

# Strengthening Pedagogical Competence, Situational Leadership, And Work Motivation To Increase The Commitment Of The Teacher Profession

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## Abstract

This research aims to determine efforts to increase the commitment of the teaching profession through the study of the direct influence of variable pedagogical competence, situational leadership and work motivation. The selected sample amounted to 163 people on a multistage proportional random sampling basis. This research uses survey methods with a path analysis approach followed by SITOREM analysis. The results of this study concluded that: (1) There is a positive influence of pedagogical competence on professional commitment with a value of  $\beta_{y1} = 0.707$ , (2) There is a positive influence of situational leadership on professional commitment with a value of  $\beta_{y2} = 0.645$ , (3) There is a positive influence of work motivation on professional commitment with a value of  $\beta_{y3} = 0.773$ , (4) There is a positive influence of pedagogical competence on work motivation with a value of  $\beta_{31} = 0.578$ , (5) There is a positive influence of situational leadership on work motivation with a value of  $\beta_{23} = 0.590$ , (6) There is an indirect positive influence of pedagogical competence on professional commitment through work motivation with a value of z of 4,182, (7) There is an indirect positive influence of situational leadership on professional commitment through work motivation with a value of z of 5,176 situational with a value of z of 3,727. The results of the SITOREM analysis show that the indicators that are still weak and need to be improved are (1) Mastering the characteristics of learners, (2) Developing learners to actualize their various potentials, (3) Ability to manage to learn, (4) Implementation of learning outcome evaluation, (5) Utilization of learning technology, (6) Effectiveness of work, (7) Empowering members in work, (8) Participatory in various decisions and (9) Willingness to seriously in improving science.

**Keywords:** pedagogical competence, situational leadership, motivation and professional commitment.

## INTRODUCTION

The quality of junior high school graduates of them can be determined by the quality of learning. The quality of learning needs to be improved by education organizers in particular. All components of the school have a responsibility for the quality of learning in the school. Teachers as teachers have a great responsibility in improving, one of which is by giving their best ability in carrying out their duties as teachers. Teachers who have a strong commitment to their profession will provide the best ability in working so that the quality of learning will increase. This research draws on the theory of Colquitt, Lepine and Wesson (2018) that in integrative model theory there are pedagogical competencies and situational leadership that are exogenous variables, and work motivation as intervening variables.

According to Goswami, Mathew and Chadha (2007), that commitment to the profession as a psychological relationship between individuals and work is based on affective reactions to work. Cohen (2007) explains that the commitment to the profession is based on the concept of professionalism, that is, individual members can identify and support the values of the profession. According to Bargain (2003), commitment to the profession as a person's belief in the acceptance of values or chosen work lines, and the willingness to maintain membership in his work are (1) Professional commitment, (2) Loyalty and consistency in carrying out work, (3) Willingness to be serious in improving science, (4) Dedication and devotion to institutions, and (5) Pride in the profession.

The issue of the commitment of the teaching profession becomes important to be discussed,

this is inseparable from the factors that affect it. An organization's success in achieving goals and objectives depends on the manager and his leadership style. Leadership style is a leadership model in which leaders can influence a group for the achievement of goals. A leader can perform various ways in activities to influence and motivate subordinates or others to carry out actions that are always directed toward the achievement of organizational goals. This method reflects the attitude and view of the leader towards the person he leads and is a picture of the leadership style. In the school work environment, the principal can affect the level of teacher satisfaction. The behaviour of the teacher will change, to the changes that the school organization wants to implement as well as how the principal can motivate his subordinates. The course of such changes can be very fast, slow or static all depending on the individual teacher and the help of the principal to motivate and set a real example for the teacher.

Situational leadership style is influenced by factors of a sociological and psychological nature. Sociological factors are concerned with the social relationship between leaders and subordinates in an organization with the community environment. A teacher, his attitude and behaviour cannot be separated from the conditions of his customs or habits of his native environment, therefore the social relationship between leaders and subordinates in an organization and their relationship with the community environment is a potential factor for the interests of an organization. Psychological factors are pleasing to the traits and personality of each teacher, both his status as a principal and a teacher. Although environmental conditions have been created well if the psychological condition of the teacher is less able support it will affect the process of activities that will eventually affect job satisfaction.

Another factor that is suspected to affect the commitment of the teaching profession is work motivation. Teachers with high work motivation are expected to have maximum professional commitment, with the motivation to encourage a person to do certain activities to achieve the expected goals so that his needs can be met so that the goals to be achieved are needs that must be met so that one needs need or encouragement to achieve them.

Some of the initial conditions or symptoms that appear in the preliminary observations related to the teacher's commitment to the profession at South Jakarta Private Junior High School include that most teachers have shortcomings in

terms of work passion, discipline, respect for the principal, cooperation between personnel and not at home in school.

The commitment of the teaching profession is very necessary for the implementation of learning in schools because, with a high professional commitment, teachers will be able to carry out various roles so that school teaching and learning activities can be carried out properly. Commitment to the teaching profession is the loyalty of the willingness and responsibility to carry out the work given to him. Its indicators are (1) Involvement, (2) Consistent in carrying out work, (3) Willingness to be serious in improving science, (4) Devotion to institutions and (5) Pride in the profession.

Every teacher who works in an educational institution must commit to working because if a school teacher does not commit to working, then the goal of the school will not be achieved. Commitment to each teacher is very important because with a commitment a teacher can be more responsible for his work than a teacher who does not commit. Usually, teachers who commit will work optimally so that they can devote their attention, thoughts, energy and time to their work so that what they have done is following what is expected by the school. Some experts define a lot as well as conduct research related to professional commitments.

