

The Effect of Principal Policy on Teachers' Professional Commitments and Its Impact on Learning Effectiveness in Vocational Schools

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ABSTRACT

This study aims to build a model of causality that consists of a structural model and a measurement model in the form of a path diagram based on the theoretical justification of the principal's policy variables, professional commitment, and learning effectiveness. The population of this study was 338 certified teachers of State Vocational Schools in Padangsidempuan. Sampling was carried out proportionally with a sample of 200 people. This research instrument was a questionnaire to collect data on principal policies on professional commitment and learning effectiveness. The data obtained were analyzed by SEM method using Amos. The results showed that: (1) there was a positive effect of the principal's policy on professional commitment by 0.706 or 49.84%. (2) there is a positive effect of professional commitment on the effectiveness of learning by 0.791 or 62.56%. and (3) there is a positive influence of the principal's policy through professional commitment to the effectiveness of learning by 0.935 or 87.42%. The results of the above studies can confirm the conclusions of previous studies.

Keywords: *principal policy, professional commitment, learning effectiveness.*

1. INTRODUCTION

Effective learning is characterized by a series of learning implementation processes by teachers and students based on reciprocal relationships that take place in educational situations to achieve the specified learning objectives. Learning effectiveness is created if it is supported by the readiness and professionalism of the teacher as one of the main components in the learning process. Teachers who are considered competent and relevant to the learning objectives are not only qualified but also committed to always making a lifelong education so that the process of self-improvement and development of insight will continue to occur and apply it in life for the future of students.

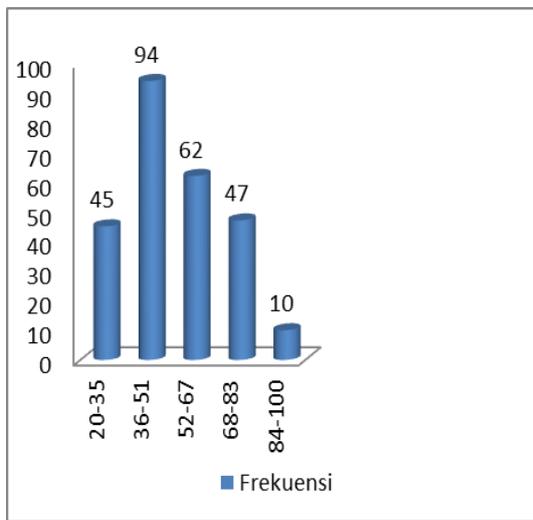
Vocational High School, as a graduate oriented school that is ready to work, must be able to produce superior students who have competency hard skills as well as superior soft skills needed by the business world and work. However, the reality is that vocational education currently tends to be oriented towards hard skills only [1]. It of course is no longer relevant to the demands of the world of work, especially in the current

global era. The problem of the low ability of students' hard skills as well as soft skills is so complex. If a solution to this problem is not sought, then vocational school graduates will not be accepted into employment, which in turn will increase the unemployment rate. Based on data in the field, it shows that the feasibility of teachers in teaching is still in doubt, and there is still a small number of teachers who meet standard qualifications in vocational education.

A professional teacher is one important indicator for a superior school. Given the strategic role that a teacher plays, efforts to identify and develop teacher professionalism are very important to do. Based on data in the field, it shows that the feasibility of teachers in teaching is still in doubt. On the other hand, it shows that the number of teachers who meet the standard qualifications in vocational education is still low. Several studies have shown that professional teachers are an important indicator of a school quality. Professional teachers will greatly assist the process of achieving the school's vision and mission. Iim [2] suggests that based on the results of studies in developing countries, teachers contribute to student

achievement (36%), then management (23%), study time (22%), and physical facilities (19%).

Another thing that requires improving teacher competence is because most the teachers are still not professional. This can be seen from the results of the Teacher Competency Test (UKG) in 2016 [3], where teachers of State Vocational Schools in Padangsidimpuan took the Teacher Competency Test which was attended by 258 Only 46% of participants reached the pass mark criteria. The condition of the failure of the UKG needs to be found for the cause and the best solution, especially for education policymakers. According to the results of the UKG that have been implemented, the field of teacher professional competence can be seen in the following histogram:



Source: Padangsidimpuan Education Office

Figure 1. Values of the 2016 Professionalism Competency Test for Teachers of Padangsidimpuan State Vocational Schools

The Padangsidimpuan Municipal Government has made efforts to improve teacher professionalism, including increasing the qualifications and relevance of competencies, especially for the teachers of Vocational Schools in Padangsidimpuan. Every teacher who teaches at Vocational Schools is required to have minimum qualification for Strata I and is relevant to the subject being taught, as well as all teachers. strived to become a certified teacher. Besides that, the Padangsidimpuan education office is trying to activate the subject teacher discussion (MGMP) but in fact, the results of the Padangsidimpuan Government program have not been satisfactory.

