

The Effect of Implementation of Professional Development, Organizational Climate, and Teacher Commitments on the Performance of Junior High School Teachers

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Abstract: The purpose of this study was to determine the implementation of professional coaching, organizational climate, commitment, and teacher performance in junior high schools, the effect of implementing professional coaching, organizational climate, and commitment to teacher performance in junior high schools. This study uses a quantitative approach. The population is 2,028 people with a sample of 334 people. The instrument in this study was in the form of a closed questionnaire using a Likert scale. Collecting data through the distribution of questionnaires to the respondents of SMPN teachers in Tulungagung Regency. Descriptive data analysis and multiple regression. The conclusions of this study indicate that: (1) the implementation of professional development, organizational climate, teacher commitment, and teacher performance in junior high schools are in the very high category, and (2) there is a simultaneous or partial influence on the variables of the implementation of professional coaching, organizational climate, and commitment to teacher performance in junior secondary schools.

Keywords: professional coaching; organizational climate; teacher commitment; teacher performance

the increasing demands and global needs also encourage the education sector, one of which is for schools to continuously make improvements, especially in the field of school human resources, including teachers. According to Ismail (2004), performance is a condition that needs to be known by certain parties. It aims to determine the level of achievement of the results that have been carried out as well as the negative and positive impacts of an operational policy that has been taken. Performance is a teacher's achievement in carrying out the mandate of duties, responsibilities, and authorities in accordance with the objectives and principles of certain standards that have been set in the work.

Performance according to Mulyadi & Fahriana (2018) is the work ability or achievement of an employee shown in order to obtain optimal work results. Performance is an action or appearance shown by someone in doing something. Performance can be seen in daily work activities, and daily activities in carrying out tasks that provide an overview of how one's efforts are to achieve the goals set. Performance can be interpreted as a description of the level of achievement of the implementation of programs or activities to realize the goals, objectives, mission, and vision of the organization.

School efforts in improving teacher performance are to continuously improve the quality of schools and education through teacher development activities. Both through supervision, as well as other activities designed to improve teacher performance. Supervision plays a role in determining teacher performance. Performance measurement is carried out based on the indicators contained in the clinical supervision implemented by the school. Schools are guided by indicators on clinical supervision to assess the level of teacher performance.

Teacher performance indicators based on learning activities carried out by teachers in class based on Permendiknas Number 14 (2005) are as follows: (1) planning of learning programs, namely stages related to the ability of teachers to master teaching materials; (2) the implementation of learning, this stage is the main activity of the implementation of education in the education unit; (3) evaluation or assessment of learning. Evaluation in this context refers to the ability of teachers to conduct assessments that aim to determine the achievement of learning objectives and the stages of learning carried out.

Teachers need coaching to improve their professional abilities. According to Maisyaroh, et al. (2017), science and technology that are increasingly developing encourage teachers to provide appropriate learning based on current developments. According to her, the education sector in responding to reform has not been able to be followed by teachers who are accustomed to the traditional education system. This triggers the need for professional coaching for teachers. According to Sambrook & Stewart (2010), teacher development and coaching are important because it is the main actor in supporting and driving the learning process in schools. According to Sparkman (2016), teacher development and coaching are important to improve national and local stability. If the development and coaching of teachers are carried out properly and correctly, it can improve the quality of school organization.

Maisyaroh, et al (2017) emphasize that one of the strategic ways to improve teacher abilities is through supervision. Supervision of teachers through encouragement, guidance, and stimulation. With this supervision, teachers are expected to be able to make improvements and improve the quality of learning. Burhanuddin, et al (2007) explained that the supervision of teachers can form teachers to develop their profession so that they can contribute optimally in achieving school learning goals.

The government has made efforts to improve the teaching ability of teachers through teacher development activities at every level and type of education from elementary school to high school. However, the achievement of the quality of teacher professional development that has been carried out to date, especially at State Junior High Schools in Tulungagung Regency is still a question of whether it has been right on target and can increase teacher professionalism and have an impact on improving teacher performance (Wiyono & Maisyaroh, 2007).

The variables of the implementation of professional development are based on sub-variables including class visits, private meetings, meetings, MGMP, training, and workshops. According to Burhanuddin, et al (2007), class visits are supervision carried out by supervisors, both principals and supervisors, which aim to determine the quality of the implementation of the teaching process carried out by teachers. Muslim (2013) explains that private meetings are individual conversations between teachers and supervisors. Muslim (2013) explains that teacher meetings can be held if many teachers have similar problems. Based on the Directorate General of Teachers and Education Personnel (2019), MGMP is a model that can be used in an effort to increase learning competencies carried out by teachers. According to Muslim (2013), education and training is a systematic effort aimed at conveying knowledge, values, attitudes, skills, and efforts to develop individual potential. And according to Asmani (2012), the workshop is an activity in groups consisting of education officers to solve problems through conversation and collaboration in groups or individually.