Goswami, et al (2007) writes that commitment work and professional commitment have the same meaning and are exchanged. Work commitment is referred to as the psychological relationship between an individual and his work that is based on effective reactions to that work. A person with a higher work commitment strongly identifies and has positive feelings towards his or her job. Cohen (2007) states that commitment to the profession can be based on the concept of professionalism i.e. professional or work commitment as the extent to which individual members identify with their profession and support its values. The indicator is a) affective commitment as a positive feeling towards his work. b) continuing commitment as a cost they feel is associated with leaving work, and c) normative commitment as an obligation to work.

Sezgin and Cahit (2012) that commitment to one's work is related also to the profession and career, which defines as the relative strength of identification and involvement in a particular profession, as well as the willingness to exert effort on behalf of the profession and the desire to maintain membership in it. The indicators are a) effective commitment is a person's emotional attachment to his work, b) normative

commitment is a sense of one's obligation to remain in work, and c) continuation commitment involves an individual's assessment of the costs associated with leaving his job.

Luthans (2008) argues that professional commitment is a strong desire to remain towards a particular profession, a desire to strive according to the wishes of a particular profession and beliefs, and acceptance of the values and goals of the profession. With indicators affective commitment, continuance commitment, and normative commitment. Tahir, et al (2015) explained that commitment to the profession is the best effort and shows integrity in his work. Every profession must have its own set of ethics and ideologies that guarantee its effectiveness and integrity. So when the teacher enters his profession in education then the teacher must accept the norms and ethics that already exist. There are three types of professional commitments, namely 1) affective professional commitments, 2) sustainable professional commitments, and 3) normative professional commitments.

The commitment of the affective profession is a strong emotional affection for the profession as well as the organization. In teaching the teacher tells the emotional association of the teacher in his recognition and involvement in work. The behaviour shown includes having a strong motivation not to leave work, doing a process of selfless learning and being full of devotion to face the challenges that exist. The commitment of the profession is to believe that the profession can meet the needs of his life in terms of funding/financing so that there will continue to be to continue his career and meet the ethics of his profession. Normative professional commitment is a commitment to always maintain stability or togetherness between the morals of the community and the profession accompanied by a sense of responsibility to uphold values. Supporting factors are commitment to the school, commitment to the field of duty, and commitment to his teamwork, commitment.

Raymond (2003) says that a committed teacher is a person whose behaviour is following his educational philosophy. The indicators mentioned are 1) the desire to be a good teacher, 2) more than just a supplier of facts, and 3) recognizing and accepting the value of each individual. Saha, et al (2009) explained that professional commitment can be described as an effort to achieve the highest standards as a member of a professional group through ethical and effective behaviour. The indicator mentioned is 1) participate in the work of their

professional association. 2) employees will improve their professional skills, knowledge, and abilities

Cohen (2007) explains the concept of commitment which try to capture the idea of devotion to a craft, job, or profession other than a particular work environment, over a long time. With indicator 1) Focus on the work he is doing. 2) Want to add insight and ability to his work. Greenfield, et al (2008) argue that Professional Commitment is the recognition (and belief in) of the values and goals of the profession, a willingness to make substantial efforts on behalf of the profession, and an explicit goal of maintaining membership in the profession. Badjuri (2009) said that professional commitment is the level of individual loyalty to his profession as perceived by the individual with indicators: 1) devotion to the profession, 2) social obligations, 3) independence, 4) confidence in professional regulations and 5) relationship with professional sesame.

The teacher's commitment was conceptualized by Cherkowski (2012) more broadly as a desire to continue to grow and learn within the professional community of colleagues. The teacher's commitment relates to the sustainable learning community. This means that the emergence of a learning community in the school community is inseparable from how committed teachers are to the profession.

Vincent Cho and Xu Huang (2012) stated that professional commitment refers to the power of identifying an individual with a profession. In this case, is the teacher then how the teacher has a strong identification of his profession as a teacher. Individuals with a high professional commitment are characterized by having strong beliefs and accepting the goals of the profession, a willingness to do a lot of effort on behalf of the profession, and a strong desire to maintain membership in the profession.

Khan and Qazi (2017) give an overview of professional commitment indicators as research materials, namely a) affective commitments, b) continuous commitments, and c) normative commitments. Affective commitment is the degree to which an employee wants to stay in his work career because it is related to career goals and helps him achieve career goals. Sustainable commitment is the degree to which an employee feels he will remain in his or her current profession due to the lack of professional and beneficial alternatives. Normative commitment is the level of employees who feel they are living in the

organization today because of a sense of responsibility and loyalty.

Understanding professional commitment is also embraced by Chen and Kao (2012) which is the influence held by an individual on his profession and the recognition of the values, beliefs, and goals of one's profession derived from attachment to his profession. Professional commitment is positively related to job satisfaction. Positive professional commitment affects employee behaviour so that it benefits the organization. Employees with high professionalism, have autonomy in the workplace and feel obliged to protect the interests of their clients. They provide professional services that benefit the public and display altruistic behaviour. Since careers are a major part of their lives, individuals with higher levels of professional commitment tend to leave the profession less behind.

Competence comes from the word "ability" which means ability. Meanwhile, according to the term, competence can be interpreted as "the ability and authority of teachers in carrying out their teaching profession". Or the ability that teachers need to have to carry out their duties. Competence is a fusion of (thinking power), attitude (heart power), and skills (physique power) that are realized in the form of deeds. In other words, competence is a combination of mastery of knowledge, skills, values and attitudes reflected in the habit of thinking and acting in carrying out their duties/work. A teacher will be able to carry out his role and duties well if he has the basic ability/competence of the teacher he has because this has a dominant influence on the success of his teaching. Teacher competencies include pedagogical competencies, personality competencies, professional competencies and social competencies.

Pedagogical competence is the teacher's understanding of students, planning, implementation of learning, evaluation of learning outcomes, and development of students to actualize as competencies they have. This pedagogical competency is also often interpreted as the ability to manage learning, which includes the concept of teaching readiness, which is indicated by the mastery of knowledge and teaching skills. Goodmurphy, et al (2000) posits that pedagogical competence is the art and science of teaching, whereas its Greek root means leading children. So, pedagogy, by definition, is intended to refer to teaching children or using teaching styles usually associated with teaching children (teacher-centred). It refers to children and the idea of 'filling their heads as they move towards

maturity. Martin et al (2014) state that simple changes can be influenced by professional development and can have a positive effect on student achievement, but more complicated behavioural changes become less manageable.

