

The Effect of Education and Training, Organizational Commitment, Work Environment and Teacher Professionalism on Teacher Performance (Teacher at Junior High School 1 Koto Baru Subdistrict)

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Abstract: - *This study aims to determine the effect of education and training, organizational commitment, work environment and teacher professionalism on teacher performance at Junior High School 1 Koto Baru Subdistrict. This research is motivated by low education and training, organizational commitment which is felt to be less stable in carrying out work, the work environment is still less supportive, and teacher professionalism is still low for teachers of Junior High School 1 Koto Baru Subdistrict.*

This type of research uses a quantitative approach with multiple linear regression methods. The data collection techniques using questionnaires, observation and interviews. The respondents of this research were 43 teachers of Junir High School 1 Koto Baru Subdistrict. The sampling method uses the total sampling method in which the entire population in this study is used as the research sample. Hypothesis testing is calculated using the IBM Statistical Package for Social Science (SPSS) program version 24.0.

From the results of this study it was found that partially education and training have a significant effect on teacher performance, organizational commitment has a significant effect on teacher performance, work environment has a significant effect on teacher performance, teacher professionalism has a significant effect on teacher performance and education and training, organizational commitment, work environment, and teacher professionalism simultaneously affects the performance of teachers at Junior High School 1 Koto Baru Subdistrict.

Keywords: *education and training, organizational commitment, work environment, teacher professionalism, teacher performance.*

I. Introduction

Teacher education qualifications are in accordance with the minimum prerequisites determined by the requirements of a professional teacher. Teacher and Lecturer Law No. 14 of 2005, explains that professional is a job or activity carried out by a person and becomes a source of living income that requires expertise, skills or abilities that meet certain quality standards or norms and require professional education.

Teacher performance is a result of work achieved by a teacher in carrying out tasks assigned to him based on skills, experience, and seriousness and time (Hasibuan, 2013, p.94). Teacher performance measures can be seen from the sense of responsibility to carry out the mandate, the profession they carry, the sense of moral responsibility on their shoulders. All of this will be seen in their obedience and loyalty in carrying out their teacher duties in the classroom and their educational tasks outside the classroom. This attitude will also be accompanied by a sense of responsibility in preparing all teaching equipment before carrying out the learning process. In addition, teachers have also considered the methodology to be used, including the educational media tools to be used, as well as what assessment tools will be used in the evaluation. Based on the results of research conducted by Sulisty, B., et al (2016) that the variables of teacher professional training, teacher discipline and teacher competence simultaneously have a positive and significant effect on teacher performance at Junior High School Masehi Jepara.

The results of the initial survey conducted by the author above indicated that the low teacher performance was indicated by the low teaching plans and materials of 7 people (18%) of the lesson plans (18%), the low willingness of teachers to carry out classroom procedures. 10 people (25%), 12 people (30%) low willingness to work optimally and according to competency standards, 5 people (13%) low ability to use media and learning resources (13%), low supervision and reprimands from school principals regarding assessing the learning outcomes of 15 people (38%). From these data it can be concluded that there are problems that occur in the

performance of teachers of Junior High School 1 Koto Baru Subdistrict, Dharmasraya District, both from the system or the implementation of the teaching and learning process, so that the target and realization of the achievement of work programs have not been implemented properly.

Education is about increasing general knowledge and understanding of our environment as a whole. Exercise is an effort to increase the knowledge and skills of an employee to do a certain job (Hasibuan, 2013, p. 70). According to Sumarsono (2009), education and training are important factors in HR development. Education and training not only increase knowledge, but also increase work skills, thereby increasing work productivity. From the results of research conducted by Sebayang and Rajagukguk (2016), which states that education and training have a positive and significant effect on performance. And it is also supported by the results of research conducted by Jufri and Jama'ah (2019), which also state that partially teacher education and training has a positive and significant effect on variable Y (teacher performance).

Organizational commitment encourages employees to keep their jobs and show the results they should. Employees who have a high commitment to the company tend to show good quality, more totality in their work and a low turnover rate for the company. Conceptually, organizational commitment is characterized by three things: (a) There is a strong sense of trust and acceptance of a person towards the goals and values of the organization, (b) There is a desire for someone to make a serious effort for the organization, (c) the desire to maintain membership in an organization (Greenberg and Baron, 1997).