An organization, including educational institutions, cannot be separated from the environment that surrounds it, both internally and externally. One of these environments is the school culture which influences the creation of an organizational climate. Culture and climate are closely related. Culture itself is part of human life that is closely related to everyday life because every social life of society will not be separated from socio-cultural elements. These activities are carried out through relationships between individuals, between communities, individuals with communities, and vice versa which interact with each other. These interactions give rise to diverse thoughts that form diverse cultures (Rusdiana, 2016).

According to Rusdiana (2016), the organizational climate has an important role in linking human resource management practices and productivity, climate has an external influence on teachers. If the organizational climate is conducive, the environmental atmosphere can improve teacher performance. On the other hand, if the organizational climate is not conducive, it can cause teachers to be less enthusiastic about working. Changes that occur in the organizational climate of schools can have an influence on

performance. This study intends to determine if the organizational climate conditions in junior high schools can be considered conducive (high) and have an impact on improving teacher performance or vice versa.

Dimensions and indicators of organizational climate according to Wirawan (2007) include: (1) the state of the physical environment of the workplace, consisting of workplace indicators and tools to support work; (2) the state of the social environment includes indicators of the relationship between superiors and members, relationships between members, communication systems, leadership systems, togetherness, cooperation in carrying out tasks, appreciation for creativity and innovation of members, mutual trust, humor; and (3) the implementation of the management system consists of indicators of organizational vision, mission, and strategy, organizational character, organizational structure, organizational bureaucratic system, distribution of power, a delegation of power or autonomy, decision-making processes, allocation of resources, work standards, work procedures, job characteristics, role characteristics, reward system, career development, conflict management, ethical climate. It is concluded that the school climate variable refers to the sub-variables including school environmental conditions, social environmental conditions, and the implementation of the school management system.

In addition to external influences through climate, teachers also have influences from themselves, one of which is commitment. According to Rulestri & Eryanto (2013), teachers should always be maintained so that they have a high commitment to the school through activities carried out together and always seek to provide motivation, assistance, and support to teachers. The principal should maintain good communication so that there are no misunderstandings and boundaries that separate teachers. However, the commitment of teachers to date, especially in junior high schools, is still a question of whether it has a high level and has an impact on teacher performance. Based on this, the background of this research.

Teacher commitment is a sense of belonging to the school organization which is reflected through the participation of teachers in every activity and work in the school. Commitment can also be interpreted as sincerity in carrying out the work for which they are responsible. This participation can also be reflected in a teacher participating in policymaking and decision-making in a school institution.

There are indicators regarding commitment according to Meyer and Allen (in Sukanto & Pardjono, 2017) which are divided into (1) Affective commitment is a commitment based on a desire that grows from personality identity, trust, good relations, and personal teacher participation. Affective commitment includes emotional states to blend in, and adjust to school; (2) Continuum commitment, is a sense of teacher awareness that teachers will experience losses if they leave school. This commitment is based on a preference for investment, dependence, and sacrifices both socially and economically; (3) Normative commitment is a teacher's commitment to the obligation to remain within the scope of the organization. This commitment is based on the internalization of organizational psychological norms and constructs that lead to a growing sense of sharing and responsibility. The component of this commitment is that the teacher feels he has an obligation to be loyal to the school because the teacher feels that as long as he is a member of the school organization he has a responsibility to carry out his duties. It is concluded that the commitment variable refers to the sub-variables including affective commitment, continuum commitment, and normative commitment.

In relation to the variable category of the implementation of professional coaching, the research conducted by Supriyono (2014) shows that the results of the implementation of supervision by the principal are in the high category. Similarly, the conclusion put forward by Andriani (2015). In her research, it was explained that the implementation of professional coaching for teachers based on the coaching techniques carried out showed that they were in the high category.

Regarding the category of organizational climate variables, research by Hamsah et al. (2019) regarding the climate situation at Madrasah Aliyah in Gantaran Bulukambang District, stated that the climate situation in schools was in the high category. Next, the research conducted by Sawianti (2019) shows that the climate of SMP Negeri 1 Ulaweng Bone is in the high category. In contrast to the research that has been done by Sumarsono (2012) which describes that the school climate at State Senior High Schools in the city of Malang shows a moderate climate.

