

STRATEGY TO INCREASE TEACHERS' PROFESSIONAL COMMITMENT THROUGH STRENGTHENING TRANSFORMATIONAL LEADERSHIP, PERSONAL VALUE AND JOB SATISFACTION

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Abstract

This study aims to produce ways and strategies to increase professional commitment so that they can be input and recommendations for related parties. This research was carried out at the PGRI Vocational School in Bogor Regency. This study uses quantitative research. In this study, the stages of data analysis techniques begin with descriptive statistical analysis, test prerequisite analysis, and continue with path analysis. The population size is 209 with a sampling technique that is the Slovin formula with a sample result of 137. The results showed that there was a positive relationship between 1) transformational leadership (X_1) on professional commitment (Y), with path coefficient (β_{y1}) = 0,304, 2) personal value (X_2) on professional commitment (Y), with a path coefficient (β_{y2}) = 0,231, 3) job satisfaction (X_3) on professional commitment (Y), with path coefficient (β_{y3}) = 0,324, 4) transformational leadership (X_1) on job satisfaction (X_3), with a coefficient value path (β_{31}) = 0,285, 5) personal value (X_2) on job satisfaction (X_3), with path coefficient value (β_{32}) = 0,492, 6) There is an indirect positive effect of transformational leadership variable (X_1) on professional commitment (Y) through job satisfaction (X_3), with path coefficient value (β_{y31}) = 0,086, 7) There is an indirect positive effect of personal value variable (X_2) on professional commitment (Y) through job satisfaction (X_3), with path coefficient value (β_{y32}) = 0,113. Thus, it can be concluded that professional commitment can be continuously improved through strengthening transformational leadership, personal values, and job satisfaction, both individually and collectively. Therefore, if commitment to the profession is to be increased, it is necessary to strengthen transformational leadership, and personal value as an exogenous variable with job satisfaction as an intervening variable.

Keywords:

Professional Commitment, Transformational Leadership, Personal Value, Job satisfaction

Introduction

Education is one of the initial foundations for achieving the goals of economic development and creating overall welfare for citizens. In this regard, education is one of the determinants of the quality of human energy sources, whose position is crucial in the development process. Learning can improve a person's skills and productivity at work so that they can provide optimal results and have an influence on the process of economic development of a country. In essence, the implementation of learning must be able to produce quality and competitive human resources so that they are in line with national learning goals. To achieve this goal, it is fitting that learning must be managed reliably, so that this matter is determined by the role of the teaching profession because teachers have a very significant position in organizing national learning (Hasibuan, 2020).

Teachers are human resources in the world of education, where the teaching profession is the key to success in an organization, as well as an important foundation for the operation of a school. Therefore, the teaching profession must receive primary attention in facing the increasingly rapid progress of educational development. Teachers are professional educators with the main task of transforming, developing, and disseminating science, technology, and art through education. According to Law No. 14 of 2005 concerning teachers and lecturers, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal primary and secondary education channels.

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High commitment to the profession is associated with low job turnover, reduced inertia at work, lower levels of absenteeism, and increased job satisfaction. Professionalism as a teacher can be interpreted as having a commitment to the profession, having values of love, and responsibility, and behaving honorably according to applicable norms. The quality of education in building effective schools is decreasing, because teachers no longer commit to carrying out their duties. The key to success in a person and organization lies in the commitment they have.

However, the non-optimal performance of the teaching profession may be one of the aspects that influences the low quality of our learning and our inability to compete optimally with global citizens. There is no condemnation of teachers who have below-standard competence because the high or low competence of a teacher is considered to be able to influence their performance. After all, the reflection of teacher competence itself is the performance of a person in the teaching profession (Hasibuan, 2020).

The lack of optimal performance and competence of teachers in Indonesia was acknowledged by the Chairman of the Executive Board of the Republic of Indonesia Teachers Association (PB PGRI) Koswara who explained that not only teachers, but 70 percent of the total school principals also did not have standard competence. UKG results data are not yet satisfactory. UKG is carried out based on Law No. 14 of 2005 concerning Teachers and Lecturers and is part of teacher competency certification. Apart from being part of efforts to improve quality, certification holders are also promised benefits, namely, the results of the latest Teacher Competency Test (UKG), that no more than 30 percent of teachers pass with a minimum score of 80. This means that there are around 70 percent of teachers who get UKG results below 80 or fall into the incompetent category. The national teacher average for kindergarten teachers is 43.74 points. Elementary school teachers 40.14 points, middle school teachers 44.14 points, and high school teachers 45.38 points, the average score has not yet reached 70 points. Even though the government hopes to achieve a minimum average of 80.

At the international level, it turns out that commitment to the teaching profession is not yet optimal, which is proven by the World Bank report (2020) regarding the quality of education services in Indonesia, which found a high level of teacher absenteeism in the education system in Indonesia, with almost one in four teachers (23.5 percent) are absent from class on a given day. Most of these absences were officially permitted, indicating that the system allows for large numbers of teachers to be absent. Apart from that, in terms of teacher knowledge, all the teacher samples taken showed that teacher scores in three areas, namely Indonesian, mathematics and pedagogy, were still below the minimum standard (Yarrow et al., 2020).

Apart from that, quoted from the window.kemdikbud.go.id (20/12/2021) in 2020 there are still many teachers who do not have a bachelor's degree (S-1), there are around 300 civil servant teachers who do not meet the bachelor's qualifications. In fact, in terms of the percentage of the approximately three million and ten thousand teachers (PNS and non-PNS) that we have, almost 50% are not yet certified or certified. The certificate is proof of teacher professionalism, as mandated by Law No. 14 of 2005 concerning teachers and lecturers. So how can teachers educate or carry out the teaching and learning process well, if they have not met the minimum competency as a professional teacher?

Operating antithetically, in reality, teachers who hold the professional title have not been able to say that their results are satisfactory, as stated in the statement made by the Minister of Finance, Sri Mulyani, when attending a national education public dialogue event with the Republic of Indonesia Teachers Association in 2019, emphasizing that currently, teacher certification does not reflect anything. -What. certification is only procedural to obtain benefits. Teachers after being certified do not become more professional and responsible. Certification has become merely a procedure for obtaining benefits. Even though the certification process is to prove professionalism. This confirms that teachers' commitment to their profession is still not considered good.

