

Increasing Professional Commitment through Strengthening Transformational Leadership and Personal Value With Job Satisfaction as Intervening Variable



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Abstract

Education is one of the bases first for realizing ambition development economy and prosperity for whole citizens. In terms of this education is one determinant quality source of energy people and the position of education in the process of development is very important. Learning could increase on-site skills and productivity work share results best, and influence the development process economy of a country. Study this carried out at the Bogor State University PGRI. Study this use study quantitative. In research, this, step of methodological data analysis begins with an analysis of statistics descriptive, an analysis of location research, and an analysis path. Leadership is transformational (X1) for involvement professional (Y), coefficient path (y_1) = 0.304, 2) Private value (X2) for involvement professional (Y), coefficient path (y_2) = 0.231, 3) satisfaction work profession involvement (X3) (Y), coefficient path (y_3) = 0.324, 4) convert leadership organization (X1) against satisfaction work (X3), value coefficient path (β_{31}) = 0.285, 5) value coefficient path (β_{32}) = 0.492, 6) destination work (X3) value private (X2). because of that, to increase participation professionals need to strengthen leadership transformative and value personal as a variable exogenous, with satisfaction work as a variable intervention.

Keywords: Professional Commitment, Transformational Leadership, Personal Value, Job Satisfaction

1. Introduction

Education is one of the bases first for realize ambition development economy and bring well-being for whole citizen. In terms of this education is one determinant quality source energy people and position education in the process of development be very important. Learning increase skills and productivity power work, give optimal results, and helps shaping the development process economy a country. Implementation learning is very important for develop source power qualified and empowered human competitive in line with destination learning national. For reach destination that, already appropriate learning must managed with reliable, and remember the teacher holds very important role in the process of implementation learning in the country, then Thing this Becomes problem [1]. Teacher is part from the world of education, and the teaching profession is key success in an organization and foundation important for operate my school an educator missionary professional main is inspire. According to Constitution Number 14 of 2005 concerning Teachers and Lecturers, teachers have not quite enough answer fundamental on education, education, guidance



and education child age early through education formal primary and secondary education, training and assessment. I'm an educator responsible professional answer in.

Participation high work related close with low volatility, disturbance low work, low absenteeism, and satisfaction high work. Professionalism as a teacher can interpreted as dedication to profession someone, with values like love dear, bear responsibility and behavior respect in accordance with applicable norms. When effective school built, quality education decreased. Because the teacher doesn't again oblige for to do her job. Key success individuals and organizations is commitment them. But performance below standard as a destructive teacher quality learning us and hinder us for compete optimally with world citizens. None explanation for teacher skills is below average, because believed that teacher skills reflect performance in teacher profession and level teacher skills influence value. Mr. Dudung Nurullah Koswara, General Chairperson of the Indonesian Teachers Association (PB PGRI), acknowledged that: that Indonesian teacher performance and competence is the best no only for teachers, but also for whole leader school. UKG data is not sufficient. UKG is based on Law Number 14 of 2005 concerning Teachers and Lecturers and is a part from Teacher Certificate.

At level international, almost quarter method education not optimal, as evidenced by the World Bank report on quality service education in Indonesia (2020: p. 49-50). A teacher is a teacher. (23.5%) Never skip lesson. Mostly absence this recognized by official, which shows that system tolerate amount big teacher absence. In addition, the sample complete teacher about teacher skills show that teacher grades are still below minimum standard at three field. As also quoted from Jendela.kemdikbud.go.id (20/12/2021), still many civil servant teachers do not have title bachelor (S-1) in 2020. I have a degree We have about 300 teachers. Qualification. Of the approximately 3 million teachers (PNS and non-PNS), almost 50 have not accredited or no accredited. Certificates, on the other hand, are proof professionalism a teacher like mandated by law Number 14 of 2005 concerning Teachers and Lecturers. So how can the teacher teach and succeed in the learning process teach if no Fulfill minimum requirements for a professional teacher? such as Minister of Finance Sri Mulyani said in a dialogue., contrary with the antithesis or teacher position:

result no. satisfaction. that no reflect whatever. Accreditation just a procedure for accept benefits. Teacher no Becomes more professional and responsible answer after get qualification them. Certification moment this only is a commercial process. Certification process working as proof professionalism. This thing confirms that effort teacher professional still not yet successful. 4 Refers to observation researchers conducted at SMK PGRI 2 Cibinong from November 29 to December 10, 2021, teachers are still late, no go home appropriate time, and have many plans written lesson plans by copy-paste. There are still teachers who don't obey practice and come to class appropriate time. Teacher educators are below average and the remaining 50% are above average. satisfaction and commitment. This thing shows that still many teachers need increase commitment the professional. Furthermore [2] [3], regarding teacher absenteeism and its impact to students in 20 districts / cities across Indonesia found that level teacher absenteeism reached 6.6, indicating that actual teacher absence dominates. Attendance, Devotion to the National Society (PNS), and Certification. Main reason absence is Duty official and various penalty official.

