The Influence of Principal's Leadership, Work Culture and Work Commitment on Teacher's Professionalism

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Abstract: This study aims to examine 1) the influence of principal leadership on teacher professionalism 2) the effect of work culture on teacher professionalism 3) the effect of organizational commitment on teacher professionalism 4). the influence of principal leadership, work culture, and organizational commitment to teacher professionalism. This study uses quantitative methods as a research method. This study shows that 1) principal leadership has no partial and insignificant effect on teacher professionalism with a value of t count <of t table or 1.972<1.9908 2) there is an effect that work culture has a partial and significant effect on teacher professionalism with the value of t count> from t table or 5,319> 1,988. 3) work commitment has a partial and significant effect on teacher professionalism with a value of t count> t table or 2.656. > 1,988. 4) there is an influence of leadership, work culture, and work commitment that have a simultaneous and significant effect on teacher professionalism with a value of f count> t table or 2.656. > 2.71.

Keywords: Principal Leadership, Teachers Professionalism, Work Commitment, Work Culture.

A. Introduction

To educate the populace and create a respectable national character and civilization, national education standards seek to ensure the quality of national education. Government Regulation Number 19 of 2005 about National Education Standards (Pemerintah, 2005) lays out eight requirements that must be fulfilled in the implementation of education to accomplish this goal. The content standards, process standards, graduate competency requirements, standards for teachers and other education personnel, standards for buildings and infrastructure, standards for management, standards for funding, and standards for education evaluation are the eight standards that are under scrutiny.

The caliber of educators and other education professionals is one of the standards that is evaluated in a way that is closely tied to the caliber of graduates as demonstrated by graduate competency. This means that improving the quality of teaching staff (teachers) and educational personnel (school principals, supervisors, laboratory assistants, librarians, administrative staff, and orderlies) is necessary to produce graduates of the appropriate caliber.

Because they are human beings who are intimately involved in students' everyday educational endeavors at school, teachers are a resource element that determines the effectiveness of education at school. The teacher is in charge of carrying out the learning process in the classroom. Enhancing teacher quality must be done consistently and sustainably. It is impossible to isolate this from the components of classroom management. Teachers must perform their jobs with greater professionalism since their performance will affect students' learning outcomes, which will raise the standard of education.

Article 20 (a) of the Law of the Republic of Indonesia No. 14 of 2005 covering teachers and lecturers states that the professional responsibilities of instructors include learning result assessment and evaluation, quality process implementation, and learning plan development. One aspect of teaching professionalism is the primary responsibility that educators carry out in their roles as educators in institutions and during learning activities. Professionalism is work or activities carried out by a person and becomes a source of activities carried out by a person and becomes source of income for life which requires skills, abilities, or capabilities that meet certain quality standards or norms and requires professional education (RI Law No. 14 of 2005 on Teachers and Lecturer).

Teachers who can control themselves while completing their everyday responsibilities are considered professionals. The professional ability of a teacher is their capacity to perform tasks with competence (basic abilities). Five fundamental competencies were established by the Directorate of Basic Education (1994) for all junior high school teachers to possess. These competencies are: (1) curriculum mastery; (2) subject-matter mastery; (3) evaluation methods and techniques mastery; (4) task commitment; and (5) discipline in the widest sense.

One of the factors that helps teachers attain work achievement (performance) is professional ability. A measure of work (performance), work implementation, work accomplishments, or work results/performance/appearance is called performance.

As the head of the school, the principal is judged effective if he can raise teacher performance by providing different kinds of coaching activities that enhance the teacher's capacity to carry out instruction. Because of this, the principal of the school needs to be capable of performing his duties as an educational manager, supervisor,

leader, coach, and administrator in addition to using and maintaining infrastructure and facilities (Mulyasa, 2013).

If the principal's leadership style is used correctly and fits the school's atmosphere, good performance will be achieved (Wahyuningrum, 2008). For teacher motivation, discipline, and performance to appear excellent and pleasant for the learning process activities at school, it is desired that it can establish a comfortable working atmosphere. The success of school management is largely defined by the actions of employing human resources (Wahyuningrum, 2008). Therefore, as leaders in an organization, school principals should be aware of and receptive to strategies to sustain teacher achievement and work satisfaction, including motivating teachers to do their jobs in compliance with policies and guidelines.

