

The Contribution Of School Leadership And Teacher Professional Competency To Teacher Work Commitments In Junior High School State, Sungai Penuh City

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Abstract – Based on the pre-survey in the field, it is illustrated that the work commitment of the junior high school teachers at Sungai Penuh City State is still low. This can be seen from the lack of seriousness of the teacher in carrying out their duties and responsibilities. It is feared that it will affect the achievement of learning objectives and on educational goals. Furthermore, the researcher suspects that the principal's leadership and teacher professional competence affect the work commitment of teachers at the Junior High School of Sungai Penuh City. Therefore it is necessary to do research to test the truth. This study aims to reveal the contribution of principal leadership and teacher professional competence to the work commitment of teachers in junior high schools in Sungai Penuh City State. The hypotheses proposed in this study: 1) principal leadership contributes to teacher work commitment, 2) teacher professional competence contributes to teacher work commitment, 3) principal leadership and teacher professional competence together contribute to teacher work commitment. The population in this study were all junior high school teachers in Sungai Penuh City totaling 334 people. The sample in this study amounted to 98 people who were taken using the Stratified proportional random technique, taking into account the strata of class and gender. The research instrument used was a Likert scale mode questionnaire which had its validity and reliability tested. The research data were analyzed using correlation and regression techniques. The results of the data research show that: 1) principal leadership contributes to teacher work commitment by 26,5%, 2) teacher professional competence contributes to teacher work commitment by 40%, 3) principal leadership and teacher professional competence collectively contributing to the work commitment of teachers by 52,3%. Furthermore, the results of the descriptive analysis reveal that the teacher's work commitment. The findings above imply that principal leadership and teacher professional competence are factors that have an influence on teacher work commitment, but there are still many other factors that influence teacher work commitment studied in this study

Keywords – School Leadership, Teacher Professional Competency, Teacher Work Commitments, Junior High School State, Sungai Penuh City

I. INTRODUCTION

The success of education in schools, one of which is at the Junior High School (SMP) level, greatly determines the success of education at a higher level. This cannot be separated from the role of teachers in the success of education in schools. The success of the teacher in teaching students to achieve learning objectives is largely determined by the commitment of the teacher in teaching. To achieve high work productivity, a high teacher work commitment is required so that the work becomes of high quality and quality.

The teacher's work commitment is an agreement with oneself that is in a teacher to be able to serve and carry out his duties seriously and be actively involved in achieving school goals with a full sense of responsibility. A teacher must have a strong commitment to his job because with this commitment a teacher will have a high level of concern and responsibility for his job.

Professional competence is one of the competencies that teachers must have in order to achieve educational goals. Professional competence is the teacher's ability to master learning material broadly and deeply which allows him to guide students to meet the competency standards set including mastery of science, teaching methods and educational technology in carrying out the teaching profession. Teacher professional competence is related to knowledge and skills in achieving teaching and learning goals.

To achieve high teacher work commitment, an effective and efficient principal leadership is needed. Leadership will coordinate staff / teachers to be able to work better. Leadership is a behavior pattern of leaders in directing and controlling subordinates to follow their will in achieving predetermined goals and objectives. In simple terms, it can be said that leadership is a method used by a leader in influencing his subordinates. How to influence his subordinates will create commitment from the organization he leads.

Based on the author's temporary observations informally in several state junior high schools in Sungai Penuh City, several phenomena are found related to the problem of teacher work commitment, including, there are still teachers who are reluctant to prepare teaching needs and lesson plans (RPP) for each meeting, there are still teachers who are lacking paying attention to the learning difficulties of low-scoring students individually, there are still teachers who leave the classroom during class hours. There are still teachers who are reluctant to take part in the ongoing MGMP. There are still teachers who are reluctant to accompany students when participating in competitions or competitions if they do not get compensation. There are still teachers who are reluctant to prepare teaching materials, choose methods and teaching media that are in accordance with the learning material, teachers are not familiar with changes in the use of technology that supports the learning process.

