

Teacher Professionalism and Commitment to the Learning Quality of Class X Middle School Students in Lempuing District

Ahmad Fauzi
fauzipematang8@gmail.com

Edi Harapan
ehara205@gmail.com

Mahasir
mahasirnasir@gmail.com

Universitas PGRI Palembang

ABSTRACT

This study aims to determine the effect of teacher professionalism and teacher work commitment on the quality of teaching of Class X students in Middle School in Lempuing District. To achieve these objectives, using quantitative research methods. This research was conducted by SMA/MA in Lempuing District, Ogan Komering Ilir Regency, with a sample of 174 teachers from 8 SMA/MA selected by purposive sampling technique and used as the study population. Data collection techniques are systematic observation, literature study, questionnaires, and documentation. The operational definitions of the variables that will be presented are the operational definitions of the variables of professionalism (X_1), teacher work commitment (X_2) and the quality of learning of class X students of middle school in Lempuing sub-district (Y). Based on the research that has been done, the results show that (1) there is a positive influence between teacher professionalism on the learning quality of class X Middle School in Lempuing sub-district, (2) there is a positive influence between teacher commitment to the quality of learning for class X Middle School in Lempuing sub-district, and (3) there is a positive influence between teacher professionalism and teacher commitment to the quality of learning for class X Middle School in the Lempuing sub-district.

Keywords: Professionalism; Teacher Commitment; Quality of Learning

INTRODUCTION

Teachers are the main component in the education system that must get central attention. The teacher determines students' success, especially in teaching and learning. According to Usman (2010), the teaching profession is work of a professional nature that is precisely prepared to educate and not work carried out by those who have received provision through higher education. A teacher is considered professional if he can carry out his duties by constantly adhering to scientific and teaching principles. A teacher who is worthy of teaching is a teacher who can master the class, is capable of Mastering scientific fields in depth and has

academic qualifications relevant to their field of expertise. It is within this context that the government has developed an educator certification program, namely a program aimed at assessing the professionalism of educators in order to determine the eligibility of educators to carry out their duties.

Related teacher competence concerning learning activities (Hamalik, 2008: 36) suggests that the learning process and student learning outcomes are not only determined by the school, pattern, structure, and content of the curriculum but are primarily determined by teacher competence. Professional competence emphasizes sufficient knowledge and insight about the subject matter, so creating a good learning process is necessary. Mastery of the material is one of the prerequisites for effective learning because the teacher is also a source of knowledge for students.

On the other hand, teachers as professionals have different work motivations from one teacher to another. Even though motivation is essential for teachers in carrying out their duties to increase the success of the learning process. Motivation is a working drive that arises in oneself to behave in achieving goals. So that teachers who have high motivation are reflected in the attitudes and behavior of teachers who want to work hard, tend to act, and utilize all abilities, thoughts, and skills to realize educational goals.

Teachers' commitment to their professionalism still needs to improve, as seen in the achievement of teacher competencies; the roles of teachers as the spearhead for the success of the quality of education are very strategic. Given the importance of the teacher's role in improving the quality of education, a teacher must have a high commitment; teachers who have a high commitment tend to be more persistent and have good loyalty (Choiriyah et al., 2017, p. 143). Teachers with high commitment have high morale in carrying out their responsibilities, and vice versa. A good working climate in the school indicates high morale. Teachers with low morale will show disciplinary behavior, lack commitment, lack creativity, and lack motivation. According to Stress, the teacher's work commitment can be grouped into three factors, namely: (1) identification, which involves wisdom and a sense of pride in being part of the organization at the madrasah (2) involvement, namely by involvement with responsibility and accepting assignments given, and (3) loyalty, namely being loyal towards the organization strengthens togetherness and organizational sustainability within the school (Wijaya, 2016, p. 176)

To improve the quality of learning, it is necessary to increase and improve education, which is closely related to quality improvement. Education is said to be of quality if the teaching and learning process runs well and smoothly. Likewise, the results obtained are satisfactory. The teaching and learning process can run smoothly if teachers and students communicate well, have a comfortable learning environment, and are supported by facilities and infrastructure supporting this teaching and learning process. Thus the professionalism of teachers in carrying out these tasks is the most important thing to improve the quality of learning

(Djamarah, 2010: 86). Learning quality is not only talking about the results but also about the process of the learning activity itself.

