

# THE INFLUENCE OF SCHOOL PRINCIPALS' TRANSFORMATIONAL LEADERSHIP AND TEACHERS' COMMITMENT ON PRIMARY SCHOOL TEACHERS' PROFESSIONAL COMPETENCIES

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## ABSTRACT

The purpose of this study is to investigate: The influence of the principal's transformational leadership on the commitment of teachers of Public Elementary Schools in Prohibition District, Tangerang City. The research approach used in this study is a quantitative approach. The population in this study was all teachers of State Elementary Schools in Prohibition District, Tangerang City with a sample of 211 teachers taken randomly (random sampling). The analysis technique used is the path analysis technique. Based on the analysis, it is known: 1) There is a direct positive and significant influence of Transformational Leadership of Principals on the Professional Competence of Public Elementary School Teachers in Prohibition District, Tangerang City. This is evident from the results of the calculated t value  $>$  t table ( $4,373 > 1,652$ ) and the path coefficient value of 0.285. 2) There is a direct positive and significant influence Teacher commitment to the Professional Competence of State Elementary School Teachers in Prohibition District, Tangerang City. This is evident from the results of the calculated t value of the table  $t >$  ( $3,629 > 1,652$ ) and the path coefficient value of 0.237. 3) There is a direct positive, and significant influence of the Principal's Transformational Leadership on the Commitment of Public Elementary School Teachers in Prohibition District, Tangerang City. This is evident from the results of the calculated t value  $>$  ttable ( $3,783 > 1,652$ ) and the path coefficient value of 0.253.

**Keywords:** *Principal Transformational Leadership, Teacher Commitment, Teacher Professional Competence*

## INTRODUCTION

The current challenges of globalization in a democratic post-industrial information society make a competency-based approach the standard in creating a global educational environment, which will strengthen the global dimension of teachers' professional competency structures (Orazbayeva, 2016). Governments and international organizations are trying to create an institutionalized and functional discourse to collaborate with teachers in redefining the professional role of teachers, to demonstrate teacher commitment that is centered on national development (Chiang & Trezise, 2021). Teachers' pedagogical content knowledge, professional beliefs, work-related motivation, and self-regulation as aspects of teachers' professional competence (Kunter et al., 2013).

Teacher professional competence influences the overall quality of teachers. Based on teacher law no. 14 of 2005 states that teachers have 4 basic competencies, namely pedagogical, professional, personality and social competencies. Of the 4 professional teacher competencies, a teacher must possess them through professional education for one year. Professional competence is one of the elements that teachers must have, namely by mastering learning material widely and in depth. Teachers' professional competence is reflected in the indicators: ability to master subject matter, research ability and preparation of scientific work, professional development ability and understanding of educational insights and foundations.

In this era of globalization, advances in science and technology are increasingly sophisticated and experiencing very rapid changes. Professionalism in the field of education is highly required, especially teacher professionalism. Teachers who are sensitive and responsive to changes, updates and science and technology which continue to develop in line with the needs of society and the times. This is where the teacher's job is to continually improve the quality of education so that what is taught is clear and able to be absorbed by the students (Sulastri et al., 2020).

The principal's transformational leadership has an important role in promoting educational innovation and restructuring by creating a vision for the future, building a culture of collaboration, and empowering others to become leaders themselves. Through a transformational leadership style school principals can inspire and motivate others to work towards shared goals, leading to positive change and growth in the education system (Kareem et al., 2023). The four dimensions of transformational leadership are individual consideration, intellectual, inspiring, and ideal influence (Arokiasamy et al., 2016).

Teachers have an important role in educating the nation's generations through their work in schools. Furthermore, teachers in higher education institutions play an important role in advancing economic and technological development and maintaining societal welfare. As a result, factors that influence the level of teacher commitment in schools and in the broader education system lead to reform and the national education system (Razak et al., 2009). Commitment leads to higher teacher attendance and lower turnover rates (Dee et al., 2006). Committed teachers have a great responsibility to teach and show genuine concern for students (Firestone & Rosenblum, 1988). As the quality of learning continues to increase, policy makers and school principals must consider increasing teacher commitment more seriously. This is especially true during times of change because change often creates feelings of insecurity and confusion for many teachers (Toprak & Summak, 2014).

