

Improving Teacher Professional Commitment Through Empowerment, Compensation, and Self-Efficacy: A Correlation Study with SITOREM Analysis on Private Junior High School Teachers in Cibinong District

Nurul Wahidah ¹, Yuyun Elizabeth Patras ², Ikhsan ³

¹ Pakuan University, Bogor, Indonesia; dedepratama18@guru.smp.belajar.id

² Pakuan University, Bogor, Indonesia; dedepratama18@guru.smp.belajar.id

³ Pakuan University, Bogor, Indonesia; dedepratama18@guru.smp.belajar.id

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Abstract	The reality in the field is that a person who works as a teacher has not committed to his profession; Just like there are still teachers who teach more than one school, there are still teachers who do additional tasks besides teaching, and so on. This study examines the Improvement of Teacher Professional Commitment Through Strengthening Empowerment, Compensation, and Self-Efficacy (Correlation Study and SITOREM Analysis on Permanent Teachers of Private Junior High Schools (GTJ) in Cibinong District, Bogor Regency). This research method is quantitative. The study showed that the research positively influenced empowerment (X1) with teacher innovation. (2) Then, the research hypothesis is that there is a positive influence of compensation on teacher professional commitment; (3) Based on the research hypothesis, there is a positive influence of self-efficacy on the commitment of the teacher profession; (4) Based on the research hypothesis, there is a positive influence of empowerment and compensation on teacher professional commitment; (5) Based on the research hypothesis, there is a positive influence of empowerment and self-efficacy on professional commitment; (6) Based on the research hypothesis, there is a positive influence of compensation and self-efficacy on teacher professional commitment; and (7) Based on the research hypothesis, there is a positive influence of empowerment, compensation, and self-efficacy together on teacher professional commitment.		
Keywords	Commitment; Compensation; Empowerment; Self-Efficacy		
Corresponding Author Nurul Wahidah Pakuan University, Bogor, Indonesia; dedepratama18@guru.smp.belajar.id			

1. INTRODUCTION

Technological developments such as artificial intelligence, internet-based materials (Internet of Things), big data, and cloud computing are used to create solutions to various social and economic problems. The relationship between society and technology, this concept emphasizes the importance of maintaining a balance between technology and humans. Technology is used to improve the quality of human life and encourage innovation, not to replace the role of humans. In this era, the emphasis is on creating a sustainable society in terms of the environment and the economy. This includes waste



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reduction, energy efficiency, and the shift towards renewable energy. Education and training to prepare individuals for technological change. It also includes empowering communities with the knowledge and skills necessary to participate in a digital society. This era also proposes better integration between various sectors, such as government, business, and civil society, in facing social challenges.

A good quality education process can run if the basic components that support it are managed optimally, namely the components of the institution, educators and education personnel, students, and parents of students. These four components are expected to have harmony in supporting the school's vision and mission in realizing superior quality education. The implication is that efforts are needed to improve human resources in education, especially teachers. Teachers have a strategic role in developing human resources through education to achieve development goals. In carrying out their roles, teachers must have competencies according to their profession as educators and professionals and be accountable so that their role as educators runs optimally. The position of teachers as professional educators aims to implement the national education system in realizing the goals of national education, namely the development of student's potential to become human beings of faith and piety, knowledgeable, capable, and creative.

Professional teachers will continue to try to carry out their roles as optimally as possible, especially in maintaining students' motivation. In such emergency conditions, teacher competence can be improved through sharing experiences and strategies for successfully handling various obstacles and challenges in the field. Challenges in any condition for teachers, if they are firmly committed to their profession as educators, they will not easily give up on the situation. Teachers highly committed to the profession will be more persistent in showing efforts to overcome various obstacles; they consistently show three work ethics: hard work, smart work, and complete work. Smart work in this context is a fast and precise work pattern by the demands of technology, while complete work is responsible for completing the work perfectly.

Highly committed teachers are also characterized by their reluctance to change professions. They feel they will lose material and non-material benefits and struggle to survive by consistently performing optimally at work. Some teachers are highly committed to the profession. They must be loyal to be a teacher because their profession has given much goodness in their lives. Hence, they feel obliged to return the favor by surviving as a teacher. This strong desire makes it difficult for him to change professions even though there is an opportunity, trying to maintain loyalty as a moral manifestation because he views the teaching profession as noble. Commitment to the profession is also shown in the real contribution to the professional association, being active in various teaching activities that bring real benefits and positive impacts to increase the effectiveness of teaching and learning. Schools supported by highly committed teachers will benefit greatly because they will strive to apply the noble values of the educator profession, which strongly impact teaching and learning activities, learning outcomes, and school goals (Mulyana, 2021).