Irina and Liliana (2011) stated that pedagogical competence is the ability of individuals to use a coordinated and synergistic combination of tangible resources and intangible resources to achieve efficiency and effectiveness in pedagogy with indicators of information, knowledge, ability, performance and feasibility and effectiveness. Winch & Gingell (2008) states that pedagogy means teaching methods practised in the broadest sense. With indicators 1) Exercise 2) supervision 3) facilitation 4) modelling 5) aesthetics. While Apelgren et al (2010) argue that pedagogical competence is the ability and willingness to regularly promote attitudes, knowledge, and skills with indicators 1) having good likes 2) having extensive knowledge 3) ability 4) adaptation 5) perseverance 6) continuous development 7) overall integrated.

Calvin and Chumba (2011) argue that the pedagogical competence of the teacher is his ability and talent to organize and bring to life learning situations, manage the development or continuation of learning, accompany learners (students) in the learning process, organize group work, manage their ongoing training and also, to inform and involve parents in issues related to the education of their children. With indicators 1) the ability to organize and bring learning situations to life, 2) manage the development or continuation of learning, 3) accompany learners (students) in the learning process, 4) organize group work, and 5) manage their ongoing training, 6) inform and involve parents in issues related to their children's education.

Ryegard (2010) Pedagogical competence is an ability and desire to periodically apply their attitudes/behaviours, knowledge, and skills to help facilitate students to learn the best. Ingvarson (2014) states that pedagogical competence freely harmonizes teaching with disciplinary standards, school completeness, using appropriate methods, paying attention to morals and is carried out to improve the competence of learners following the material learned.

Pedagogical competence is the ability to understand students in-depth and the implementation of learning that educates the understanding of learners including an understanding of the psychology of child development, while educational learning

includes the ability to design learning, implement learning, assess the learning outcome process, and make continuous improvements. Pedagogy has been used by educators to understand the phenomenon of education systematically, provide instructions about what should be done in education, avoid mistakes in the practice of educating children as well as to get to know themselves and make corrections for the sake of self-improvement.

According to Hersey and Blanchard (2006), there are four basic styles of leadership, namely participation, consultation, delegation and instruction. Hersey and Blanchard stated (2006), A person's leadership style is a pattern of behaviour that the person shows when it affects the activities of others as perceived by others.

Robbins (2013) states that situational leadership is leadership that focuses on follower readiness. with indicators 1) Telling 2) Selling, 3) Participating, 4) Delegating and 5) The level of readiness of followers which includes: the ability and willingness of followers. Schermehorn (2012) situational leadership is leadership that focuses on situations of maturity and follower readiness levels. Stating the indicators, namely 1) Telling the leadership to give direction clearly on what to do, 2) Selling means the leader tells but there is two-way communication with subordinates, 3) Participation means the leader does not command much but more patterns of relationships and teamwork and, and 4) Delegating, the leader gives responsibility not much involved just supervising it.

Gibson et al (2012) stated that situational leadership is the use of a leadership style that is considered appropriate according to the level of maturity or readiness of followers in the indicator telling, selling, participating and delegating. In line with the opinion of Daft (2008) that situational leadership is the behaviour of leaders who focus on the readiness, ability skills and willpower (confidence and willingness) of their followers.

Blanchard (2008) states that situational leadership is a style of leadership that is tailored to the level of development of the abilities and maturities of the people they manage. With indicators 1) Directing behaviour: structure, control, supervision; 2) Supportive behaviour: appreciating, listening, facilitating; 3) Participating behaviour: working together, supporting each other; and 4) The behaviour of delegating authority, duties and responsibilities to his followers.

Bertocci (2009) argues that situational leadership is applying the appropriate type of leadership to subordinates based on the maturity levels of subordinates that vary in carrying out their work. The situational leadership model is a combination of task behaviour and relationship behaviour. According to Hersey and Blanchard (1995) Task behaviour is the level of effort of leaders to organize and establish the role of group members: explaining the activities of each member and when, where, and how to interrupt: characterized by efforts to establish organizational patterns, communication channels, and ways of completing work in detail and clearly.

Gibson (2012) states situational leadership theory as leadership that helps leaders understand subordinate habits and the situation around them before applying the leadership model to be used. The factors that affect it are understanding the character of subordinates, and observing the ongoing situation before determining the leadership pattern to be taken.

Work motivation is the urge to act on a series of processes of human behaviour taking into account the direction of intensity and perseverance in the achievement of goals. The dimensions and indicators or motivations of the teacher's work are 1) Opportunities to progress; 2) Recognition of performance; 3) Performing the task well; 4) responsibility for the task given, and 5) The desire to obtain achievements. A person doing work will be greatly influenced by the energy impulse that appears in him. Many factors can affect a person's work motivation, both from within himself and outside himself.

Schunk, Pintrich, & Meece (2008) states that the term motivation comes from the Latin word *movere* meaning to move. The idea of movement is reflected in the resourceful idea of motivation as something that keeps us moving, maintains our performance and helps us complete tasks. Motivation is a process indicated by targeted activities to achieve goals initiated and maintained. Three factors related to motivation, namely direction as a clue to carry out activities, physical activities such as effort, defence and mental activities in the form of planning, supervision, decision making, problem-solving, and motivated activities must still be encouraged and maintained.