The purpose of this study was to find out about the contribution of principal leadership and teacher professional competence to the work commitment of teachers at Public Junior High Schools in Sungai Penuh City, including: 1) The contribution of the principal's leadership to the work commitment of Public Junior High School teachers in Sungai Penuh City. 2) Contribution of the professional competence of teachers to the work commitments of State Junior High School teachers in Sungai Penuh City. 3) Contribution of principal leadership and teacher professional competence jointly to the work commitment of Public Junior High School teachers in Sungai Penuh City.

As for what will be discussed in this study is to answer the following questions: 1) Does the leadership of the principal contribute to the commitment of the teachers at the State Junior High School in Sungai Penuh City. 2) Does the professional competence of teachers contribute to the commitment of the teachers at the State Junior High School in Sungai Penuh City. 3) Does the leadership of the principal and the professional competence of the principal contribute jointly to the commitment of the Public Junior High School teachers in Sungai Penuh City.

1. Teacher Work Commitment

Tilly (2001) states that commitment is a pledge to carry out a useful activity seriously, diligently and responsibly. According to Tobing Lidya et al. (2017), it is explained that commitment is an attitude that reflects employee loyalty to the organization and a continuous process where organizational members express their concern for organization and continuous success and progress. This explains that someone who has a high commitment will show their best effort in working so that their vision and mission are achieved.

The same thing was stated by Prepti (2016) explaining that teacher commitment to school institutions as an organization is basically a condition felt by teachers that can lead to strong positive behavior towards work organizations that are owned and related to identification and loyalty to the organization and its goals. . Based on some of the opinions above, it can be concluded that the work commitment of the teacher is an agreement with oneself that is in a teacher to be able to serve and carry out his duties seriously and be actively involved in achieving school goals with a full sense of responsibility. Teacher commitment is very important in an effort to improve school performance, both personally and organizationally. Commitment will definitely boost their self-confidence and morale.

Based on the description above, the researcher can put forward indicators that can be used as a measure of teacher work commitment, namely:

a. Responsible

Professional commitment to carrying out duties responsibly means that the teacher not only knows what tasks are assigned to him, but also thinks actively about the best way to carry out the task. Throughout the career of a teacher, they face challenges that will require teachers to be more responsible in carrying out tasks and answering these challenges.

b. Give high attention to students

In this part of the commitment the teacher must understand that the teacher's job is not only to teach passively, to open books and read instructions for further activities in class, but also to pay more attention to what happens in the classroom to their students. Thus the teacher understands students better and understands what to do to teach, guide, train and educate students. Through this attention the teacher will also find it easier to recognize students and determine the right steps in dealing with students.

c. Provide time and energy to carry out tasks

The proof of the commitment of a teacher is the totality in carrying out each promise in carrying out tasks that require a lot of energy and time. For this reason, a teacher must provide time and energy in carrying out his main duties as a teacher.

d. Sincere and ready to sacrifice for the fulfillment of school goals

Teacher sacrifice in carrying out tasks must require expertise in carrying out their duties. This sincere attitude will be reflected in the sincerity of the teacher in sacrificing his time and energy in order to achieve educational goals as designed from the start.

e. Have a strong determination

It needs to be emphasized that the pledge or promise that is held by the teacher in carrying out the task will not go well if it is not accompanied by strong determination. It is through this determination that teachers will be able to withstand the challenges that come with them in carrying out their assignments.

f. Actively carrying out duties

The attitude that is reflected in the teacher's commitment is being active in carrying out tasks. Teachers who are committed to carrying out their duties will tend to be active in carrying out their main duties as teachers, and will make every effort to provide guidance, training and education to their students and will actively play a role in the school environment where they work.

1. Principal Leadership

Karwati & Priansa (2013) explained that the principal plays an important role in realizing the vision of education. Leadership according to Robbins (2006) is the ability to influence groups towards achieving goals. Rivai (2004) states that leadership is a role and also a process in influencing others.

Furthermore, Kartono (2005) states that leadership is the ability to give constructive influence to other people to make a cooperative effort to achieve the goals that have been planned. According to Daryanto (2011) leadership is the process of influencing the activities of a group organized towards achieving goals, where the success and failure of the leader are determined by the nature and style of leadership in directing the dynamics of the group.

In line with this, Wahyudi (2009) defines leadership as the ability of a person to move, direct and influence the mindset, the workings of each member to be independent in working, especially in making decisions in the interest of accelerating the achievement of predetermined goals. Meanwhile, Siagian (2002) stated that leadership is a person's ability to influence others, in this case his subordinates.