Table 1. Public Education Report Card 2022 Achievements of ANBK Junior High School Equivalent in Bogor Regency, West Java

Indicator Number	Indicator Name	Achievements	Definition of Achievement
A1	Literacy Ability	Below Minimum Competency	Less than 50% of students have reached the minimum competency limit for reading literacy
A2	Numeracy Ability	Below Minimum Competency	Less than 50% of students have reached the minimum competency limit for numeracy
A3	Character Index	Flower	Students are used to applying the character values of Pancasila students who are noble, cooperative, independent, creative, rational,

Indicator Number	Indicator Name	Achievements	Definition of Achievement
D1	Quality of Learning	Disorientation	critical, and globally diverse in daily life. Teachers have not provided a conducive learning atmosphere, affective support, and cognitive activation
D2	Reflection and Improvement of Learning by Teachers	Passive	Efforts to improve the quality of learning are sporadic, only to complete assignments. Teachers use repetitive methods to perform learning, and there is no reflective process.
D3	Instructional Leadership	Limited	Instructional leadership has not yet referred to the school's vision and mission, has not encouraged planning, practice, and assessment of learning that is oriented towards improving student learning outcomes, and has not developed programs, incentive systems, and resources that support teachers to reflect and learning improvement.

Referring to the report on the results of the ANBK at the junior high school level in Bogor Regency above, it can be said that the low commitment of the private junior high school teacher profession can be seen in the indicators of learning quality with disorientation achievements and indicators of reflection and improvement of learning with passive achievements, which means that teachers have not fully carried out their main duties as professionals. This shows that, in general, the commitment of the junior high school teacher profession still needs to be improved. To support the above statement, the researcher is interested in conducting an initial survey of permanent teachers of private junior high school foundations in Cibinong District, Bogor Regency. Based on the results of a preliminary survey conducted in September 2023 on professional commitment (professional commitment is the level of loyalty of teachers to their profession while organizational commitment is the relative strength of teachers towards an organization and its involvement in the organization, thus the difference lies in the organization) among 30 teachers it is known that there are still several problems related to teacher professional commitment, namely: (1) There are 41.40% of teachers who have problems in affective commitment, which can be seen from the fact that teachers are not fully determined to continue to practice the teaching profession until retirement, and are not fully willing to participate in paid training to be more competent as teachers; (2) There are 46.60% of teachers who have problems in continuous commitment, which can be seen from the fact that there are still teachers who do not mind changing professions even though they will risk losing income and, some teachers do not agree that the opportunity to undergo other professions is limited, so that there are wide opportunities to change professions; and (3) There are 30.80% of teachers who have problems in normative commitment, although all teachers agree that the teaching profession is the right decision and a noble profession, but there are still some who doubt that the teaching profession has given many things to their lives so that they must be loyal to be teachers, and almost half of teachers do not feel guilty if they have to switch to other professions.

Suppose this situation is left unchecked and effective efforts are not immediately made to increase the commitment of the teacher profession. In that case, it is estimated that the impact will impact teaching and learning activities in schools where teachers teach. Many factors affect the commitment of the teacher profession, including the maximum empowerment of teachers can increase the commitment of the teacher profession. Teacher empowerment is a very strategic aspect of education management because teachers are a power sourced from humans that will empower other resources in the field of education. If teachers cannot show commitment to the profession, then it is certain that the educational

process will be inefficient. In increasing teachers' commitment to the profession, empowerment needs to be carried out by involving teachers in setting their own work goals, making decisions, and solving problems within the boundaries of their responsibilities and authority. Compensation also affects the commitment of the teacher profession. Suppose higher needs are not or have not been met. In that case, humans will return to the flexible movement of meeting needs from time to time and from situation to situation, meaning that teachers who do not get the compensation that suits their needs, then what happens is that they will not be willing to commit to their profession and, even better, leave that profession because compensation is one of the elements that can determine a teacher's commitment to his work.

Self-efficacy is a person's belief in their ability to mobilize motivation, cognitive resources, and concrete actions needed to carry out a specific task in a particular situation successfully. Self-efficacy is determined by the number of available abilities and resources and the perception or belief that teachers can use these abilities and resources to complete certain tasks. Teachers who have self-efficacy will remain committed to the profession they carry. The commitment of the teacher profession reflects the level of fulfillment of needs obtained by a person from their experience in work. Commitment to the teaching profession needs serious attention because It allows for high dedication to their work, resulting in high quality and productivity. On the other hand, if teachers do not feel satisfaction in carrying out their duties, then this will cause things that will be detrimental to the organization.

Sparta et al. (2020, p. 115) conducted a study on 106 private teachers in the Tapos Depok District to determine the increase in commitment to the profession through empowerment and self-efficacy. This study produced three conclusions. First, there is a moderate positive and significant relationship between the empowerment variable and commitment to the profession, with a correlation coefficient of $R_{y1} = 0.63$ and a determination coefficient of $R_{y1}^2 = 0.4026$. Second, there was a high positive and significant relationship between the self-efficacy variable and commitment to the profession, with a correlation coefficient of $r_{y2} = 0.81$ and a determination coefficient of $r_{y2}^2 = 0.6580$. Third, there was a high positive and significant relationship between the empowerment variables (X_1) and self-efficacy (X_2) together with commitment to the profession with a correlation coefficient of $r_{y.12} = 0.834$ and a determination coefficient of $r_{y.12}^2 = 0.696$. It can be concluded that the commitment variable to the profession can be increased by strengthening the variables of empowerment and self-efficacy.