Teachers play a significant role in improving the quality of education. As contained in Law Number 20 of 2003 concerning the National Education System in article 4. Furthermore, supported the results of Heyneman and Loxley's study of 29 countries in 1983 found that teachers contributed 36% to student achievement, 23% to management, study time 22%, and physical facilities 19%. It illustrates that quality education is highly dependent on the existence of quality teachers, namely professional teachers, prosperous in an established economy, and dignified in knowledge and exemplary (Priansa, 2014: 84). In other words, teacher professionalism has a massive influence on improving the quality of learning. From the description above, this study aims to determine and describe the effect of professionalism and commitment to the work of teachers on the quality of learning of class X high school students in the Lempuing District.

LITERATURE REVIEWS

Previous Research

Research with similar topics has been conducted, including by (1) Shinta Nurmaida (2020) with the title "The Influence of Teacher Professionalism on the Quality of Learning in SMA Negeri 9 Tangerang". This study aims to determine the effect of teacher professionalism on the quality of learning in SMA Negeri 9 Tangerang. (2) Edi Harapan (2019) also carried out the title "The Influence of Work Motivation on the Professionalism of Elementary School Teachers in Rural Areas." This study aims to determine the effect of work motivation on the professionalism of public elementary schools (SDN) teachers in rural areas. (3) Meanwhile, Nuraini Lubis (2021) also conducted research with the title "The Influence of Professional Competence and Teacher Commitment on the Quality of Learning at the Hikmah Sejati Foundation in Banda Aceh." This study aims to determine whether there is an influence of professional competence and teacher commitment to the quality of learning. Another study conducted by (4) Ahmad Wahyudi (2019) with the title "The Influence of Teacher Pedagogic Competence on the Quality of Learning at SD INPRES 188 Tombo-Tombolo, Bangkala District, Jeneponto Regency". This study aims to determine the effect of teacher pedagogical competence on the quality of learning at SD INPRES 188 Tombo-Tombolo, Bangkala District, Jeneponto Regency. Magdalena, Yasir Arafat, and Happy Fitria (2020) also conducted a similar study entitled "The Effect of Academic Supervision and Teacher Professional Competence on Teacher Performance in State High Schools in Tanjung Raja District."

These studies use methods, objects, subjects, and years different from this research. However, it has studies that are relevant to the purpose of this research so that it becomes a reference for researchers to conduct further research with different aspects, places, times and conditions. It is hoped that this research will provide different variations for similar research.

Learning Quality Improvement

The quality of learning results from a series of learning activities between teachers and students by applying various teaching methods to achieve quality learning objectives to realize the expected quality of graduates. The quality of learning is in the hands of the teacher, one of the two, namely through the professionalism and commitment of the teacher. Teachers, as the spearhead of learning, must be able to improve the quality of learning in order to produce the desired goals. According to Sanjaya (2017: 15-19), the success of quality learning can be seen from four factors, namely: (a) teacher factors, (b) student factors, (c) facilities and infrastructure factors, and (d) environmental factors. Meanwhile, Rosdijati (2019) to conduct quality learning includes three things, namely: (a) input, (b) process, and (c) output.