Lambert (2010) states motivation is a description of motivation as the process by which a person is moved into action. Motivation can originate from internal sources, described as biological and psychological variables, and from external sources, such as

incentives and goals. Gibson (2006) states that there are two basic theories of motivation: Base Content Theory and Base Process Theory. Base Content Theory focuses on 'what' is motivation, emphasizing the importance of the factors in individuals that cause them to behave. Base Process Theory focuses on 'how' and with 'what purpose' individuals are motivated or motivated. Here researchers use the base content theory that only focuses on people who behave energetically, directly, survive, and stop. Base content includes the theories of Maslow, Alderfer, Herzberg and McClelland, and is supported by other theories.

Robins (2012) defines motivation as follows: motivation is the process that calculates the intensity, direction and perseverance of an individual achieving a goal by factors in the form of intensity, direction and perseverance. Spector (2010) states that motivation is an internal state in a person that is related to a particular behaviour. One perspective mentions the relationship of motivation with direction, intensity, and perseverance behaviour at the same time. Direction refers to the specific behavioural choice of a large number of existing behaviours. Intensity refers to the amount of effort a person has to do his job. Perseverance refers to a continuous relationship. In other affective, motivation requires awareness with the drive to achieve the same goal, desire, need or human impulse.

Newstorm (2011) mentions there are four important motivational patterns, namely achievement, affiliation, competence, and power. Motivation can also be said to be a series of efforts to provide certain conditions so that a person is willing and wants to do something, and if he does not like it, then he will try to eliminate or avoid feelings of dislike. Motivation can be stimulated by outside factors but that motivation is growing within a person who gives rise to learning activities and that gives direction to learning activities so that the desired goals of the learning subject can be achieved.

Colquit et al (2015) define motivation as a set of energetic forces that come from inside and outside the employee, initiating the work effort, and determining its direction, intensity and resilience. Related factors include internal strength, confidence, external forces, and the purpose of giving. McClelland in Robbins (2012) defines based on the theory of need there are three important factors: achievement, strength and affiliation that will explain the theory of motivation. The need for achievement is the drive to expand, achieve something related to a certain standard and achieve

success. The need for power is the need to make others act as desired and not the other way around. The need for affiliation is the urge to make friends and establish good interpersonal relationships.

## METHODOLOGY

This research was conducted on Permanent Teachers of the Private Junior High Schools Foundation in South Jakarta. The research time was conducted from April 2021 to February 2022. This research uses a type of quantitative research to test hypotheses using path analysis, and then SITOREM analysis is carried out to find the priority of handling indicators that are still weak.

## RESULTS AND DISCUSSIONS

Variable Y R-square value of 0.728 which means 72.8% of existing variations can be explained by variables  $X_1$ ,  $X_2$  and  $X_3$  while the remaining 27.2% is explained by other variables outside of the variables used in the study, the R-square value of 0.728 belongs to the strong category.

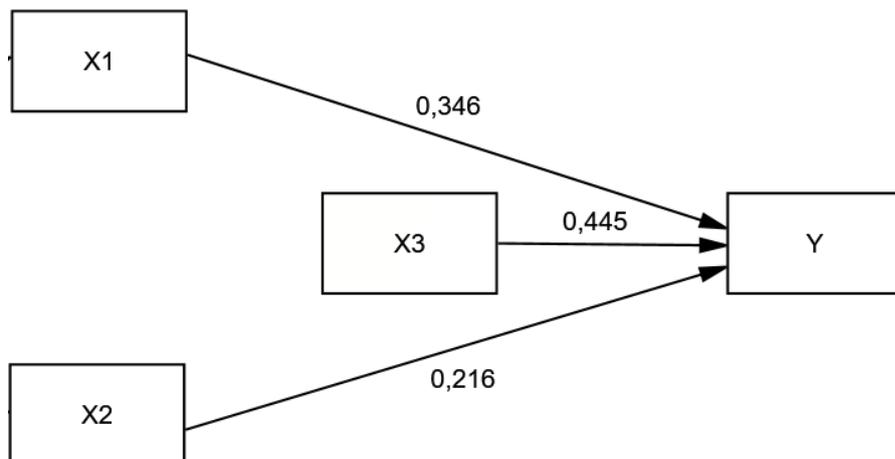
The results of the simultaneous free variable influence test (test F) on the bound variable obtained a calculated value of F of 141.816 and p-value (Sig.) = 0.000. Table F value obtained from  $df_1 = \text{number of variables} - 1 = 4 - 1 = 3$  and  $df_2 = \text{number of data} - \text{number of variables} = 163 - 4 = 159$ , then  $F_{\text{table}(3;159)} = 2.66$ . Since  $F_{\text{count}} > F_{\text{table}}$  and  $p\text{-value} < 0.05$ , then based on these limits it can be concluded that there is a simultaneous influence of variables  $X_1$ ,  $X_2$  and  $X_3$  on Y.

Indications of whether or not a hypothesis is accepted can be seen from the critical value and p-value. Furthermore, where the limit for  $t_{\text{count}} > t_{\text{table}}$  and p-value limit (Sig.) It is  $\leq 0.05$ .

- a. Beta coefficient  $X_1$  is 0.346, t calculates 6.682 and p-value (Sig.) = 0.000. Table t value at alpha 0.05 (Test t is performed with 2 tailed).  $df = n - 4 = 163 - 4 = 159$  obtained is 1.97. Since  $t_{\text{count}} > t_{\text{table}}$  and  $p\text{-value} < 0.05$ ,d with this based on the limit it can be concluded that the first hypothesis is accepted. This means that there is an influence of  $X_1$  on Y.
- b. Beta coefficient  $X_2$  is 0.216, t calculates 4.127 and p-value (Sig.) = 0.000. Table t value at alpha 0.05 (Test t is performed with 2 tailed).  $df = n - 4 = 163 - 4 = 159$  obtained is 1.97. Since  $t_{\text{count}} > t_{\text{table}}$  and  $p\text{-value} < 0.05$ , based on the limit it can be concluded that the second hypothesis is accepted. This means that there is an effect of  $X_2$  on Y.
- c. Beta coefficient  $X_3$  is 0.445, t calculates 7.897 and p-value (Sig.) = 0.000. Table t value at alpha 0.05 (Test t is performed

with 2-tailed).  $df = n - 4 = 163 - 4 = 159$  obtained is 1.97. Since  $t_{count} > t_{table}$  and  $p\text{-value} < 0.05$ , it can be concluded that the third

hypothesis is accepted. This means that there is an influence of  $X_3$  on  $Y$ . The results of the coefficient table obtained the regression equality  $\hat{Y} = 61.116 + 0.346X_1 + 0.216X_2 + 0.445X_3$



**Figure 1 Substructure Path Diagram I**

Variable  $X_3$  has an R-square value of 0.461 which means that 46.1% of existing variations can be explained by variables  $X_1$  and  $X_2$  while the remaining 53.9% is explained by other variables outside of the variables used in the study, the R-square value of 0.461 belongs to the moderate category.