Therefore, there is a direct correlation between the improvement of several areas of school life, such as the distinction between high- and low-quality schools, and the quality of the principal's leadership. strongly tied to the principal's leadership and management abilities as the individual in charge of overseeing instruction in schools. The degree of success in the principal's leadership and management, as well as its impact on enhancing the performance of educators and staff members who contribute to raising student achievement in the direction of improving quality by the school's mutually agreed-upon vision and mission, are among the key factors that are closely related to the principal's performance.

When educators fulfill their professional obligations with complete accountability and a sense of moral obligation, it is evident how they work. This kind of mindset needs to be counterbalanced with an awareness of accountability for planning and organizing the educational process, putting it into practice, conducting assessments, and reviewing the learning activities. By implementing a work culture, a business can achieve high work productivity by altering the attitudes and behaviors of its people and resources. However, according to Salam et al., (2017), the values, beliefs, morals, norms, and ethics that teachers uphold in the course of doing their duties for them to become ingrained habits, constitute the teacher work culture. How a teacher perceives his profession, as well as his attitudes and actions while working, can reveal a lot about his values, beliefs, morals, conventions, and ethics. Labor culture is a philosophical perspective that sees life as a set of values that are developed within a group and reflected in attitudes, behaviors, ideas, opinions, and actions that are expressed as labor.

However, according to Miyono & Rosidi (2017), a teacher's work culture is essentially their values, which shape their behaviors and define their effectiveness at work. Because work culture has an impact on instructors' attitudes, behaviors, and mindsets that lead to great job productivity, it is inextricably linked to human resources. Teachers must own their work culture and feel it deeply ingrained in their

being as instructors and educators. A positive work environment will help an institution or organization reach its full potential.

A positive work culture can also lead to other advantages, according to Dewi (2006). These advantages include: 1) preserving a peaceful and harmonious work environment; 2) establishing orderly working conditions; 3) creating orderly and safe working conditions; 4) guaranteeing the implementation of work rights and obligations; 5) promoting and promoting workers; and 6) enhancing a high and dynamic work ethic. Work processes will flow continuously if regular work procedures are upheld. Thus, to maintain the integrity of the work process inside an organization, management and employees must work together to establish a work environment that is safe, secure, harmonious, and consistent with the positive cultural values of every component of the business.

The ability to adapt to different situations is the most crucial aspect of the work culture for educators. In addition to being able to monitor advancements in education and teaching methods, teachers must also be able to carry out pedagogical administration tasks and make the most use of their time and insight. In addition, instructors receive guidance on how to give their school their best effort within their areas of expertise. To achieve the best results, however, organizational commitment from instructors, staff, and other workers is just as crucial as ability. Organizational commitment, in general, refers to a worker's bond with the company he works for. An organization needs commitment to ensure the proper upkeep and maintenance of its skilled people resources. The foundation of every endeavor that each person will make is commitment. If someone does not commit to work, he will tend to work half-heartedly. Meanwhile, someone who is committed will work optimally, devoting all their attention, thoughts, energy, and time.

A measure of an employee's strength in the objectives and values of the organization is called organizational commitment. Organizational commitment, on the other hand, is defined by Allen and Meyen (Luthans, 2011)) as the members' strong desire to stay, work, and feel a feeling of belonging to the organization. Luthans (2011) also stated that his opinion regarding organizational commitment is defined as an attitude that reflects employees' feelings of like or dislike towards the organization. Thus, it can be inferred from the aforementioned viewpoints that organizational commitment refers to a person's readiness to work for and stay with an organization. Blau and Global (Muchlas, 2005) define commitment as a person's orientation towards the organization in the sense of loyalty, identification, and involvement. According to Griffin (2004), commitment is an attitude that expresses how much a person understands and values his or her company.