Schatz said that commitment is essential for everyone in their work (Sagala, 2013, p. 22). According to Stress, the teacher's work commitment can be grouped into three factors, namely: (a) Identification (values of trust), (b) Involvement, and (c) Loyalty between the organization and the teacher (Wijaya, 2016, p. 176). Teachers with high commitment feel loyalty and a sense of belonging to the school. Applying it to every teacher is essential for full involvement in the school organization. Loyalty is objective evidence for every teacher to strengthen the integrity and longevity of the organization in Madrasas (Wijaya, 2016, p. 176). Suparlan (2012: 119) argues that professional teachers have basic competence under the provisions stated in the National Education System Law No. 20. Two thousand three states that educators are professionals tasked with planning and carrying out the learning process and assessing learning outcomes.

METHODS

Design and Samples

This research was conducted at SMA / MA in Lempuing District, OKI Regency, from November 2021 to January 2022. The research method used in this research is quantitative. This study's population is 164 teachers from 8 SMA/MA in Lempuing District. To facilitate the research, sampling was conducted using a *purposive sampling technique* (Suharsimi, 2010), SMA Negeri 1 Lempuing and MAS AN Nur, with as many as 72 people.

Instruments and Procedures

Systematic observation data collection techniques, literature studies, questionnaires, and documentation were used to obtain research data. The operational definitions of the variables that will be presented are the operational definitions of the variables of professionalism (X_1), teacher work commitment (X

2) and the quality of learning of class X students of middle school in Lempuing sub-district (Y). The instruments used to measure these variables are as follows:

Table 1 Research Instruments

Variable	Dimensions	Indicator
Professionalism (X ₁)	1. Mastering the subject matter	a. Explains the subject matter well b. Answer questions/questions from students. c. Giving assignments that match the learning objectives
	2. Manage classes	a. Able to generate student learning motivation. b. Using a variety of teaching methods. c. Using tools/media during the learning process. d. Able to organize and change the classroom atmosphere. e. Give warning to students.
	3. Assess the progress of the learning process	a. Perform process assessments. b. Perform outcome assessment.
Teacher Work Commitment (X ₂)	1. Identification	
	2. Loyalty	
	3. Involvement	
Learning Quality (Y)	1. Open lesson	a. Capable available lesson. b. Delivering learning objectives. c. Generating students' prior knowledge. d. Form groups. e. Motivate students.
	2. Carry out this activity lesson	a. Encourage students to do observing activities. b. Encourage students to carry out questioning activities. c. Invite students to gather information. d. Ask students to do associating activities. e. Invite students to communicate
	3. Closing the lesson	a. Conclude. b. Carry out the test. c. Carry out feedback activities. d. Carry out follow-up.

Data Analysis

The data analysis technique in this study used simple correlation data analysis techniques and multiple regression with the help of the *SPSS For Windows* Version 21 program. The stages of the analysis included: (1) descriptive analysis, (2) analysis requirements test, and (3) hypothesis testing (Sugiyono, 2015, p. 289).

RESULT AND DISCUSSION

Based on the data obtained from the results of the research was then processed using the SPSS software for Windows version 22.0; it can be used as a basis for answering the proposed hypothesis, namely "The influence of teacher professionalism and teacher commitment on the quality of learning " either individually (partial) or simultaneously (together).

Description of Teacher Professionalism

The data in this study were obtained using two data collection techniques, including a questionnaire addressed to 72 class X middle school teachers in the Lempuing sub-district and supported by unstructured observation techniques. There are three dimensions and consist of several indicators to determine the implementation of the Professionalism of Class X Middle School Teachers in the Lempuing sub-district, namely using methods and instruments and the determination of evaluation procedures and the use of evaluation results shows that the results of the study with 72 respondents and an average score of 159.15. The histogram image of the Teacher Professionalism variable (X_1) is as follows:

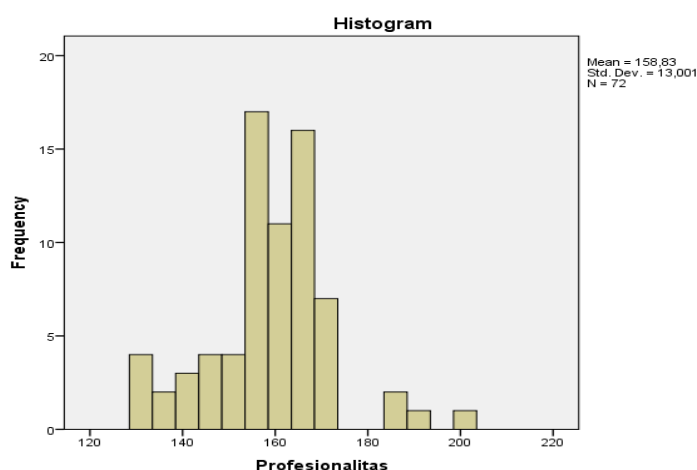


Figure 1. Histogram of Teacher Professionalism (X_1)

Based on the research data, and as shown in the frequency distribution table and the histogram image above, the average value of the Teacher Professionalism variable (X_1) 158,83 or 79 % of the ideal score is obtained. Regarding the assessment criteria, the teacher professionalism variable is reasonably high (7.9 %

). It shows that the teacher of class X Middle School in Lempuing mastered the learning material, managed the class and assessed the progress of the learning process, which was relatively high.

Class X Teachers of Middle School in Lempuing

The data in this study were obtained using a questionnaire addressed to 72 class X teachers of secondary schools in the Lempuing sub-district. There are three indicators to determine the Professionalism of Class X Middle School Teachers in the Lempuing sub-district, namely through identification, involvement, and loyalty showing that the results of the study with 72 respondents and an average score of 95, 17. The histogram image of the Teacher Commitment variable (X_2) is as follows:

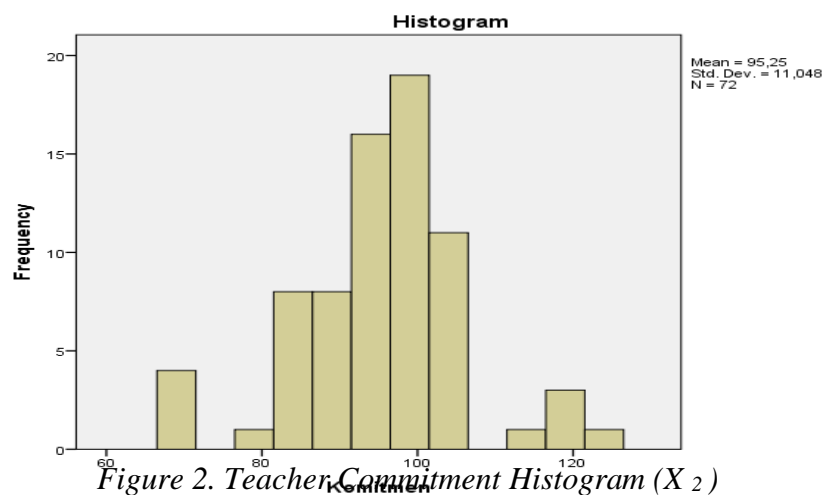


Figure 2. Teacher Commitment Histogram (X_2)

Based on research data, and as shown in the frequency distribution table and histogram image above, the average value of the Teacher Commitment variable (X_2) is 95.25 or 7.6 % of the ideal score. Then the Teacher Commitment variable is relatively high (7 6%). It shows that the class X teacher of the Middle School in Lempuing has understood and carried out the teaching and learning process well.