From the definition above, it is clear that leadership is the ability to mobilize, direct and influence others in carrying out their duties and responsibilities in accordance with predetermined criteria for the achievement of organizational goals.

2. Teacher Professional Competence

Usman (2011) provides an understanding of competence as a job that is professional in nature and requires several fields of knowledge that must be deliberately studied and then applied for the benefit of the general public. Competence here includes

knowledge, attitudes, and professional skills, both personal, social and academic. According to Muhaimin (2004) competence is a set of intelligent actions full of responsibility that a person must have as a condition to be considered capable of carrying out tasks in a certain field of work.

- Furthermore, according to Mukhlas (2008) what is meant by professional competence is the ability to master knowledge in the fields of science, technology, and / or the arts that he or she supports. Mulyasa (2012) states that the professional competence of teachers is the ability to design, implement, and assess as a teacher's task which includes mastery of educational science and technology.
- Based on the above opinion, it can be concluded that professional competence is the teacher's ability to master the learning material broadly and deeply which allows him to guide students to meet the competency standards set including mastery of science, teaching methods and educational technology in carrying out the teaching profession.

II. RESEARCH METHODS

This research is a correlation study intended to determine whether there is a relationship between two variables or several variables. The variables of this study are divided into two groups, namely the independent variable and the dependent variable. The independent variable is the principal's leadership and teacher professional competence, while the dependent variable is the teacher's work commitment. Thus this study contributes the principal's leadership and teacher professional competence to the commitment of teachers in Sungai Penuh City Junior High School. The instrument used to collect data in this study was a Likert scale model questionnaire which had been tested for validity and reliability. The results of this trial were valid and reliable. The type of data in this study is primary data, which means that the data is obtained directly from the respondents. The data analysis technique of the research results uses the average formula.

III. RESEARCH RESULTS AND DISCUSSION

1. Research result

The results of this study will describe data descriptions about the contribution of principal leadership and teacher professional competence to the commitment of teachers in junior high schools in Sungai Penuh City.

2. Teacher Work Commitment

The questionnaire for teacher performance variables consisted of 98 respondents. The teacher work commitment score obtained (achievement score) spreads from the lowest score of 102 to the highest of 161, with an ideal score of 175 and a minimum score of 35. From the results of general data processing, the mean (average) is obtained: 142.11, median (mean): 142, mode (frequent values): 134 and SD (standard deviation): 11.49.

Table 1. Frequency Distribution of the Variable Score of Teacher Work Commitment in Sungai Penuh City Junior High School.

Interval Class	F	% Frequency Absolut	% Frequency Relative
158-165	10	10,20	26,53%
150-157	16	16,32	
142-149	25	25,51	25,51%
134-141	32	32,65	47,95%
126-133	6	6,12	
118-125	8	8,16	
110-117	0	0	
102-109	1	1,02	
Total			100%

In Table 1 above, it can be seen that 25.51% of the teachers' work commitment scores are in the average score interval class, 26.53% of the teacher work commitment scores are above the average and 47.92% are below the average score. . The level of achievement of the teacher work commitment score is in the moderate category (79.20%).

Table 2. Respondent Achievement Level for Each Indicator of Teacher Work Commitment

No	Indicator	Ideal Score	Mean Score	% Achievement Level	Category
1	To be responsible	35	28,6	81,80	Good
2	Give high attention to students	25	19,88	79,551	enough
3	Provide time and energy to carry out tasks	40	29,64	74,10	enough
4	Sincere and ready to sacrifice for the fulfillment of school goals	30	23,97	79,93	enough
5	Have a strong determination	25	20,60	82,40	Good
6	Actively carrying out tasks	25	19,36	77,46	enough
				79,20%	enough

The table above shows that the indicator with the highest level of achievement is having a strong determination, namely 82.40% in the good category, while the lowest indicator is providing time and manpower to carry out tasks with an achievement level of 74.10% in the sufficient category. The level of achievement of all teacher work commitments is 79.20% in the sufficient category.