The results of research conducted by Amirul Akbar, et al (2017), on the performance of PT. Pelindo Surabaya that shows that organizational commitment has a positive and significant effect on teacher performance. When a person feels that he has a commitment to work, of course, he will try as much as possible to the best of his ability to complete his job duties.

The work environment in an agency is very important in order for management to pay attention, even though the work environment does not carry out the production process in a company, the work environment has a direct effect on the teachers who carry out these tasks. A satisfactory work environment for teachers can improve performance, on the other hand, an inadequate work environment can reduce work motivation and ultimately reduce teacher performance. Every human being will be able to carry out his activities well, so that an optimal result can be achieved if one of them is supported by environmental conditions accompanied by adequate work facilities to support teacher work. Conditions that can be said to be good or appropriate if they can carry out their activities optimally, healthy, safe and comfortable.

The results of observations made by Hiskia Jonest Runtuwu, Joyce Lapien, Lucky Dotulong (2015), that the work environment has a positive and significant effect on the performance of the employees of the Manado City Integrated Licensing Service Agency. Furthermore, the results of observations from Andrew M.C. Mamesah, Lotje Kawet, Victor P.K. Lengkong (2016) states that the work environment affects employee performance. And the results of observations from Muhimmah., Et al. (2018) show that the work environment has a significant effect on Employee Performance at the District Environmental Service. Gresik.

Teacher professionalism is a term that refers to the attitude and only seen from the good performance of the teacher. mentally in forming a commitment from the teacher to always create and improve professional quality. The government has provided a certification program which aims to improve the quality of teacher competencies which in turn will have an impact on improving the quality of education. The essence of professional teachers is teachers who are able to provide the best service for their students with their special abilities, so that students can accept and understand the delivery of the material given. From the results of research related to teacher professionalism (Tiara, 2015), it can be concluded that professionalism has an effect on improving teacher performance. professionalism can not be observed directly, but can be interpreted from his behavior. Professionalism is formed in the basic attitude, work habits and behavior of a person which is manifested by working hard, independently, living simply, thinking forward, being disciplined and being able to work well together in completing work. To be able to be professional and be productive, a teacher must have a great interest in doing his job.

Based on the description of the problem and several theories as well as the existence of previous research that has been described above, it can be seen the importance of improving teacher performance at Junior High School 1 Koto Baru Subdistrict, Dharmasraya District and researchers are interested in choosing the title: "Pengaruh Education and Training, Organizational Commitment, Environment Work and Professionalism on Teacher Performance at Junior High School 1 Koto Baru Subdistrict, Dharmasraya District.

The objectives to be achieved in this study are to identify and analyze:

1. The effect of education and training on teacher performance at Junior High School 1 Koto Baru Subdistrict.
2. The effect of organizational commitment on teacher performance at Junior High School 1 Koto Baru Subdistrict.
3. The effect of the work environment on the performance of teachers at Junior High School 1 Koto Baru Subdistrict.
4. The effect of professionalism on the performance of teachers at Junior High School 1 Koto Baru Subdistrict.

5. The effect of education and training, organizational commitment, work environment and professionalism simultaneously affects the performance of teachers at Junior High School 1 Koto Baru Subdistrict.

II. Literature Review

Performance

According to Hasibuan (2013, p.94), performance is a result of work achieved by a teacher in carrying out the tasks assigned to him based on skills, experience, and seriousness and time. The indicators of performance according to the Ministry of National Education (2008) are: (a) Identity syllabus; (b) the identity of the RPP; (c) Classroom management; (d) Use of media and learning resources; (e) Use of learning methods; (f) Ability to make evaluations; (g) Taking an evaluation approach; (h) Means of evaluation; (i) Development of evaluation tools; and (j) Processing evaluation and use of evaluation results.

Education and Training

According to Sumarsono (2009), education and training are important factors in HR development. Education and training not only increase knowledge, but also increase work skills, thereby increasing work productivity. The indicators of education and training according to Mangkunegara (2012) are: (a) Instructors; (b) Participants; (c) Material; (d) Methods; (e) Purpose; and (f) Goals.