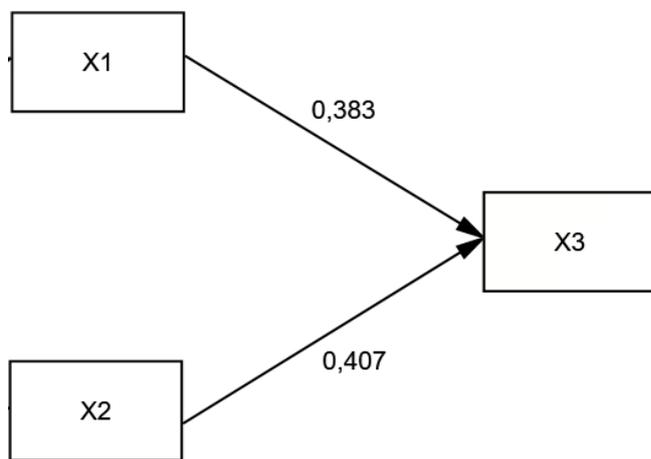
The test result of the simultaneous effect of the independent variable (test F) on the variable is bound to the calculated value F of 68.551 and the p-value (Sig.) = 0.000. Table F value obtained from  $df_1 = \text{number of variables} - 1 = 3 - 1 = 2$  and  $df_2 = \text{number of data} - \text{number of variables} = 163 - 3 = 160$ , then  $F_{table(2;160)} = 3.05$ . Since  $F_{count} > F_{table}$  and  $p\text{-value} < 0.05$ , it can be concluded that there is a simultaneous influence of variables  $X_1$  and  $X_2$  on  $X_3$ .

Indications of whether or not a hypothesis is accepted can be seen from the critical value and

p-value. Furthermore, where the limit for  $t_{count} > t_{table}$  and p-value limit (Sig.) It is  $\leq 0.05$ .

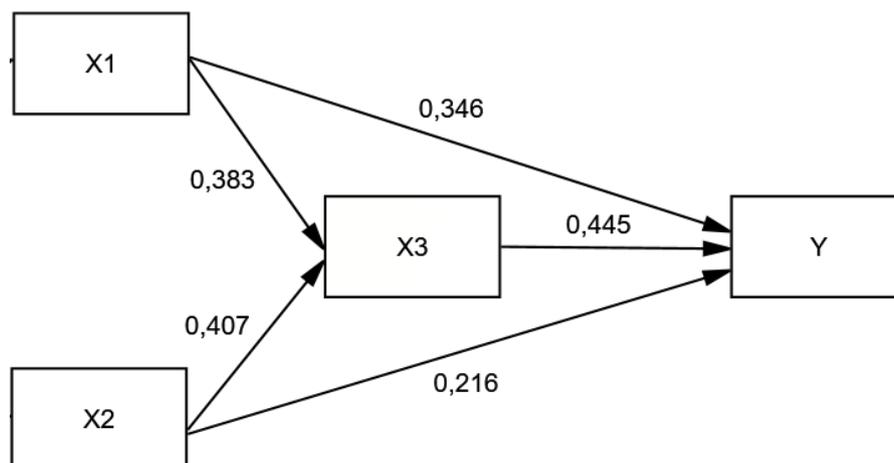
- a. Beta coefficient  $X_1$  is 0.383,  $t_{count}$  5.794 and p-value (Sig.) = 0.000. Table t value at alpha 0.05 (Test t is performed with 2-tailed).  $df = n - 3 = 163 - 3 = 160$  obtained is 1.97. Since  $t_{count} > t_{table}$  and  $p\text{-value} < 0.05$ , with this based on the limit it can be concluded that the fourth hypothesis is accepted. This means that there is an influence of  $X_1$  on  $X_3$ .
- b. Beta coefficient  $X_2$  is 0.407,  $t_{count}$  6.165 and p-value (Sig.) = 0.000. Table t value at alpha 0.05 (Test t is performed with 2-tailed).  $df = n - 4 = 163 - 3 = 160$  obtained is 1.97. Since  $t_{count} > t_{table}$  and  $p\text{-value} < 0.05$ , it can be concluded that the fifth hypothesis is accepted. This means that there is an effect of  $X_2$  on  $X_3$ .