3. Teacher Work Motivation

The questionnaire for the principal's leadership variables consisted of 31 items. Then the minimum score is 31 and the maximum score is 155. From the respondents' answers, the lowest score was 98 and the highest score was 136. The results of data processing obtained an average score (mean) of 117.17, mode (mode) of 113, median of 117 , 50 and the standard deviation is 11.44.

Table 3. Frequency Distribution of the Principal's Leadership Variable Score at the Sungai Penuh City Junior High School.

Interval Class	F	% Frequency Absolut	% Frequency Relative
138-145	2	2,04%	14,28
130-137	12	12,24%	
122-129	20	20,40%	
114-121	31	31,63%	20,42
106-113	19	19,38%	65,30
98-105	9	9,18%	
90-97	2	2,04%	
82-89	3	3,06%	
Total	98	100%	100%

In table 3 it can be seen that 20.42% of the principal leadership scores are in the average score interval class, 14.28% of the principal leadership scores are above the average score interval class, and 65.30% of the principal leadership scores are below the average score interval class. This means that most of the Work Motivation scores are below the average score interval class. The level of achievement of the Principal Leadership score is in the good category (87.6%). This means that the Leadership of the Principal at the Sungai Penuh City Junior High School is in the Good category..

Table 4. Respondent Achievement Level for Each Indicator of Teacher Work Commitment

No	Indicator	Ideal Score	Mean Score	% Achievement Level	Category
1	Menggerakkan guru	35	28,97	82,79%	Good
2	Mempengaruhi gur	40	30,34	75,86%	enough
3	Memotivasi guru	25	19,48	77,95%	enough
4	Membimbing guru	30	23,19	77,31%	enough
5	Mengarahkan guru	20	15,16	75,81%	enough
Total				77,94%	enough

Tabel diatas diketahui indikator dengan tingkat pencapaian tertinggi adalah Menggerakkan guru, yakni 82,79% dengan kategori baik sedangkan indikator terendah adalah Mengarahkan guru dengan tingkat pencapaian 75,81% dengan kategori cukup. Tingkat pencapaian pada seluruh kepemimpinan kepala sekolah sebesar 77,94% berada pada kategori cukup.

4. Teacher Professional Competence

The questionnaire for teacher professional competence variables consists of 33 items. Then the minimum score is 33 and the maximum score is 165. From the respondents' answers, the lowest score was 106 and the highest score was 143. The results of data processing obtained an average score (mean) of 102.21, mode (mode) of 102, median of 103 and the standard deviation of 8.97.

Table 5. Frequency Distribution of Teacher Professional Competence Variable scores in junior high school Negeri Sungai Penuh City.

Interval Class	F	% Frequency Absolut	% Frequency Relative
117-122	7	7,14%	40,81%
111-116	8	8,16%	
105-110	25	25,51%	
99-104	30	30,61%	30,61%
93-98	12	12,24%	28,58%
87-92	11	11,22%	
81-85	4	4,08%	
75-80	1	1,02%	
Total	98	100%	100%

In table 5, it can be seen that 30.61% of the professional competency scores of teachers are in the average score interval class, 40.81% of the professional competency scores of teachers are above the average score interval class and 28.58% of the professional competency scores of teachers are below the average score interval class.

Table 6. Respondent Achievement Level for Each Teacher Professional Competency Indicator

No	Indicator	Ideal Score	Mean Score	% Achievement Level	Category
1	An understanding of the foundation of education	25	20,73	82,94%	Good

2	Mastering the material and structure and concepts of learning	35	27,66	79,04%	enough
3	Mastering competency standards and basic competencies	25	18,93	75,71%	enough
4	Develop material creatively	25	19,9	79,6%	enough
5	Take reflective action	20	15,38	76,89%	enough
6	Utilizing ICT for communication and self-developme	25	20,35	81,39%	enough
Total				79,26%	enough

In the table above it is known that the average level of achievement level score of teacher professional competence in general is 79.26%, this level of achievement is in the sufficient category. The highest indicator of achievement of teacher professional competency responses is the indicator of understanding of the foundation of education of 82.94% with a good category, while the lowest teacher response is in mastering competency standards and basic competencies of 75.71% with a sufficient category.