With regard to the category of commitment variable in the research that has been conducted by Sumarsono (2012), the commitment of teachers at State Senior High Schools in the city of Malang shows a relatively high commitment. And the research of Sukamto & Pardjono (2016) shows that the teacher's commitment to the Adalan Sleman Junior High School teacher is in the fairly high category.

Research conducted by Supriyono (2014) shows the results of teacher performance which include preparation of lesson plans, the opening of learning, stages of learning, and evaluation of learning are in the high category. Furthermore, this study also supports the conclusions put forward by Sukamto & Pardjono (2016) regarding the performance of the Adalan Sleman Junior High School teachers who stated that the teacher's performance at the school was in the high category. Next, according to research conducted by Syaroni (2007), it was found that the performance of Brebes State Junior High School teachers was concluded in the high category. Thus, the teacher's performance has been classified in the high category.

Based on this description, the researcher is interested in testing whether there is an effect on the implementation of professional development, organizational climate, and teacher commitment to teacher performance. And to find out the level of each of these variables in junior high school level educational institutions.

METHOD

This study uses a quantitative research approach of descriptive analysis and regression analysis. The research is descriptive, which aims to describe in-depth each variable. Anwar (2009) explains that regression analysis can be used to determine or predict the dependent variable through the independent variable. The results obtained from the regression analysis can be used to conclude that increasing or decreasing the value of the dependent variable can be done by increasing or decreasing the value of the independent variable. The population in this study includes the number of public junior high school teachers in Tulungagung Regency in the 2019/2020 school year with a total of 2,028 people. Based on these calculations using the Slovin formula, it can be seen that the number of samples from 2,028 SMPN Tulungagung Regency is 334 people.

RESULTS

Descriptive Statistical Analysis

Descriptive analysis according to Sugiyono (2019) can be used to provide an overview of the sample data of the object being studied against the sample or population that has not been taken and does not generalize conclusions for the sample population. The data presented can include tables, and graphs, and can also be a summary of the data. This descriptive technique is used to describe teacher performance score data, implementation of professional development, school climate, and commitment. The following are the results of the empirical descriptive statistical data analysis presented in Table 1.

Table 1 Descriptive Statistics

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
X1	334	109	95	204	164.71	21.971
X2	334	70	70	140	122.91	12.803
X3	334	28	28	56	47.93	5.605
Y	334	54	54	108	92.36	11.226
Valid N (listwise)	334					

Description of Teacher Performance Data (Y)

Based on Table 4.5, empirical statistics are obtained with 334 samples of valid data from teacher respondents on the teacher performance variable (Y) a number of 27 statement items obtaining the

lowest score of 54, the highest value reaching 108, the average value (mean) of 92.36, and the deviation (Standard Deviation) of 11.226.

The empirical mean value obtained is 92.36 compared to the value of the category table, which lies in the vulnerable $X > 81$ or $92.36 > 81$ so that it is in the very high category. It can be concluded that the performance of junior high school teachers is very high.

The results section contains research findings obtained from research data and relates to hypotheses. Based on empirical descriptive statistical data on the teacher performance variable (Y), the empirical standard deviation value is 11.226. When compared with the value of the standard deviation in the hypothetical statistic of 13.5, the empirical standard deviation value is smaller than the value of the hypothetical statistic ($11,226 < 13,5$). In accordance with Budiwanto's opinion (2017), the smaller the standard deviation value, the distribution of the data can be said to be homogeneous or the data is less varied because the distance between the distributions of scores is close to each other or has a low difference between data. The distribution of data on the teacher performance variable (Y) has homogeneous data and the data is less varied considering the vulnerable scores or low standard deviations.

Description of Professional Development Implementation Data (X1)

Based on Table 1, empirical statistics are obtained with 334 valid data samples. Teacher respondents on the variable implementation of professional development (X1) amounted to 51 statements that received the lowest score of 95, the highest score reached 204, the average value (mean) was 164.71, and the standard deviation (Standard Deviation) was 21,971.

The empirical mean value obtained is 164.71 compared to the value in the category table, which lies in the vulnerable $X > 153$ or $164.71 > 153$ so that it is in the very high category. It can be concluded that the implementation of professional development in junior high schools is very high.

Based on empirical descriptive statistical data on the implementation of professional coaching variables (X1), the empirical standard deviation value is 21, 971. When compared with the standard deviation value in the hypothetical statistic of 25.5, the empirical standard deviation value is smaller than the hypothetical statistical value ($21, 971 < 25.5$). In accordance with Budiwanto's opinion (2017) that the smaller the standard deviation value, the distribution of the data can be said to be homogeneous or the data is less varied because the distance between the distributions of scores is close to each other or has a low difference between data. The distribution of data on the variable of the implementation of professional coaching (X1) has homogeneous data and the data is less varied considering the vulnerability of scores or low standard deviations.