As for the results of researchers' observations carried out from 29 November to 10 December 2021 at SMK PGRI 2 Cibinong, they still found teachers who still arrived late and left not at the appointed time, there were still teachers who made Learning Implementation Plans (RPP) it is not following the implementation in the field because many of them only copy and paste in making it, apart from that, there are still teachers who do not attend class according to the predetermined schedule.

The description of commitment to the teaching profession in effective, sustainable, and normative dimensions is contained in several theories of commitment to the profession. To strengthen the background of this research, the researcher distributed a preliminary survey questionnaire to 30 respondents at 7 PGRI Vocational Schools in Bogor Regency using a "Likert" scale with a value of 5 as the highest and 1 as the lowest, with categories (5) Strongly Agree, (4) Agree, (3) Doubtful, (2) Disagree, (1) Strongly Disagree, then the following conclusions can be drawn:

1. Some teachers need to improve their affective commitment to the profession, namely showing joy after receiving assignments from school leaders (40%), being determined to carry out all tasks given by school leaders (37%), being determined to look for positive ideas for school progress (23%), try to work sincerely and selflessly in carrying out tasks (50%), try to complete tasks as well as possible while realizing that you will receive adequate rewards (43%)
2. Some teachers need to improve their ongoing commitment to the profession, namely trying to have expertise as teachers who receive appropriate awards (37%), determined to obey all school rules to ensure the continuity of their career as teachers (23%), determined to obey all rules school to ensure the continuity of my career as a teacher (24%), desire to plan my career as a teacher at school (43%), encouraged to carry out self-evaluation of my work (27%), desire to establish communication with the scientific community (43%).
3. Some teachers need to improve their normative commitment to the profession, namely having the will to work following what the school expects (33%), being determined to make the school's name famous with impressive achievements (30%), wanting to make scientific publications to develop my professionalism (50%), want to carry out community service programs in my spare time (43%).

Research conducted by Sharma (2019) titled *Job Satisfaction and Professional Commitment of Teacher Educators: An Empirical Study*, where the findings of this research leads to the conclusion that fifty percent of teacher educators are average and below average, while fifty percent are above average in their level of job satisfaction and work commitment. This identifies that there are still quite a lot of teachers whose professional commitment still needs to be increased.

Apart from that, research conducted by Suprastowo (2013) on the level of teacher absenteeism and its impact on students in 20 regencies/cities spread across Indonesia also found that the teacher absence rate reached 6.6% and the profile of absent teachers was dominant among teachers with status. Civil Servants (PNS) and have been certified. The main causes of absence are due to official duties and various interests with official permission. However, in the results of this study, it was still found that 2.8% of teachers were absent because they were serving punishment, 2.38% taught at different times, 2.38% were estimated to arrive late, were assigned to carry out tasks that were not related to assignments 1.19% and going home too early 1.19%. The various reasons for absence show that teachers on duty have not paid attention to discipline towards the institution (school).

Apart from disciplinary problems, a teacher who has job satisfaction will show feelings of pleasure in carrying out his duties. Meanwhile, teachers who lack job satisfaction will be lazy at work, often complain and feel bored with their work. Indah's (2013) research on teacher performance in Muntilan District, Magelang Regency, illustrates that some teachers often complain about the heavy workload, especially in additional duties from the principal to complete school administration work. This indicates that teacher job satisfaction in the Muntilan sub-district is still low. A similar condition was also revealed in Apriliana's research (2015) that there were still several teachers in Tepus District, Gunungkidul Regency who were not happy with their work. This is shown in the attitude of teachers who only attend 3 times a week, often do not prepare before learning, enter and leave class not on time, and often complain, especially complaints about changes to the 2013 curriculum.

School is an organization that must produce students who can live & compete in society. In this case, schools are required to be able to provide knowledge and skills to students. Realizing the very important role of teachers in schools, schools can give special attention to teachers. Schools in this case need to understand and also know teachers' needs, because teachers' living needs are one reason why they work and if teachers' needs are met, then they will get satisfaction. This satisfaction will later lead to work performance, especially in increasing the productivity of the school organization as a whole. Teachers are human resources who should have the ability in the process of implementing national education. Therefore, to have good professional performance and commitment, it is necessary to continuously develop and develop teachers' abilities and the example, encouragement and motivation of a leader can be a stimulus in producing good professional commitment.

One factor that can influence a teacher's professional commitment is leadership style. Where leadership in an organization is one of the factors that has a major influence on the professional commitment of members, this is also the case with educational organizations such as schools. In this case, in educational organizations such as formal schools, one of the factors that can influence the teacher's professional commitment can come from the leadership style of the school principal (Hasibuan, 2020).

Transformational leadership refers to the leadership of a school principal in his school environment. This statement is complemented by the fact that leadership is not just working, but it can be interpreted that

leadership is the leader's efforts to create effective and interactive relationships in the work environment (Pratiwi et al., 2019). Transformational leadership can inspire others to see the future optimistically, project an ideal vision, and be able to communicate to subordinates that the vision and mission can be achieved (Paryanto, 2017). Furthermore, Meiyanto and Santhoso (2015), researching 470 employees, concluded that there was a significant positive relationship ($r = 0.419$ $\alpha = 0.05$) between values and professional commitment. The higher the level of value, the higher the level of professional commitment is predicted to be (Meiyanto & Santhoso, 2015).

Research conducted by Bashir (2017) with the title Job Satisfaction of Teachers about Professional Commitment, shows that the 'r' value regarding job satisfaction and professional commitment of teachers was found to be 0.438 while the table values for the same thing in 298 df were found to be 0.113 and 0.118 at significance levels of 0.05 and 0.01 respectively. Therefore, the hypothesis that there is a significant relationship between job satisfaction and the professional commitment of secondary school teachers is accepted. This proves that professional commitment plays a role in determining teacher job satisfaction. Also, the results of the relationship showed that job satisfaction and professional commitment were positively correlated (Bashir, 2017).

