IMPROVING TEACHER PROFESSIONAL'S COMMITMENT THROUGH STRENGTHENING EMPOWERMENT, SERVANT LEADERSHIP AND TRUST.
(Research on VocationaL High School's teachers in Bogor Regency whose schools have implemented Center Of Excellence program using

path analysis and SITOREM)

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ABSTRACT

The purpose of this study is to analyze the commitment to the teaching profession through the identification of the strength of direct and indirect influence between empowerment, servant leadership and trust in the Center of Excellence Vocational High School (SMK) teachers in Bogor Regency. This study uses path analysis, population in this study were 547 teachers spread across twelve Vocational High Schools Center of Excellence in Bogor Regency where the school has implemented one of the independent learning episode programs, namely the Center of Excellence Vocational High School program. The number of samples as many as 164 respondents was determined using the Slovin formula.

This research concludes: 1) There is a very significant positive effect between empowerment on the commitment of the teaching profession which indicated by value of the coefficient effect $\beta y1 = 0,18$ and tcount $= 1,920$; 2) There is a very significant positive effect between servant leadership on the commitment of the teaching profession which indicated by value of the coefficient effect $\beta y2 = 0,52$ and the value of tcount $= 5,999$; 3) There is a very significant positive effect between trust on the commitment of the teaching profession which indicated by value of the coefficient effect $\beta y3 = 0,224$ and the value of tcount $= 2,922$; 4) There is a very significant positive effect between empowerment on trust which indicated by value of the coefficient effect $\beta x31 = 0,35$ and the value of tcount $= 4,061$; 5) There is a very significant positive effect between servant leadership on trust which indicated by value of the coefficient effect $\beta x32 = 0,28$ and the value of tcount $= 3,254$; 6) There is a very significant positive effect between empowerment on serveant leadership which indicated by value of the coefficient effect $\beta x21 = 0,66$ and the value of tcount $= 11,192$; 7) There is a very significant positive effect between empowerment on the commitment of the teaching profession through the variable between trust and the total value of effect coefficient is $\beta y31 = 0,2584$ and the value of Zcount is $3,467507043$; 8) There is a very significant positive effect between servant leadership on the commitment of the teaching profession through thevariable between trust with the total value of effect coefficient $\beta y32 = 0,58272$ and the value of Zcount is $2,167707732$.

Keywords: Teacher Professional Commitment, Empowerment, Servant Leadership, Trust.

INTRODUCTION

The 8 + i link and match program between schools and industry demands the commitment of professional teachers. The programs that are being

encouraged include aligning the curriculum of vocational education units with industry, developing soft skills with project base learning, guest teachers from the industry teaching in vocational education units (minimum 50 hours per semester per study program), internships for at least one semester, issuance of competency certifications, education and training for vocational education lecturers in industry, applied research that produces products for the community, as well as commitment to the uptake of graduates by the world of business and industry (DUDI). Meanwhile, 8+i from the link and match program are assistance, scholarships and official ties provided by the business world and industry.

In the development of link and match 8+i, there is a need for synergy between existing resources in schools. Such as empowering professional teachers because the program requires motivation and commitment to realize industry-based learning, develop themselves according to the needs of the industrial world of work through internships or learning from guest teachers. The trust of teachers in institutions and industry in the process of improving the competence of industrial teachers and developing their skills and expertise must be carried out effectively. Leaders and teachers together maximize service leadership so that the goals of national education, especially to produce graduates who are capable of being ready to work, can be achieved. The above policies can be realized by supporting the strengthening of service leadership, empowerment, and trust in an effort to increase the

commitment of the teaching profession. With this strategy, it is believed that there will be an increase in the commitment of teachers to their profession.

For educational institutions, the commitment of teachers to the profession is indispensable in improving the quality of the learning process which in turn will improve the quality of educational outputs and outcomes, as well as the competitiveness of educational institutions. Therefore, only teachers who have a high professional commitment can carry out this role. Therefore, the commitment of teachers to the profession is one of the main requirements for realizing quality education.

Commitment will be higher if the school provides comfort and convenience for the learning process. It is hoped that the existence of this professional commitment will make the vocational school teachers the center of excellence do everything possible so that the goals of the vocational center of excellence are achieved where this can be measured by willingness, loyalty, and pride as a professional teacher.