Marenden (2022, p. 5) conducted a study on State Junior High School Teachers in the Rantepao District, and the research sample was 122 teachers of State Junior High School ASN Teachers in the Rantepao District. The results show that for the self-efficacy variable, the simple regression equation is $\hat{Y} = 1.064 + 0.766X_2$. The regression coefficient of self-efficacy has a positive value of 0.766 with a sig value of 0.000, smaller than $\alpha = 0.05$. According to the multiple regression analysis, the regression equation was obtained, namely $\hat{Y} = 0.643 + 0.182X_1 + 0.683X_2$, so the hypothesis test of the simultaneous influence of digital literacy and self-efficacy variables has a positive and significant influence on the professional commitment of ASN teachers of State Junior High Schools in Rantepao District, as seen from the significance (sig) = 0.000 smaller than 0.05. These results indicate that if digital literacy and self-efficacy are getting better, so will the commitment of the teaching profession to be better as well.

The reality in the field is that a person who works as a teacher has not committed to his profession; Just like there are still teachers who teach more than one school, there are still teachers who do additional tasks besides teaching, and so on. Based on the background of this problem, this study aims to determine the Increase in Teacher Professional Commitment Through Strengthening Empowerment, Compensation, and Self-Efficacy (Correlation Study and SITOREM Analysis on Permanent Teachers of Private Junior High Schools (GTY) in Cibinong District, Bogor Regency).

2. METHODS

The method used in this study is a correlational study method which is part of the type of quantitative descriptive research. This research was conducted in a private junior high school (SMP) in Cibinong District, Bogor Regency. The research was conducted in 2023 for six months, from November 2023 to April 2024. The design and constellation of this study used a correlational research flow that is analyzed using SITOREM analysis. As stated by Hardhienata in Sunaryo & Setyaningsih (2018, p. 43), *For operations research in education management, we need to add the scientific identification theory mentioned above with a statistical model and steps to obtain an optimal solution get the optimal solution).*

The population of this study is permanent teachers of private junior high schools (GTY) in Cibinong District, Bogor Regency, with a total of 596 teachers. The sampling technique in this study uses *Multistage random sampling*. *Multistage random sampling* is a development of *simple cluster sampling*. Sugiyono (2017: 124) defines cluster sampling as a sampling technique used to determine a sample if the object to be studied or the source of data is very broad, such as the population of a country, province, district, or sub-district. From the draw results, six villages emerged, which are affordable populations with 266 permanent foundation teachers. The data analysis technique used in this study is Multiple regression analysis to find out if there is a correlation between the empowerment variable (X1), the compensation variable (X2), and the self-efficacy variable (X3) to find out if there is a correlation between the empowerment variable (X1), the compensation variable (X2), and the self-efficacy variable (X3).

3. FINDINGS AND DISCUSSIONS

Data Description

Table 2. Statistical Description of Teacher Professional Commitment Variables (Y)

Statistics	Value
Rata-rata	131,25
Median	131,50
Mood	150,00
Standard deviation	13,62
Range	56,00
Score minimum	97,00
Maximum score	153,00
Variant	185,43
Class length	7
Number of classes	7
Lots of data	160
Total	21.000

Based on Table 2 above, it is known that the respondent's statement in answering the statement item obtained the highest score = 153 and the lowest score = 97 with a range = 56, while the highest theoretical score = 153.00 and the lowest theoretical score as a result of the calculation obtained the average empirical score = 131.25 with a median value = 131.50 value or the most emerging score (mode) = 150 in addition to obtaining a sample variant of = 185.43

Table 3. Statistical Description of Empowerment Variables (X1)

Statistics	Value
Rata-rata	126,02
Median	126
Modus	131
Standard deviation	8,22
Range	37
Score minimum	108
Maximum score	145
Variant	67,54
Class length	7
Number of classes	7
Lots of data	160
Total	20.163

Based on Table 3 above, it is known that the respondent's statement in answering the statement item obtained the highest score = 145 and the lowest score = 108 with a range = 37, while the highest theoretical score = 145.00 and the lowest theoretical score as a result of the calculation obtained an average empirical score = 126.02 with a median value = 126, the most emerging value or score (mode) = 131 in addition to obtaining a sample variant of = 67.54.