This research is important because the results of this study can be used as a basis for policymaking in fostering professionalism and creating effective learning through professional commitment supported by the principal's policies. Among the efforts to increase professional commitment can be done by streamlining the implementation of school principal policies.

This research is expected to be able to answer the problem of low teacher professionalism and learning effectiveness. This research will be an alternative answer to the demands for increasing professional commitment and the effectiveness of continuous learning which must be carried out according to the development of science and the demands of global competition.

The teacher is a strategic component in the learning process that cannot be replaced by any elements. Optimizing the existence of teachers to carry out their roles and duties will ensure the effectiveness of learning. For that, we need teachers' commitment in carrying out duties in a professional manner. It is important for a teacher to be committed to the importance of the ability to understand himself and his duties, to emanate his inner attitude and strength from outside, and to be responsive to change.

Teachers who are committed to the task at least from within themselves emanate several attitudes [4], namely; 1) The task as a teacher is a reflection of an inner attitude. 2) Carrying out duties as a teacher should be a calling of the soul that is born from sincerity to carry out these duties seriously without being forced and forced. 3) Ready anywhere. Commitment is a psychological state that identifies an individual openness associated with a desire to get involved. With the high professional commitment of teachers in carrying out their duties at school, it will result in the effectiveness of learning and will indirectly create students who have competencies in accordance with the learning objectives.

Many factors influence the professional commitment of teachers in the learning process in schools. Strum in Etta [5] suggests that there are 5 factors that influence work commitment, namely: a. culture of openness, b job satisfaction, c. personal opportunity, d. organizational direction, and e. work awards in accordance with needs. Then according to Louis in Ahmad and Razak [6] it explains 4 types of teacher commitment, namely; a) Commitment to the school as a social unit, b) Commitment to school academic activities, c) Commitment to students as unique individuals, and d) Commitment to creating quality teaching

Moreover, the principal policies are important indicators for school principals in focusing their actions on setting school goals, defining school goals, providing the resources needed in the learning process. Its actions are to supervise and evaluate teachers, coordinate staff development programs, and create peer-to-peer relationships with and between teachers. Thus, the principal is in the foremost position amidst his school teachers, employees, and students. Educational policies or school policies will run well if these policies have certain aspects and feasibility.

The indicators of principal policies in this paper are a) Policies in giving awards to teachers, b) Policies on improving teacher professionalism, and c) Policy on teacher performance appraisal. For more details, the following describes the three schools above. In an effort to create teacher welfare, as well as foster high work motivation, the teacher reward system must be built as a culmination of the unity of various interrelated variables [7], namely: a. work performance, b. education level, c. experience, d. workload, e. creativity, f. location or work environment, g. rank. Giving awards for the position of teachers as professionals functions to improve teacher performance and the role of teachers as agents of learning to improve the quality of national education

This research is important because the results of this study can be used as a basis for policymaking in fostering professionalism and global insight of teachers through professional commitment. The efforts to increase professional commitment can be done by increasing the global perspective of teachers. This research is expected to be able to answer the problem of the low quality of teachers and this will be an alternative answer to the demands for continuous improvement of teacher professionalism and professional commitment, which must be carried out in accordance with scientific developments, and the demands of globalization.

Furthermore, the effectiveness refers to the ability to have precise goals or achieve predetermined goals. Effective learners are active and strategic learners, skilled in collaboration, dialogue, and creating knowledge with others, able to develop goals and plans and carry out the evaluation. Effectiveness is also related to the problem of how to achieve the goals or results obtained, the use or benefits of the results obtained, the level of function of the elements or components, and the problem of the level of user satisfaction. Learning is considered effective when student learning activities increase. Learning effectiveness refers to the process and to the results, which can be seen from the involvement of students in the learning process and the competencies that students achieve from learning outcomes. According to Gaff in Miarso [8], effective learning includes how to help students achieve learning goals. The effectiveness of learning really depends on how the teacher's role in the learning process. A teacher must understand whether the learning that has been applied so far has been effective, whether the efforts in teaching students are according to the target and maximally.