Based on the results of the Teacher Competency Test (UKG) scores for the last 3 years starting from 2017 and 2019 which were taken from the regional education balance (NPD) in Bogor Regency in 2017 for Elementary School (SD) level 57.67, for Junior High School (SMP) with a score of 60.01, High School (SMA) a score of 67.38 and for Vocational High School (SMK) a score of 58.36. In addition, UKG data shows that in 2019 for Elementary School (SD) with a score of

56.65, for Junior High School (SMP) it reached a score of 60.70, High School (SMA) a score of 66.73, and for Middle School scores Vocational High School (SMK) reached 59.29. As for the pedagogical competency score of 54.36 and the professional competency score of 60.95, the target for the end of 2020 must have reached 80.00. (https://npd.kemdikbud.go.id/?appid=ukg.)

In addition to the results of the average UKG Prov. West Java Th. 2020 Bogor Regency scored 59.08 below the minimum score of 70, and below Bogor City (63.29), Depok City (61.60) and Bekasi City (61.14) which incidentally is a buffer zone for the capital city. (https://npd.kemdikbud.go.id/?appid=ukg)

The current obstacle is that the commitment of the teaching profession at the SMK Center of Excellence has not been as expected. This can be seen from the data from the preliminary survey obtained by distributing questionnaires to 30 teachers representing twelve SMK Centers of Excellence in Bogor Regency. continuous commitment and normative commitment, with the following data:

1. There are 63.33% of teachers who do not have an emotional attachment to the profession. Teachers have not shown an emotional attachment to the profession in carrying out their duties and have not received the best inspiration as teachers.

2. There are 61.67% of teachers who have not been self-involved for the sake of the profession. Teachers have not been really involved in school activities either for personal career development or progress development for the school.

3. There are 66.67% of teachers who do not have awareness of the disadvantages of leaving the profession where teachers still have the desire to switch professions if there is a more promising profession.

4. There are 70% of teachers who do not have the willingness to do something for the advancement of the profession where teachers are still unable to do things that can develop their profession as teachers, such as making good learning tools.

5. There are 68.33% of teachers who do not yet have an obligatory attitude towards their professional duties, whereas teachers still do not have a great attitude of responsibility towards the profession they currently carry out.

Important factors to influence organizational commitment are leadership, sustainability communication, mutual organization and trust. Organizational communication, work climate, job satisfaction and trust together will be a mediator for leadership to influence organizational commitment. For further research, it is hoped that the object of study should be expanded to all regions of Indonesia. Studies for various parts of Indonesia will meet with various socio-political, economic, and cultural backgrounds so that they can form different patterns of behavior. Further

studies should also be carried out to develop this model by involving the community as social users in an institutional context and developing a study of variables related to people as consumers to obtain more complex results.

Based on the description above, it appears that commitment to the profession is very important in relation to achieving the goals of the SMK Center of Excellence. However, the commitment to the profession at the Center of Excellence Vocational School is currently still not as expected. Thus, the problem is interesting to study, namely by identifying and analyzing other factors or variables that affect professional commitment.

LITERATURE REVIEW

A. Commitment Profession

The teacher is a central factor in the learning system in schools. The role of teachers is very important in transforming educational inputs, so that it can be ensured that in schools there will be no change or increase in quality without changes and improvements in teacher quality.Riyad, M. (2020).Commitment to a profession is a psychological relationship between an individual and his work which is based on an affective reaction to the job. A person with a higher work commitment is highly identifying with and has positive feelings about his or her job. (Goswani.S., Mary Mathew and NK Chadha. 2007: pp. 13-27).

With the dimensions: a) Affective Commitment Dimensions, namely emotional, strong feelings and affection for teachers in their profession in carrying out their work and having strong motivation, selfless and full of dedication in carrying out their duties; b) Dimensions of Normative Commitment, namely the profession can meet their needs and have obligations in their work; and c) The dimension of sustainability is to maintain stability/togetherness between teachers and the community to maintain morale and uphold professional values. Based on the theory above, someone who has a high commitment will automatically play an active role in matters relating to his profession in order to achieve the desired vision.

According to Carswel and Allen in Dora de Jesus et al (2014:45), teacher commitment to the profession is defined as a psychological relationship between the individual and the profession, based on the individual's affective reaction to the profession. Like organizational commitment, teacher commitment to the profession has also changed from a one-dimensional perspective to a multi-dimensional approach, mainly through generalization of the profession from measures designed to study organizational commitment.