Organizational Commitment

According to Robbins (2008), organizational commitment is a situation in which an employee sides with a particular organization and its goals and desires to maintain membership in that organization. The indicators of organizational commitment according to Mayer and Smith in Sopiah (2008, p.157), are: (a) Affective Commitment; (b) Sustainable Commitment; (c) Normative Commitment.

Work Environment

According to Sedarmayanti (2013, p.21), the work environment is the entire tooling tool and material faced, the surrounding environment in which a person works, his work methods, and work arrangements both as individuals and as groups. The work ethic indicators according to Nitisemito (2011, p.184), among others: (a) Coloring, (b) Cleanliness, (c) Air Exchange, (d) Lighting, (e) Security, (f) Noise, (g) Spatial planning, (h) Harmonious relationship, (i) Safety at work.

Teacher Professionalism

According to Sedarmayanti (2004, p.157), teacher professionalism is an attitude or situation in carrying out work requiring expertise through certain education and training, and is carried out as a job that is a source of income, the indicators of teacher professionalism according to Hamalik (2006) are : (a) The teacher is able to develop the best possible responsibility; (b) The teacher is able to carry out his roles successfully; (c) The teacher is able to work in an effort to achieve the educational goals (instructional objectives) of the school; (d) The teacher is able to carry out his role in the teaching and learning process in the classroom.

Research Conceptual Framework

Based on the research objectives, the conceptual framework of this study:

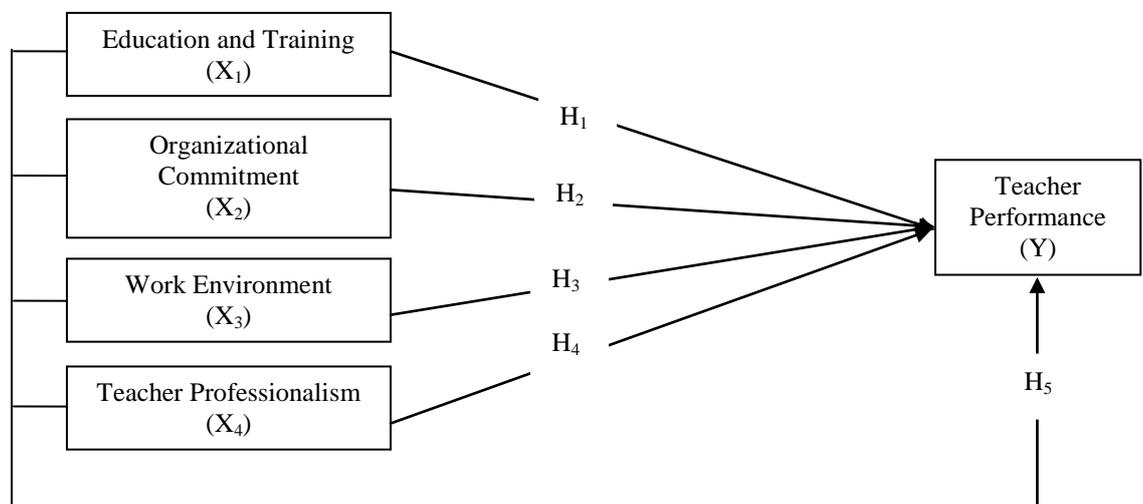


Figure 1. Research Conceptual Framework

Hypothesis

Based on the conceptual framework above, the hypothesis in this study can be formulated as follows:

- H1** : Education and Training Have a Significant Effect on Teacher Performance at Junior High School 1 Koto Baru Subdistrict.
- H2** : Organizational Commitment Has Significant Effect on Teacher Performance at Junior High School 1 Koto Baru Subdistrict.
- H3** : Work Environment Has a Significant Effect on Teacher Performance at Junior High School 1 Koto Baru Subdistrict.
- H4** : Professionalism Has a significant Effect on Teacher Performance at Junior High School 1 Koto Baru Subdistrict.
- H5** : Education and training, Organizational Commitment, Work Environment and Teacher Professionalism simultaneously affects the performance of teachers at Junior High School 1 Koto Baru Subdistrict.

