

The Influence of Teacher Performance, Commitment, and Professionalism on Student Learning Outcomes

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Submission date: 31-Jan-2023 11:47PM (UTC-0500)

Submission ID: 2003876815

File name: 4486-14309-1-PB.pdf (355.41K)

Word count: 5357

Character count: 30909



The Influence of Teacher Performance, Commitment, and Professionalism on Student Learning Outcomes

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DOI: <http://doi.org/10.33650/al-tanzim.v7i1.4486>

Received: 14 October 2022; Received in Revised Form 27 November 2022, Accepted: 24 December 2022, Available online: 30 January 2023

Abstract:

This study aims to analyze the effect of teacher performance, commitment and professionalism on student learning outcomes at SMPN 14 Banjarmasin City. This type of research is quantitative research. The population used in this study were all teachers, namely 52 teachers. Sampling in this study is by saturation sampling. The data collection technique is using a questionnaire. Methods of data analysis using multiple linear regression with the IBM SPSS statistical 22 programs. The results showed that there is an effect of performance on student learning outcomes, there is an effect of commitment on student learning outcomes, there is a professional influence of teachers on student learning outcomes, there is a simultaneous effect on performance, teacher commitment and professionalism towards student learning outcomes at SMPN 14 Banjarmasin City.

Keywords: Organizational Commitment, Participatory Leadership, Competence, Performance

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Abstrak:

Penelitian ini bertujuan untuk menganalisis pengaruh kinerja, komitmen dan profesional guru terhadap hasil belajar siswa di SMPN 14 Kota Banjarmasin. Jenis penelitian ini adalah penelitian kuantitatif. Populasi yang digunakan dalam penelitian ini adalah seluruh guru, yaitu 52 guru. Pengambilan sampel dalam penelitian ini adalah dengan sampling jenuh. Teknik pengumpulan datanya adalah menggunakan angket. Metode analisis data dengan menggunakan regresi linier berganda dengan program IBM SPSS statistik 22. Hasil penelitian menunjukkan bahwa ada pengaruh kinerja terhadap hasil belajar siswa, ada pengaruh komitmen terhadap hasil belajar siswa, ada pengaruh profesional guru terhadap hasil belajar siswa, ada pengaruh secara simultan kinerja, komitmen dan profesional guru terhadap hasil belajar siswa di SMPN 14 Kota Banjarmasin.

Kata Kunci: Komitmen Organisasi, Kepemimpinan Partisipatif, Kompetensi, Kinerja

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Please cite this article in APA style as:

Yuliansyah, M., Herman, M. (2023). The Influence of Teacher Performance, Commitment, and Professionalism on Student Learning Outcomes. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 7(1), 274-286.

INTRODUCTION

In educational activities, especially at SMPN 14 Banjarmasin City, the performance of all personnel can determine the success of achieving educational and learning goals (Wahyudi et al., 2020; Sugiarti, 2022; Alqudah et al., 2022). Performance is understood as a person's ability to carry out activities that contribute to developing the organization's technical core (Adhan et al., 2019; Bird & Charteris, 2021; Cravens & Hunter, 2021). Performance refers to behaviours relevant to organizational goals and can be measured based on their contribution to organizational effectiveness (Mohamed & Yusoff, 2021)(Adie & Wyatt-Smith, 2020).

Performance results from the efforts of all personnel who are actualized to achieve organizational goals (Rogers et al., 2022; Rubin et al., 2022). The aim is to provide an understanding that any work accomplished is a manifestation of the actualization of an individual or a group of people carrying out activities (Rae et al., 2020; Nkundabakura et al., 2022; Muslimatun, 2022). Performance, in this case, is understood as a continuous activity in producing goals. Performance is the stage of achieving a particular job (Santosa, 2022; Rozi et al., 2022).

As an essential part of the educational component, teachers are figures whose performance is highly expected, especially in achieving learning targets (Bird & Charteris, 2021). Teacher performance is the result of the teacher's work which is reflected in how to plan, implement and assess the teaching and learning process, whose intensity is based on a work ethic, as well as a professional discipline in the learning process (Elly & Soraya, 2020; Asmarani et al., 2022). The success of students in the classroom can be seen from the responsibilities assigned to the teacher, how to prepare the completeness of the teacher's administration before delivering it to students in class, how the teacher uses his professional skills and how the teacher becomes a figure to be looked up to and imitated (Cravens & Hunter, 2021; Ismail et al., 2022).