Several factors are thought to have a relationship with increasing professional commitment, such as transformational leadership, personal values, and job satisfaction. To observe and research professional commitment, this research is considered interesting to study further.

Literature Review

1. Professional Commitment

Teacher commitment to the profession is the level of loyalty and individual confidence in the profession which is the individual's willingness to be actively involved in a job based on the goals and values of the profession, consisting of dimensions: 1) Affective commitment with indicators: a) having an emotional attachment to the profession, b) self-involvement in the interests of the profession; 2) continuity commitment with indicators: c) awareness of the losses if you leave the profession, d) desire to maintain the profession; 3) normative commitment with indicators: e) willingness to do something for the advancement of the profession, f) attitude of obligation towards professional duties (Djuanda, 2021).

According to (Fitriyanti et al., 2019) a teacher's commitment to the profession is a person's belief in accepting the values of the profession, a willingness to exert effort in the name of the profession and a willingness to persist in membership in the profession. Professional commitment is the best effort and shows integrity in one's work. Every profession must have its own set of ethics and ideology that guarantees its effectiveness and integrity. With dimensions: a). Dimensions of Affective Commitment, namely affection, strong emotional attachment to the profession and organization. b). The Sustainable Commitment dimension is believing that the profession one has can fulfill one's life needs in terms of funding/financing so that one will continue to be available to continue one's career and fulfill one's professional ethics; and c). The dimension of Normative Commitment is maintaining stability or togetherness between the morals of society and its profession accompanied by a sense of responsibility to uphold values (Farooqi & Islam, 2017)

Professional commitment is an individual's attachment to a professional organization, with indicators, namely: 1). Acceptance and similarity with the organization's values and goals (values and goals); 2). Willingness to be actively involved in organizational activities (involve); 3). The desire to try and work hard in the name of the profession following the wishes of the organization (effort); 4). Loyalty; 5). Desire to maintain membership (Widyastuti, 2016). Professional commitment is a psychological relationship between teachers and their work which is based on affective and normative reactions to their work as well as ongoing professional development. With dimensions: a). The Affective Commitment dimension is the level to which an employee wants to stay in his work career because this is related to his career goals and helps him achieve his career goals; b). The Continuance Commitment dimension is the degree to which an employee feels he will remain in his current profession due to the lack of professional and rewarding alternatives; and c). The Normative Commitment dimension is the level of employees who feel they stay in the current organization because of a sense of responsibility and loyalty (Khan & Qazi, 2017).

Based on the theories above, it is synthesized that Professional Commitment is a psychological relationship between a person and his work which is proven through the level of loyalty and confidence of the individual to be actively involved in a job based on his professional goals and values through the willingness to exert effort in the name of the profession and being willing to persist in their professional membership. The dimensions and indicators of Professional Commitment are as follows: a. Dimensions of affective commitment

to the profession, with indicators: 1) strong affection for the profession and the organization, 2) having strong motivation to remain in the job, 3) being selfless and devoted in carrying out their duties, b. Dimensions of ongoing commitment to the profession, with indicators: 4) individual assessment of the cost of living if they leave their job, 5) lack of other professional alternatives, 6) having obligations in their work, c. Dimensions of normative commitment to the profession, with indicators: 7) maintaining stability/togetherness between the morals of society and the profession as well as a sense of responsibility to uphold the values of the profession, and 8) the moral obligation of teachers to remain in their organization.

2. Transformational Leadership

Transformational leadership is the behavior of a leader who inspires, motivates and directs and develops his leadership, instilling moral values and commitment in his subordinates to achieving the vision and goals with indicators a) Charisma b) Influencing idealism c) Inspiring motivation d) intellectual stimulation e) Considering carefully individual (Putra & Taopik, 2016).

Transformational leadership is a leadership pattern that can motivate employees by bringing high ideals and values to achieve the organization's vision and mission which is the basis for forming trust in leaders. Transformational leadership is the parent of transactional leadership and provides a frame of reference for the organization (Paryanto, 2017).

Transformational leaders are leaders who motivate subordinates through inspiration and offer challenges and support for personality development, in the form of concentration on qualities such as shared ideas, values and vision to build good relationships within the organization. Transformational leadership is described as a leadership style that can arouse or motivate employees, so that they can develop and achieve performance at a high level, beyond what they previously expected (Putra & Riana, 2020).

Transformational leadership stimulates and inspires followers to achieve extraordinary results and in the process develop their leadership capacity (Bass & Riggio, 2006). the indicators are 1) Idealized influence of the leader acting as a role model or role model, 2) Inspirational motivation of the leader creates a clear picture of future conditions in an optimistic manner, 3) Intellectual simulation of the leader stimulates people to be creative and innovative, 4) Individual consideration of the leader develop people by creating a supportive weather environment.

Based on the theories above, it is synthesized that transformational leadership is the behavior of leaders who inspire, motivate, direct, and develop their leadership, by instilling moral values and commitment in their subordinates to achieving the vision and goals of the organization as well as offering challenges and support for personality development, in the form of concentration on qualities such as sharing ideas to build good relationships within the organization. The dimensions and indicators of transformational leadership are as follows: 1) Idealized influence, namely the leader acts as a role model or role model, 2) Inspirational motivation, namely the leader creates a clear picture of the future situation optimistically, 3) Intellectual simulation, namely the leader stimulates people to be creative and innovative, 4) Individual consideration, namely the leader develops people by creating a supporting climate environment.

3. Personal Value

Values are an important basis for studying organizational and individual behavior, because values lay the foundation for understanding attitudes and motivation and because values influence a person's perceptions. This value will influence attitudes and behavior in the future and is the main element in forming attitudes (Pramono & Ario, 2012).

Personal Values are an individual's ideas about what is right, good, or desirable. With dimensions: a) Terminal Value, which reflects a person's preferences regarding the "goal" to be achieved, and b) Instrumental Value, which reflects a person's beliefs about how to achieve the desired goal (Robbins & Judge, 2016).