Table 6. Research Hypothesis Testing Results

Hypothesis	Statement	Decision
H ₁	There is a positive and significant relationship between the principal's leadership contribution to the work commitment of the Sungai Penuh City Junior High School teachers.	Accepted
H ₂	There is a positive and significant relationship between the contribution of teacher professional competence to the work commitment of teachers at Sungai Penuh City Junior High School.	Accepted
H ₃	There is a positive and significant relationship in the contribution of principal leadership and teacher professional competence to the work commitment of teachers at Sungai Penuh City Junior High School.	Accepted

IV. DISCUSSION

The results of data analysis and hypothesis testing indicate that the three hypotheses tested in the study are acceptable. The results of the data analysis show that the leadership of the school principal and the professional competence of teachers, either individually or collectively, have a positive and significant relationship with the work commitment of teachers at the Sungai Penuh City Junior High School.

1. Principal Leadership Contribution to Teacher Work Commitment

The results of this study indicate that the principal's leadership has a significant relationship and makes a significant contribution to teacher work commitment. The amount of the principal's contribution to the work commitment of teachers is 26,5%. Furthermore, the regression equation obtained between the principal leadership variable and teacher work commitment is $62,775 + 0,654X_1$. This shows that the better the leadership carried out by the principal, the better it also has an impact on teacher work commitment, conversely, the lower the principal's leadership will affect the work commitment of teachers.

This finding supports the opinion of Nawawi (2005) which states that teacher commitment is influenced by the leadership of the school principal. Furthermore, Nawawi (2005) also argues that the principal's leadership is an external factor that affects the seriousness of a teacher in carrying out responsibilities. Horison and Hubard (Syofrina, 2013) also say that organizational commitment can be influenced by job satisfaction, leadership, age, and years of service. In this case it can be interpreted that to achieve high teacher work commitment, an effective and efficient leadership of the principal is needed.

Leadership will coordinate staff / teachers to be able to work better. The statement above was also emphasized by Armstrong (2001) that there are two factors that affect commitment: 1) the environment, namely the culture and organizational values that will encourage or hinder achievement of people, 2) individuals, namely the level of one's attachment will be influenced by the way he is directed and motivated. For this reason, the principal must also work to guide and involve teachers, so that they remain committed to the goals of the organization or school (Gorden, 2018).

Siagian (2002) states that leadership is a person's ability to influence others, in this case their subordinates. Furthermore, Wahyudi (2009) defines leadership as a person's ability to mobilize, direct and influence the mindset, work methods of each member to be independent in work, especially in making decisions for the sake of accelerating the achievement of predetermined goals. In simple terms, it can be said that leadership is a method used by a leader in influencing his subordinates. How to influence his subordinates will create commitment from the organization he leads. This is in line with the results of Suwarni's (2013) study which revealed that the principal's leadership is also a good factor that will be able to direct teachers to form strong motivation so that teachers are increasingly committed to carrying out their duties.

Furthermore, if it is seen from the descriptive results of the data on the work commitment of teachers, it shows that the work commitment of SMP Negeri Sungai Penuh City teachers is still at a sufficient level in its implementation. This shows that teacher work commitment is seen from the aspect of moving teachers, influencing teachers, motivating teachers, guiding teachers, and directing teachers. Therefore, it needs to be improved to a better level. This increase in teacher work commitment can be done through improvements to the indicators of teacher work commitment which have the lowest response rate. The results of the analysis show that directing the teacher is an indicator with the lowest level of response achievement and needs attention. There are efforts that can be made to improve the ability of the principal in directing the teacher, namely by doing 1) Providing explanations or instructions about the duties and activities that must be carried out by the teacher. 2) Provide an explanation or outline of the ways to carry out tasks or activities that must be carried out by each teacher. 3) Provide a clear picture of the workings that prevent teachers from deviation, difficulty or failure. 4) Generating or fostering a sense of moral responsibility in every teacher they lead for the success of the work, assignments and activities that must be carried out. 5) Provide attention, warning and guidance at certain times, especially when the teacher is experiencing difficulties or problems in carrying out his duties. and 6) Guiding subordinates.