Description of the Quality of Class X Middle School Learning in the Lempuing District

The data in this study were obtained using a questionnaire addressed to 72 teachers of class X Middle School in Lampung. There are three indicators to determine the Quality of Learning for class X Middle School in the Lempuing sub-district: Opening learning, carrying out lesson activities, and closing learning shows; that the research results with 72 respondents and an average score of 176, 33. The histogram image of the Learning Quality (Y) variable is as follows:

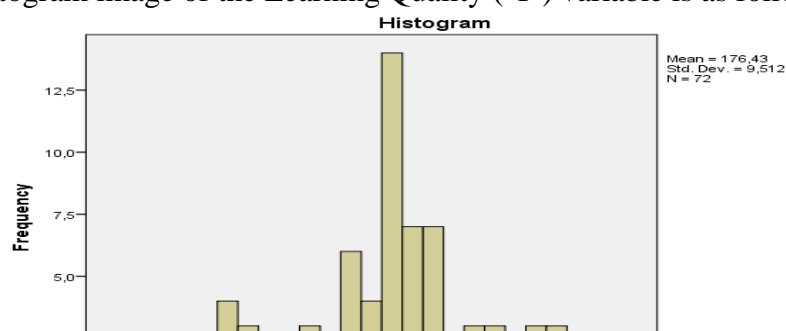


Figure 3 Histogram of Learning Quality (Y)

Based on research data, and as shown in the frequency distribution table and histogram image above, the average value of the Learning Quality variable (Y) is 176.43 or 89 % of the ideal score. Then the variable Quality of Learning is high (89 %). It shows that the class X teacher of the Middle School in the Lempuing sub-district has performed his duties well.

Prerequisite Test

Normality test

The normality test was carried out to determine the distribution of the variables used in the study. Data that is suitable for use in research is typically distributed. The normality test is the Kolmogorov-Smirnov test. Whether or not the distribution of research data is expected can be seen from the decision-making. If sig > 0.05, then the data is typically distributed. It is tested using SPSS *For Windows Version 22* to prove the data. After testing the normality of the data obtained, the results are below.

Table 2. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residuals
N		72
Normal Parameters ^{a,b}	Means	,0000000
	Std. Deviation	9.00966221
Most Extreme Differences	absolute	,057
	Positive	,057
	Negative	-.045
Test Statistics		,057
Symp. Sig. (2-tailed)		,200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

From Table 2. above, the regression equation X_1 and X_2 over \hat{Y} shows Asymp. Sig (2-tailed) or $P = 0.200 > 0.05$ (5%), which means that X_1 and X_2 over \hat{Y} usually are distributed.

Linearity Test

The linearity test of the regression equation for the three research variables is as follows:

Effect of Professionalism (X_1) on the Quality of Learning (Y)

Table 3. ANOVA The Effect of Professionalism on the Quality of Learning

		Sum of Squares	df	Mean Square	F	Sig.
Quality * Professionalism	Between (Combined)	3351,403	27	124,126	1,778	.044
	Groups Linearity	566,009	1	566,009	8.106	,007
	Deviation from Linearity	2785,394	26	107,131	1,534	,103
	Within Groups	3072,250	44	69,824		
Total		6423,653	71			

From Table 3 above, the regression equation X_1 on Y shows a value of $P \text{ Sig} = 0.103 > 0.05$ (5%) or $F_{\text{count}} = 1.534$ and F_{table} with dk quantifier 26 and dk denominator 44 and at the level of confidence (significance) $\alpha = 0.05$. The F_{table} is 1.749 ($F_{\text{count}} 1.534 < F_{\text{table}} 1.749$), which means H_a is accepted, and H_o is rejected. Thus, it can be interpreted/interpreted that the requirements of linearity are met, or the regression equation model X_1 over \hat{Y} is linear.

Effect of Teacher Commitment (X_2) on the Quality of Learning (Y)

Table 4. ANOVA Effect of Teacher Commitment (X_2) on the Quality of Learning

		Sum of Squares	df	Mean Square	F	Sig.
Quality * Commitment	Between (Combined)	1353,468	23	58,846	,557	,935
	Groups Linearity	57,235	1	57,235	,542	,465
	Deviation from Linearity	1296,233	22	58,920	,558	,931
	Within Groups	5070,185	48	105,629		

Total	6423,65	71		
	3			

From Table 4 above, the regression equation X_2 on Y shows a value of $P \text{ Sig} = 0.931 > 0.05$ (5%) or $F_{\text{count}} = 0.558$ and F_{table} with dk quantifier 22 and dk denominator 48 and at the level of confidence (significance) $\alpha = 0.05$. is 1.768 ($F_{\text{count}} 0.558 < (F_{\text{table}} 1, 768)$), which means that $H_{a \text{ is}}$ accepted and $H_{o \text{ is}}$ rejected. Thus, it can be interpreted/interpreted that the requirements of linearity are met, or the regression equation model X_2 over \hat{Y} is linear.