Survey about teacher performance in the district Muntilan, Province Magelang, some teachers found burden work. Though amount high, many case dissatisfaction has noted. This thing shows satisfaction teacher work in Province Muntilan.

The teacher must capably organize education national. because of that, needed coaching and development sustainable teacher skills for reach performance high and committed professional. For example, encouragement and motivation from manager could Become incentive for commitment good professional. One factors that affect engagement in teaching profession is style leadership [4]. Leadership organization is one very influential factor involvement professional members and institutions education like school. In terms of this, institution education like formal school is factors that can influence participation in teaching profession, one of them possible related with style leadership head school [5] [6]. Leadership transformational refers to leadership leader school in the neighborhood school. In addition to statements, leadership could interpret no only as function but also as effort manager for develop effective and interactive relationships in the environment work [7]. Innovative leadership could inspire others to looking to the future with optimism, projecting ideal vision, and communicating to subordinate that vision and mission they could achieved survey of 470 employees and found correlation significant positive ($r = 0.419 = 0.05$) between performance with involvement work. The taller score predictive so the more also high professional engagement [8] [9] [10].

A studies year 2017 by Liyaqat Bashir found that satisfaction teacher work as ratio satisfaction teacher work on involvement professional is 0.438 with value "r" 0.438., value the table are 298, 0.113, and 0.118 at the level significance of 0.05 and 0.01, respectively. because of that we accept hypothesis that there is significant relationship among satisfaction school teacher work medium and engagement professional. This thing proves that involvement professional play a role in determine satisfaction teacher work. Relationship results it also shows that satisfaction work and engagement professional correlated positive [11] [12]. Leadership Innovativeness, Personal Values, and Satisfaction work. this study currently reviewed more carry on for monitor and explore involvement professional.

2. Research Method

This research uses quantitative research. According to [13], quantitative research methods can be interpreted as research methods based on a positivist philosophy that is used to investigate certain populations or samples and collect data using research tools is used for quantitative/statistical data analysis for specific testing purposes. hypothesis. Path analysis model is used in this study because there is an intervention that acts between the independent and dependent variables. The survey variable consists of three independent variables, namely transformational leadership (X1) and personal values (X2), as well as job satisfaction variables (X3) and (Y) as intervention variables. This research was conducted by SMK PGRI Bogor. The survey was conducted at SMK PGRI 1 Cibinong, SMK PGRI 2 Cibinong, SMK PGRI Citeureup, SMK PGRI Babakan Madang, SMK PGRI Karisma Bangsa, SMK PGRI Sukamakmur and SMK PGRI Pamijahan. The survey period is four months from December 2021 to March 2022. See the table below for details. The population used in this study were tutors from SMK PGRI in Bogor. The sampling method used to determine the sample in this study: formula Slovin and random sampling. Slovin formula

3. Findings

Description of Survey Data The survey data presented in section this is size involvement professional, leadership innovative, value personal, and satisfaction work, based on response respondent to the variable item 'Paddy' obtained from Data collected by the unit of analysis is 137 respondents. Description of research data from variable Professional Engagement (Y), Leadership Innovative (X1), Personal Values (X2), and Satisfaction Work (X3) is obtained from response sample survey and obtained statistics processed descriptive with computing. Database used for describe results study this consist from four variable research. Involvement professional (Y) as variable intrinsic, leadership transformational (X1) and values private (X2) as variable exogenous, score work and equipment. Study as job: related with four variables. Satisfaction as intervening variable (X3). Description of research data meant for give description about deployment or data dissemination. Data consists of the mean (mean), median, value common (mode), standard deviation (standard deviation), distribution frequency (variance), value lowest and highest, and range Among point lowest and highest (Range), diversity data (Sample Variance), total score (Total), total class, range class, score histogram plot theoretical and empirical, and Accompanied with score average index for variable research. Representation of each variable that.

Influence Direct Leadership Transformational (X1) to Commitment Professional (Y) is displayed. That is, leadership more transformational (X1) strong increase involvement professional (Y.) teacher at SMK PGRI Bogor Province. This thing seen from results calculation obtained with score coefficient path (y_1) = 0.304 and $t_{count} = 4.194$. On the contrary t_{table} at level $\alpha = 0.05$ produces $t_{table} = 1,650$ and $t_{count} > t_{table}$ means H_0 is rejected and H_1 is accepted. Finding study this support study previously by Karantiano S. Putra and Opik Ahmad Taopik (2016), and findings leadership transformational part big could explain involvement professional. Leadership transformational refers to the relationship period-built length [14]. Among leader and follower through diverse interactions, with more focus strategic. In terms of this, the teacher is looking for more engagement professional when they see that leader school shows behavior that shows involvement strong looking as leader for change. Inspired teacher because leader school smart embeds vision period long, and leader school could give stimulation intellectual to teachers and grow power creative and innovative Impact direct score private (X2) on engagement professional (Y).