The direction given by the principal will guide the teacher to work in the right lane so that it will be easier to achieve goals and the commitment of the teacher's work will be good. This is supported by research by Santoso (2012), which means that the leadership of the principal has a significant predictive power towards increasing teacher work commitment. In other words, teacher work commitment can be increased by increasing the leadership of the principal. The better the leadership of the principal, the better the work commitment of the teacher.

Based on the description above, it can be concluded that good leadership will be able to increase work commitment well, on the other hand, if the principal's leadership is low, it will have an impact on low work commitment as well. Thus there is a direct influence between the leadership of the principal on the work commitment of the Sungai Penuh City Junior High School teachers.

2. Contribution of Teacher Professional Competence Leadership to Teacher Work Commitment

The results of this study also found that the professional competence of teachers contributed to the work commitment of teachers at Sungai Penuh City Junior High School by 40%. This means that the professional competence of teachers can be used as a measuring tool to predict teacher work commitment. In other words, it can be interpreted that the better the professional competence of the teacher, the better the work commitment of the teacher.

The findings of this study support the opinion of Hadiyanto (2000) that the professional competence of teachers is one of the factors that determine high or low commitment. A good professional teacher competence tends to make a person increase his commitment to a better direction. In this case it means that to increase work commitment as a teacher, strong competence is needed. Furthermore, the findings of this study are supported by research conducted by Hoy & Miskel (Rispinal, 2013) which states that people who have high professional competence will usually show their commitment to the task. High work commitment will be seen in the teacher's efforts to improve his ability continuously and continuously to achieve his personal goals in line with the demands of professionalism and organizational goals. Then a professional teacher will be formed and will ultimately have an impact on improving the quality of education.

From these findings, it can be interpreted that the factor of teacher professional competence has a significant predictive power towards increasing teacher duty commitment. In other words, teacher commitment can be increased by increasing the professional competence of teachers. The better the professional competence of the teacher, the better the work commitment of the teacher.

Furthermore, the results of the descriptive analysis show that the professional competence of teachers in SMP Negeri Kota Sungai Penuh is still at a sufficient level with an achievement level of 79.26% of the ideal score. Meanwhile, when viewed from each research indicator, it can be seen that there are indicators that the level of response achievement is in the good category, namely indicators that require feedback with a percentage of 82.94%. However, in this case it should be noted that the indicators of professional competence of teachers who have received responses, namely mastering competency standards and basic competences of subjects with a percentage of 75.71 are in the sufficient category and this needs to be done to improve the professional competence of teachers in a better direction because if competence teacher professionalism of teachers is low, it will also have an impact on the low work commitment of teachers.

As for the efforts that can be made to improve indicators of mastering competency standards and standard competences for teacher subjects to be better is to increase mastery of material about the minimum standards that must be achieved in learning and the minimum abilities that must be achieved in subject matter, teachers also need to add references, study, deepen and examine more deeply. Furthermore, teachers can also improve their mastery of competency standards and basic competences of subjects better by sharing or sharing with colleagues in the MGMP forum. This is in line with the opinion according to Sanjaya (2009) which states that competency standards are the minimum standards that must be achieved in learning while basic competencies are the minimum abilities that must be achieved in subject matter. Based on the explanation above, the mastery of competency standards and basic competencies is very important for teachers to master. Because this is a tool for teachers to determine the level of success of their students.

Based on the description above, it can be concluded that the presence of high professional competence of teachers can increase the work commitment of junior high school teachers. On the other hand, if the professional competence of teachers is low, it will make the work commitment of the teacher too low. Thus there is an influence between the professional competence of teachers on the work commitment of teachers at the Sungai Penuh City Junior High School.

3. Contribution of Principal Leadership and Teacher Professional Competence to Teacher Work Commitment

The research findings show that the principal's leadership and teacher professional competence directly contribute positively and significantly, which is 0.000 less than the alpha value of 0.05. For the amount of the percentage contribution of principal leadership and teacher professional competence to teacher work commitment is 52,3%. With the correlation coefficient is 0.723. Furthermore, the regression equation obtained between the principal leadership variables and teacher professional competence on teacher work commitment, namely $21,404 + 0,443x_1 + 0,543x_2$ shows that if the principal's leadership has increased, the teacher's work commitment will increase by 0.443 or 44.3% and if professional competence teachers have increased, the work commitment has increased by 0.543 or 54,3%. With the leadership of the principal and good professional competence of teachers, it will affect the work commitment of teachers and vice versa.