III. Research Methods

Types of Research

Based on the formulation, objectives and research hypotheses, the method used in this study is quantitative research to determine the effect between variables. This study aims to determine the effect of Education and Training (X₁), Organizational Commitment (X₂), Work Environment (X₃) and Professionalism (X₄) on Teacher Performance (Y). The object of this research is all the teachers of Junior High School 1 Koto Baru Subdistrict, Dharmasraya District.

Population and sample

Population and sample in a study have a central and decisive role (Muri, 2015, p.144). Population is the whole object of study that provides an accurate description of the research. According to Hamid (2014, p.55), population is the total number of objects or subjects that are used as data sources in a study that have the same characteristics or characteristics. Thus, the population in this study were teachers of Junior High School 1 Koto Baru Subdistrict, Dharmasraya District.

The research sample is a limited number and part of the population, a portion of the population that is selected and is representative of that population (Muri, 2015, p.150). Meanwhile, according to Sugiyono (2017, p.120), the sample is part of the number and characteristics possessed by the population and what is learned from the sample, the conclusions will be applicable to the population. However, because the sample used is the entire population, the sample in this study is the same as the population, namely all teachers of Junior High School 1 Koto Baru Subdistrict, Dharmasraya District, amounting to 43 (forty three) people. The sampling technique uses total sampling technique (whole sample), total sampling is a sampling technique where the sample size is the same as the population (Sugiyono, 2017). The reason for taking total sampling is because according to Sugiyono (2017), the total population is less than 100, the entire population is used as the research sample.

IV. Data Analysis

Characteristics of Respondents

The respondents of this study were teachers of Junior High School 1 Koto Baru Subdistrict, Dharmasraya District who were sampled where the respondents had various characteristics as seen in the following table:

Table 1. Characteristics of Research Respondents (n= 43)

Profile	Category	Civil Servants	Honorary	Percentage
		Total (People)	Total (People)	(%)
Gender	Male	9	10	46
	Female	11	13	54
Age	< 25 Years	-	5	12
	25 – 35 Years	-	10	23
	35 – 50 Years	10	8	42
	> 50 Years	10	-	23
Education	Bachelor	20	23	100
	Master Degree	-	-	-
Grade	III	13	23	100

	IV	7		
Work Periode	< 5 Years	-	5	12
	5 – 10 Years	1	13	33
	10 – 20 Years	13	5	42
	> 20 Years	6	-	13

Source: Secondary Data, Junior High School 1 Koto Baru Subdistrict, Dharmasraya District,

Based on table 1 above, more of the respondents were female, namely as much as 54 percent and the rest were male 46 percent. When viewed from age, respondents aged <25 years were 12 percent, respondents aged 25-35 were 23 percent, respondents aged 35-50 years were 42 percent and the remaining respondents > 50 were 23 percent. From the education research respondents, it can be seen that the results of the S-I education respondents were 100 percent. In the majority group respondents are group III as much as 65 percent, group IV as much as 35 percent. The respondents who worked under 5 years were 12 percent, respondents 5-10 years were 33 percent, respondents 10-20 years were 42 percent, and those over 20 years

Multiple Linear Regression Analysis

This analysis is used to determine the effect of the independent variables on the dependent variable, and the effect of the independent variables and the dependent variable can be calculated through a multiple regression equation. Based on computer calculations using the IBM SPSS for Windows Version 24.0 program.

Following is a recap table for the results of the regression coefficient, t_{count} , significance value, F_{count} value, and R Square (R^2) value. The results can be seen in the following table:

Table 3. Multiple Linear Regression Analysis Test

Variable	Coef. Regression	t_{count}	Sig.
Constant	3,025		
Education and Training	0,693	14,098	0,000
Organizational Commitment	0,098	2,618	0,014
Work Environment	0,300	3,687	0,001
Professionalism	0,245	6,516	0,000
$F_{count} = 98,426$	Sig. 0,000		
$R^2 = 0,914$			

Source: Primary Data, Processed by IBM SPSS 24.0, 2020.