Description of School Climate Data (X2)

Based on Table 1, empirical statistics are obtained with 334 valid data samples of teacher respondents on the school climate variable (X2) a number of 35 statement items obtaining the lowest score of 70, the highest value reaching 140, the average value (mean) of 122.91, and the deviation (Standard Deviation) of 12.803.

The empirical mean value obtained is 122.91 compared to the value in the category table, which lies in the vulnerable $X > 105$ or $122.91 > 105$ so that it is in the very high category. It is concluded that the school climate situation in junior high schools is classified as very high.

Based on empirical descriptive statistical data on the school climate variable (X2), the empirical standard deviation value is 12.803. When compared with the standard deviation value in the hypothetical statistic of 17.5, the empirical standard deviation value is smaller than the hypothetical statistical value ($12.803 < 17.5$). In accordance with Budiwanto's opinion (2017) that the smaller the standard deviation value, the distribution of the data can be said to be homogeneous or the data is less varied because the distance between the distributions of scores is close to each other or has a low difference between data. The distribution of data on the school climate variable (X2) has homogeneous data and the data is less varied due to the vulnerability of scores or low standard deviations.

Description of Commitment Data (X3)

Based on Table 1, empirical statistics are obtained with 334 valid data samples of teacher respondents on the commitment variable (X3) a number of 13 statement items obtaining the lowest score of 28, the highest value reaching 56, the average value (mean) of 47.93, and the standard deviation (Standard Deviation) of 5.605.

The empirical mean value obtained is 47.93 compared to the value of the category table, which lies in the vulnerable $X > 39$ or $47.93 > 39$ so that it is in the very high category. It was concluded that the commitment to junior high school was very high.

Based on empirical descriptive statistical data on the commitment variable (X3), the empirical standard deviation value is 5.605. When compared with the value of the standard deviation in the hypothetical statistic of 6.5, the empirical standard deviation value is smaller than the value of the hypothetical statistic ($5.605 < 6.5$). In accordance with Budiwanto's opinion (2017) that the smaller the standard deviation value, the distribution of the data can be said to be homogeneous or the data is less varied because the distance between the distributions of scores is close to each other or has a low difference between data. The distribution of data on the commitment variable (X3) has homogeneous data and the data is less varied considering the vulnerable scores or low standard deviations.

Hypothesis testing

The first hypothesis is that there is an effect of implementing professional coaching on teacher performance in junior high schools. Based on the results of the calculated r using a significant level of 0.05 on the IBM SPSS Statistics 20, the calculated r -value was 0.597. When compared with the value of r -table at $N = 334$, then r table is worth 0.113 or r count $>$ r table ($0.597 > 0.113$). And the significance value of the t -count is 0.000 when compared with a significant level of 0.05 ($0.000 < 0.05$). It states that the hypothesis that there is an effect of implementing teacher professional development on teacher performance in junior high schools is accepted (H_0 is rejected and H_a is accepted) and is significant.

The second hypothesis is that there is an influence of school climate on teacher performance in junior high schools. Based on the results of the calculated r using a significant level of 0.05 on the IBM SPSS Statistics 20, the r -count value was 0.685. When compared with the value of r -table at $N = 334$, then r -table is worth 0.113 or r count $>$ r -table ($0.685 > 0.113$). And the significance value of the t -count is 0.000 when compared with a significant level of 0.05 ($0.000 < 0.05$). It states that the hypothesis that there is an influence of school climate on teacher performance in junior high schools is accepted (H_0 is rejected and H_a is accepted) and is significant.

The third hypothesis is that there is an effect of commitment on teacher performance in junior high schools. Based on the results of the r -count using a significant level of 0.05 on IBM SPSS Statistics 20, the r -count value is 0.671. When compared with the value of r -table at $N = 334$, then r -table is 0.113 or r -count $>$ r -table ($0.671 > 0.113$). And the significance value of the t -count is 0.000 when compared with a significant level of 0.05 ($0.000 < 0.05$). It states that the hypothesis that there is an effect of commitment on teacher performance in junior high schools is accepted (H_0 is rejected and H_a is accepted) and is significant.