According to John W. Santrock (2008:12), the emergence of respect and success given by students to teachers will increase teaching commitment: The better teacher you become, the more rewarding your work will be. And the more respect and success you achieve in the eyes of your students, the better you will feel about your commitment to teaching. The theory above explains that regardless of the teacher's attitude when teaching, whatever the results obtained later, as well as the best response given

by the students, the teacher still needs a high commitment when teaching. Including when facing difficult and tough days in class. Thus, the teacher will show confidence, not allow negative feelings to arise, and show a positive and enthusiastic attitude in class.

B. Empowerment

This mission has caused insurance makers, educators and leaders to rectangular degree locating out solutions to the schooling and education of college (Riyad, 2020) According to Wood et al (2001:155-157) put forward the notion of empowerment as the development of a "can do" mentality (a positive "can do" mentality) which stems from belief in one's own ability to be able to work on the work at hand.Factors that indicate empowerment are (a) delegation of authority and flexibility to work, (b) increasing self-afficacy (belief that they will successfully complete their work), (c) modeling (exemplary), (d) competency building (increasing individual competencies, (e)) emotional support (support from the leadership in making a decision) Giving power in empowerment aims to encourage members while taking part of the leadership role which, if the process is successful, will lead to internal leadership that increases initiative.

Colquit et al (2009:198-199) suggest psychological empowerment is an effort that starts from the belief that a person can contribute in doing tasks and work in order to achieve organizational goals and personal goals. Empowerment represents a form of intrinsic motivation in which the execution of work tasks

itself basically contains rewards and satisfaction. Empowerment factors include; (a) self-determination (cultivating an individual's ability to make choices, authority, discretion, independence, and responsibility to take action in his work, (b) meaning (meaning of work where a person feels passionate, enthusiastic and wants to continue to contribute, participate, play a role in organization activity,

According to Richard L. Daft (2010:523-524) empowerment is the sharing of power, the delegation of power or authority to subordinates in the organization. The indicators of empowerment are: (a) increased self-efficacy (belief in being able to complete the work), (b) increased work performance (effectiveness), (c) flexibility to work using one's own creativity.

McShane and Glinow (2010: 182-183) stated that empowerment is an individual psychological condition where individuals feel more self-determined, feel meaningful, competent and their work has an impact on the organization. The indicators of empowerment include: (a) self-determination (feeling they have freedom, independence, flexibility in work), (b) meaning (cares about their work, believes that they are important), (c) competent (believes in their ability to perform their work with good and have the capacity to develop with new challenges, (d) impact (see himself as an active participant in the organization, his decisions and actions have an impact on the success of the organization.

According to Schermerhorn et al (2001:275) empowerment is a process

through which a manager helps members acquire and use the power needed to make decisions that have an impact on themselves and their work. It can also be said that empowerment is the delegation of leaders to members to use their power to make decisions for organizational goals. The factors that indicate empowerment are, (a) work that is meaningful to him and consistent with the values he adheres to, (b) is competent, has abilities, (c) is free to choose how to carry out his work, (d) his performance has an impact on organization.

C. Servant Leadership

Brewer (2010:201) Servant leadership is a unique style of leadership ideology which flows against the grain of self-interest human behavior. selfish.

Maxwell, J., C., Edited: (Ken Blancard & Rene Broadwell). (2002:p, 7-8), according to him, serving leadership is "the servant leader is servant first, it begins which the natural feeling that one wants to serve. Then conscious choice brings one to aspire to lead." Servant leadership is the virtue of behavior in service that begins with removing the less good from someone by giving a conscious choice to change for the better according to his wishes.

Melchar and Bosco (2010:74-78) Employees' personal achievements are related to those of the company; therefpre, if a leader can positively influence them to perform at higher levels, they, in turn, will benefit from the organization's success. Melchar and Bosco state that servant leadership is defined as serving others by working for their development and well-being to achieve goals for the good of all. If a leader can positively influence his subordinates to work at a high level, they will otherwise bring success to their organization.

Dierendonck (2011:1128-1261) states that servant leadership can be interpreted as a leader's behavior that prioritizes service, which arises from a person's desire to serve others, with the aim that the individuals served can grow and be healthy. , independent (autonomous), and has a spirit of service.

Barbuto, John E, Jr. & Wheeler, Daniel W. (2006:p.304-309). Argued that servant leadership is "Servant leaders are described as categorically wise, and their decision processes and services orientations appear to be vehicles invoking organizational wisdom, described as the meshing of applied knowledge and informed experience to make both optimal and altruistic choices." Servant leadership is behavior in the service-oriented decision-making process to apply organizational policies, taking into account previous experience to make optimal and alturistic results.