Likewise, with the commitment of teachers, Fatima & Mascio (2020) and Curtis et al. (2021) say that organizational commitment is loyalty and individual identification with the organization. Those with high commitment and low absenteeism tend to be more persistent than those with low commitment (Cownie, 2020; Lambert et al., 2020). Commitment from all elements is necessary because the management system is a process that requires the involvement of all employees, from top management to the lowest level employees (Yang et al., 2021; Weigel et al., 2021). The management system can only be achieved with the commitment and involvement of all employees (Sawicki & Agnew, 2021).

70 In their research, Purwanto et al. (2019) said that leadership, commitment and organizational culture have a positive and significant influence on the performance of the integrated management system. According to Meutia & Husada (2019) and Jo et al. (2021), commitment is an integration of feelings of love and high loyalty from employees to their work. Employees with high commitment will be bound emotionally (effectively), rationally (normative), and have long-term career desires (continuous), so these factors can improve employee performance. Yuniarti & Saty (2019) said that solid organizational

commitment would encourage individuals to try hard to achieve organizational goals. High organizational commitment will also increase high performance.

In addition to the commitment teachers must have, teacher professionalism plays an essential role in achieving learning targets in schools, especially at SMPN 14 Banjarmasin City. In implementing education, educators are leaders, so it is necessary to develop the professional qualities of teachers (Karim et al., 2021). Teachers are responsible for meeting all their students' needs, so teachers must have the skills and competencies needed to educate students professionally (Tambak et al., 2021). Teacher professional development aims to improve the quality of education (Loughland & Ryan, 2022).

In their research, Nur & Mardiah (2020) said that professionalism is essential for teachers and a requirement in their profession. Isrokatun et al. (2021) said that the professionalism of teachers in carrying out online learning could be seen from their ability to adapt to the creation of several innovations in learning activities. Fitria & Martha (2020) said that the leadership of the Principal and the creativity of professional, innovative, and creative teachers are benchmarks for improving the quality of learning in schools.

Professionalism requires acceptable beliefs and abilities so that someone is considered worthy of carrying out the task (Juuti et al., 2021). Professional/competent teachers not only master teaching materials and fields of knowledge. Professional teachers must also have a broad/deep understanding of human nature and society, so learning targets and improving student learning outcomes can be achieved (Saptono et al., 2021).

The learning outcome is achieving a change in student behaviour that is permanent from the affective, cognitive and psychomotor domains in student learning activities within a certain period (Rahayu & Trisnawati, 2021). Learning outcomes are results achieved by an individual developing their abilities through a process carried out with effort with their cognitive, affective, psychomotor and mixed abilities to gain experience in a relatively long period (Rahman, 2021).

Handayani & Subakti (2020), in their research, said that there is an influence of learning discipline on student learning outcomes at school. Kaban et al. (2020) suggest that there is a significant influence between the learning models used by teachers on student learning outcomes in class. Furthermore, Wijayanti & Widodo (2021) say there is a relationship between learning motivation and student learning outcomes. Matussolikhah & Rosy (2021) there is a simultaneous positive influence between learning discipline and learning styles on learning outcomes.

Departing from some of these studies, it shows that each variable has a vital role in achieving student learning outcomes. Therefore, this study aims to find out about the following:

1. How does performance influence student learning outcomes?
2. How does commitment influence student learning outcomes?
3. How does teacher professionalism influence student learning outcomes?
4. How do teachers' performance, commitment and professionalism influence student learning outcomes simultaneously?

RESEARCH METHODS

The research approach used is quantitative. This research is an associative type, which means that this study aims to determine the effect of two or more variables. Quantitative research is used to examine the effect of the independent variable, which contains performance (X_1), commitment (X_2) and teacher professionalism (X_3), on the dependent variable, namely student learning outcomes (Y).

The population of this study were all students at SMPN 14 Banjarmasin, Banjarmasin, South Kalimantan. The sampling used is a saturated technique. Hair et al. (2014) said that the sample size should preferably be 100 or larger. The sample in this study was 52 teachers.

This study's primary data sources are data collected by the researchers themselves directly from the first source or where the research object was carried out. In this study, the primary data source was obtained directly from the distribution of questionnaires to the teacher as the selected object.

The instrument used in this research is a questionnaire. This instrument makes a list of planned questions and asks the respondent to obtain information about a problem to be studied. This questionnaire method is used to find data or information about the variables used in the study.

Collecting survey data using the questionnaire method will be distributed to research samples containing several questions related to the indicators in this study and translated into numerical data with a Likert scale. The data analysis technique used is multiple linear regression processed through SPSS software.