The professional competence of teachers in State Elementary Schools in Larangan District, Tangerang City still appears to be not optimal. Based on the results of interviews with school principals and several teachers at State Elementary Schools in Larangan District, Tangerang City, which were conducted on March 2 2023, it shows that the professional competence of State Elementary School teachers in Larangan District, Tangerang City is still low. This is caused by several factors, including: 1. The principal has not created an inspiring vision and mission for the future, 2. The principal has not implemented the vision and mission optimally, 3. The principal and teachers have not focused on change, 4. The level of teacher awareness is still low, 5. Teachers have not optimally utilized technology-based learning media.

The factor that causes the low professional competence of teachers in State Elementary Schools in Larangan District, Tangerang City is the transformational leadership of the school principal. From the results of interviews with several teachers on March 6 2023, information was obtained that according to teachers' perceptions: 1. The principal has not yet become an agent of change, 2. The principal has not had a big role in the progress of the school he leads, 3. The principal has not had charismatic behavior- ideal, 4. The principal has not inspired the teachers, 5. The principal does not have a high intellectual level, 6. The principal has not advised individual teachers.

Another factor that causes the low professional competence of teachers in State Elementary Schools in Larangan District, Tangerang City is teacher commitment. Teacher commitment also influences teacher professional competence. Teacher commitment is very necessary and greatly influences the results of work. If this is related to the teacher's duties in teaching and learning activities, the teacher's commitment will greatly influence behavior at work and work results. Teachers who have high commitment to doing their work will be different from teachers who have low commitment. Teachers who have high commitment will try to obtain maximum results in their work, and always try to develop their potential. Meanwhile, teachers who are low in commitment only fulfill their needs and obligations without developing their own potential.

From the results of interviews with several teachers on March 13 2023, information was obtained that:

1. Teachers have not had a positive attitude towards their work, 2. Teachers have not shown commitment to their professional duties, 3. Teachers have not improved their abilities, 4. Teachers have not complied with applicable regulations, 5. Teachers have not worked thoroughly, 6. Teachers have not worked sincerely.

The results of previous research have been carried out in various educational level contexts in several countries. For example, research conducted in Kazakhstan proves that there is the formation of a new education system. In this case, education becomes not a goal, but one of the tools for human intellectual development, including learning how to independently obtain information, identify problems and find ways to solve them, being able to critically analyze and fulfill knowledge and skills (Bayram, 2021). This was done in China proving that teachers need to design their teaching and learning processes in new ways that can attract students' interest and offer the best learning experience (Zhu et al., 2013). This was also done in Malaysia (Asad et al., 2021) and Tanzania (Moses et al., 2019). In Indonesia, research results show that based on previous research results it was found that the transformational leadership of school principals influences teacher professional competence, teacher leadership and commitment to teacher professional competence (Herry et al., 2020).

According to Spencer, competence is a work appearance or situation (Spencer & Spencer, 2008). Spencer's understanding places more emphasis on the form of competence. Competence is the power to do something which is manifested in the form of performance or work results. According to Crow and Crow, in their book *Educational Psychology*, it is stated that teacher competence in carrying out learning includes: 1) mastery of the subject matter to be taught; 2) physical condition and health; 3) personal traits and emotional control; 4) understanding of the nature and development of humans; 5) knowledge and ability to apply learning principles; 6) sensitivity and aspirations towards cultural, religious and ethnic differences; 7) interest in ongoing professional improvement and cultural enrichment (Crow & Crow, 1990).

In his book entitled *Professionalization and Professional Ethics of Teachers*, Sudarwan states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in formal education. This task will be effective if the teacher has a professional degree. certain competencies, skills, abilities or skills that meet certain quality standards or ethical norms (Sudarwan, 2013). Teachers must have academic qualifications, competencies, educational certificates, be physically and spiritually healthy, and be able to realize

national education goals. Teacher professional competence is an ability that must exist in teachers. A teacher is required to have professional competence which includes the ability to plan, implement, evaluate and develop learning (Uno, 2007).