Table 4. Statistical Description of Compensation Variables (X2)

Statistics	Value
Rata-rata	122,53
Median	122,00
Modus	118
Standard deviation	8,84
Range	36
Score minimum	104
Maximum score	140
Variant	78,09
Class length	7
Number of classes	7
Lots of data	160
Total	19.604

Based on Table 4 above, it is known that the respondent's statement in answering the statement item obtained the highest score = 140 and the lowest score = 104 with a range = 36, while the highest theoretical score = 140.00 and the lowest theoretical score as a result of the calculation obtained an average empirical score = 122.53 with a median value = 122, the most emerging value or score (mode) = 118 in addition to obtaining a sample variant of = 78.09

Table 5. Statistical Description of Self-Efficacy Variables (X3)

Statistics	Value
Rata-rata	127,12
Median	127,00
Modus	131
Standard deviation	9,54
Range	49
Score minimum	96
Maximum score	145
Variant	90,94
Class length	7
Number of classes	7
Lots of data	160
Total	14.458

Based on Table 5 above, it is known that the respondent's statement in answering the statement item obtained the highest score = 145 and the lowest score = 96 with a range = 49, while the highest theoretical score = 145.00 and the lowest theoretical score obtained as a result of the calculation obtained an average empirical score = 127.12 with a median value = 127, the most emerging value or score (mode) = 131 in addition to obtaining a sample variant of = 90.94.

Data Analysis

Table 6. Summary of Linearity and Significance of Empowerment (X₁), Compensation (X₂), and Self-Efficacy (X₃) Variables Together with Teacher Professional Commitment (Y)

No	Influence	Regression Equation	Significance Test		Results
			Deviation from Linearity	Side Significant: 0.05	
1	X1 with Y	$\hat{Y} = 29,730 + 0,806X_1$	0,916	$0,916 > 0,05$	H0 is rejected, and H ₁ is accepted, meaning that strengthening empowerment's effect on increasing teacher professional commitment is linear or forms a linear line.
2	X2 with Y	$\hat{Y} = 26,229 + 0,826X_2$	0,876	$0,876 > 0,05$	H0 is rejected, and H ₁ is accepted, meaning the effect of strengthening compensation on increasing teacher professional commitment is linear or forms a linear line.
3	X3 with Y	$\hat{Y} = 16,964 + 0,933X_3$	0,785	$0,785 > 0,05$	H0 is rejected, H ₁ is accepted, which means: the effect of strengthening self-efficacy on increasing teacher professional commitment is linear or forming a linear line.

No	Influence	Regression Equation	Significance Test		Results
			Deviation from Linearity	Side Significant: 0.05	
4	X ₁ and X ₂ with Y	$\hat{Y} = 20,009 + 0,152X_1 + 0,724X_2$	40,090	3,050	H ₀ is rejected, and H ₁ is accepted, which means the effect of strengthening empowerment and compensation on increasing teacher professional commitment is linear or forms a linear line.
5	X ₁ and X ₃ with Y	$\hat{Y} = 10,337 + 0,155X_1 + 0,827X_3$	46,194	3,050	H ₀ is rejected, and H ₁ is accepted, meaning the effect of strengthening empowerment and self-efficacy on increasing teacher professional commitment is linear or forming a linear line.
6	X ₂ and X ₃ with Y	$\hat{Y} = 11,242 + 0,344X_2 + 0,622X_3$	48,915	3,050	H ₀ is rejected, and H ₁ is accepted, which means the effect of strengthening compensation and self-efficacy on increasing teacher professional commitment is linear or forming a linear line.
7	X ₁ , X ₂ and X ₃ Together with Y	$\hat{Y} = 10,708 + 0,015X_1 + 0,337X_2 + 0,618X_3$	32.407	3,050	H ₀ is rejected, and H ₁ is accepted, which means the effect of strengthening empowerment, compensation, and self-efficacy together on increasing teacher professional commitment is linear or forms a linear line.

Table 7. Summary of *T Test* and Correlation Coefficients of Empowerment (X₁), Compensation (X₂), and Self-Efficacy (X₃) Variables Together on Teacher Professional Commitment (Y)

No	Influence	Correlation Coefficient	Correlation Test			Interpretation Correlation Coefficient	Conclusion
			thing	t-table a=0,05	ttable a=0,01		
1	X ₁ with Y	$\beta_{y1} = 0,486$	6,994	1,974	2,606	Keep	There is an effect of strengthening empowerment on increasing teacher professional commitment.
2	X ₂ with Y	$\beta_{y2} = 0,579a$	8,916	1,974	2,606	Keep	There is an effect of strengthening compensation on the commitment of the teacher profession.
3	X ₃ with Y	$\beta_{y3} = 0.605$	9,558	1,974	2,606	Strong	There is an effect of strengthening self-efficacy on the commitment of the teacher profession.

No	Influence	Correlation Coefficient	Correlation Test			Interpretation Correlation Coefficient	Conclusion
			thing	t-table	ttable		
				a=0,05	a=0,01		
4	X1 and X2 with Y	$\beta_{y12} = 0.581$	5,801	1,974	2,606	Keep	There is an effect of strengthening empowerment and compensation on increasing teacher professional commitment.
5	X1 and X3 with Y	$\beta_{y13} = 0.609$	6,792	1,974	2,606	Strong	There is an effect of strengthening empowerment and self-efficacy on increasing teacher professional commitment.
6	X2 and X3 with Y	$\beta_{y23} = 0.620$	5,653	1,974	2,606	Strong	There is an effect of strengthening compensation and self-efficacy on increasing teacher professional commitment.
7	X1, X2, and X3 together with Y	$\beta_{y123} = 0.620$	5,345	1,974	2,606	Strong	There is an effect of empowerment, compensation, and self-efficacy on increasing teacher professional commitment.