Coefficient table results obtained pdistribution regression  $X_3 = 82.175 + 0.383X_1 + 0.407X_2$



**Figure 2 Substructure Path Diagram II**

Based on the substructure path diagram -1, substructure path -2 and substructure Path -3 can be presented a complete model of path analysis as follows:



**Figure 3 Diagram of the Combined Substructure Path**

**Contribution Analysis (Coefficient of Determination)**

At this stage, an analysis of the contribution of free variables, namely empowerment, pedagogical competence, organizational

climate and Interpersonal communication to bound variables, namely teacher professionalism, using the determination coefficient calculation formula. The coefficient of determination is calculated from the square of the correlation coefficient (the corresponding correlation coefficient). Based on the research design, the attribution analysis can be designed as described in the following table:

**Table 1. Contribution analysis (Coefficient of Determination)**

No	Influences Between Research Variables	Correlation Coefficient	Coefficient of Determination	Contribution (%)
1.	Influence between pedagogical competence (X <sub>1</sub> ) and professional commitment (Y)	Ry. <sub>1</sub> 0,707	r <sup>2</sup> =0,499	49,9
2.	Influence between situational leadership (X <sub>2</sub> ) and professional commitment (Y)	Ry. <sub>2</sub> 0,645	r <sup>2</sup> =0,415	41,5
3.	Influence between work motivation (X <sub>3</sub> ) and professional commitment (Y)	Ry. <sub>3</sub> 0,773	r <sup>2</sup> =0,597	59,7
4	Influence between pedagogical competence (X <sub>1</sub> ) and work motivation (X <sub>3</sub> )	r <sub>1. 3</sub> 0,578	r <sup>2</sup> =0,334	33,4
5	Influence between situational leadership (X <sub>2</sub> ) and work motivation (X <sub>3</sub> )	r <sub>2. 3</sub> 0,590	r <sup>2</sup> =0,344	34,4
6	Influence between pedagogical competence (X <sub>1</sub> ) and situational leadership (X <sub>2</sub> )	r <sub>1,2</sub> 0,478	r <sup>2</sup> =0,224	22,4

Based on the results of the contribution analysis in table 1, the order of influence between variables is arranged starting with the variable that has the highest correlation coefficient and is used in the SITOREM analysis.

SITOREM Analysis  
 Scientific Identification Theory For Operation Research In Education Management (SITOREM) or scientific introduction theory

for operations research in the field of educational management, decreased advice or recommendations of research results. This theory of scientific identification explains the steps in system analysis, modelling and simulation (Soewarto Hardhienata: 2017). The basis for consideration of the preparation of problem handling includes criteria, namely: 1) the strength of the relationship between the free

variables studied and the bound variables. 2) the order of the indicators that have been arranged priorities, and 3) the value of the indicators of field research results after considering the three criteria. The priority sequence of actions to correct the state of the variables bound results from the SITOREM analysis is presented in the following figure:

**Table 2. SITOREM Analysis Results**

<b>PEDAGOGICAL COMPETENCE (X<sub>1</sub>) (r<sub>y1</sub> = 0.707) (II)</b>		
<b>Indicators in their initial state</b>	<b>Indicators after weighting by experts</b>	<b>Indicator Value</b>
Mastering the characteristics of learners	1st Mastering the characteristics of learners (74%)	3,7
Ability to manage to learn	2nd development of learners to actualize the various potentials it has (70%)	3,5
Utilization of learning technology	3rd Ability to manage to learn (62%)	3,1
Implementation of learning outcome evaluation	4th Implementation of learning outcome evaluation (62%)	3,1
Development of learners to actualize the various potentials they have	5th Utilization of learning technology (52%)	3

<b>SITUATIONAL LEADERSHIP (X<sub>2</sub>) (r<sub>y2</sub> = 0.645) (III)</b>		
<b>Indicators in their initial state</b>	<b>Indicators after weighting by experts</b>	<b>Indicator Value</b>
Directing members to perform their duties	1st support in achieving the goal (81.88%)	4,09
Authorizing members in the work	2nd directs the member to perform his duties (80,05)	4
Participatory in various decisions	3rd effectiveness of work (78.80%)	3,94
Effectiveness of work	4th authorizes members in employment (78.63%)	3,93
Support in achieving goals.	Participatory 5th in various decisions (77.41%)	3,87

<b>MOTIVATION WORK (X<sub>3</sub>) (r<sub>y3</sub> = 0.773) (I)</b>		
<b>Indicators in their initial state</b>	<b>Indicators after weighting by experts</b>	<b>Indicator Value</b>
Opportunities to move forward	1st chance of progressing (85.19%)	4,26
Recognition of performance	2nd performed the task well (83.62%)	4,18
Carrying out the task well	3rd recognition of performance (83.04%)	4,15
responsibility for the task assigned	4th desire to achieve achievement (82.80%)	4,14
The desire to get achievements.	5th responsibility for the assigned task	4,12

PROFESSIONAL COMMITMENT (Y)		
Indicators in their initial state	Indicators after weighting by experts	Indicator Value
Involvement	1 <sup>st</sup> Pride in the profession (83.33%)	4,17
Consistent in carrying out work	2 <sup>nd</sup> Engagement (83.21%)	4,16
Willingness to be serious about improving science	3 <sup>rd</sup> Devotion to institutions (81.26%)	4,06
Devotion to institutions	4 <sup>th</sup> Consistent in carrying out work (80.33%)	4,02
Pride in the profession.	5 <sup>th</sup> Willingness to be serious about improving science (78.01%)	3,9

The results of the SITOREM analysis can be sorted to determine the corrected and maintained indicators as follows:

**Table 3. Indicator priority order**

Order of priority Indicators to be maintained	Indicator priority order to be fixed
1 <sup>st</sup> chance of progressing (85.19%) (4.26)	1 <sup>st</sup> Mastering learner characteristics (74%) (3.7)
2 <sup>nd</sup> performed the task well (83.62%) (4.18)	2 <sup>nd</sup> development of learners to actualize the various potentials it has (70%) (3.5)
3 <sup>rd</sup> recognition of performance (83.04%) (4.15)	3 <sup>rd</sup> Learning management ability (62%) (3.1)
4 <sup>th</sup> desire to get the achievement (82.80%) (4.14)	4 <sup>th</sup> Implementation of learning outcome evaluation (62%) (3.1)
5 <sup>th</sup> responsibility for assigned duty (4,12)	5 <sup>th</sup> Utilization of learning technology (52%) (3)
6 <sup>th</sup> support in achieving goals (81.88%) (4.09)	6 <sup>th</sup> effectiveness of work (78.80%) (3.94)
7 <sup>th</sup> directs the member to perform his duties (80,05) (4)	7 <sup>th</sup> gives authority to members in the work (78.63%) (3.93)
8 <sup>th</sup> Pride in the profession (83.33%) (4.17)	8 <sup>th</sup> Participatory in various decisions (77.41%) (3.87)
9 <sup>th</sup> Engagement (83.21%) (4.16)	9 <sup>th</sup> Willingness to be serious in improving science (78.01%) (3,9)
10 <sup>th</sup> Devotion to institutions (81.26%) (4.06)	
11 <sup>th</sup> Consistent in carrying out work (80.33%) (4.02)	