Transformational leadership is a leadership model for improving human resources with the relationship between the leader's effect on subordinates, which can be measured by indicators of trust, admiration, loyalty and respect for the leader, and seeks to motivate subordinates to do something more and do it beyond their own expectations ( Bass & Bass, 2009). It is stated in his book, Bass and Stogdill's *Handbook of Leadership* (1990), that leadership is "an interaction between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of the members" (Bass & Stogdill, 1990). The definition of leadership according to Stogdill is a focus on group processes, acceptance of one's personality, the art of influencing behavior, a tool for influencing behavior, a behavioral act, a form of persuasion, a form of strong relationships, a tool to achieve goals, the result of interaction, a role that differentials, and structure builders.

A leader is an agent of change, namely someone whose actions influence others more than other people's actions influence him. Leadership occurs when one group member changes the motivation or competence of other people in the group. In another book, "Leadership and Performance Beyond Expectation" (Bass & Bass Bernard, 1985), it also seems to equate leadership with a leader who obtains performance beyond expectations from his followers. According to John R. Schemerhorn, "leadership is the process of inspiring others to work hard to accomplish important tasks". In this case, it can be understood that leadership is a process of inspiring other people to work hard to complete important tasks. Overton believes that "leadership is the ability to get work done with and through others while gaining their confidence and cooperation". This opinion emphasizes the focus of leadership on a person's ability to obtain action from others. In this way, the essence of leadership is also the ability to influence people.

According to (AlJufri & Suprpto, 2014), leadership means the ability and readiness possessed by a person to be able to direct, influence, encourage, invite, guide, mobilize and coordinate those being led to achieve goals together. Increasing teacher professional competence has always been a hot topic in teacher training, in various workshops, training and technical guidance organized by institutions related to the world of education such as the Ministry of Education and Culture and the Education Office. The teacher training process to improve the quality of teaching staff is in the spotlight among education experts. Among the many influencing factors, one element in improving teacher quality and competency is through transformational school principal leadership.

Sarros (2011), states that transformational leadership is a type of leadership that raises the awareness of followers by demonstrating high values and ideals such as freedom, justice and equality. The principal's form of transformational leadership is based on the quality of good education. Considering the importance of improving the quality of students, the leadership of school principals is therefore more emphasized in improving the professional quality of educators and the quality of graduates. If the educators have good quality, students will improve (Sarros et al., 2011).

According to (Coladarci, 1992), teacher commitment is a level of psychological attachment to the teaching profession. This commitment is usually adjusted to look at the level of attrition and the teacher's reasons for asking them about whether they will continue to choose a career as a teacher. Based on this definition, Coladarci emphasizes the teacher's commitment to teaching.

Teacher commitment is also central to improving teacher performance and student learning in order to reduce teacher turnover (Ingersoll, 1997). Improving the status of teaching and building community in schools results in increased teacher commitment which ultimately leads to improved teacher performance and student learning. Teacher commitments consist of commitment to the school, pupils, career, and decision making (Karuppannan & Jalani, 2021). Teachers who are committed to their professional duties will try to improve their abilities through workshops and training activities to

continue their education to a higher level, manage their rank levels, be able to work hard, work thoroughly, and work sincerely.

Colquitt, LePine, & Wesson, also hold the view that commitment can be influenced by factors outside the individual such as organizational culture, organizational climate, job satisfaction, leadership, and group cooperation (Colquitt et al., 2019).

The novelty in this research is that teacher professional competence which is linked to transformational leadership and teacher commitment has never been carried out in state elementary schools, especially in Tangerang City. Teacher professional competence as part of the science of educational administration can be optimized by increasing the transformational leadership of school principals and teacher commitment.

Based on the literature review, the results of previous research and the problems that have been revealed at the research site, research on teacher professional competence remains necessary and important. This will contribute to the overall educational success of the school. Therefore, this research will focus on the influence of the principal's transformational leadership and teacher commitment on the professional competence of State Elementary School teachers in Larangan District, Tangerang City.

## **METHOD**

This research is field research. The place and time of research aims to maximize efficiency and effectiveness so that research objectives can be achieved optimally. This research was carried out at State Elementary Schools in Larangan District, Tangerang City. Quantitative research methods are based on data that can be measured or calculated directly, in the form of information or explanations expressed in numbers or in the form of numbers. The subjects of this research were 211 out of 448 state elementary school teachers in Larangan District, Tangerang City, who were taken at random (simple random selection). The sampling process was carried out using a questionnaire or questionnaire. This sampling was based on a formula developed by Slovin with a margin of error of 5% (0.05), in order to obtain the validity of the generalization.