Personal Values are general criteria, standards, or guiding principles that a person uses to determine which types, behaviors, events, situations and results are desirable or undesirable (George, 2012). With dimensions and indicators: a) Instrumental Values/values work values, namely personal beliefs about results and behavior in the workplace, work values, with indicators; 1) Intrinsic work values, namely values related to the nature of the work itself; 2) Extrinsic work values: values related to the consequences of work; b) Terminal Values/Ethical Values, namely personal beliefs about what is right and wrong. With indicators; 1) Utilitarian values, namely decisions that produce the greatest good for several people; 2) The value of justice, namely the decision to allocate benefits and impacts when making fair and impartial decisions; and 3) Correct moral values, namely the decision to protect people's basic rights and privileges.

Personal values are personally or socially preferred modes of behavior or end states. With dimensions

a) The desired Terminal Value states the ultimate goal or life goal. b) Instrumental Values are alternative behaviors or ways by which we achieve desired goals (Kinicki & Fugate, 2016). Meanwhile, according to Schermerhorn and Hunt (2014), personal values can be defined as broad preferences that tend to influence attitudes and behavior. With dimensions: a) Terminal Value: Reflects a person's preferences regarding the "goal" to be achieved, and b) Instrumental Value reflects a person's beliefs about how to achieve the desired goal (Osborn R, Schermerhorn J, Uhl, 2014).

Based on the theories above, it is synthesized that personal values are a person's/individual's personal beliefs which become criteria, standards, or principles that a person uses to determine types, behavior, events, situations, and results regarding what is right, good, or desirable. The dimensions and indicators of personal value are as follows: a) Terminal Value Dimensions are the conditions that become life goals to be achieved, with indicators: 1) social values (focus on other people) freedom, equality, and a peaceful world, 2) Values Personal (self-focused) self-respecting, brave and broad-minded. b) Instrumental Value Dimensions are references (modes) in behavior used to achieve the life goals you want to achieve, with indicators: 3) Moral Values (focus on morality and relationships) honest, forgiving, polite, helpful, loving, and responsible answer, 4) Competency Value (focus on competency) logical and competent/capable.

4. Job Satisfaction

Individuals have various attitudes about their work. When people talk about employee attitudes, they mean job satisfaction, which describes positive feelings about a job, resulting from evaluating its characteristics. Someone with a high level of job satisfaction has positive feelings towards their job, while someone with a low level of job satisfaction has negative feelings. Job satisfaction is a topic that has received a lot of attention. Some human roles have been replaced by machines as a result of the industrial revolution and job fragmentation (Hartini. et al., 2021).

Job satisfaction is the attitude that an individual has towards their work in the form of perceptions of the work itself. Factors that can influence job satisfaction are a) the amount of salary received, b) work that provides opportunities to learn and accept responsibility, c) opportunities for promotion, d) supervisors to show attention and e). relationships with competent and supportive coworkers (Gibson, Donnell, Jr, 2012).

Job satisfaction has been defined as a positive emotional statement resulting from workers' comfort with their work and as an affective and cognitive attitude held by employees regarding various aspects of their work. People with high levels of job satisfaction have positive feelings, while those with low levels of job satisfaction have negative feelings about their jobs. Apart from being able to affect performance, job dissatisfaction can also lead to doubts and even lack of professional commitment and loss of organizational commitment employees have so that they have no attachment to the organization that houses them and are tempted by higher pay from other organizations (Djari & Dharmanegara, 2016).

Job satisfaction is the positive feeling of an employee who is satisfied with rewards, supervision, relationships between co-workers, job security, and the opportunity to obtain change (Puspitawati & Yulawan, 2019). With indicators: 1) Rewards received (Compensation), 2) Supervision carried out by superiors, 3) Work itself, 4) Relationships between co-workers, 5) Job security, 6) Opportunity to obtain a change of status.

Based on the theories above, it is synthesized that job satisfaction is an attitude that an individual has in the form of the result of several attitudes towards work factors, personal adjustment, and the individual's social relationships towards their work. The dimensions and indicators of job satisfaction are 1) Rewards, which are related to salary, wages, and honorarium (pay), 2) job conditions, namely every job requires certain skills, and 3) promotion opportunities. , namely, factors related to whether or not there is an opportunity to gain career advancement while working, 4) Supervision from superiors, namely good supervision from superiors regarding a job, 5) Co-workers, namely factors related to relationships between employees and their superiors and with other employees.

Research Methods

This research was carried out at PGRI Vocational School in Bogor Regency. The research was carried out at SMK PGRI 1 Cibinong, SMK PGRI 2 Cibinong, SMK PGRI Citeureup, SMK PGRI Babakan Madang, SMK PGRI Karisma Bangsa, SMK PGRI Sukamakmur and SMK PGRI Pamijahan. The research was carried out for 4 months, to be precise from December 2021 to March 2022.

This research uses quantitative research. According to (Sugiyono, 2016), quantitative research methods can be interpreted as research methods that are based on the philosophy of positivism, used to research certain

populations or samples, collecting data using research instruments, and quantitative/statistical data analysis with the aim of testing predetermined hypotheses.

In this research, a path analysis model is used because, between the independent variable and the dependent variable, there is an intervening influence. The research variables were designed using 3 independent variables, namely Transformational Leadership (X1), and Personal Value (X2), 1 Job Satisfaction variable (X3) as the Intervening Variable, and 1 Professional Commitment variable (Y) as the Dependent variable.