The fourth hypothesis, there is a simultaneous influence on the implementation of professional development, school climate, and commitment to teacher performance in junior high schools. Based on the results of the F -count using a significant level of 0.05 on IBM SPSS Statistics 20, the F -count value is 129.004. When compared with the value of F -table at $N = 334$, then F -table is 0.117 or F -count $>$ F -table ($129.004 > 0.117$). It states that the hypothesis is that there is a simultaneous influence on the implementation of professional development, school climate, and commitment to teacher performance in junior high schools (H_0 is rejected and H_a is accepted) or significant.

Research Empirical Model

Referring to the partial and simultaneous regression analysis of the variables of the implementation of professional coaching (X1), organizational climate (X2), and teacher commitment (X3) to teacher performance (Y) it can be described the relationship of each of these variables in Figure 1.

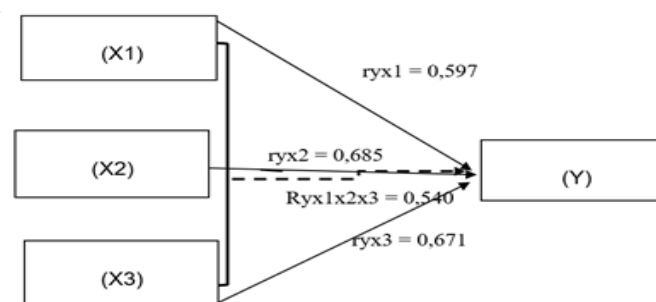


Figure 1 Empirical Research Model

Based on the picture of the empirical research model, it can be concluded that there is a relationship between each variable, either partially or simultaneously. The variable of implementing professional coaching (X1) partially has a relationship value of 0.597 or 59.7% on teacher performance (Y). The organizational climate variable (X2) partially has a relationship value of 0.685 or 68.5% on teacher performance (Y). The teacher commitment variable (X3) partially has a relationship value of 0.671 or 67.1% on teacher performance (Y). Simultaneously, the variables of implementing professional development (X1), organizational climate (X2), and teacher commitment (X3) have a relationship value of 0.540 on teacher performance (Y).

DISCUSSION

Implementation of Professional Development in Junior High Schools

The implementation of professional development in junior high schools with reference to sub-variables includes class visits, private meetings, meetings, MGMP, training, and workshops. The results of the descriptive analysis in the previous chapter show the results that the implementation of professional development at public junior high schools in Tulungagung Regency is in the very high category. This is evidenced in the categorization table of the mean (average) score of the variable which shows the mean value in the very high category.

These results support the research conducted by Supriyono (2014) which shows the results of the implementation of supervision by school principals are in the high category. This study also supports the conclusion put forward by Andriani (2015) that the implementation of professional coaching for teachers based on the coaching techniques carried out shows that they are in the high category.

Based on the description in the previous paragraph, answering the statement put forward by Wiyono & Maisyaroh (2007) that the government has made efforts to improve the teaching abilities of teachers through teacher development activities at every level and type of education from elementary school to high school. The existence of this research has answered efforts in terms of improving the teaching ability of teachers through teacher coaching activities. The level of achievement of the quality of the implementation of teacher professional development to date at the State Junior High School in Tulungagung Regency has been classified in the high category.

The implementation of professional coaching is focused on improving and growing the professional abilities of teachers so as to make the teaching profession more professional in managing learning activities in order to achieve educational goals. The implementation of professional coaching for teachers can improve knowledge, and skills, and can correct deficiencies or obstacles faced by teachers in the implementation of learning.

In order for the implementation of teacher professional development, especially at SMPN in the Tulungagung Regency area, can be carried out optimally according to needs and right on target, it is necessary to pay attention to several principles of implementing professional coaching. According to Burhanuddin, et al (2007) that there are principles in teacher professional development, namely: (1) coaching comes from positive things, all coaching activities are based on the best needs for teachers;

(2) the relationship between supervisor and teacher is based on peer relations, teachers and supervisors have a harmonious relationship without seniority; (3) professional development is based on an objective view, guidance should be carried out based on actual conditions without subjective engineering by both parties; (4) based on humane actions, humanistic in nature without intimidation; (5) the coaching program should be able to encourage the improvement of teacher competence, the program is to build teacher competence so that it is more optimal; (6) carried out continuously, the implementation of development is sustainable; (7) implemented according to individual needs, adapted to the needs of teachers; (8) carried out based on kinship, togetherness, openness, and exemplary, teachers and supervisors are able to build a sense of harmony and openness; (9) supervisors appear in various conditions, using different approaches and methods for each coaching implementation; (10) supervisors are able to control themselves, are able to position themselves and are patient in coaching teachers.