Research output this still there is impact positive exclusive Among variable personal value (X2) to commitment profession (Y), is the more powerful personal value (X2) will raise commitment profession (Y) in 116 School teacher Intermediate PGRI Vocational School in all districts Bogor. This thing proven based on calculation output obtained score coefficient path (γ_2) = 0.231, using $t_{count} = 2,901$ while table in level concrete = 0.05 obtained $t_{table} = 1.650$, then $t_{count} > t_{table}$ means H_0 is rejected & H_1 is accepted. Research results this support study previously which conducted by Madhu Gupta & Indu Nain (2015) using the output of the professional commitment of the teachers more powerful determined by "Intrinsic Values". In personal value you can depicted based on score social & moral values or emphasis in power use & benefit competence, & responsibility answer at work in teachers themselves for can get destination profession, willingness for do many things on name profession, which one can push hope which powerful in self somebody teacher for maintain membership his profession which thing this put image about linkages between personal values using commitment profession. With thereby still there is impact exclusive personal value in commitment profession as as a result strengthening personal values can raise commitment profession.

Influence Direct Satisfaction Work (X3) against Commitment Professional (Y) shows influence Increase involvement professional (Y) teacher of SMK PGRI in Bogor Province. This thing proven from results count obtained $t_{table} = 1,650$ with score coefficient path (γ_3) = 0.324, $t_{count} = 3.946$, $t_{table} = 0.05$ in the field real, where $t_{count} > t_{table}$ H_0 is rejected and H_1 means accepted. This thing gives influence positive direct variable satisfaction work (X3) against commitment professional (Y). Research results this confirm study previous who found existence influence significant positive. Among satisfaction work with commitment teacher professional. Satisfaction work related close with salary, wages and fee receipts, and adequate salary increase satisfaction teacher work and influence performance work [15] [16]. This person can get satisfaction work, so they could more devote self for Fulfill obligation her job. This thing gives strong motivation for teachers to Keep going work. Likewise, with connection good between employees. Good relationship with colleague work makes individual feel more comfortable and enjoy her job. This thing influences your commitment to Keep going work. It gives description about connection Among satisfaction work and commitment professional. With Thus, satisfaction work impact straight to commitment professional, so enhancement satisfaction work could increase commitment professional [17].

Influence direct leadership transformational (X1) to Satisfaction work (X3) From the results study this there is influence positive direct Among variable leadership transformational (X1) to Satisfaction work (X3), it means the stronger leadership transformational (X1) will increase Satisfaction work (X3) for PGRI SMK teachers in all districts Bogor. This thing proven from results calculation obtained score coefficient path (β_{31}) = 0.285, with $t_{count} = 3.947$ while t_{table} at level real = 0.05 obtained $t_{table} = 1.650$, then $t_{count} > t_{table}$ means H_0 is rejected and H_1 is accepted. Research results this support study previously done by I Dewa Gede Agung Putra Widyatmika and I Gede Riana (2020) with results there is influence significant positive. Among leadership transformational to Satisfaction work. Leadership transformational a head school give an ideal model in doing his duties so that the teacher has good example in work and be motivated for reach destination her job nor goal work in school ok that destination Theory nor destination career in Century front. Leader transformational this will add teacher 's ability to more increase so that could add confidence member for Keep going continue his career at school because there is enhancement income or salary that causes satisfaction work. It gives description about connection Among leadership transformative and satisfying work, which leads to an increase in satisfaction work. Influence direct score individual (X2) against satisfaction work (X3) [18] [19].

Research results this show that variable score individual (X2) influential positive direct to satisfaction work (X3) shows that In other words, the more tall score individual member PGRI Vocational School (X2) faculty, the more tall satisfaction work them (X3). by Bogor. This thing proven from results calculation obtained with score coefficient path (β_{32}) = 0.492 ($t_{count} = 6.806$). On the other hand, on the field real [20], $t_{table} = 0.05$ becomes $t_{table} = 1,650$, and $t_{count} > t_{table}$ means H_0 is rejected and H_1 is accepted. Research results this strengthen study previously, who discovered existence influence significant positive. Among values individual to satisfaction work [21]. Values relationship - focused social with others in peer-to-peer teacher influence state people's emotions, such as evaluate work and connecting teachers with experience work, staff, and moral values. Focus on morals and relationships employees, comfort and work good team leads to satisfaction work. It outlines connection Among values personal and satisfaction work. With Thus, the values of personal

by direct influence satisfaction work, so strengthening values personal could increase satisfaction work [22].