The relationship between these research variables can be described in the following constellation of problems:

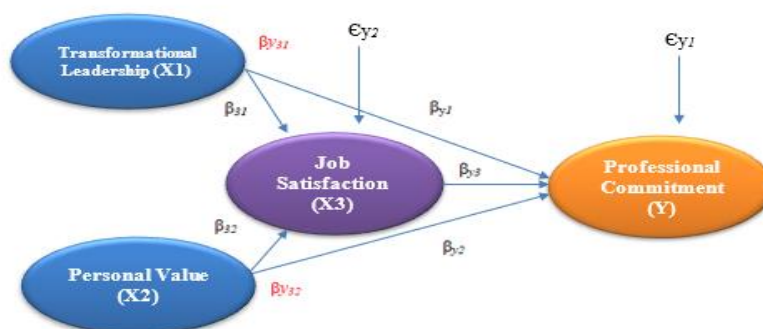


Figure 1. Research Constellation

The population used in this research was 209 PGRI Vocational School Private Teachers in Bogor Regency. The sample is part of the number and characteristics of the population (Sugiyono, 2016). The sampling technique used to determine the sample in this research is the Slovin formula and incidental sampling. Based on the Slovin formula, the number of samples was 137 people. In this research, the data analysis technique stage begins with carrying out descriptive statistical analysis, testing prerequisite analysis, and continues with path analysis.

Research Result

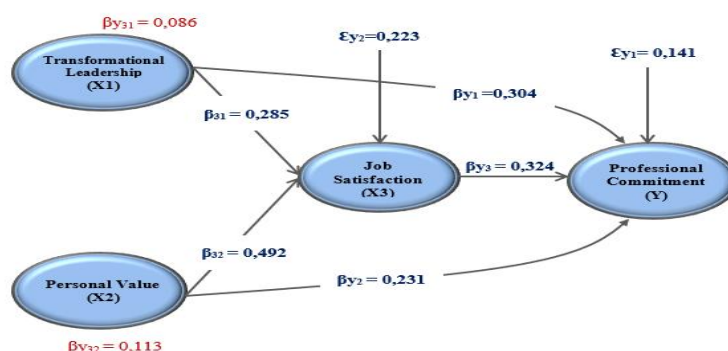


Figure 2. Research Results

After the structural model analysis has been carried out, the calculation results obtained are used to test the hypothesis to determine the direct and indirect effects between variables. The proposed hypothesis is concluded by calculating the path coefficient value and significance for each path studied. The results of the decisions regarding all proposed hypotheses can be explained as follows:

1. Direct positive influence of transformational leadership (X1) on professional commitment (Y)

The first hypothesis was tested to test the direct influence of transformational leadership (X1) on professional commitment (Y). From the calculation results, the path coefficient value (β_{y1}) = 0.304, with t-count = 4.194, while t-table at the real level $\alpha = 0.05$, t-table = 1.650, then t-count > t-table means that H_0 is rejected and H_1

is accepted. Thus, there is a direct positive influence of the transformational leadership variable (X1) on professional commitment (Y), meaning that stronger transformational leadership (X1) will increase the professional commitment (Y) of PGRI Vocational School teachers in the Bogor district.

2. Direct positive influence of personal value (X2) on professional commitment (Y)

The second hypothesis was tested by testing the direct influence of personal value (X2) on professional commitment (Y). From the calculation results, the path coefficient value (β_{y2}) = 0.231, with t-count = 2.901, while t-table at the real level $\alpha = 0.05$, t-table = 1.650, then t-count > t-table means that H_0 is rejected and H_1 is accepted. Thus, there is a direct positive influence of the personal value variable (X2) on professional commitment (Y), meaning that the stronger personal value (X2) will increase the professional commitment (Y) of PGRI Vocational School teachers in the Bogor district.

3. Direct positive influence of job satisfaction (X3) on professional commitment (Y)

The third hypothesis was tested to test the direct influence of job satisfaction (X3) on professional commitment (Y). From the calculation results, the path coefficient value (β_{y3}) = 0.324, with t-count = 3.946, while t-table at the real level $\alpha = 0.05$, t-table = 1.650, then t-count > t-table means that H_0 is rejected and H_1 is accepted. Thus, there is a direct positive influence of the job satisfaction variable (X3) on professional commitment (Y), meaning that stronger job satisfaction (X3) will increase the professional commitment (Y) of PGRI Vocational School teachers in the Bogor district.

4. Direct positive influence of transformational leadership (X1) on job satisfaction (X3)

The fourth hypothesis was tested to test the direct influence of transformational leadership (X1) on job satisfaction (X3). From the calculation results, the path coefficient value (β_{31}) = 0.285, with t-count = 3.947, while t-table at the real level $\alpha = 0.05$, t-table = 1.650, then t-count > t-table means that H_0 is rejected and H_1 is accepted. Thus, there is a direct positive influence of the transformational leadership variable (X1) on job satisfaction (X3), meaning that transformational leadership (X1) will increase job satisfaction (X3) in PGRI vocational school teachers in the Bogor district.

5. Direct positive influence of personal value (X2) on job satisfaction (X3)

The fifth hypothesis was tested for the positive influence of personal value (X2) on job satisfaction (X3). From the calculation results, the path coefficient value (β_{32}) = 0.492, with t-count = 6.806, while t-table at the real level $\alpha = 0.05$, t-table = 1.650, then t-count > t-table means that H_0 is rejected and H_1 is accepted. Thus, there is a direct positive influence of the personal value variable (X2) on job satisfaction (X3), meaning that the stronger personal value (X2) will increase the job satisfaction (X3) of PGRI Vocational School teachers in the Bogor district.

Table 1. Summary of Hypothesis Testing Results

No	Hypothesis	Path Coefficient	Statistical Test	Decision
1.	Transformational leadership (X1) on professional commitment (Y)	0,304	$H_0 : \beta_{z1} \leq 0$ $H_1 : \beta_{z1} > 0$	Influential direct positive
2.	Personal Value (X2) to professional commitment (Y)	0,231	$H_0 : \beta_{z2} \leq 0$ $H_1 : \beta_{z2} > 0$	Influential direct positive
3.	Job satisfaction (X3) to professional commitment (Y)	0,324	$H_0 : \beta_{z3} \leq 0$ $H_1 : \beta_{z3} > 0$	Influential direct positive
4.	Transformational leadership (X1) on job satisfaction (X3)	0,285	$H_0 : \beta_{y1} \leq 0$ $H_1 : \beta_{y1} > 0$	Influential direct positive
5.	Personal value (X2) on job satisfaction (X3)	0,492	$H_0 : \beta_{y2} \leq 0$ $H_1 : \beta_{y2} > 0$	Influential direct