Discussion

The Effect of Strengthening Empowerment (X₁) with Increasing Teacher Professional Commitment (Y)

The results of the study show that there is an effect of strengthening empowerment on increasing teacher professional commitment. Based on the study's results with a hypothesis test, it is known that the correlation coefficient of the empowerment variable on teacher professional commitment (β_{y1}) is 0.489 with a medium category. As for the probability value of $0.000 < 0.05$ rejecting H_0 , it can be concluded that the correlation coefficient is significant. Thus, this study confirms the positive and significant influence of strengthening empowerment on increasing teacher professional commitment. The consistency in the commitment of the teacher profession related to empowerment is reflected in the value of the determination coefficient of 0.236 or 23.60%, while other variables influence the remaining 76.70%. The results of this study obtained the regression equation $\hat{Y} = 29.730 + 0.806X_1$, which can be used to predict teacher professional commitment, where an increase follows every strengthening of the empowerment variable by 1% in the teacher professional commitment variable of 0.806.

The results of this study corroborate the research conducted by Suparta et al. (2020, p. 115). The title of the research, "Increasing Commitment to the Profession Through Strengthening the Empowerment and Self-Efficacy of Private Junior High School Teachers," this research produced three conclusions. First, a moderate positive and significant relationship exists between the empowerment variable and the commitment to the profession with the correlation coefficient $r_{y1} = 0.63$ and coefficient of Determination $R^2_{y1} = 0.4026$. Second, there was a high positive and significant relationship between the self-efficacy variable and commitment to the profession with the correlation coefficient $r_{y2} = 0.81$, Coefficient of

Determination $R^{2y2} = 0.6580$. Third, there was a high positive and significant relationship between the empowerment variables (X_1) and self-efficacy (X_2) together with a commitment to the profession with a correlation coefficient of $r_{y.12} = 0.834$ and Coefficient of Determination $R^{2y.12} = 0.696$. It can be concluded that the commitment variable to the profession can be increased by strengthening the variables of empowerment and self-efficacy.

Strengthened by the results of research that has been carried out (Fitriyanti et al. (2019, p. 813) In the research title "Increasing Teacher Professional Commitment Through Personality Development and Empowerment," the analysis results revealed that (1) there is a positive relationship between teacher empowerment and teacher commitment to the profession.

The Effect of Strengthening Compensation (X_2) on Increasing Teacher Professional Commitment (Y)

The study's results showed that strengthening compensation increased teacher professional commitment. Based on the study's results with a hypothesis test, it is known that the correlation coefficient between compensation and teacher professional commitment (β_{y2}) is 0.579 with the medium category. As for the probability value of $0.000 < 0.05$ rejecting H_0 , it can be concluded that the correlation coefficient is significant. Thus, this study confirms strengthening compensation's positive and significant influence on increasing teacher professional commitment. The consistency in the commitment of the teacher profession related to compensation is reflected in the value of the determination coefficient of 0.335 or 33.50%, while other variables influence the remaining 66.50%. The results of this study obtained the regression equation $\hat{Y} = 26.229 + 0.826X_2$, which can be used to predict teacher professional commitment, where an increase follows every strengthening of the compensation variable by 1% in the teacher professional commitment variable of 0.826.

This study's results corroborate the research carried out by Asiyah (2017, p. 10). Based on the research results, the compensation owned by the economics teacher of the Pontianak Private High School has an effect of 27.6% on the teacher's commitment. Other factors outside the X_1 variable influence the other 72.4%. While the t-test results where the t-count is calculated: $6.213 > 0.05$; $59 = 2,662$. With a significant level of 0.000. This shows that compensation has a significant effect on teacher commitment.

The Effect of Strengthening Self-Efficacy (X_3) on Increasing Teacher Professional Commitment (Y)

The study's results showed that strengthening self-efficacy increases teacher professional commitment. Based on the study's results with a hypothesis test, it is known that the correlation coefficient of the self-efficacy variable to the commitment of the teacher profession (β_{y3}) is 0.605 with a strong category. As for the probability value of $0.000 < 0.05$ rejecting H_0 , it can be concluded that the correlation coefficient is significant. The consistency in the commitment of the teacher profession related to self-efficacy is reflected in the value of the determination coefficient of 0.366 or 36.60%, while other variables influence the remaining 63.40%. The results of this study obtained the regression equation $\hat{Y} = 16.964 + 0.933X_3$, which can be used to predict teacher professional commitment, where an increase follows every strengthening of the self-efficacy variable by 1% in the teacher professional commitment variable of 0.933.