According to Watkins [9], the effectiveness of learning can be measured by looking at (1) the characteristics of effective teachers in the learning process, namely teachers who have the ability to develop curriculum and technology applications. Teacher characteristics indicators include organizing

learning materials, choosing appropriate learning methods, being positive towards students, being creative in the application of learning technology; (2) The characteristics of students who are effective in the learning process are students who are flexible and active during the learning process in order to achieve the objectives that have been determined.

2. METHODS

2.1 Type of Research

In accordance with the problems and research objectives to be achieved, this study used quantitative methods with the type of ex post facto research. This research was conducted in State Vocational High Schools in Padangsidempuan. The population in this study were all civil servant teachers in State Vocational Schools in Padangsidempuan as many as 338 teachers. In general, the sample size for the structural equation model is at least 200 observations. The determination of the sample size in this study refers to the opinion of Joreskog and Sorbom [10] where the number of samples with 5 variables is a minimum of 200 respondents. The sample specified in this study were certified State Civil Service (ASN) teachers.

The instrument used to collect data in this study was a questionnaire. The questionnaire was distributed to respondents, namely teachers at State Vocational High Schools in Padangsidempuan City who had been assigned as research samples to answer the questionnaire provided by the researcher. Furthermore, the respondent provides an assessment or determines the opinion freely to choose one of the five available answer choices according to what they experience, on the questionnaire distributed by the researcher.

2.2 Data Analysis Techniques

Data analysis in this study uses descriptive analysis, assumption testing and statistical analysis using Structural Equation Modeling (SEM) analysis based on the following reasons: first, this study wants to test the structural model, to test the effect of exogenous variables, namely the principal's policy on endogenous variables, namely professional commitment and effectiveness of learning. In detail, testing is carried out on the suitability of the model through goodness of fit with certain criteria.

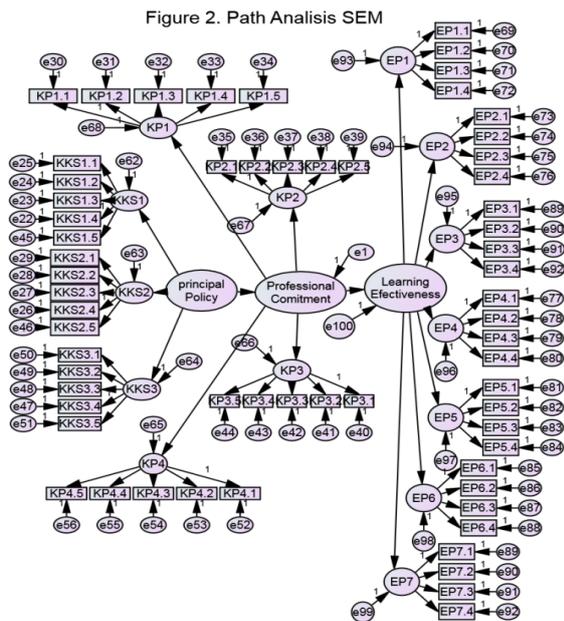
All data obtained from respondents who are used as research samples through questionnaires distributed will be analyzed using Structural Equation Modeling (SEM) based on the AMOS 22 and SPSS 23 programs. The AMOS program shows structural problem measurements, and is used to test hypothesized models. This is due to the ability to: estimate known coefficients from structural linear equations,

accommodate models that are latent variables, accommodate measurement errors in the dependent and independent variables, accommodate simultaneous reciprocal warnings and interdependence.

The steps to form a structural equation model in this study included the use of several developments. It is the validity and reliability of the research instrument, the evaluation of the Goodness of Fit criteria, the SEM Model Assumption Testing and the Structural Model Testing based on Hair, [11].

The first phase in modeling is designing a model with good theoretical rationale. Structural equation models are based on causal relationships, where changes in a variable are expected to result in changes in other variables. The paradigm to be followed is in line with what is expressed in the think process, and is linked to the impact of teachers' global outlook and key policies on professional engagement. With a global outlook and core policies, teachers' own professional engagement has a positive impact.

The route diagram shows the theoretical model developed in the first step. The road map will make the causal relationships between the independent variable and dependent variables easier to see. Several models were created to see the causality interaction and then evaluated using SEM to get the most fitting one using Fit's Goodness parameters. A structural model is made based on the theory, then the independent variables and the dependent variable are determined, then the arrow direction is made by causality direction. Based on the theoretical basis, a path diagram for SEM (structural model) is made as follows:



Thus, as measurable variables (manifest variables) it is generated from the following indicators: (in SEM

terminology, unobservable variables are described in the form of an ellipse, and observable variables or manifest variables are depicted in squares). Latent variables are markers using Confirmatory Factor Analysis techniques. In SEM, calculating metrics is called a measuring model. Convert flowcharts into estimation and structural equations.