No	Hypothesis	Path Coefficient	Statistical Test	Decision
				positive

Analysis of Research Variable Indicators

After testing the hypothesis, then identify and calculate the direct and indirect effects between variables. The magnitude of the direct and indirect effects is obtained from the path coefficient. The sum of direct influence and indirect influence is called total influence. The magnitude of the direct and indirect influence can be explained in the following tables:

1) Direct and indirect influence on professional commitment (Y)

The direct and indirect effects on professional commitment (Y) are as follows:

Table 2. Direct and indirect influence on professional commitment (Y)

Variable	Effect		Total Effect	Decision
	Direct	Indirect through Job Satisfaction (X ₃)		
Transformational leadership (X ₁)	0,304	(0,304) (0,285) = 0,086	0,390	Direct Effect (0.304) > Indirect Effect (0.086)
Personal value (X ₂)	0,231	(0,231) (0,492) = 0,113	0,344	Direct Effect (0.231) > Indirect Effect (0.113)
Job satisfaction (X ₃)	0,324	-	0,324	

Based on Table 2 it can be explained that professional commitment (Y) has a direct effect on transformational leadership (X₁) of 30.4%, an indirect effect through job satisfaction (X₃) of 8.6%, with a total effect of 39.0%. Professional commitment (Y) has a direct effect on personal value (X₂) of 23.1%, an indirect effect through job satisfaction (X₃) of 11.3%, with a total effect of 34.4%.

Based on the comparison of the magnitude of the direct influence and indirect influence in Table 79, it can be concluded as follows:

- Because the direct influence of transformational leadership (X₁) on professional commitment (Y) is compared to the indirect influence of transformational leadership (X₁) on professional commitment (Y) through job satisfaction (X₃), it can be concluded that job satisfaction (X₃) does not function effectively as an intervening variable between transformational leadership (X₁) and professional commitment (Y).
- Because the direct influence of Personal value (X₂) on professional commitment (Y) is compared to the indirect influence of Personal value (X₂) on professional commitment (Y) through job satisfaction (X₃), it can be concluded that job satisfaction (X₃) does not function effectively as an intervening variable between personal value (X₂) and professional commitment (Y).

2) Direct and indirect influence on job satisfaction (X₃)

The direct and indirect effects on job satisfaction (Y) are presented in the table as follows

Table 3. Direct and indirect influence on job satisfaction (X₃)

Variable	Effect		Total Effect
	Direct	Indirect	
Transformational leadership (X ₁)	0,285	-	0,285
Personal value (X ₂)	0,492	-	0,492

Based on Table 3, it can be explained that transformational leadership (X₁) has a direct effect on job

satisfaction (X3) of 28.5%. The direct influence of personal value (X2) on job satisfaction (X3) is 49.2%.

Discussion

1) Direct influence of transformational leadership (X1) on professional commitment (Y)

From the results of this research, there is a direct positive influence between the transformational leadership variable (X1) on professional commitment (Y), meaning that stronger transformational leadership (X1) will increase the professional commitment (Y) of PGRI Vocational School teachers in Bogor district. This is proven by the calculation results, the path coefficient value ($\beta y1$) = 0.304, with t-count = 4.194, while t-table at the real level $\alpha = 0.05$, t-table = 1.650, so t-count > t-table means H_0 is rejected and H_1 is accepted. The results of this research support previous research conducted by Putra, K. S., & Taopik, O. A. (2016) with the results that transformational leadership can significantly explain professional commitment.

Transformational leadership refers to long-term relationships built between leaders and followers through many interactions and has a more strategic orientation. A teacher will try to further strengthen their professional commitment when they see what is considered a transformational leader, in this case, the principal, who is involved in behavior that shows strong commitment. Teachers feel inspired because the principal can communicate well about the long-term vision, the principal can intellectually stimulate teachers to foster creativity and innovation in teaching, act as a guide for teachers, and be a good role model. This is related to the influence of ideals, attention to individuals, and intellectual stimulation which are indicators of transformational leadership. Thus, there is a direct influence of transformational leadership on professional commitment so strengthening transformational leadership can increase professional commitment.

2) Direct influence of personal value (X2) on professional commitment (Y)

From the results of this research, there is a direct positive influence between the personal value variable (X2) on professional commitment (Y), meaning that the stronger personal value (X2) will increase the professional commitment (Y) of PGRI Vocational School teachers in Bogor district. This is proven by the calculation results, the path coefficient value ($\beta y2$) = 0.231, with t-count = 2.901, while t-table at the real level $\alpha = 0.05$, t-table = 1.650, so t-count > t-table means H_0 is rejected and H_1 is accepted. The results of this research support previous research conducted by Madhu Gupta and Indu Nain (2015) with the results that teachers' professional commitment was more strongly influenced by "Intrinsic Values".

Personal values, can be described as social values and moral values or focus on the usefulness and usefulness of competence, and responsibility in working for teachers to be able to accept the goals of the profession, the willingness to do many things in the name of the profession, which can encourage the desire that a teacher is strong enough to maintain his professional membership, which illustrates the relationship between personal values and professional commitment. Thus, there is a direct influence of personal values on professional commitment so strengthening personal values can increase professional commitment.

3) Direct influence of job satisfaction (X3) on professional commitment (Y)

From the results of this research, there is a direct positive influence between the job satisfaction variable (X3) on professional commitment (Y), meaning that stronger job satisfaction (X3) will increase the professional commitment (Y) of PGRI Vocational School teachers in Bogor district. This is proven by the calculation results, the path coefficient value ($\beta y3$) = 0.324, with t-count = 3.946, while t-table at the real level $\alpha = 0.05$, the result is t-table = 1.650, so t-count > t-table means H_0 is rejected and H_1 is accepted. Thus, there is a direct positive influence of the job satisfaction variable (X3) on professional commitment (Y). The results of this research support previous research conducted by Djuanda (2021) and L. Bashir (2017) with the results that there was a significant positive influence between job satisfaction and teacher commitment to the profession.