Organizational Climate in Junior High School

The organizational climate situation in junior high schools with reference to sub-variables includes school environmental conditions, social environmental conditions, and the implementation of the school management system. The results of the descriptive analysis in the previous chapter show that the school climate situation at the State Junior High School in Tulungagung Regency is in the very high category. This is evidenced in the categorization table of the mean (average) score of these variables which shows the mean value in the very high category.

These results support research by Hamsah, et al (2019) regarding the climate situation at Madrasah Aliyah in Gantaran Bulukambang District, stating that the climate situation in schools is in the high category. Next, the research conducted by Sawianti (2019) shows that the climate of SMP Negeri 1 Ulaweng Bone is in the high category. In contrast to the research that has been done by Sumarsono (2012), the school climate at SMAN in Malang city shows a moderate climate.

The opinion of Hamsah, et al (2019) shows that the climate in schools is defined as a set of attributes that provide color, character, ethos, atmosphere, spirit, and inner condition in schools. Climate provides an overview of the atmosphere and working relationship between teachers, teachers and principals, and between teachers and education staff. Shafarila & Supardi (2016) explained that a conducive climate can improve the smooth running of all activities in the organization. A harmonious relationship indicates a conducive working climate.

In order for the organizational climate conditions to be consistent to reach an optimal level, Abas (2017) explained that the school climate, either directly or indirectly, can be influenced by the principal's style of leadership. This is because it is the principal who lays the foundation and structure that causes social interaction in an organization. If the leadership style adopted by the principal is a democratic style, the school climate will tend to be open. If the principal's leadership is authoritarian, the school climate that is formed will tend to be controlled.

Abas (2017) explains that a conducive organizational climate is an open organizational climate that has the following characteristics: leader actions are compatible with members, organizational members easily have job satisfaction, and all personal needs are met. Schools that have a conducive climate can be characterized by the formation of a safe, comfortable, orderly environment in carrying out learning in schools so that the implementation of learning can take place smoothly and well and foster the participation of all school members to participate in creating a conducive climate.

Based on this, schools can implement an open organizational climate by applying democratic leadership, schools are full of spirit and enthusiasm, and provide satisfaction to teachers in their work. Schools can achieve and maintain an optimal level of school climate.

Teacher's Commitment to Junior High School

The commitment of teachers in junior high school with reference to sub-variables includes: affective commitment, continuum commitment, and normative commitment. The results of the descriptive analysis in the previous chapter show that the results of teacher commitment at State Junior High Schools in Tulungagung Regency are in the very high category. This is evidenced in the categorization table of the

mean (average) score of the variable which shows the mean value is in the very high category.

These results support the research that has been done by Sumarsono (2012) which shows that the commitment of teachers at State Senior High Schools in the city of Malang shows a relatively high commitment. Based on the research of Sukamto & Pardjono (2016), the commitment of teachers to the Adalan Sleman Middle School teachers is in the fairly high category.

Lestari & Sambul (2011) describe that a teacher in carrying out work in an organization has a very basic problem where one teacher with another teacher will not have the same level of commitment. Organizational commitment is so important to understand and create. The occurrence of personal or individual commitment in every line and level of the organization is related to the attitude of partisanship of personnel to unite with the goals and objectives and in accordance with the values of the organization. Seeing how important the role of commitment to teachers is, it is necessary for teacher commitment to always be improved and keep its consistency so that it does not decrease. The need for optimization of commitment, especially at the Tulungagung Regency State Junior High School. Every school is very interested in taking various strategic efforts to create and preserve and increase the degree of teacher commitment as a bridge to achieve the effectiveness of the behavior and performance of individuals, groups, and school organizations.

In accordance with the opinion of Rulestri & Eryanto (2013), teacher commitment should always be maintained in order to have a high commitment. Schools can seek activities that are carried out together and always provide motivation, assistance, and support to teachers. as well as teachers, staff or school residents, as well as school principals, always maintain good communication so that there are no disagreements and boundaries.

Teacher Performance in Junior High School

Teacher performance in junior high schools by referring to the results of the descriptive analysis in the previous chapter which shows the results that teacher performance at public junior high schools in Tulungagung Regency is in the very high category. This is evidenced in the categorization table of the mean (average) score of the variable which shows the mean value is in the high category.

These results support the research of Supriyono (2014) which shows the results of teacher performance which include preparation of lesson plans, the opening of learning, stages of learning, and evaluation of learning are in the high category. Furthermore, this study also supports the conclusions put forward by Sukamto & Pardjono (2016) regarding the performance of the Adalan Sleman Middle School teachers, stating that the teacher's performance at the school is in the high category. Furthermore, according to research conducted by Syaroni (2007), the performance of the teachers of SMP Negeri Brebes was concluded in the high category. Thus, the teacher's performance has been classified in the high category.