The results of this study develop the research that Djuanda has carried out (2022, p. 627) Entitled "Increasing Teachers' Professional Commitment Through the Development of Self-Efficacy and Trust," based on the results of the calculation obtained the following data: 1) There is a significant positive relationship between self-efficacy and teachers' professional commitment, which is shown by the value of the correlation coefficient $r_{y1} = 0.707$ and the determination coefficient with the value of $R^{2y1} = 0.499$; 2) There was a significant positive relationship between teachers' professional trust and commitment, which was shown by the value of the correlation coefficient $r_{y2} = 0.627$ and the determination coefficient with the value of $R^{2y2} = 0.393$; and 3) There was a significant positive relationship between self-efficacy and trust and teachers' professional commitment, which was shown by the value of the correlation

coefficient $r_{y12} = 0.740$, and the determination coefficient with the value of $R^2_{y12} = 0.548$.

The Effect of Strengthening Empowerment (X_1) and Compensation (X_2) on Increasing Teacher Professional Commitment (Y)

The results of the study show that there is an effect of strengthening empowerment and compensation on increasing teacher professional commitment. Based on the study's results with a hypothesis test, it is known that the correlation coefficient of the empowerment and compensation variables for teacher professional commitment (β_{y12}) is 0.581 with a medium category. As for the probability value of $0.000 < 0.05$ rejecting H_0 , it can be concluded that the correlation coefficient is significant. The consistency in the commitment of the teacher profession related to empowerment and compensation is reflected in the value of the determination coefficient of 0.338 or 33.80%. In comparison, other variables influence the remaining 66.20%. The results of this study obtained the regression equation $\hat{Y} = 20.009 + 0.152X_1 + 0.724X_2$, which can be used to predict teacher professional commitment, where every strengthening of the empowerment variable by 1% and the compensation variable by 1% assuming that the two independent variables remain fixed, it is followed by an increase in the teacher professional commitment variable by 0.152 from the empowerment variable and 0.724 from the compensation variable.

The Effect of Strengthening Empowerment (X_1) and Self-Efficacy (X_3) on Increasing Teacher Professional Commitment (Y)

The results of the study show that there is an effect of strengthening empowerment and self-efficacy with an increase in teacher professional commitment. Based on the study results with a hypothesis test, it is known that the correlation coefficient of the variables of empowerment and self-efficacy to the commitment of the teacher profession (β_{y13}) is 0.609 with a strong category. As for the probability value of $0.000 < 0.05$ rejecting H_0 , it can be concluded that the correlation coefficient is significant. Consistency in teacher professional commitment related to empowerment and self-efficacy is reflected in the value of the determination coefficient of 0.370 or 37.00%, while other variables influence the remaining 63.00%. The results of this study obtained the regression equation $\hat{Y} = 10.337 + 0.155X_1 + 0.827X_3$, which can be used to predict teacher professional commitment, where every strengthening of the empowerment variable by 1% and the self-efficacy variable by 1% assuming that the two independent variables are fixed, then followed by an increase in the teacher professional commitment variable by 0.155 from the empowerment variable and 0.827 from the self-efficacy variable.

The Effect of Strengthening Compensation (X_2) and Self-Efficacy (X_3) on Increasing Teacher Professional Commitment (Y)

The results of the study show that there is an effect of strengthening compensation and self-efficacy on increasing teacher professional commitment. Based on the study's results with a hypothesis test, it is known that the correlation coefficient of compensation and self-efficacy variables on teacher professional commitment (β_{y23}) is 0.620 with a strong category. As for the probability value of $0.000 < 0.05$ rejecting H_0 , it can be concluded that the correlation coefficient is significant. The consistency in the commitment of the teacher profession related to compensation and self-efficacy is reflected in the value of the determination coefficient of 0.384 or 38.40%. In comparison, other variables influence the remaining 61.60%. The results of this study obtained the regression equation $\hat{Y} = 11.242 + 0.344X_2 + 0.622X_3$, which can be used to predict teacher professional commitment, where every strengthening of the compensation variable by 1% and the self-efficacy variable by 1% assuming that the two independent variables remain fixed, it is followed by an increase in the teacher professional commitment variable by 0.344 from the compensation variable and 0.622 from the self-efficacy variable.

The Effect of Strengthening Empowerment (X_1), Compensation (X_2), and Self-Efficacy (X_3) Together on Increasing Teacher Professional Commitment (Y)

The study's results showed an effect of strengthening empowerment, compensation, and self-

efficacy on increasing teacher professional commitment. Based on the study's results with hypothesis testing, it is known that the correlation coefficient of the variables of empowerment, compensation, and self-efficacy together on the commitment of the teacher profession (β_{y123}) is 0.620 with a strong category. As for the probability value of $0.000 < 0.05$ rejecting H_0 , it can be concluded that the correlation coefficient is significant. Thus, this study confirms a significant positive influence of strengthening empowerment, compensation, and self-efficacy in increasing teacher professional commitment. The consistency in the commitment of the teacher profession related to empowerment, compensation, and self-efficacy is reflected in the value of the determination coefficient of 0.384 or 38.40%. In comparison, other variables influence the remaining 61.60%. The results of this study obtained a regression equation $\hat{Y} = 10.708 + 0.015X_1 + 0.337X_2 + 0.618X_3$ which can be used to predict teacher professional commitment, where every strengthening of the empowerment variable is 1%, compensation is 1%, and the self-efficacy variable is 1% assuming that the three independent variables are fixed, followed by an increase in the teacher professional commitment variable by 0.015 from the empowerment variable, by 0.337 from the compensation variable, and 0.618 of the self-efficacy variables.