Thus, the structural equation is:

$$Y1 = \beta + \gamma1X1 + \gamma2X2 + \zeta1$$

Information:

γ (Gama) = coefficient of influence of exogenous variables on endogenous variables

β (Beta) = coefficient of influence of endogenous variables on other endogenous variables.

ζ (Zeta) = model error

The input matrix used in this study is the Hair covariance matrix [12], that by using a covariance matrix not only analyzes the pattern of causal relationships between latent variables, but it can also test a hypothetical model, the model obtained can explain the phenomenon being studied.

In AMOS operations, identification problems are handled directly by the program. If estimates cannot be made, the program will provide a message regarding possible reasons why this program cannot make estimates, so that researchers can plan possible corrective actions. To see whether there is an identification problem or not is to look at the estimation results which include the following: a. There is a large standard error value for one or more coefficients, b. The program is not able to produce the information matrix that should be presented, c. Impossible estimation values such as negative error variance, and d. There is a high correlation value (> 0.90) between the estimated coefficients.

This stage is carried out by testing the suitability of the model through a review of goodness of fit criteria. In empirical research, a researcher is not required to meet all the goodness of fit criteria, but it depends on the judgment of the researcher. According to Haryono [13], the use of 4-5 criteria for the goodness of fit is considered sufficient to assess. The feasibility of a model provided that each criterion of the goodness of fit is 1). Absolute fit indices, 2). Incremental fit indices and, 3) Parsimony fit indices represented. Absolute fit indices (a measure of absolute fit) according to Wijanto [14] determine the prediction degree of the overall model (structure and measurement models) against the corrective matrix and ovarian k. These measures include Chi-square (X2), CMIN / DF, NCP, GFI, RMR, RMSEA, and ECVI.

Incremental fit indices are a comparison of the proposed model (baseline model) with the basic model

(null model). According to Muller [12], this incremental fit measure contains a measure that represents the perspective of a comparative fit to the base model. The closer to the model structure, the better the fit. These measures include GFI, AGFI, TLI, NFI, RFI, IFI, and CFI. Parsimony fit indices according to Haryono [15] the measure of parsimony fit relates the GOF model to the estimated number of parameters. Namely, what is needed to achieve a match at that level? The measure of parsimony suitability is expected to obtain the highest degree of fit for the degree of freedom. These measures include; PNFI, PGFI, AIC, CAIC.

3. RESULTS AND DISCUSSIONS

A structural model is proposed to test the research hypothesis. The structural model describes the relationship of 3 variables, namely: the principal's policies on professional commitment and the effectiveness of learning. The latent variable of school negligence policy consists of 4 manifest variables, namely KKS1, KKS2, KKS3, and KKS4. The latent variable for professional commitment is represented by four manifest variables KP1, KP2, K3, and KP4. The latent variables of learning effectiveness are represented by seven manifest variables EP1, EP2, EP3, EP4, EP5, EP6, and KP7.

After the goodness of fit (GOF) test was carried out, the manifest variables that were feasible to measure the latent variables of school principal policies were the manifest variables of KKS2 and KKS3. The latent variable for professional commitment is represented by the four manifest variables KP1, KP2, and K3, and for the goodness of fit test, the latent variables of learning effectiveness were the manifest variables EP2 and EP3.

The model can be described as shown below:

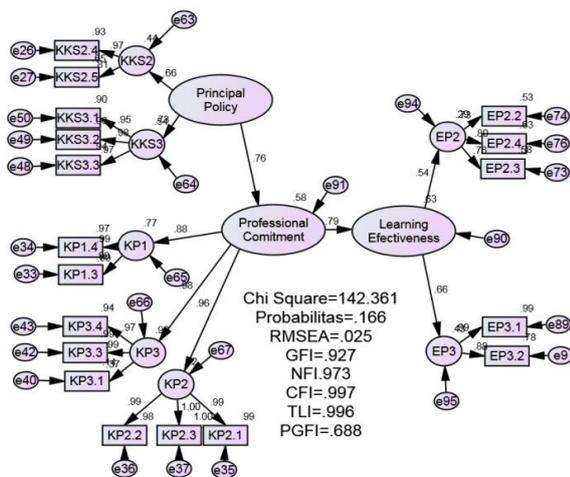


Figure 3. Structural Model that Describes the Relationship Between Variables to Test the Research Hypothesis

Evaluation of the criteria for goodness of fit, the principal's policy variable, professional commitment, and the learning effectiveness variable can be seen in Table 1 below.