According to Sukmawati & Endang (2016), teacher performance needs to be improved and also needs to be maintained which is considered good. Of course, various efforts can be through external and internal support. Externally, teachers can get the support of the school organization, namely the principal. Principals have duties and responsibilities in improving the quality and performance of teachers in carrying out learning. Internal factors are factors that arise from within the teacher, while external factors are factors that come from the environment in the form of facilities and work environments that encourage teacher performance. These two factors interact that can form certain qualities and are elements that form performance.

Teacher performance at the Tulungagung Regency Public Junior High School can be classified as very high, one of which can be caused by the condition of the respondents who on average have taken educational qualifications at the undergraduate level, so that the amount of knowledge and experience of teachers taken at that level can cause teacher performance to be very high. In addition to these factors, high teacher performance can be caused by teacher respondents who on average have work experience of more than ten years so that which can lead to high teacher performance at State Junior High Schools in Tulungagung Regency.

Although the average level of teacher performance at Junior High Schools in Tulungagung is classified as high, teacher performance needs to be improved and maintain consistency so that it does not decrease. The need for optimization of teacher performance, especially at SMP Negeri Tulungagung, as well as the need to examine various obstacles that cause the performance of some teachers to be less than optimal. Teachers whose performance levels are not yet optimal are able to have performance that is equivalent to their optimal counterparts.

Efforts can be made by schools to improve teacher performance by taking into account two main factors. These factors are in the form of internal and external support. Schools can pay attention to internal aspects through the principal to provide support, motivation, and coaching for teachers who are considered underperforming. Principals can explore problems faced by teachers and provide solutions to problems that cause teacher performance to decline. These efforts can be carried out during formal or non-formal forums. For example in official meetings, morning apples, and other supporting activities. Thus, teachers can receive internal support both psychologically and materially to optimize performance.

Schools can also seek external support, by meeting the external needs of teachers by maintaining adequate school facilities, ensuring a comfortable and clean school environment, a conducive school environment, and harmonious relations between school members. The existence of these factors can provide teachers comfort in working, so that teacher performance can be optimal.

The Effect of Professional Development Implementation on Teacher Performance in Junior High Schools

The implementation of professional development on teacher performance in junior high schools shows that there is a significant effect. These results support the research conducted by Supriyono (2014) which states that the implementation of supervision on teacher performance has an influence. Yulianingsih (2018) also explains that there is a positive influence of supervision on teacher performance. Contrary to these two conclusions, research conducted by Najemiah (2017) concludes that the implementation of professional coaching has a negative and significant impact on teacher performance at SMPN 7 Palu.

Mulyadi & Fahriana (2018) states that performance requires skills which are activities due to the process of knowledge, abilities, interpersonal skills, and technical skills. The level of knowledge is closely related to what can be done and effort is related to what can be done so that high knowledge can be associated with efforts to do a job or performance.

It should be realized that the ability of teachers to manage learning activities, of which depends on their professional abilities of teachers. In this regard, the development of the ability to carry out tasks is much more focused on the teacher. The guidance is focused on improving teacher performance to improve the quality of learning so that it becomes meaningful for students. Supervision in relation to teacher professional development is basically an effort to help improve teaching by all teacher supervisors, namely school principals, school supervisors, and other coaches so that the quality of teaching carried out by teachers can increase.

Assistance provided in the professional development of teachers includes learning planning, learning development, managing student work, and assessing student learning. The assistance is intended so that teachers have good performance in managing learning.

It can be seen that the implementation of professional development for teachers has an influence in terms of teacher performance, especially in learning from planning to evaluation or assessment of learning. If the implementation of professional coaching is improved, the teacher's performance in terms of learning will also increase, because one of the targets of professional coaching is the teacher's performance in carrying out learning.

The Effect of Organizational Climate on Teacher Performance in Junior High Schools

The effect of organizational climate on teacher performance in junior high schools shows that there is a significant effect. These results support the research conducted by Fitriana (2013) which shows that the school climate on teacher performance has a significant influence. Lidyawati (2014) also emphasized that there is a positive and significant relationship between school climate and teacher performance.

Research conducted by Setiawan (2015) shows that the school climate has a significant effect on teacher performance.