Final Results of Sitorem Analysis

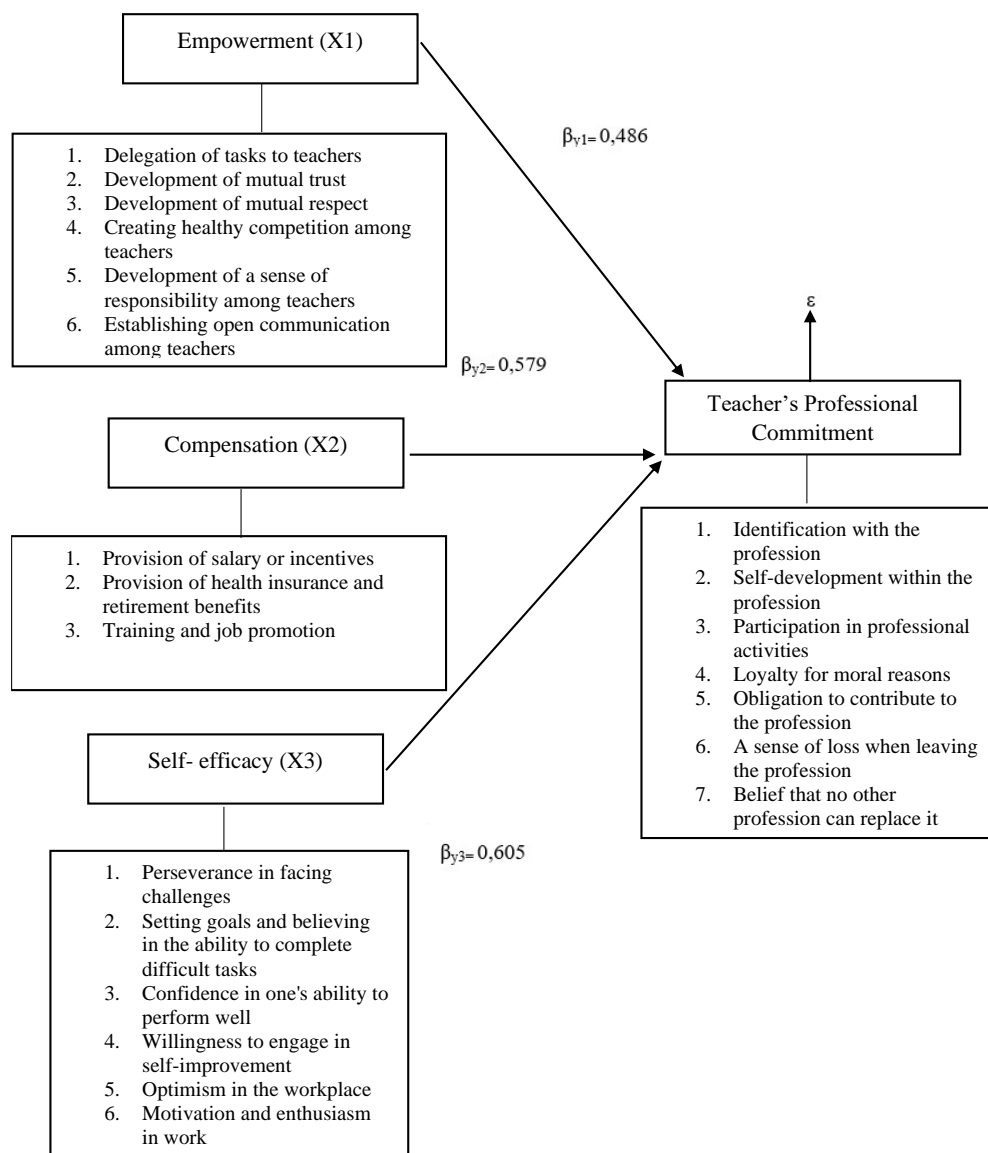


Figure 1. Research Variables and Indicators

Based on the figure above, it can be stated that there is a positive influence between strengthening empowerment (X1), compensation (X2), and self-efficacy (X3) with an increase in teacher professional commitment with a correlation coefficient of $\beta_{y1} = 0.486$, $\beta_{y2} = 0.579$, and $\beta_{y3} = 0.605$. This means that strengthening empowerment, compensation, and self-efficacy will also increase the commitment of the teacher profession. Furthermore, the calculation optimization and weighting of each indicator on each variable are shown in the figure below:

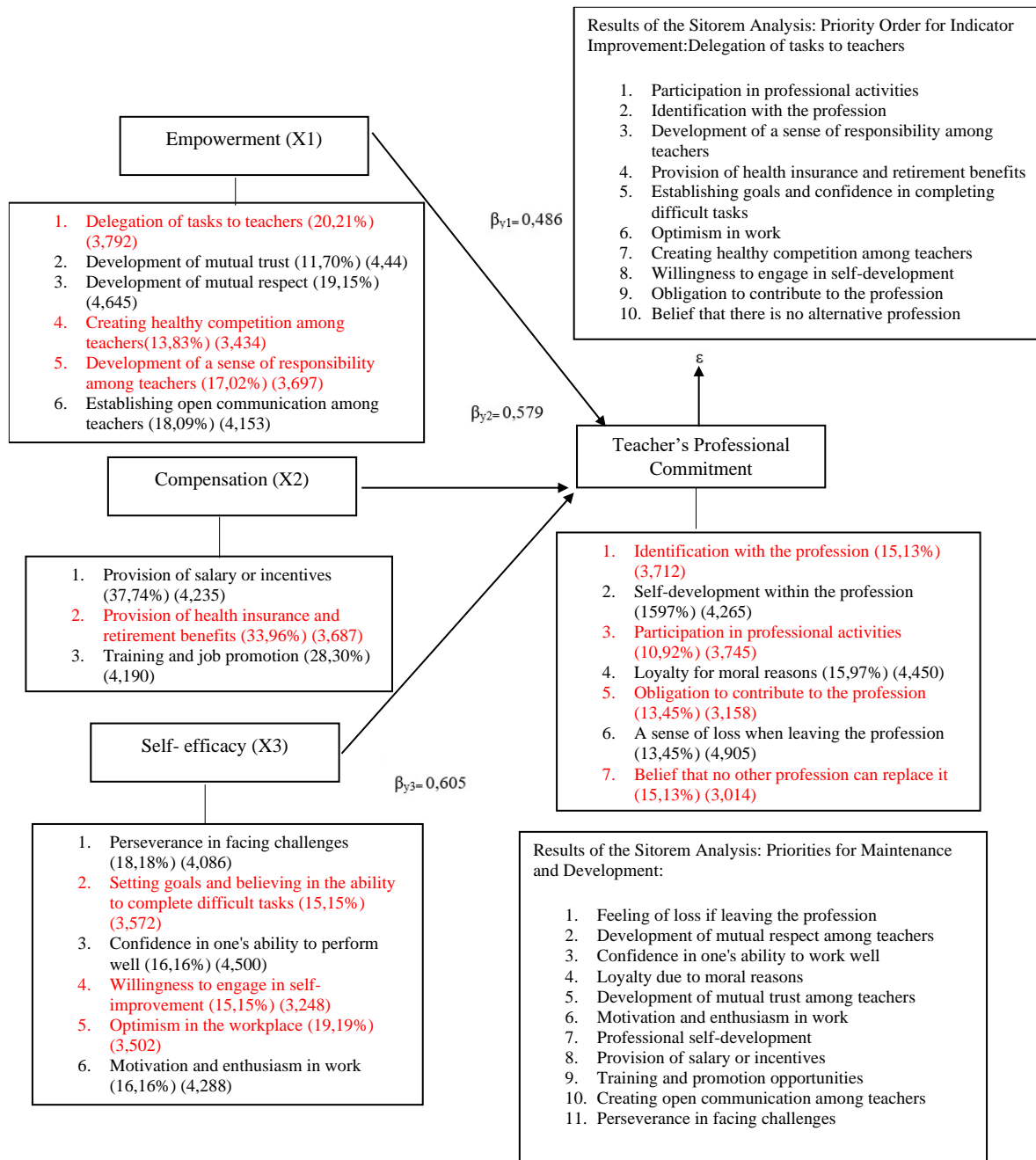


Figure 2. Results of Priority Order from Results Calculation of factors affected by field research

4. CONCLUSION

Based on the discussion above, it can be concluded as follows: (1) Based on the research hypothesis,

empowerment (X1) positively influences teacher innovation. (2) Then, the research hypothesis is that there is a positive influence of compensation on teacher professional commitment; (3) Based on the research hypothesis, there is a positive influence of self-efficacy on the commitment of the teacher profession; (4) Based on the research hypothesis, there is a positive influence of empowerment and compensation on teacher professional commitment; (5) Based on the research hypothesis, there is a positive influence of empowerment and self-efficacy on professional commitment; (6) Based on the research hypothesis, there is a positive influence of compensation and self-efficacy on teacher professional commitment; and (7) Based on the research hypothesis, there is a positive influence of empowerment, compensation, and self-efficacy together on teacher professional commitment.

Increasing the commitment of the private junior high school (SMP) teacher profession in Cibinong District, Bogor Regency, can be sought by strengthening the influence of empowerment. Efforts to strengthen empowerment can be carried out by improving, improving, and empowering indicators of empowerment, especially in indicators that are prioritized to be improved so that these indicators can be further improved and contribute more to the acquisition of empowerment value. The indicators prioritized to be improved on the empowerment variables are delegating tasks to teachers, developing an attitude of responsibility among teachers, and creating healthy competition between teachers. Thus, strengthening the achievement of empowerment indicators can affect the increase in teacher professional commitment.

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