The data used in this research is primary data. Primary data is data obtained directly from the object under study. Primary sources are data sources that directly provide data to data collectors (Sugiyono, 2006). Primary data was obtained through questionnaires distributed to respondents.

Relevant data was collected using questionnaire techniques. a series of questions were given to respondents to obtain information about their responses or views on research factors, which also included teacher professional competence, principal transformational leadership and teacher commitment. Scoring uses a modified Likert scale.

By using a Likert scale, the variables to be measured are broken down into dimensions, the dimensions are broken down into sub variables, then the sub variables are broken down again into indicators that can be measured. Finally, these measurable indicators can be used as a starting point for creating instrument items in the form of questions or statements that need to be answered by respondents.

Teacher professional competencies developed from (Uno, 2007): 1) Planning, with indicators: a) making class administration, b) making programs on an ongoing basis. 2) Carrying out, with indicators: a) carrying out teaching and learning activities, b) using learning methods/strategies, c) using teaching aids. 3) Evaluate, with indicators: a) prepare assessment tools, b) carry out the assessment. 4) Developing learning, with indicators: a) implementing follow-up programs, b) participating in self-development activities, c) utilizing technology.

The principal's transformational leadership is measured based on scores obtained from a questionnaire instrument with dimensions of transformational leadership developed from (Bass & Bass, 2009): 1) Charisma or ideal influence, with indicators: a) sense of pride, b) respect, c) trust . 2)

Inspirational leadership, with indicators: a) providing ideas, b) high expectations, c) ability to express important goals. 3) Intellectual stimulation, with indicators : a) encourage intelligence, b) rationality, c) problem solving. 4) Individual consideration, with indicators: a) personal attention, b) train, c) advise, d) treat individually.

Teacher commitment is measured based on scores obtained from a questionnaire instrument with dimensions developed from (Tyree Jr, 1996): 1) Firmness, with indicators: a) Desire to continue working, b) The desire to be in line with the school's vision, mission and goals. 2) Involvement, with indicators: a) The desire to be actively involved in the workplace, b) The desire to contribute to the success of the workplace. 3) Loyalty, with indicators: a) The desire to remain loyal to the school, b) The desire to remain responsible for the school.

Based on theoretical studies and answering the proposed hypotheses, researchers used path analysis. Path analysis is an extension of multiple regression analysis in that various regression models or equations can be estimated simultaneously, but provides a more effective way to determine direct and indirect influence models. Relationship between Principal Transformational Leadership variables (X1), Teacher Commitment (X2) and Teacher Professional Competence (X3).

## FINDINGS AND DISCUSSION

In this research, several analyzes were used to process field data in the form of descriptive analysis and multiple regression analysis. Descriptive analysis is used to determine the state of each variable. The analysis carried out includes: average value, median, mode, variance, standard deviation, as well as data visualization in the form of tables and graphs. Multiple regression analysis is an analysis to predict the influence between several independent variables and one dependent variable. To determine the existence of an influence, regression analysis is carried out so that the conclusion of the influence between the independent variable and the dependent variable becomes stronger and statistically significant.

Based on the problem formulation, this research consists of two independent variables, namely the Principal's Transformational Leadership (X1) and Teacher Commitment (X2), as well as one dependent variable, namely Teacher Professional Competence (X3). The samples taken for data in this research were 211 state elementary school teachers in Larangan District, Tangerang City.

Descriptive statistical measurements of this variable need to be carried out to see a general picture of the data such as the average value (Mean), the highest value (Max), the lowest value (Min), and the standard deviation of each variable, namely the Principal's Transformational Leadership (X1), Teacher Commitment (X2), Teacher Professional Competence (X3). Regarding the results of the research Descriptive Statistics Test, it can be seen in table 1 as follows:

Tabel 1  
Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Kepemimpinan Transformasional Kepala Sekolah	211	30	85	115	21038	99.71	9.060	82.085
Komitmen Guru	211	21	84	105	19937	94.49	6.486	42.070
Kompetensi Profesional Guru	211	24	86	110	20711	98.16	7.302	53.323
Valid N (listwise)	211							