Hypothesis Testing

a) The Influence of Teacher Professionalism (X_1) and Teacher Commitment (X_2) together on the Quality of Learning (Y)

$H_{a 3}$: Is there any influence of teacher professionalism, and teacher commitment together on the learning quality of class X middle school students in Lempuing sub-district

$H_{o 3}$: There is no influence of teacher professionalism and teacher commitment together on the quality of learning of class X students of middle schools in the Lempuing sub-district

Table 5. The Influence of Teacher Professionalism (X_1) and Teacher Commitment (X_2) together on the Quality of Learning (Y)

Summary Model ^b

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	,769 ^a	,536	,014	4,775

a. Predictors: (Constant), Commitment, Professionalism

b. Dependent Variable: Quality

Table 5 about hypothesis testing ($R_{y 1.2.}$) above shows that at the confidence level $\alpha = 0.05$, the multiple correlation coefficient ($R_{y 1.2.}$) is 0.769. Thus, $H_{o \text{ is}}$ rejected, and $H_{a \text{ is}}$ accepted, which means there is a positive and significant influence on Teacher Professionalism and Teacher Commitment. - the same with the Quality of Learning.

The magnitude of the influence is indicated by the coefficient of determination R_2 ($R \text{ square}) = 0.536$, which means that Teacher Professionalism and Teacher Commitment influence the Quality of Learning by 53.6 %, and the remainder is 46.4 % determined by other factors.

Table 6. The Direction of the Teacher Professionalism Regression Equation (X_1) and Teacher's Commitment (X_2) to the Quality of Learning (Y)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	Q	Sig.
		B	std. Error	Betas		
1	(Constant)	75,653	18,587		6,922	,000
	Professionality	,571	,492	,369	3,934	,001
	Commitment	,747	,506	,456	4,445	,000

a. Dependent Variable: Quality

Paying attention to the results of multiple regression

an analysis shows the equation regression (unstandardized coefficients B) $\hat{Y} = 75,653 + 0,571 X_1 + 0,747 X_2$, which means that each increase in one unit score of Teacher Professionalism and Teacher Commitment together will affect the increase learning quality score of 0,769. Thus, of the two variables above, it turns out that the teacher's commitment variable has the most significant influence on the quality of learning.

Effect of Teacher Professionalism (X_1) on the Quality of Learning (Y)

H_{a1} : Is there an influence of professionalism on the learning quality of class X students of secondary schools in the Lempuing sub-district

H_{o1} : There is no effect of professionalism on the learning quality of class X students of secondary schools in the Lempuing sub-district

Table 7 Correlation of the Effect of Teacher Professionalism (X_1) on the Quality of Learning (Y)

		Professionality	Quality
Professionality	Pearson Correlation	1	,764 **
	Sig. (2-tailed)		,001
	N	72	72
Quality	Pearson Correlation	,764 **	1
	Sig. (2-tailed)	,001	
	N	72	72

Based on the results of the correlation analysis, the value of Sig. (2-tailed) for both variables shows the same value, namely the value of Sig. (2-tailed) = 0.001, where the value is smaller than the significance value of 0.005. It can be concluded that the hypothesis test proves that a positive relationship occurs between teacher professionalism and learning quality seen from the *Pearson correlation value*; both variables are 0.764, which explains that the influence between teacher professionalism and learning quality is positive. These results prove that H_{a1} is accepted and H_{o1} is rejected, so the relationship is that the higher the teacher's professionalism, the higher the quality of learning, and vice versa; the lower the teacher's professionalism, the lower the quality of learning.