RESULTS AND DISCUSSION

1. Classical Assumption Testing

Normality test to see whether the variable data tested is normally distributed and feasible to be tested statistically with the Kolomogorof-Smirnof test, the following conditions are obtained: Sig value < 0.05 , data distribution is not normal. Sig value > 0.05 , normal data distribution. The results of the Normality Test can be seen in table 1 as follows:

Table 1. Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardize d Residual
N		52
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.58417789
Most Extreme Differences	Absolute	.050
	Positive	.050
	Negative	-.036
Test Statistic		.050
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Article Error (ETS)

Based on the results of data analysis, it is known that the asymp. Sig. (2-tailed) from the Kolmogrof-Smirnov test for Asymp. Sig. (2-tailed) of 0.200 is greater than the value of α of 0.05, so it can be concluded that the standardized residual values are customarily distributed, or the data is usually distributed. The multicollinearity test is a way to detect whether there is a close linear relationship between the independent variables in the calculation. Multicollinearity test results can be seen in table 2 as follows:

Table 2 Multicollinearity Test

Coefficients ^a		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	performance	.820	1.220
	commitment	.823	1.216
	teacher		
	professional	.991	1.009

a. Dependent Variable: student learning outcomes

Table 2 above shows that two parameters are used to detect multicollinearity: the tolerance value and the VIF (Variance inflation factor) value, where the Tolerance value is > 0.10 , and the VIF value must be $VIF < 10$. From the calculation results above, a tolerance value is obtained of > 0.1 where the value is > 0.1 , and the VIF value is not less than 10.00, meaning multicollinearity is not detected.

The heteroscedasticity test is used to determine whether or not there is an indication of variance between inhomogeneous residuals, which results in the estimated value obtained is no longer efficient. Heteroscedasticity occurs when each independent variable's correlation coefficient is significant at the 5% significance level. A good regression model does not have heteroscedasticity. There are several ways to detect the presence or absence of heteroscedasticity, one of which is by looking at the scatter plot. A good regression model is obtained if the residual scatter diagram does not form a specific pattern and if the data radiates around zero (on the Y axis). In addition, there is no specific pattern on the chart, such as gathering in the middle, narrowing, then widening and vice versa.

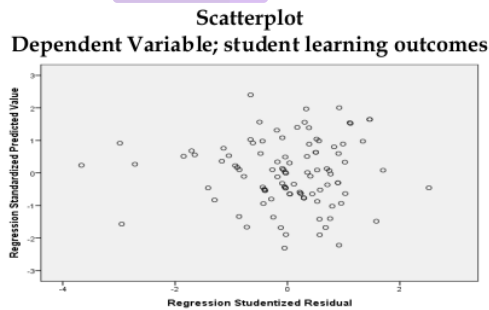


Figure 1. Heteroscedasticity Test

Figure 1 explains that the scattered data does not form a specific pattern and spreads around the zero point on the Y axis. That is, the data to be examined fulfils the assumption of heteroscedasticity.

2. Multiple Linear Regression Testing

Multiple linear regression is used to determine the magnitude of the effect of differences from one variable to another with the following formula:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

Description:

Y = student learning outcomes

a = constant

b = regression coefficient

X1 = performance

X2 = commitment

X3 = teacher professional

e = Disturbance term, meaning the value of other variables not included in the equation.

The results of multiple linear tests can be seen in the coefficients Table 4 as follows:

Table 4. Results of Multiple Linear Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	105.917	7.843			13.504	.000
	performance	.206	.070	.389		2.929	.005
	commitment	.263	.072	.484		3.653	.001
	teacher professional	.150	.064	.282		2.332	.024

a. Dependent Variable: student learning outcomes

Based on the results of the regression analysis obtained in table 4, the regression equation can be written as follows:

$$Y = 105.917 + 0.206 X_1 + 0.263 X_2 + 0.150 X_3 + 7.843e$$

The regression equation above it can be interpreted as follows:

- A constant value of 105,917 means that the intersection of the regression line on the Y axis lies at 105,917; this value is constant, meaning it is not tied to the independent variable or the dependent variable.
- The performance regression coefficient (X1) of 0.206 is positive; this means that if the performance variable (X1) changes by one unit, the commitment variable (X2) and teacher professionalism (X3) will increase by 0.206, assuming the other variables are constant.
- The commitment regression coefficient (X2) of 0.263 is positive; this means that if the commitment variable (X2) changes by one unit, the performance

variable (X1) and teacher professionalism (X3) will increase by 0.263, assuming the other variables are constant.

- d. The teacher professional regression coefficient (X3) of 0.150 is positive; this means that if the teacher professional variable (X2) changes by one unit, the performance variables (X1) and commitment (X3) will increase by 0.150, assuming the other variables are constant.

3. Determination Analysis (R²)

Multiple regression analysis was used to determine the effect of the independent variables consisting of work motivation and work skills on the dependent variable, namely teacher performance. The calculation shows an R² value of 0.553, which means that the correlation or relationship between the independent variables of teacher performance, commitment and professionalism has strong relationship. The R Square value shows 0.306; this means that the influence of the independent variables consisting of teacher performance, commitment and professionalism with the dependent variable student learning outcomes is 30.6%, while other factors influence the rest.