Source: SPSS 26 Output, Secondary Data has been processed

Based on the results of the Descriptive Test above, we can describe the data distribution which

can be:

1. Principal Transformational Leadership Variable (X1), from this data it can be described that the minimum value is 85 while the maximum value is 115 and the average variable (X1) is 99.71. The standard deviation of variable data (X1) is 9.060. The general description of the principal's transformational leadership variable data (X1) can be explained using a histogram as follows:

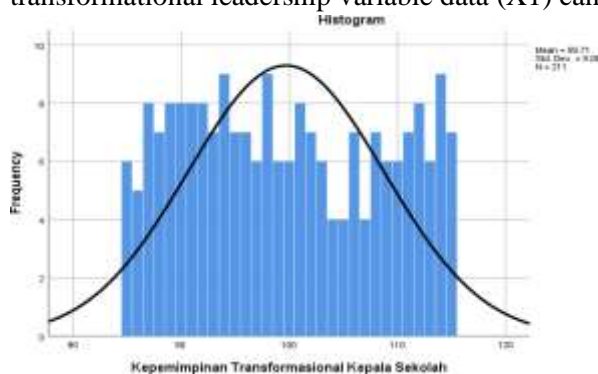


Figure 1. Histogram graph of variable X1

2. Teacher Commitment Variable (X2), from this data it can be described that the minimum value is 84 while the maximum value is 105 and the variable average (X2) is 94.49. The standard deviation of variable data (X2) is 6.486. The general description of the teacher commitment variable data (X2) can be explained with a histogram as follows:

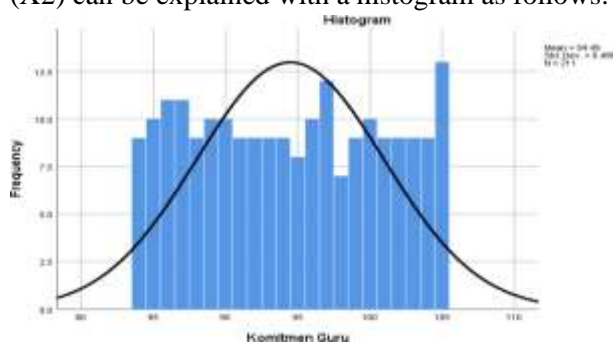


Figure 2. Histogram graph of variable X2

3. Teacher Professional Competency Variable (X3), from this data it can be described that the minimum value is 86 while the maximum value is 110 and the variable average (X3) is 98.16. The standard deviation of variable data (X3) is 7.302. The general description of the teacher professional competency variable data (X3) can be explained using a histogram as follows:

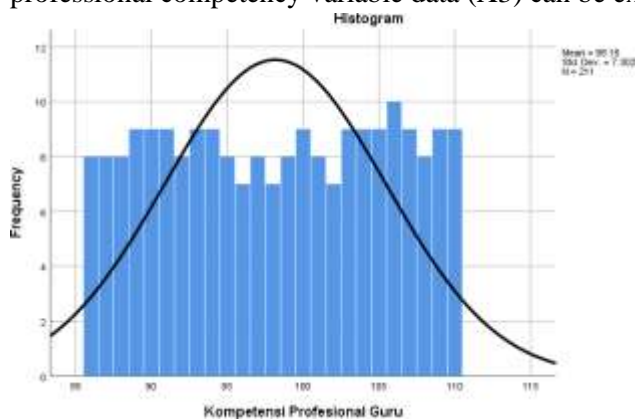


Figure 3. Histogram graph of variable X3

Based on the results of the analysis above, the path analysis equation of variables X1 to X3, X2

to X3, and X1 to X2 can be described as follows:

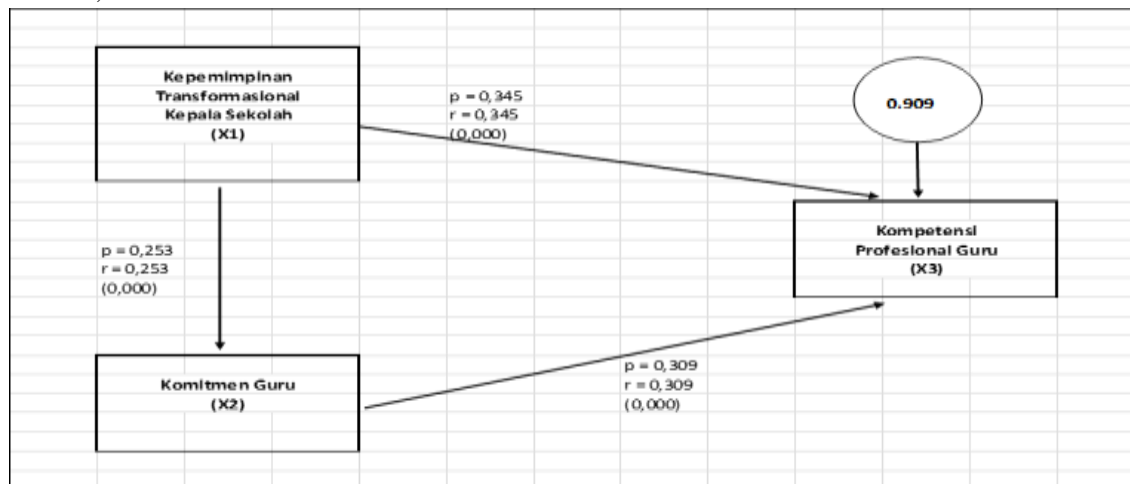


Figure 4. Results of Path Analysis of Variables X1 to X3, X2 to X3, and X1 to X2

Based on the results of the research and discussion, there is a direct and significant positive influence of the Principal's Transformational Leadership on the Professional Competence of State Elementary School Teachers in Larangan District, Tangerang City. This is proven from the results of the  $t_{count} > t_{table}$  ( $4.373 > 1.652$ ) and the path coefficient value is 0.285. Correlation coefficient analysis shows a value of 0.285 with Sig. (2-tailed) of 0.000. This means that the Principal's Transformational Leadership and Teacher Professional Competence have a significant relationship and are in the low category. There is a direct and significant positive influence of Teacher Commitment on the Professional Competence of Public Elementary School Teachers in Larangan District, Tangerang City. This is evident from the results of the  $t_{count} > t_{table}$  ( $3.629 > 1.652$ ) and the path coefficient value of 0.237. Correlation coefficient analysis shows a value of 0.237 with Sig. (2-tailed) of 0.000. This means that Teacher Commitment and Teacher Professional Competence have a significant relationship and are in the low category. There is a direct and significant positive influence of the Principal's Transformational Leadership on the Commitment of Public Elementary School Teachers in Larangan District, Tangerang City. This is evident from the results of the  $t_{count} > t_{table}$  ( $3.783 > 1.652$ ) and the path coefficient value of 0.253. Correlation coefficient analysis shows a value of 0.253 with Sig. (2-tailed) of 0.000. This means that the Principal's Transformational Leadership and Teacher Commitment have a significant relationship and are in the low category.

## CONCLUSION

There is a direct positive and significant influence of the Principal's Transformational Leadership on the Professional Competence of Public Elementary School Teachers in Larangan District, Tangerang City. This shows that the better the principal's transformational leadership, the better the teacher's professional competence, and vice versa, the worse the principal's transformational leadership, the lower the teacher's professional competence. For this reason, school principals in leading an educational institution must be able to develop their transformational leadership so that they continue to improve teachers' professional competence to be better than before.

There is a positive and significant influence of Teacher Commitment on the Professional Competence of Public Elementary School Teachers in Larangan District, Tangerang City. This shows that the better the teacher's commitment, the better the teacher's professional competence, and vice versa, the worse the teacher's commitment, the impact it will have on the teacher's lower professional competence. Therefore, school leaders must be able to create a conducive work climate, by providing comfort and good facilities for all school residents.

There is a direct positive and significant influence of the Principal's Transformational Leadership



on the Commitment of Public Elementary School Teachers in Larangan District, Tangerang City. This shows that the better the principal's transformational leadership, the better the teacher's commitment, and vice versa, the worse the principal's transformational leadership school will have a negative impact on teacher commitment. For this reason, effective communication can realize good teacher commitment, especially between school members and also between the school and the community, so that the activities carried out by the school can run well. Providing feedback on the teacher's work, either through praise or giving rewards, will improve the quality of work so that good teacher commitment is created.

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