other educators. The existing good relationship is required to be maintained by each educator both to colleagues and to service users. The commitment of educators is also required to be more flexible in communicating, both formal and informal communication or directly or indirectly. With good relationships supported by flexible communication, work activities in the environment can be carried out properly, such as planning work related to budgets and operations in the field of service.

Commitment to communicate between educators can be built by respecting each other's opinions both during discussions, meetings and informal activities. Communication is an important work climate to produce work quality so that with communication the quality of human resources, especially educators, will be more clearly visible and information can be transferred to other educators, so that the quality of teachers increases.

The Effect of Work Professionalism on the Performance of Educators

The research conducted shows that the value of the variable coefficient of work professionalism is 0.268 or 26.8% with a positive direction. Siagian (2009:163) stated that professionalism is reliability and expertise in the implementation of tasks so that they are carried out with high quality, on time, carefully, and with procedures that are easy to understand and follow by customers.

The results of this study are in line with what was revealed by Cahyani (2017) the existence of an attitude of professionalism, making a person to behave and behave well and will improve the performance he produces, so that work professionalism has an influence on the performance of educators must also be tenacious, integrity and consequential in their work or profession. Educators always try to complete their tasks with maximum results so that good performance is achieved with the quality standards set in education. Educators also work with a high level of accuracy so that they can minimize errors. Professionalism is also shown by not giving up easily and always complying with the procedures that have been set by the company.

The Effect of Teacher Commitment on the Performance of Educators.

Based on the results of the test, it can be concluded that the hypothesis that states that there is an influence on teacher quality, work professionalism, and commitment to the performance of educators is accepted. This indicates that if the quality of teachers, work professionalism, and commitment, have a positive value, it will have an influence in improving the performance of educators.

D. Conclusion

The quality of teachers has a positive and significant effect on the performance of educators. This proves that the quality of teachers, having good behavior, being able to communicate flexibly, and being able to have good relations between educators will have an influence in improving the performance of educators.

Work professionalism has a positive and significant effect on the performance of educators. This proves that the existence of work professionalism that is principled in being effective and efficient, with integrity and consequential will have an influence in improving the performance of educators.

Commitment has a positive and significant effect on the performance of educators. This proves that the commitment of educators in their work will have an influence in improving the performance of educators. Teacher quality, work professionalism, and commitment simultaneously have a positive and significant effect on the performance of educators.

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