Mulyasa (2012) defines commitment as (a) having a strong belief in and acceptance of the organization's goals and ideals, (b) being willing to work with and be a part of

the organization, and (c) being serious about continuing as a member of the organization. Usman (2009) defines consistency as the quality of maintaining one's composure in the face of multiple challenges. Consistency is the hallmark of commitment. According to Greenberg & Barron (2005), there are three types of commitment: 1) Continuance commitment, which is a kind of commitment where an individual decides to work toward the same goals and commitments as the leader because they are unable to pursue other opportunities or take action on their own. 2) Affective commitment, which is a commitment that is made for someone to work, adhere to the same objectives and commitments, and support the leader's abilities, up until the point at which they are willing to perform the work on their initiative. 3) Normative commitment, which is a commitment resulting from a duty that needs to be fulfilled.

Among the issues facing the field are: some teachers have not demonstrated the level of professionalism and work commitment that is expected of them; tasks and responsibilities are not allocated fairly; the principal's leadership has not been able to create an environment that supports teachers in fulfilling their roles as learning agents; and some schools lack a culture. work that supports the application of the educational process.

From the explanation above, it can be concluded that teacher professionalism is influenced by several factors, namely the leadership of the school principal, work culture, and organizational commitment. However, how much these three factors contribute to teacher professionalism is not yet known with certainty. Thus, this research takes the title of the influence of Principal Leadership, Work Culture, and Organizational Commitment on Teacher Professionalism in Ilir Timur II District, Palembang City.

B. Methods

This research will be carried out on elementary school teachers in Ilir Timur II District, Palembang City. This research was carried out from June 2020 to November 2020, namely from the time preparations were carried out, field data collection, and data processing until the writing of this research was completed. The type of research used in this research is quantitative research with a descriptive approach. Quantitative research methods are a type of research whose specifications are systematic, planned, and structured from the start until the creation of the research design. The population in this study were all elementary school teachers in Ilir Timur II District, Palembang City, as many as teachers from elementary schools. The sample obtained was 83 respondents. The number of samples that have been obtained is then used as a sample

Data collection is a way to obtain data needed in research activities. The data collection carried out by the researcher is that first the researcher carries out pre-research, then the trial stage, at this stage the researcher distributes questionnaires or research instruments is questionnaire, observation, and documentation.

C. Results and Discussion

1. The influence of leadership on teacher professionalism

The majority of respondents to the leadership variable gave a score of 5 (always), with a total score of 654 or 39.64%, and a score of 4 (often), according to the results of descriptive statistics.

There are 83 pieces of valid data (valid for processing); there are zero missing data points. It follows that all of the data is prepared for processing. The Leadership score has an average of 71.82 and a standard error of 1.068. To estimate the population mean derived from the sample, one uses the standard error of the mean. For this reason, at a 95% confidence level, with a specific standard error of the mean. If all of the data is evenly sorted and divided, the median is the middle point of the data. 50% of Leadership availability scores are 71.00 and higher, and 50% are 86.00 and below, according to the median score of 71.00. Standard Deviation is 9.371 and Variance is the standard deviation multiple is 94.686. The standard deviation is used to calculate the degree of data spread concerning the average. For this reason, with a given standard deviation and a confidence level of 95%. Kurtosis of 1.156 indicates the degree of tailedness, and skewness of 1.156 can be used to determine whether or not a frequency distribution's curve shape is slanted. The curve is sharper the higher the kurtosis is. The range is the highest and lowest value. The range is 48 because the maximum value is 100 and the smallest value is 52. Sum, or 5961, is the total of all processed data.

The leadership variable has a computed t-value of 1.972 and a regression coefficient value of 0.046 based on the test findings. With N=83, the t-table value is 1.988. Thus the calculated t value < from the t table or 1.972 < 1.988. In the meantime, 0.052 > 0.05, the designated significance threshold, is exceeded by the significance level. With the regression equation model $Y = 85.920 + 0.121 X1$. This demonstrates that the professionalism of teachers is unaffected, at best, by leadership. so the first hypothesis is rejected and the second hypothesis is accepted.

The process of social influence and intentional influence by an individual on others to organize relationships and activities inside a firm organization is known as leadership. The ways that influence is used, who utilize it, what goals it seeks to accomplish, and the outcomes of influence-related activities are where these definitions diverge.