Effect of Teacher Commitment (X₂) on the Quality of Learning (Y)

Ha₂: Is there any influence of the teacher's commitment to the learning quality of class X high school students in the Lempuing sub-district

Ho₂: There is no effect of teacher commitment on the learning quality of class X high school students in the Lempuing sub-district

Table 8 Correlation of the Effect of Teacher Commitment (X₂) on the Quality of Learning (Y)

		Commitment	Quality
Commitment	Pearson Correlation	1	,771
	Sig. (2-tailed)		,000
	N	72	72
Quality	Pearson Correlation	,771	1
	Sig. (2-tailed)	,000	
	N	72	72

Based on the results of the correlation analysis, the value of Sig. (2-tailed) for both variables shows the same value, namely the value of Sig. (2-tailed) = 0.000, where the value is smaller than the significance value of 0.005. It can be concluded that the hypothesis test proves that a positive relationship occurs between teacher commitment and quality of learning seen from the *Pearson correlation value*; both variables are 0.771, which explains that the influence between teacher commitment and learning quality is positive. These results prove that H_{a1} is accepted and H_{o1} is rejected, so the relationship is that the higher the teacher's commitment, the higher the quality of learning, and vice versa, the lower the teacher's commitment, the lower the quality of learning.

The Influence of Teacher Professionalism (X₁) and Teacher Commitment (X₂) together on the Quality of Learning (Y)

Ha₃: Is there any influence of teacher professionalism, and teacher commitment together on the learning quality of class X middle school students in Lempuing sub-district

Ho₃: There is no influence of teacher professionalism and teacher commitment together on the quality of learning of class X students of middle schools in the Lempuing sub-district

Table 9. Effect of Teacher Professionalism (X₁) and Teacher Commitment (X₂) Together on the Quality of Learning (Y)

Summary Model^b

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	,769 ^a	,536	,014	4,775

a. Predictors: (Constant), Commitment, Professionalism

b. Dependent Variable: Quality

Table 9 regarding hypothesis testing (Ry_{1.2.}) above shows that at the confidence level $\alpha = 0.05$, the multiple correlation coefficient (Ry_{1.2.}) is 0.769. Thus, Ho₃ is rejected, and Ha₃ is accepted, which means there is a positive and significant influence on Teacher Professionalism and Teacher Commitment. - the same with the Quality of Learning.

The magnitude of the influence is indicated by the coefficient of determination R₂ (R square) = 0.536, which means that Teacher Professionalism and Teacher Commitment influence the Quality of Learning by 53.6 %, and the remainder is 46.4 % determined by other factors.

Table 10 Directions of Teacher Professionalism Regression Equation (X₁) and Teacher's Commitment (X₂) to the Quality of Learning (Y)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	Q	Sig.
		B	std. Error	Betas		
1	(Constant)	75,653	18,587		6,922	,000
	Professionality	,571	,492	,369	3,934	,001

Commitment	,747	,506	,456	4,445	,000
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a. Dependent Variable: Quality

Paying attention to the results of multiple regression analysis shows the equation regression (unstandardized *coefficients B*) $\hat{Y} = 75,653 + 0,571 X_1 + 0,747 X_2$, which means that each increase in one unit score of Teacher Professionalism and Teacher Commitment together will affect the increase learning quality score of 0,769. Thus, of the two variables above, it turns out that the teacher's commitment variable has the most significant influence on the quality of learning.

The National Education Standards influence the quality of learning, the benchmark for achieving a quality education that continues to overgrow due to the influence of technology, information and communication. As time progresses, the quality of learning must be managed as well as possible through human resources appropriate and competent in improving the quality of learning. Teachers are one of the main factors in the National Education Standards, which are very important in improving the quality of learning.