Table 1. The Evaluation criteria of fit goodness

Goodness of Fit Index	Cut-off Value	Hasil Uji	Keterangan
χ^2 - Chi-Square	≤ 171.907	142,361	Fit
Probabilitas	$\geq 0,05$	0,166	Fit
RMSEA	$\leq 0,08$	0,025	Fit
GFI	$\geq 0,90$	0,927	Fit
NFI	$\geq 0,90$	0,973	Fit
CFI	$\geq 0,90$	0,997	Fit
TLI	$\geq 0,90$	0,996	Fit
PGFI	$\geq 0,90$	0,688	marginal fit

From table 1 above, it can be seen that the results of the Sign test. Probability has a value of 0.071 or greater than 0.05 so that it is in the fit category. From the eight criteria for the equation model test, 7 categories were fit, namely; chi-square, probability, RMSEA, GFI, NFI, CFI, and TLI are fit. Following Hair's opinion in Haryono [17] the use of 4-5 criteria for the goodness of fit is considered sufficient to assess the feasibility of a model as long as each criterion of the goodness of fit is 1). Absolute fit indices, 2). Incremental fit indices and, 3) Parsimony fit indices are represented.

This means that the data from the structural equation model for the principal's policy variables on professional commitment and learning effectiveness are following the model so that the analysis can be continued. Meanwhile, the output of the Regression Weight from AMOS 22 for the Structural Model can be seen in the following table.

Table 2. Regression Estimation of Weight on Structural Model

		Estimate	S.E.	C.R.	P
Professional Commitment	<- Principal Policy	.706	.073	9.607	***
Learning Effectiveness	<- Professional Commitment	.325	.061	5.342	***

From Table 2, it can be seen that the overall significance level of the hypothesized relationship between latent constructs is significant, which is indicated by a probability value (P) that is smaller than 0.05. The first hypothesis which states that "There is a positive influence of the principal's policy on professional commitment at the State Vocational High School in Padangsidempuan City" can be accepted significantly, at the 0.05 level, with a critical value (critical ratio) of 2.321. In the estimation column, it can be explained that when the principal's policy is incremented by 1 unit, then professional commitment

has increased by 0.325 units, the conclusion is that the first hypothesis is accepted.

The second hypothesis, namely "There is a positive effect of teachers' professional commitment to the effectiveness of learning at State Vocational High Schools in Padangsidempuan City" can be accepted significantly, at the 0.05 level, with a critical value (critical ratio) of 2.321. In the estimation column, it can be explained that when professional commitment increases by 1 unit, the effectiveness of learning increases by 0.325, and in conclusion, the second hypothesis is accepted.

Furthermore, the following is an analysis of the direct and indirect effects and the total influence of the principal's policy variables on professional commitment and learning effectiveness. Based on the results of data analysis, data on the direct and indirect effect and the total influence of the principal's policy variable on professional commitment and learning effectiveness can be seen in the following table.

Table 3. Standardized Direct Effects, Indirect Effects and Total Effects.

Variable	Principal Policy			Professional Commitment		
	direct effects	indirect effects	Total	direct effects	indirect effects	Total
Professional Commitment	0,706	0,000	0,706	0,000	0,000	0,000
Learning Effectiveness	0,706	0,229	0,935	0,791	0,000	0,791

The measurement results show that the principal's policy variable has a direct influence on the professional commitment variable, namely 0.706 or 49.84%. The principal's policy variable has an indirect effect on the professional commitment variable, namely 0.225 or 5.06%. Therefore, the total effect of the principal's policy variable on the professional commitment variable is 0.935 or 87.42%.

This study found a significant and irrefutable positive influence on the principal's policy variable on professional commitment and learning effectiveness. These findings can confirm the findings of research conducted by Research Juanda [18] with the title of his research on Policy Implementation and Organizational Commitment and its effect on the Performance of Public Senior High School Teachers in Bandung City. And Marshall's research [19] Principles of Leadership Style and Teacher Community among a Sample of Secondary School Teachers in Barbados

4. CONCLUSION

This study concludes that the school policy has a positive influence on the professional commitment of teachers and the effectiveness of learning at SMK Negeri Padangsidempuan City. To the principal as a policy maker to continue to improve the effectiveness of learning through strengthening the professional commitment of teachers.

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