## DISCUSSION

### Pedagogical Competence Positively Affects Professional Commitment

Hypothesis testing shows pedagogical competence has a positive effect on the commitment of the profession. Based on the results of the linearity test calculation, it is

known that the correlation coefficient between professional commitment and innovation  $r_{y_1} = 0.707$  with the category of strong relationship level. The results of this study also obtained the equation  $\hat{Y} = 135.949 + 0.720X_1$  which can be used to predict professional commitment based on pedagogical competency scores. From the results of the calculation of the coefficient of

analysis of the path between pedagogical competence and professional commitments, obtained a value of  $\beta_{y_1} = 0.707$ , and the value of  $t_{\text{count}} = 12,673$ , while the value of  $t_{\text{table}} = 1.969$  in  $\alpha = 0.05$  for  $df = 163$ , so that  $t_{\text{count}} > t_{\text{table}}$  then  $H_0$  is rejected and  $H_1$  is accepted. This is following the theory put forward by Sri Trianingsih (2003) describes professional commitment as the level of individual loyalty to his profession as perceived by the individual.

The results of this study are in line with research conducted by Akram, et al (2015). This study is designed to determine the relationship of teacher competence with professional commitment and job satisfaction at the high school level. Based on the results of SITOREM, there is a relationship between pedagogical competence and professional commitment by looking at the weight of the assessment of the score of each indicator on the pedagogical competency variable, namely the indicator of the ability to manage learning gets the highest weight on average from experts of 21.62% with an average indicator value of 3.1 (needs to be a priority for improvement). Mastering the student characteristics of 21.62% with an average indicator score of 3.7 (needing to be a priority for improvement) ranks second. Furthermore, the indicator of the utilization of learning technology 20.27% with an average value of 3 (needs to be a priority for improvement) ranks third. In the indicator of the implementation of the evaluation of learning outcomes 18.92% with an average value of 3.1 (needs to be a priority for improvement) ranks fourth, and finally, the indicator of student development to actualize the various potentials it has 17.57% with an average value of 3.5 (needs to be a priority of improvement) ranks lowest based on an assessment by experts and the average value of the indicator.

#### Situational Leadership Positively Affects Professional Commitment

Hypothesis testing shows situational leadership has a positive effect on the profession's commitment. Based on the results of the linearity test calculation, it is known that the correlation coefficient between pedagogical competence and innovation  $r_{y_2} = 0.645$  with the category of the level of a strong relationship. The results of this study also obtained the equation  $\hat{Y} = 72,780 + 0.529X_2$  which can be used to predict professional commitment based on situational leadership scores. From the calculation of the coefficient of analysis of the path between situational leadership and professional commitments, obtained a value of  $\beta_{y_2} = 0.645$ , and the value of  $t_{\text{count}} = 10,697$ , while the value of  $t_{\text{table}} = 1.969$  in  $\alpha = 0.05$  for

$df = 163$ , so that  $t_{\text{count}} > t_{\text{table}}$  then  $H_0$  is rejected and  $H_1$  is accepted.

The results of the study are following Fauzia's research (2018) that there is a positive relationship between situational leadership and teacher commitment. Based on the results of SITOREM, there is a relationship between situational leadership and professional commitment by looking at the weight of the assessment of the score of each indicator on the situational leadership variable, namely the indicator giving authority to members in the work gets the highest weight from experts at 19.40% with an average indicator value of 3.93 (needs to be a priority for improvement), then the indicator of work effectiveness of 19.4% with an average indicator value of 3.94 (needs to be a priority repair) ranks second. Furthermore, the participatory third priority in various decisions of 17.91% with an average indicator value of 3.87 (needing to be a priority for improvement) ranks third. The indicator directs members to perform their tasks 22.39% with an average value of 4 indicators. and the indicator supports achieving the goal of 20.90% with the average value of the indicator at 4.09 ranking the lowest based on an assessment by experts and the average value of the indicator.

#### Work Motivation Positively Affects Professional Commitment

Hypothesis testing shows that work motivation has a positive effect on professional commitment. Based on the results of the linearity test calculation, it is known that the correlation coefficient between work motivation and professional commitment  $r_{y_3} = 0.773$  with the category of strong relationship level. The results of this study also obtained the equation  $\hat{Y} = 55.593 + 0.623X_3$  which can be used to predict professional commitment based on work motivation scores. From the results of the calculation of the coefficient of analysis of the path between work motivation and professional commitment, obtained the value of  $\beta_{y_3} = 0.773$ , and the value of  $t_{\text{count}} = 15,446$ , while the value of  $t_{\text{table}} = 1.969$  in  $\alpha = 0.05$  for  $df = 163$ , so that  $t_{\text{count}} > t_{\text{table}}$  then  $H_0$  rejected and  $H_1$  is accepted.

The results of this study were reinforced by Vandana Gandhi, and Vijay Laxmi (2018) with the research title "Professional Commitment and Work Motivation as related to Adjustment of Senior Secondary School Teachers". This research was conducted to find out the relationship between Professional Commitment, Work Motivation and Adjustment of Haryana State High School Teachers. Based on the results of SITOREM, there is a relationship between work motivation

and professional commitment by looking at the weight of the assessment of the score of each indicator on the work motivation variable, namely the opportunity indicator to advance to get the highest weight from experts at 19.18% with an average indicator value of 4.26. Then the indicator recognition of the performance of 21.92% with an average value of 4.15 indicator ranks second. Furthermore, the indicator performs the task well at 17.81% with the average indicator value of 4.18 occupying the third order. On the indicator of responsibility to the task given 21.92% with an average indicator value of 4.12. and the desire to get an achievement indicator of 19.18% with an average indicator value of 4.14 ranks lowest based on an assessment by experts and the average value of the indicator.