Indirect Impact Leadership Transformational (X1) Against Commitment Professional (Y) Via Satisfaction Work (X3)

Based on the hypothesis test that has been done from results calculation influence no direct obtained score coefficient path (y_{31}) = 0.086, with t_{count} = 3.947 while t_{table} at level real = 0.05 obtained t_{table} = 1.650, then $t_{count} > t_{table}$, then H_0 is rejected and H_1 is accepted. With thereby there are 119 influences positive no direct variable leadership transformational (X1) to commitment profession (Y) through Satisfaction work (X3), it means the stronger leadership transformational (X1) will increase commitment profession (Y) through enhancement Satisfaction work (X3) for PGRI SMK teachers in all districts Bogor. Whereas based on analysis research variable indicators obtained results influence direct (0.304) > effect no directly (0.086) therefore influence direct Leadership transformational (X1) to commitment profession (Y) compared influence no direct Leadership transformational (X1) to commitment profession (Y) through satisfaction work (X3), then could concluded that satisfaction work (X3) no working effective as intervening variable between Leadership transformational (X1) to commitment profession (Y). 7) Influence no direct personal value (X2) to commitment profession (Y) through Satisfaction work (X3) Based on the hypothesis test that has been done from results calculation influence no direct obtained score coefficient path (y_{32}) = 0.113, with t_{count} = 6.806 while t_{table} at level real = 0.05 obtained t_{table} = 1.650, then $t_{count} > t_{table}$, then H_0 is rejected and H_1 is accepted. With thereby there is influence positive no direct variable personal value (X2) to commitment profession (Y) through Satisfaction work (X3), it means the stronger personal value (X2) will increase commitment profession (Y) through enhancement Satisfaction work (X3) for PGRI SMK teachers in all districts Bogor. On the other hand, based on analysis exponential variable research, results direct (0.231) > no direct (0.113), showing that values private (X2) has impact straight to engagement professional (Y). Get comparison impact and impact no straight away. Remember that score personal (X2) affect involvement work (Y) through satisfaction work (X3), then satisfaction work (X3) is function from score personal (X2) and engagement work. Intervention variable class (Y).

4. Conclusion

By identifying the strength of influence between research variables, this study was able to find ways and strategies to increase involvement in education. Based on our analysis, discussion of the results and tested hypotheses, we can conclude: 1. Engagement (Y) can be improved. 2. The personal value variable (X2) has a direct positive effect on work engagement (Y), and the path coefficient value (y_2) = 0.231 increases social engagement (Y). can. 3. Job satisfaction variable (X3) has a direct positive effect on job involvement (Y). Since the path coefficient (y_3) = 0.324, an increase in job satisfaction (X3) tends to increase labor force participation (Y). 4. Transformational leadership (X1) has a direct positive effect on job satisfaction (X3). The increase in transformative leadership (X1) can increase job satisfaction (X3) because the path coefficient value (β_{31}) = 0.285. Five. Individual value (X2) has a direct positive effect on job satisfaction (X3), and because the path coefficient value (β_{32}) = 0.492, an increase in individual value (X2) will increase job satisfaction (X3) 6. Based on the above In conclusion, the constellation model can applied to enhance transformative leadership, personal values, and job satisfaction, as well as to increase engagement in the teaching profession. This is also explained below.

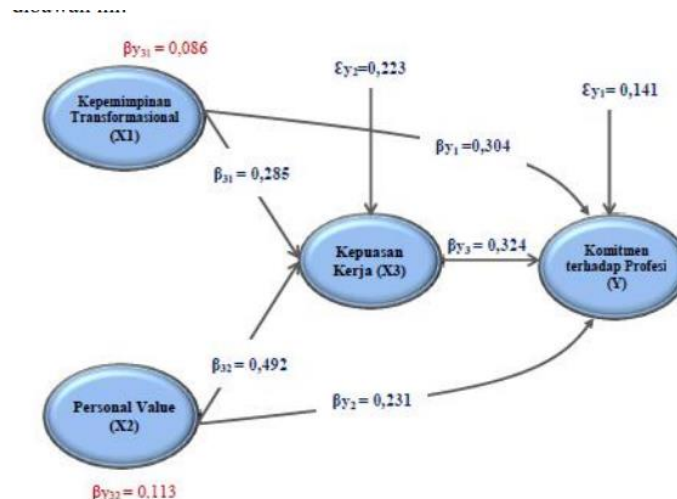


Figure 1. Result of the framework

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