Job satisfaction is closely related to receiving salaries, wages, and honoraria, where providing an appropriate salary will make teachers satisfied at work, thus influencing them to carry out their duties. This person will gain job satisfaction so that they will be more committed to carrying out their professional duties. This gives teachers a strong motivation to remain in their work. Likewise with good relationships between colleagues. Good relationships with co-workers will make individuals more comfortable and enjoy working, which will influence their commitment to remaining in their profession. This provides an overview of the relationship between job satisfaction and professional commitment. Thus, there is a direct influence of job satisfaction on professional commitment so strengthening job satisfaction can increase professional commitment.

4) Direct influence of transformational leadership (X1) on job satisfaction (X3)

From the results of this research, there is a direct positive influence between the transformational leadership variable (X1) on job satisfaction (X3), meaning that the stronger the transformational leadership (X1) will increase the job satisfaction (X3) of PGRI Vocational School teachers in Bogor district. This is proven by the calculation results, the path coefficient value (β_{31}) = 0.285, with t-count = 3.947, while t-table at the real level $\alpha = 0.05$, the result is t-table = 1.650, so t-count > t-table means H_0 is rejected and H_1 is accepted. The results of this research support previous research conducted by Widyatmika and Riana (2020) with the results that there was a significant positive influence between transformational leadership and job satisfaction. The transformational leadership of a school principal provides an ideal model for carrying out their duties so that teachers have a good example in working and become motivated to achieve their work goals and work goals in the school, both material goals and future career goals. This transformational leadership will improve teachers' abilities so that they can increase members' confidence to continue their careers at school because there will be an increase in income or salary which will lead to job satisfaction. This can provide an overview of the relationship between transformational leadership and job satisfaction. Thus, there is a direct influence of transformational leadership on job satisfaction so strengthening transformational leadership can increase job satisfaction.

5) Direct influence of personal value (X2) on job satisfaction (X3)

From the results of this research, there is a direct positive influence between the personal value variable (X2) on job satisfaction (X3), meaning that the stronger the personal value (X2) will increase the job satisfaction (X3) of PGRI Vocational School teachers in Bogor district. This is proven by the calculation results, the path coefficient value (β_{32}) = 0.492, with t-count = 6.806, while t-table at the real level $\alpha = 0.05$, t-table = 1.650, so t-count > t-table means H_0 is rejected and H_1 is accepted. The results of this research support previous research conducted by Tjamalla and Sutiono (2020) with the results that there was a significant positive influence between personal value and job satisfaction.

Social values focus on relationships with other people teachers and colleagues as an illustration of personal values which can influence an individual's emotional condition arising from assessments of their work, or experiences in teacher work. Apart from that, moral values focus on morality and relationships between co-workers, whereby establishing good morality and relationships between co-workers, comfort and good cooperation will arise which will lead to job satisfaction. This provides an overview of the relationship between personal value and job satisfaction. Thus, there is a direct influence of personal value on job satisfaction so strengthening personal value can increase job satisfaction.

CONCLUSIONS

Conclusion

This research has succeeded in finding ways and strategies to increase teacher professional commitment by identifying the strength of influence between research variables. Based on the results of the analysis, discussion of research results, and hypotheses that have been tested, it can be concluded as follows:

1. There is a direct positive influence of the transformational leadership variable (X1) on professional commitment (Y), with a path coefficient (β_{y1}) = 0.304, so strengthening transformational leadership (X1) can increase professional commitment (Y).
2. There is a direct positive influence of the personal value variable (X2) on professional commitment (Y), with a path coefficient value (β_{y2}) = 0.231, so strengthening personal value (X2) can increase professional commitment (Y).
3. There is a direct positive influence of the job satisfaction variable (X3) on professional commitment (Y), with a path coefficient (β_{y3}) = 0.324, so strengthening job satisfaction (X3) can increase commitment to the profession (Y).
4. There is a direct positive influence of transformational leadership (X1) on job satisfaction (X3), with a path coefficient value (β_{31}) = 0.285, so strengthening transformational leadership (X1) can increase job satisfaction (X3).
5. There is a direct positive influence of personal value (X2) on job satisfaction (X3), with a path coefficient value (β_{32}) = 0.492, so strengthening personal value (X2) can increase job satisfaction (X3).

Implications

A teacher's professional commitment will have an impact on a school's performance. Through high professional commitment, teachers will work wholeheartedly in carrying out their profession and create a good learning atmosphere at school. Based on the research results, professional commitment can continue to be improved through strengthening transformational leadership, personal values, and job satisfaction, both individually and collectively. Therefore, efforts are needed to increase professional commitment through strengthening transformational leadership, personal values and job satisfaction.

Based on the conclusions of the research above, the implication in this research can be drawn that if the commitment to the profession is to be increased, then strengthening transformational leadership and personal values as exogenous variables with job satisfaction as an intervening variable is needed using organizing activity agendas or seminars. which can encourage increases in indicators that are considered to be still not optimal and maintain indicators that are considered to be good.

Suggestion

Referring to the research results, discussion of research results, conclusions and implications outlined above, it can be seen that the professional commitment of teachers at SMK PGRI Bogor Regency schools can be increased. Increasing professional commitment can be achieved through strengthening transformational leadership, personal values and job satisfaction.

Based on the research results, it can be an alternative input for parties such as teachers, school principals, foundation heads, school supervisors, department heads, and related parties to further increase the commitment of the teaching profession by organizing activity agendas or seminars that can encourage the improvement of indicators that are considered to be still not optimal and maintaining indicators that are considered to be good. The following are suggestions that can be made by making improvements to several variables and indicators that are still not optimal, especially those that are in the priority category for immediate improvement. As well as maintaining or developing good indicators:

No	Program	Strengthening Professional Commitment	Has obligations in his work	Maintaining stability/togetherness between community morals	Teachers' moral obligation to remain in their organization
1.	Name	Increased love for the profession and its organization among PGRI Vocational School teachers, Bogor Regency	Increased work obligations towards the profession and its organization for PGRI Vocational School teachers, Bogor Regency	Increased stability/togetherness between community morals and their profession as well as a sense of responsibility to uphold professional values among PGRI Vocational School teachers, Bogor Regency	Increasing the moral obligation of teachers to remain in their organization for PGRI Vocational School teachers, Bogor Regency
2.	Form	Organizing seminars with the theme of love for the profession and the organization	Organizing seminars on the theme of obligations in one's work as a teacher towards the profession and organization	Organizing seminars with the theme of stability/togetherness between the morals of society and the profession as well as a sense of responsibility to uphold the values of the profession	Organizing a seminar on the theme of teachers' moral obligations to remain in their organization
3.	Objective	After attending this seminar, it is hoped that the PGRI District Vocational	After attending this seminar, it is hoped that PGRI District Vocational School	After attending this seminar, it is hoped that PGRI District Vocational School	After attending this seminar, it is hoped that PGRI District Vocational

No	Program	Strengthening Professional Commitment	Has obligations in his work	Maintaining stability/togetherness between community morals	Teachers' moral obligation to remain in their organization
		School teachers. Bogor can increase love for the profession and the organization	teachers. Bogor can increase its work obligations towards its profession and organization	teachers. Bogor can increase stability/togetherness between community morals and the profession as well as a sense of responsibility to uphold the values of the profession	School teachers. Bogor can increase teachers' moral obligations to remain in their organization
4.	Material	Discussion about how to increase love for the profession and the organization	Discussion about how to increase obligations at work towards the profession and the organization	Discussion about how to increase stability/togetherness between community morals and the profession as well as a sense of responsibility to uphold the values of the profession	Discussion about how to increase teachers' moral obligations to remain in their organization
5.	Participant	PGRI Vocational School teacher, Bogor Regency	PGRI Vocational School teacher Bogor Regency	PGRI Vocational School teacher, Bogor Regency	PGRI Vocational School teacher, Bogor Regency
6.	Source person	HRM Expert / Supervisor / Teacher with National Achievement	HRM Expert / Supervisor / Teacher with National Achievement	HRM Expert / Supervisor / Teacher with National Achievement	HRM Expert / Supervisor / Teacher with National Achievement
7.	Execution time	Every November	Every July (the beginning of the school year)	Every May (end of the school year)	Every May (end of the school year)
8.	Coordinator	Deputy Principal Ur. PSDM/Curriculum	Deputy Principal Ur. PSDM/PR	Deputy Principal Ur. PSDM/PR	Deputy Principal Ur. PSDM/Curriculum

No	Program	Intellectual stimulation (intellectual stimulation)	Individual consideration (individual consideration)	Personal values
1.	Name	Increasing intellectual stimulation (intellectual stimulation) for school principals and teachers at PGRI Bogor Regency Vocational School	Increased individual consideration for school principals and teachers at PGRI Bogor Regency Vocational School	Increasing Personal Values in PGRI Bogor Regency Vocational School Teachers
2.	Form	Organizing seminars with the theme of intellectual stimulation (intellectual stimulation)	Organizing seminars with the theme of individual consideration (individual consideration)	Organizing seminars on the theme of Personal Values
3.	Objective	After attending this seminar, it is hoped that the principals and	After attending this seminar, it is hoped that the principals and teachers of	After attending this seminar, it is hoped that the PGRI District Vocational School teachers.

No	Program	Intellectual stimulation (intellectual stimulation)	Individual consideration (individual consideration)	Personal values
		teachers of SMK PGRI Bogor Regency can increase intellectual stimulation (intellectual stimulation)	SMK PGRI Bogor Regency can increase individual consideration	Bogor can increase Personal Value
4.	Material	Discussion about how to increase intellectual stimulation (intellectual stimulation)	Discussion about how to increase individual consideration (individual consideration)	Discussion about how to increase Personal Values
5.	Participant	Principal and teacher of SMK PGRI Bogor Regency	Principal and teacher of SMK PGRI Bogor Regency	PGRI Vocational School teacher, Bogor Regency
6.	Source person	HRM Expert / Supervisor / Principal or National Level Outstanding Teacher	HRM Expert / Supervisor / Principal or National Level Outstanding Teacher	HRM Expert / Supervisor / Teacher with National Achievement
7.	Execution time	Every July (the beginning of the school year)	Every November	Every November
8.	Coordinator	Chairman of the PGRI Foundation	Chairman of the PGRI Foundation	Deputy Principal Ur. PSDM/Curriculum

No	Program	Competency value	Relationship between superiors and subordinates	Colleagues, teamwork.
1.	Name	Increasing Competency Values for PGRI Bogor Regency Vocational School Teachers	Effectiveness of superior and subordinate relationships among PGRI Bogor Regency Vocational School teachers	Increased communication between colleagues and teamwork for teachers at SMK PGRI Bogor Regency
2.	Form	Organizing a seminar with the theme Value of Competency	Organizing seminars with the theme Effectiveness of superior-subordinate relationships	Organizing seminars with the theme of co-worker communication and teamwork
3.	Objective	After attending this seminar, it is hoped that PGRI District Vocational School teachers. Bogor can increase Competency Values	After attending this seminar, it is hoped that the PGRI District Vocational School teachers. Bogor can increase the effectiveness of superior and subordinate relationships	After attending this seminar, it is hoped that the PGRI District Vocational School teachers. Bogor can improve communication between colleagues and teamwork

No	Program	Competency value	Relationship between superiors and subordinates	Colleagues, teamwork.
4.	Material	Discussion about how to increase Competency Value	Discussion about how to increase the effectiveness of superior and subordinate relationships	Discussion about how to improve communication between colleagues and teamwork
5.	Participant	Teacher at PGRI Bogor Regency Vocational School	Teacher at PGRI Bogor Regency Vocational School	Teacher at PGRI Bogor Regency Vocational School
6.	Source person	HRM Expert / Supervisor / Teacher with National Achievement	HRM Expert / Supervisor / Teacher with National Achievement	HRM Expert / Supervisor / Teacher with National Achievement
7.	Execution time	Every November	Every November	Every November
8.	Coordinator	Deputy Principal Ur. PSDM/PR	Deputy Principal Ur. PSDM/PR	Deputy Principal Ur. PSDM/PR

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