Figure 1. The principal is giving direction to the teaching staff

Picture showing the principal instructing the faculty on how to administer the midterm examination. They were given assignments to create exam questions for the midterm by the principal. To foster the independence and professionalism of teachers, a school leader needs to be able to persuade those under him to take action and think strategically. A school's leaders have a great deal of influence, thus it is important to make the most of this influence so that all of the teachers there can become more professional.

A study conducted in 2020 by mansyah et al. (2020) examined the impact of school committee participation and principal leadership on teacher performance. The study's findings demonstrate that:

a. The leadership of the school principal has a favorable and significant effect on the performance of State High School teachers in Muara Enim Regency.
b. School committee participation has a positive and significant effect on the performance of public high school teachers in Muara Enim Regency; and
c. Principal leadership and school committee participation together have a positive and significant effect on the performance of State High School teachers in Muara Enim Regency.

A study conducted in 2021 by Puspitasari et al., (2021) examined the impact of teacher professionalism and principal management on teacher performance. The study's findings indicate that: (1) Tanjung Raja District Public Elementary Schools' principal management has an impact on teachers' performance; (2) Tanjung Raja District Public Elementary Schools' teacher professionalism has no effect on teachers' performance; and (3) Tanjung Raja State Elementary School's school management and teacher professionalism together have no effect on teachers' performance.

2. The influence of work culture on teacher professionalism

There are 83 valid data points (good for processing); there are no missing data points. It follows that all of the data is prepared for processing. The Work Culture score has an average of 99.01 and a standard error of 0.852. To estimate the population mean derived from the sample, one uses the standard error of the mean. For this reason, at a 95% confidence level, with a specific standard error of the mean. If all of the data is evenly sorted and divided, the median is the middle point of the data. Work Culture is 50% or 86.00 and below, and a median score of 99.00 denotes a 50% availability score. The variance, or multiple of the standard deviation, is 60.232, while the standard deviation is 7.761. The standard deviation is used to calculate the degree of data spread concerning the average. For this reason, with a given standard deviation and a confidence level of 95%. Indicating whether or not a frequency distribution's curve shape is slanted, skewness (0.670) and kurtosis (1.390) indicate the degree of tailedness, respectively. The curve is sharper the higher the kurtosis is. Range refers to the highest and lowest values. The maximum value is 120 and the minimum value is 82 so the range is 38. The sum is the sum of all processed data, namely 8218

The work culture variable has a regression coefficient value of 0.246 and an estimated t-value of 5.319, as can be seen from the test results in the above table. With N=83, the t-table value is 1.988. As a result, the computed t value is >, or 5.319 > 1.988, from the t table. In the meantime, the significance level is less than the 0.000 < 0.05 designated significance level. Y = 59.729 + 0.353 X2 is the regression equation model that is used. This demonstrates that teacher professionalism is influenced by work culture in a major and partial way. So the first hypothesis is accepted.

Figure 2. Teacher who is carrying out the teaching and learning process

A teacher is perceived as someone who carries out the teaching and learning process in the classroom with a sense of responsibility. This attitude is supported by the teacher's reliability when it comes to creating learning tools, which are a collection of teaching and learning processes that take place in the classroom.

When we discuss work culture, we are discussing guidelines, which are collections of regulations specific to the workplace that are put into practice daily to develop goods that are appropriate for the demands of the job. To contribute positive values, particularly for the growth of students and instructors, schools must be able to create a positive school culture. Teachers who work in an environment that fosters professionalism will undoubtedly perform better and will also become more professional in their own right.

The findings of this study are consistent with those of Florentika et al., (2020) research 2020, titled Contribution of Principal Servant Leadership, Work Ethic, Work Culture, and Organizational Commitment to Teacher Professionalism. That study found that all four of these variables significantly influence teacher professionalism. Miyono & Astutia (2020) conducted research on the influence of work culture and the role of school principals on the achievement motivation of elementary school teachers in Semarang Regency.

Research indicates that teacher accomplishment motivation is significantly impacted by the principal's role. The work culture has a big impact on instructors' motivation to achieve. Susukan District, Semarang Regency: The accomplishment motivation of elementary school teachers is significantly impacted by the work culture and the position of the administrator.