Teacher performance is influenced by many factors. There are factors that affect performance according to Sopiah (2008), one of which is positive or negative environmental conditions. It is said to have a positive impact if there is support from leaders, co-workers, good facilities, and infrastructure, while negative conditions are the opposite. Sumarsono (2012) explains that one of the shapers of teacher performance is the school climate. The school climate shows the social atmosphere and school life that shows the attitude of members in the school environment which can be seen through conducive and harmonious cooperative relationships between school members.

Stringer (in Mailisa, et al, 2016) argues that organizational climate focuses on perceptions that are reasonable or can be assessed, especially those that generate motivation so that they have a direct influence on the performance of organizational members. Schools should always strive to establish a conducive climate by making harmonious relations between members with teachers, employees, principals, and other school members, fostering a family atmosphere, and having high discipline. With these efforts, schools can create a conducive school climate or conditions that have a positive impact on the high performance of teachers.

The Effect of Teacher Commitment on Teacher Performance in Junior High Schools

Organizational commitment is the binding ability of an individual to carry out an action based on a goal or target. The commitment of the teacher makes the willingness to carry out school programs. If the commitment of the teacher is high, it can facilitate the achievement of school goals.

The results of the analysis show that the third hypothesis is that there is an effect of commitment on the performance of junior high school teachers showing the results that there is a significant effect. Teacher performance can be improved if teacher commitment has increased. In line with this research, Nainggolan (2020) states that there is a significant positive effect of commitment on teacher performance. Hayati, et al (2020) also concluded that there was a positive and significant effect of commitment on teacher performance.

Based on this, it can be assessed that teacher performance can be of high value if the teacher has a high commitment as well. Commitment to the teacher can trigger a sense of enthusiasm in serving as a teacher and being able to complete the tasks they have properly. High commitment can improve teacher performance so that educational goals can be achieved. According to Hayati, et al (2020), teacher commitment is the value of teacher alignment with school organizations so that teachers will carry out their duties fully for school organizations. The existence of a high commitment can also minimize the actions of teachers' mistakes and indiscipline because teachers always try to do their best so that teachers can stay afloat in the school organization where they work.

The Influence of the Implementation of Teacher Professional Development, Organizational Climate, and Teacher Commitment to Teacher Performance in Junior High Schools

The simultaneous influence of the implementation of professional development, school climate, and commitment to teacher performance in junior high schools show that there is a significant effect. The implementation of professional coaching for teachers can provide knowledge and help teachers to maintain good performance and improve performance optimally. A conducive school climate also contributes to the optimal performance of teachers. A conducive and open climate will be able to provide a sense of comfort and flexibility for the teacher in carrying out performance without pressure and burden. In addition to these two components that play a role, another factor that is no less important is the internal commitment factor in the teacher (commitment). If the two elements, both the implementation of professional development and the school climate are going well but there is no commitment within the teacher, the teacher's performance cannot take place optimally. Commitment to the teacher can provide a sense of enthusiasm to continue to strive to advance and the teacher's sense of loyalty to the school. These three variables play an important role in the formation of optimal teacher performance.

This is indicated by the results of the relative contribution of variables in the implementation of

professional development, school climate, and commitment to teacher performance simultaneously, which shows a result of 54%. These results are classified as large in influencing teacher performance. These three variables play an important role in the formation of teacher performance.

Accordance with the opinion of Suhardiman (2012) which says that teacher performance is influenced by several factors including (1) the ability of the teacher to be a supporting factor in carrying out their duties; (2) effort, which is a teacher's effort to improve ability; (3) opportunity or opportunity, is an opportunity to improve performance that is utilized by all members in the organization. According to Sopiah (2008), they include: (1) Effort, which is manifested in the form of motivation and commitment; (2) ability, manifested in the form of competence; (3) positive or negative environmental conditions are said to have a positive impact if there is support from leaders, co-workers, good facilities and infrastructure. While the negative condition is the opposite. It can be concluded that those that have an influence on performance are effort or effort, ability, opportunities, and environmental conditions.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the results of data analysis and discussion of research variables that have been described previously, it can be concluded that each variable which includes the implementation of professional development, organizational climate, teacher commitment, and teacher performance in junior high schools is in the very high category. And there is a simultaneous or partial influence on the variables of the implementation of professional development, organizational climate, and teacher commitment, on teacher performance in junior high schools.

Suggestions

Determining policies in the implementation of professional development, especially in public junior high schools in Tulungagung Regency by adjusting to the conditions of teachers and making professional coaching activities a vehicle for teachers to improve teacher performance, not just as a formality; can evaluate the implementation of professional development for teachers so that teacher performance can improve and strive to encourage the creation of a conducive and open school climate.

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