#### Pedagogical Competence Positively Affects Work Motivation

Hypothesis testing shows pedagogical competence has a positive effect on work motivation. Based on the results of the linearity test calculation, it is known that the correlation coefficient between professional commitment and achievement motivation is  $r_{13} = 0.578$  with the category of strong relationship levels. The results of this study also obtained the equation  $\hat{Y} = 139.016 + 0.729X_1$  which can be used to predict work motivation based on pedagogical competency scores. This means that the equation can be predicted that every increase of 1 pedagogical competency score will increase work motivation by 0.729 times for the professional commitment variable at the constant 139.016. The results of the calculation of the coefficient of analysis of the path between pedagogical competence and work motivation obtained a value of  $\beta_{41} = 0.578$ , and the value of  $t_{count} = 8,977$ , while the value of  $t_{table} = 1.969$  in  $\alpha = 0.05$  for  $df = 136$ , so that  $t_{count} > t_{table}$  then  $H_0$  is rejected and  $H_1$  accepted. This positive influence shows that the level of pedagogical competence of a teacher will have implications for work motivation. Teachers with high pedagogical competence will always have the motivation to always work.

The results of this study are in line with research conducted by Nurlaila (2016) in a journal entitled *The Influence of Motivation on the Pedagogical Competence of PAI Teachers Post-certified MTs Negeri Se-Kota Palembang 2016*, it is known that the results of hypothesis analysis in this study found a very significant positive relationship between motivation to the pedagogical competence of PAI MTs Negeri teachers in Palembang City. Chi Square's statistical test results were obtained at  $p = 0.768$ , while the Odds Ratio (OR) obtained was

1,000 with a confidence interval level of 0.903 – 14.153.

#### Situational Leadership Positively Affects Work Motivation

Hypothesis testing shows situational leadership has a positive effect on work motivation. Based on the results of linearity test calculations, it is known that the correlation coefficient between situational leadership and work motivation is  $r_{23} = 0.590$  with the category of strong relationship levels. The results of this study also obtained the equation  $\hat{Y} = 65.784 + 0.600X_1$  which can be used to predict work motivation based on situational leadership scores. This means that the equation can be predicted that every increase of 1 situational leadership score will increase work motivation by 0.600 times for the professional commitment variable at the constant of 65,784. The results of the calculation of the coefficient of analysis of the path between situational leadership and work motivation, obtained a value of  $\beta_{41} = 0.590$ , and the value of  $t_{count} = 9,279$ , while the value of  $t_{table} = 1.969$  at  $\alpha = 0.05$  for  $df = 163$ , so that  $t_{count} > t_{table}$  then  $H_0$  is rejected and  $H_1$  is accepted.

The results of this study are in line with research conducted by Widiyanto (2013), in a journal entitled "The Influence of Situational Leadership Style and Work Motivation on the Commitment and Work Achievement of Employees of Muhammadiyah Tuban Children's and Maternity Hospital", it is known that the results of hypothesis analysis in this study found a significant positive relationship between situational leadership and work motivation. The results of the estimated parameters of situational leadership variables against work motivation based on indicators show significant results with a value of  $CR = 2.926$ . This value is greater than 1.96 with a significant value of 0.003 smaller than 0.05 ( $p < 0.05$ ). This means that there is an influence between situational leadership on the work motivation of employees of Muhammadiyah Tuban Children's and Maternity Hospitals accepted the truth.

#### Pedagogical Competence Has An Indirect Effect on Professional Commitment Through Work Motivation

Hypothesis testing shows pedagogical competence has a positive effect on professional commitment through work motivation. Based on the results of the calculation of the Sobel test obtained a value of  $z$  of 4,182, because the value of  $z$  obtained is  $4,182 > 1.96$  with a significance level of 5% it proves that Work Motivation mediates the influence of pedagogical competence on professional commitment. This positive

influence shows that the high pedagogical competence of a teacher will have implications for the increased commitment of the teaching profession by intermediary motivation for the teacher's work. Teachers who have pedagogical competence as a teacher will have a high drive to commit to their profession.

#### Situational Leadership Indirectly Affects Professional Commitment Through Work Motivation

Hypothesis testing shows situational leadership has a positive effect on professional commitment through work motivation. Based on the results of the calculation of the Sobel test above, the value of  $z$  is 5,176, because the value of  $z$  obtained is  $5,176 > 1.96$  with a significance level of 5% it proves that work motivation mediates the influence of situational leadership on professional commitment. This positive influence shows that the high low situational leadership of a teacher will have implications for the increased commitment of the teaching profession by intermediary motivation for the teacher's work. Leaders who have good situational leadership will have a high drive for commitment in their profession.

#### CONCLUSIONS

1). Strong Pedagogical Competence ( $X_1$ ) can increase Professional Commitment ( $Y$ ); 2). Strong Situational Leadership ( $X_2$ ) can increase Professional Commitment ( $Y$ ); 3). Strong Work Motivation ( $X_3$ ) can increase Professional Commitment ( $Y$ ); 4). Strong Pedagogical Competence ( $X_1$ ) can increase Work Motivation ( $X_3$ ); 5). Strong Situational Leadership ( $X_2$ ) can increase Work Motivation ( $X_3$ ); 6). Strong Pedagogical Competence ( $X_1$ ) can increase Professional Commitment ( $Y$ ) through Work Motivation ( $X_3$ ); 7). Strong Situational Leadership ( $X_2$ ) can increase Professional Commitment ( $Y$ ) through Work Motivation ( $X_3$ ).

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