3. The influence of work commitment on teacher professionalism

There are 83 pieces of valid data (valid for processing); there are zero missing data points. It follows that all of the data is prepared for processing. The work commitment score is 83.64 on average, with a standard error of 0.885. To estimate the population mean derived from the sample, one uses the standard error of the mean. Because of this, at a 95% confidence level, with a specific standard error of the mean. If all of the data are sorted and divided evenly, the median is the middle point of the data. A work commitment score of 50% or 82.00 and below and a median of 82.00 denotes a 50% availability score. Standard Deviation is 8.066 and Variance which is a multiple of Standard Deviation is 65.063. The standard deviation is used to calculate the degree of data spread concerning the average. For this reason, with a given standard deviation and a confidence level of 95%. A frequency distribution's skewness (0.282) can be used to determine whether or not the curve shape is slanted, and its kurtosis (0.641) can be used to determine how tailed the distribution is. The curve is sharper the higher the kurtosis is. Range refers to the highest and lowest values. The maximum value is 120 and the smallest value is 82 therefore the range is 38. Sum, or 6942, is the total of all processed data.

The work commitment variable has a regression coefficient value of 0.283 and an estimated t-value of 2.656, as can be seen from the test results in the above table.

With N=83, the t-table value is 1.988. As a result, the computed t value is >1,988 or 2.656 from the t table. In the meantime, the significance level is less than the 0.05 < 0.010 designated significance threshold. With the regression equation model: Y = 78.442 + 0.194 X3 This shows that work commitment has a partial and significant effect on teacher professionalism. This means the first hypothesis is accepted.

Figure 3. Image of teaching staff discussing the annual program

An image of the teaching staff talking about the specifics of the school administration, semester programs, and annual programs. Determining the organization's objectives and core values, as well as having the drive and perseverance to achieve them, are all components of a work commitment. By demonstrating commitment, a business can become the "leader of choice" and be viewed as a "great place to work." Work commitment encompasses member involvement, member loyalty, and shared values and objectives between individuals and organizations. It follows that a strong work ethic will improve instructors' output because they are dedicated to completing their tasks to the best of their abilities. Teacher professionalism will naturally rise as a result of improved work.

This is consistent with a 2020 study titled The Influence of Organizational Commitment and Work Motivation on Teacher Performance by (Hayati et al., 2020). Findings from the study indicate that: (1) work motivation has a positive and significant impact on teacher performance at Sungai Rotan 1 High School; (2) organizational commitment has a positive and significant impact on teacher performance at Sungai Rotan 1 High School; and (3) work motivation and organizational commitment together have a positive and significant influence on teacher performance at Sungai Rotan 1 High School. The study's findings indicate that increased organizational commitment and work incentives are necessary to enhance teacher performance.

4. The influence of leadership, work culture, and work commitment on teacher professionalism

Suprihatiningrum (2014) claims that the word professionalism derives from the essential words profession and work, which are the definition of a professional. According to Fathurrohman & Sulistyorini (2012), a profession is equivalent to an occupation or work that requires specialized training or education. The professionalism of a teacher is usually influenced by leadership. A person's capacity to direct, influence, and control the behavior of others is known as leadership. However, some experts think that leadership is a relationship and that a leader's ability to persuade others to cooperate is what makes a leader effective (Thoha, 1999) Furthermore, according to Young in (Kartono, 2013), a form of dominance is based on an individual's personal abilities, which can motivate others to take action based on group acceptability and possessing unique capabilities that are suitable in particular circumstances.

In running an organization, of course there must be work rules that are obeyed by both superiors and subordinates, this is called work culture. While system of shared understanding held by members of an organization that differentiates that organization from other organizations" is what Robbins & Judge (2008) defines as work culture. Work culture is defined as "a set of assumptions or system of beliefs, values, and norms developed within a company which serve as behavioral guidelines for its members to overcome problems of external adaptation and internal integration," (Mangkunegara, 2005). Good leadership is expected to build strong teacher work commitment where, Being dependable and trustworthy is a personal quality that relates to work commitment (Byron, 2010). Work commitment, according to Armstrong & Baron (2005), is about understanding the organization's objectives and core values, wanting to be a part of it, and having the drive to make it happen.