The results of the descriptive analysis seen from the level of achievement of teacher responses on variables show that the level of achievement of teacher responses to school principal leadership is 77.94% in the sufficient category, the teacher professional competence variable, the level of teacher response achievement of 79.26% is in the sufficient category and For the teacher work commitment variable, the level of teacher response achievement was 79.20% in the sufficient category. The amount of the contribution of the two variables of principal leadership and teacher professional competence together to the work commitment of junior high school teachers is 90.9%. This is because there is a relationship between leadership and teacher professional competence which creates a slice between the two so that it is not counted.

This finding implies that increasing principal leadership and teacher professional competence will also increase teacher work commitment. The teacher's work commitment will be optimal if it is supported by various components in the school, including the leadership carried out by the principal and the high professional competence of teachers possessed by teachers. This finding is also evidenced in the research of Sah Understanding (Suwarni, 2013) which explains that the work commitment of teachers in school is largely determined by several factors that influence each other such as principal leadership, work motivation, professional competence, sense of responsibility, work discipline, and job satisfaction. Furthermore, Schultz & Ellen (Suwarni, 2013) also

assumes that individual commitment to the organization is an important part of the organization itself. There is a very significant relationship between principal leadership and teacher professional competence which can increase commitment.

This is also in line with Susilowati's research that (2019) has proven that commitment has an effect on leadership because performance must be accompanied by high commitment so that leaders can be seen as serious in teaching, and good professional competence will have a positive impact on teacher work commitment. so that the professional competence of teachers has an effect on teacher work commitment. This finding supports the results of previous research conducted by Rispinal (2011) which states that principal leadership and professional competence have a significant effect on teacher commitment.

Based on the description above, it can be concluded that the existence of a good principal leadership and teacher professional competence will be able to increase teacher work commitment. Conversely, the lower the principal leadership and teacher professional competence in schools, the lower the work commitment of the teacher. Thus there is a direct influence of principal leadership and teacher professional competence on teacher work commitment.

V. CONCLUSION

Based on the research results that have been discussed in chapter IV, the following conclusions can be drawn:

1. The principal's leadership made a significant contribution to the work commitment of the Sungai Penuh City Junior High School teachers by 86.6% with the regression equation $Y = 32.647 + 0.934X$. This means that the better the leadership of the principal, the better the teacher's work commitment. Conversely, the worse the principal's leadership, the worse the teacher's work commitment.
2. Teacher professional competence contributed significantly to the work commitment of teachers in Sungai Penuh City Junior High School by 87.6% with the regression equation $Y = 19.567 + 1.199$. This means that the higher the professional competence of the teacher, the higher the teacher's work commitment. Conversely, the lower the professional competence of the teacher, the lower the teacher's work commitment.
3. Principal leadership and teacher professional competence jointly contribute significantly to the work commitment of teachers in Sungai Penuh City Junior High School by 90.9% with the regression line equation being: $Y = 20.704 + 0.455 + 0.666$. This means that the better the principal's leadership and the professional competence of teachers together, the better the teacher's work commitment. Conversely, the lower the principal leadership and teacher professional competence together, the worse work commitment will be.

2. Implications

The results of research regarding the variables of principal leadership and teacher professional competence together contribute to teacher work commitment. It turns out that it shows a very significant contribution. This means that the work commitment of teachers in Sungai Penuh City Junior High School can be increased through the leadership of the school principal and the professional competence of teachers.

3. Suggestions

Based on the conclusions and research implications, it can be suggested as follows:

1. To Teachers

For teachers to always increase their work commitment. Teachers who already have a good work commitment should be maintained, while teachers who are still low on work commitment should be improved. Likewise, the professional competence of teachers should be continuously improved and maintained.

2. To headmaster

To always give serious attention in order to increase teacher work commitment through leadership and appropriate policies as well as endeavor to equip adequate facilities according to needs and strive to improve teacher professional competence with targeted programs and policies.

3. Next researchers

It is hoped that it can examine other factors that are thought to affect teacher work commitment, in order to obtain a comprehensive and complete picture of the contribution of various factors that affect work commitment.

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