Teacher professionalism is a demand that must be increased in order to achieve quality learning following the needs of society, the times and the rapid development of science, technology and art; according to the opinion expressed by Abhanda Amra stated that teachers who are by the conditions of globalization are a teacher who can control and control science and technology insightful changes. Understanding these changes in science and technology, the demands of teachers to improve the quality of learning as a place of learning are getting bigger because teachers are *agents of change* who are required to be able to devote themselves to society. Thus, the relationship between teacher professionalism and efforts to improve the quality of learning is very closely related because the teacher is the main factor that becomes the subject of education.

The quality of learning will not be fully achieved without the standards of teaching staff (teachers) and education, which are very influential in achieving good quality according to the achievement targets because the teacher is the main factor who is a direct driver (actor) in education that occurs in madrasahs, especially in the process of learning. In maintaining and improving the quality of learning, it is necessary to hold activities that can develop teacher professionalism through several development activities. Teachers are required to continue further education, attend training activities, seminars and workshops, and do scientific work through scientific articles or journals and other activities, which can improve teacher professionalism to achieve the quality of madrasah education in the era of globalization.

According to NJ Allen and JP Meyer, commitment can also mean strong individual acceptance of organizational goals and values, and individuals try and work and have a strong desire to stay in the organization. Teachers have a big

responsibility in the process of transforming knowledge for students. Teachers are required to commit, be able to teach well, be able to design, choose learning materials and learning strategies that can adapt to the circumstances of students, and be able to manage the learning process that can adapt to the circumstances of students, and be able to manage the learning process and carry out evaluations to measure mastery of learning outcomes, as well as teacher educators are tasked with guiding, fostering, and directing their students towards being more active, creative and independent. With this in mind, teachers must commit to trust, involvement with everyone in the school environment and loyalty to the school.

This research follows the theory that teacher professionalism is an internal factor that aims to develop a conducive and better atmosphere in teaching and learning activities through coaching and to improve the teaching profession to increase teacher performance. Commitment is a factor that influences the quality of learning because teacher commitment is the basis for teachers to improve their performance in school learning activities and in efforts to improve teacher performance.

The results show that the statistical effect of teacher professionalism and teacher commitment on the quality of learning is based on the null hypothesis (H_0), which states that there is no positive effect of teacher professionalism (X_1) and teacher commitment (X_2) on the quality of learning (Y) against the alternative hypothesis (H_a) which states that there is a positive influence, the test uses simple regression and correlation analysis techniques. The hypothesis test results showed that at the confidence level $\alpha = 0.05$, the multiple correlation coefficient ($R_{y \cdot 1,2}$) is 0.769.

Thus, H_0 is rejected, and H_a is accepted, which means there is a positive and very significant effect of teacher professionalism and commitment on the quality of learning. The magnitude of the influence is indicated by the coefficient of determination R^2 (R square) = 0.536, which means that teacher professionalism and teacher commitment influence the quality of learning by 53.6%, and the remainder is other factors determined by 46.4%. Paying attention to the results of multiple regression analysis shows the regression equation (unstandardized coefficients B) $\hat{Y} = 75,653 + 0,571 X_1 + 0,747 X_2$, which means that each increase in one unit score of teacher professionalism and teacher commitment together will affect an increase in the score of learning quality by 0,769. Thus, from the two variables above, it turns out that the teacher's commitment variable has the most significant influence on the quality of learning.

CONCLUSION

Based on the results of the research and discussion above, with the data analysis requirements which include validity tests, reliability tests, linearity tests, normality tests, and regression significance tests have been fulfilled, several conclusions can be drawn as follows:

- 1) There is a positive influence between teacher professionalism on the quality of learning for class X Middle School in the Lempuing District.
- 2) There is a positive influence between the teacher's commitment to the learning quality of class X Middle School in the Lempuing District.
- 3) There is a positive influence between teacher professionalism and teacher commitment to the quality of learning for class X Middle School in the Lempuing District

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