There are 83 valid data points (good for processing); there are no missing data points. It follows that all of the data is prepared for processing. The average work professionalism score, or mean, is 94.64, with a 0.606 standard error of the mean. To estimate the population mean derived from the sample, one uses the standard error of the mean. For this reason, at a 95% confidence level, with a specific standard error of the mean. If all of the data is evenly sorted and divided, the median is the middle point of the data. 50% of the job commitment availability scores are 95.00 and above, and 50% are 95.00 and lower, according to the median value of 95.00. The variance, or multiple of the standard deviation, is 30.453, while the standard deviation is 5.518. The standard deviation is used to calculate the degree of data spread concerning the average. For this reason, with a given standard deviation and a confidence level of 95%. Kurtosis of 0.457 indicates the degree of tailedness, while skewness of -0.998 indicates whether or not the curve shape of a frequency distribution is slanted. The curve is sharper the higher the kurtosis is. Range refers to the highest and lowest

values. The range is 20, as the maximum value is 100 and the lowest number is 80. The sum is the sum of all processed data, namely 7855.

The leadership, work culture, and work commitment variables have a regression coefficient value of 0.502 and a computed f value of 8.882, as can be seen from the test results in the above table. N=83 has a f table value of 2.71. As a result, the computed t value is >(2.656) from the t table.2.71In the meantime, the regression equation model's significance level is less than the given threshold, which is 0.00 <0.05. Y = 60.059 – 0.055 X1 +0.397X2 – 0.009X3. This demonstrates how teacher professionalism is concurrently and strongly influenced by leadership, work culture, and job dedication. Thus, the first theory is agreed upon.

The combination of leadership factors, a supportive work culture, and commitment will undoubtedly improve work. Because they will have strong leadership guiding them, be more disciplined in their work at school, and have a strong dedication to the school, teachers will perform even better. All of these will undoubtedly raise a teacher's level of professionalism.

This research is in line with research by Lataza (2020) with the title Analysis of Principal Leadership, Work Culture, and Work Commitment. Their Influence on Teacher Professionalism at the One Roof Foundation Jabal Nuur Duwet – Wates – Kediri. There is a partial positive & significant influence between the principal's leadership on teacher professionalism at the Satu Roof Foundation Jabal Nuur Duwet-Wates-Kediri. 2. There is a partial positive & significant influence between work culture and teacher professionalism at the One Roof Foundation Jabal Nuur Duwet-Wates-Kediri. 3. There is a partial positive & significant influence between work commitment and teacher professionalism at the One Roof Foundation Jabal Nuur Duwet-Wates-Kediri. 4. There is a positive & significant influence between the principal's leadership, work culture, work commitment on teacher professionalism at the Satu Atap Jabal Nuur Duwet-Wates-Kediri Foundation simultaneously.

D. Conclusion

Based on the results of data analysis, the influence of the Principal's leadership, work culture, and work commitment both partially and simultaneously on teacher professionalism can be explained as follows, The correlation value is 0.214, indicating a weak correlation between research teacher professionalism and leadership characteristics. The coefficient of determination (KD) is 0.046, indicating a t value of 1.972. The significance level is exceeded by 0.052, indicating that principal's leadership affects teacher professionalism in both partial and considerable ways, The correlation value of 0.496 indicates a strong relationship between work culture and teacher professionalism. The coefficient of determination (KD) is 0.246, indicating the independent variable. The t value is 5.319, with a

significance level of less than 0.000<0.05, indicating that work culture has a partial impact on teachers' professionalism, The correlation value is 0.283, indicating a weak association between the research variables. The R Square value indicates a 8% contribution from X3 to Y, with 92% influenced by external factors. The t-table value is 1.988, indicating a significant and partial impact of work dedication on teacher professionalism. The significance level is 0.010 < 0.05, and The correlation value of 0.502 indicates a significant association between the research variables. The coefficient of determination value of 0.252 indicates a high quality of the regression model. The independent variable N=83 has a f table value of 2.71, indicating a significant impact on teacher professionalism.

E. Acknowledgement

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