D. Trust

Colquitt et al. (2009: 209-214), trust is defined as the willingness of subordinates to accept positive expectations for the intentions and actions of the leader. The opinion above explains that trust will arise when employees can accept and understand the values and targets of the organization.

Hollenbeck and Wagner (2010:164-165), trust is essentially based on a relationship of mutual trust and each

member gives each other confidence in the other, knowing that they will be judged fairly and that the other members will act in accordance with their needs.

Pucetaite et al (2010), then we can say that belief in beneficial behavior by other parties (employees) develops from experience and belief that trusted parties (companies) have followed and adhered to norms, values, and principles. agreed upon the same moral principles.

Kreitner and Kincki (2010:318) formulate trust as follows: trust as reciprocal faith in other intention and behavior. Trust is a reciprocal relationship between the intentions and actual actions of someone who puts trust in the person he trusts.

METHODS

The method used in this research is a survey method with a quantitative approach. This survey research focuses on the disclosure of causal relationships between variables which are directed to investigate the causal relationship based on observations of the resulting effects with the aim of separating the direct and indirect effects of a causal variable (independent/exogenous variable) on the effect variable (bound/endogenous variable).). The dependent variable in this study is the commitment of the teaching profession (Y), the two independent variables are empowerment (X1) and service leadership (X2), one intervening variable is Trust (X3). The measuring instrument used is a questionnaire. Quantitative methods play a role in obtaining measurable quantitative data, in this study it is associative. The population of this study were all teachers at the SMK Pusat

Excellence Kab. Bogor amounted to 547 teachers and a sample of 164 teachers with the slovin formula. Analysis using Path Analysis and SITOREM Analysis.

RESULT

Based on the results of the study, it can be concluded that this research has found efforts to increase the Professional Commitment of Teachers of SMK Center of Excellence throughout Bogor Regency through strengthening empowerment, serving leadership, and trust with the identification results as follows:

1. There is a positive and very significant effect between empowerment and commitment to the teaching profession with a path coefficient of 0.18. Thus strengthening empowerment can increase the commitment of the teaching profession.

2. There is a positive and very significant effect between service leadership and commitment to the teaching profession with a path coefficient of 0.52. Thus strengthening service leadership can increase the commitment of the teaching profession.

3. There is a positive and very significant influence between teacher trust and commitment to the teaching profession with a path coefficient of 0.224. With teacher trust can increase the commitment of the teaching profession.

4. There is a positive and very significant effect between empowerment and teacher trust

with a path coefficient of 0.35. Thus, strengthening empowerment can increase teacher trust.

5. There is a positive and very significant influence between servant leadership and trust with a path coefficient of 0.28. Thus strengthening serving leadership can increase trust.

6. There is a positive and very significant influence between teacher empowerment and service leadership with a path coefficient of 0.52. By empowering teachers to improve service leadership.

7. There is a positive and very significant effect between empowerment and commitment to the teaching profession through the intervening variable trust with an indirect path coefficient of 0.2584. Thus, strengthening empowerment through the intervening variable trust (trust) can increase the commitment of the teaching profession.

8. There is a positive and very significant influence between service leadership and Teacher Professional Commitment through the intervening trust variable with an indirect path coefficient of 0.5872. Thus, strengthening transformational leadership through the intervening variable trust (trust) can increase the Commitment of the Teacher Profession.

Besides, the results of the SITOREM analysis show that based on the order of priority for improvement, it can be proposed to recommend indicators that need to be improved and indicators that need to be maintained. The strategy implemented is to improve the variables of service leadership, trust, and empowerment through strengthening improvement priority indicators as many as 13 indicators through educational webinar activities for all research sample teachers and teachers in general who take part in webinar activities filled with resource persons.

CONCLUSION

Based on this research, the commitment of the teaching profession can be strengthened by empowerment, service leadership, and trust, either directly or indirectly, as intermediate variables. In fact, these four variables make a positive contribution to the increase in the variable commitment to the teaching profession. Therefore, the implications of this research include:

1. If professional commitment is increased, empowerment will increase.

2. If the professional commitment is increased, the service leadership will increase.

3. If professional commitment is increased, trust will increase.

4. If trust is increased, empowerment will increase.

5. If trust / trust is increased, then servant leadership will increase as well.

6. If servant leadership is improved, teacher empowerment will increase.

7. If professional commitment is increased through the trust

variable, empowerment will increase.

8. If professional commitment is increased through the trust variable, empowerment will increase

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