4. Simultaneous Significance Test (F Test)

The F statistical test shows whether all the independent or independent variables included in the model have a combined effect on the dependent or dependent variable. The results of the F test can be seen in the following table:

Table 5. F Test Results
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	296.433	3	98.811	7.049	.001 ^b
	Residual	672.875	48	14.018		
	Total	969.308	51			

a. Dependent Variable: student learning outcomes

b. Predictors: (Constant), teacher professionalism, commitment, performance

Based on table 5, it can be seen that the results of Fcount show a value of 7,049, more significant than Ftable of 2.798 with a significance value of 0.001. This shows a simultaneous effect of teacher performance, commitment and professionalism on student learning outcomes.

5. Test t

The t-statistical test shows how far the influence of one explanatory or independent variable individually explains the variation of the dependent variable. Based on the analysis the results of the analysis are as follows:

Table 6. Test t

t _{hitung}	t _{tabel}	Sig.
2.929	2,011	.005
3.653	2,011	.001
2.332	2,011	.024

From the Table 6 above, the following analysis results are obtained:

- a. The result of t_{count} performance is 2.929 while $t_{\text{table}} = 2.011$, then the value of $t_{\text{count}} > t_{\text{table}}$. While the significance value of the performance variable t_{count} is 0.005, meaning <0.05 . Based on these results, H_0 is rejected, and H_a is accepted, meaning performance significantly affects student learning outcomes.
- b. The results of the commitment t_{count} are 2,653 while $t_{\text{table}} = 2.011$, then the $t_{\text{count}} > t_{\text{table}}$. Meanwhile, the significance value of the t_{count} commitment variable is 0.001, which means <0.05 . Based on these results, H_0 is rejected, and H_a is accepted, meaning commitment significantly affects student learning outcomes.
- c. The teacher's professional t_{count} is 2,332 while $t_{\text{table}} = 2.011$, then the $t_{\text{count}} > t_{\text{table}}$. Meanwhile, the significance value of the t_{count} for the teacher's professional variable is 0.024, which means <0.05 . Based on these results, H_0 is rejected, and H_a is accepted, meaning teacher professionalism significantly affects student learning outcomes.

The results of this study align with the research of Sudiyono et al. (2020), which says that perceptions of organizational support have a positive and significant effect on affective commitment and employee performance, both directly and indirectly, through the mediation of lecturer engagement. Nuryanti et al. (2020) said that leadership positively and significantly affects intrinsic and extrinsic job satisfaction. Intrinsic and extrinsic job satisfaction positively and significantly affect organizational commitment. Intrinsic and extrinsic job satisfaction has a significant effect as a mediator between transformational leadership and organizational commitment.

Furthermore, Amini et al. (2019) research results said that there is a relationship between learning independence and commitment to assignments. The coefficient of determination obtained is 0.2116. Based on the results of this study, the effective contribution of learning independence to commitment to tasks is 21.16%, while 78.84%. Purwanto et al. (2019) suggest that management commitment positively affects the performance of implementing the integrated management system. The higher the management committee of each element in the company, the higher the performance of implementing the integrated management system.

Furthermore, according to Trisoni (2021), professional teachers must have four competencies: pedagogic competence, personal competence, social competence, and professional competence. What is essential and needs to be done by the government is to build independence among teachers. This independence will foster a professional and innovative attitude towards teachers in carrying out their roles and duties in educating people towards a better life and quality of life.

From these competencies, Rosmawati et al. (2020) said that; 1) teacher discipline has a significant effect on teacher performance; 2) teacher professionalism influences teacher performance; 3) teacher discipline and teacher professionalism have a combined effect on teacher performance.

CONCLUSION

This research concludes that performance has a significant effect on student learning outcomes. Commitment has a significant effect on student learning outcomes. Teacher professionalism has a significant effect on student learning outcomes. There is a simultaneous effect of teacher performance, commitment and professionalism on student learning outcomes. This shows that each component provides a significant enough role for the success of student learning. Therefore, there is a need for considerable attention to each of these variables if you want to realize success in education and learning activities at school, either through the provision of policies by the leadership or self-development carried out personally by the teacher.

ACKNOWLEDGMENT

The authors would like to thank the Chancellor of the Islamic University of Kalimantan, Muhammad Arsyad Al-Banjari, Prof. Abdul Malik, SPi, M.Si, Ph. D. Anthony Pardede, Ph. D, and Dr H. Moh Zainul, SE, MM. The researcher also thanks all SMPN 14 Banjarmasin residents who have helped in this research activity.

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