From the table above, the form of the regression equation model for the effect of Education and Training, Organizational Commitment, Work Environment and Professionalism on teacher performance at Junior High School 1 Koto Baru Subdistrict Dharmasraya District is as follows:

$$Y = 3,025 + 0,693X_1 + 0,098X_2 + 0,300X_3 + 0,245X_4 + e$$

Description of the equation above:

- $\alpha = 3,025$; it means that without the effect of Education and Training, Organizational Commitment, Work Environment and Professionalism, the teacher's performance already exists at 3.025 percent.
- $b_1 = 0,693$; it means that there is a positive effect between the Education and Training (X_1) variables on teacher performance (Y). This shows that the increase or increase in Education and Training, it will increase performance. The regression coefficient value for Education and Training is 0.693, which means that for each increase in one Education and Training unit, the performance increases by 69.3 percent.
- $b_2 = 0,098$; it means that there is a positive effect between the Organizational Commitment variable (X_2) on teacher performance (Y). This indicates that the higher or the increase in Organizational Commitment, the higher the performance. The regression coefficient value for Organizational Commitment is 0.098, which means that for each increase of one unit of Organizational Commitment, the performance increases by 9.8 percent.
- $b_3 = 0,300$; it means that there is a positive effect between the Work Environment variable (X_3) on teacher performance (Y). This shows that the increase or increase in the working environment, the higher the performance. The regression coefficient value for the Work Environment is 0.300, which means that for each increase in one unit of the Work Environment, the performance increases by 30 percent.
- $b_4 = 0,245$; it means that there is a positive effect between the professionalism variable (X_4) on teacher performance (Y). This shows that the increase or increase in professionalism, it will increase

performance. The value of the professionalism regression coefficient is 0.057, which means that for each increase of one unit of professionalism, the performance increases by 24.5 percent.

V. Hypothesis Test

t Test (Partial)

This (partial) t test is intended to determine the effect of partially (individual) education and training, organizational commitment, work environment and professionalism on performance, and a partial test (t test) of each causal variable (independent) can be carried out on the consequent variables (dependent) as follows:

Table 4. T Test Result

Model	Unstandardized Coefficients		Standardized Coefficients	t _{count}	Sig.
	B	Std. Error	Beta		
(Constant)	3.025	3.938		0.768	0.447
Education and Training	0.693	0.049	0.814	14.098	0.000
Organizational Commitment	0.098	0.061	0.079	2.618	0.014
Work Environment	0.300	0.081	0.264	3.687	0.001
Professionalism	0.245	0.038	0.462	6.516	0.000

Source: Primary Data, Processed by IBM SPSS 24.0, 2020.

1. The Effect of Education and Training (X₁) on Teacher Performance (Y)
The results of the analysis of the effect of the Education and Training (X₁) variable on the teacher performance variable (Y) obtained the value of t_{count} = 14.098 (df = 43 - 5 = 38; t_{table} = 2.02439); (t_{count} > t_{table}), with a significant level of 0.000 < 0.05, consequently the first hypothesis (H1) is accepted. The results of the analysis show that partially there is a significant effect between the Education and Training variables on the teacher performance of Junior High School 1 Koto Baru Subdistrict, Dharmasraya District.
2. The Effect of Organizational Commitment (X₂) on Teacher Performance (Y)
The results of the analysis of the effect of the Organizational Commitment variable (X₂) on the teacher performance variable (Y) obtained the value of t_{count} = 2.618 (df = 43 - 5 = 38; t_{table} = 2.02439); (t_{count} > t_{table}), with a significant level of 0.014 < 0.05, consequently the second hypothesis (H2) is accepted. The results of the analysis show that partially there is a significant effect between the variable Organizational Commitment on the performance of teachers at Junior High School 1 Koto Baru Subdistrict, Dharmasraya District.
3. The Effect of Work Environment (X₃) on Teacher Performance (Y)
The results of the analysis of the effect of the Work Environment variable (X₃) on the teacher performance variable (Y) obtained t_{count} = 3.687 (df = 43 - 5 = 38; t_{table} = 2.02439); (t_{count} > t_{table}), with a significant level of 0.001 < 0.05, as a result the third hypothesis (H3) is accepted. The results of the analysis show that partially there is a significant effect between the Work Environment variable on the teacher performance of Junior High School 1 Koto Baru Subdistrict, Dharmasraya District.
4. The Effect of Professionalism (X₄) on Teacher Performance (Y)
The results of the analysis of the effect of the professionalism variable (X₄) on the teacher performance variable (Y) obtained the value of t_{count} = 6.516 (df = 43 - 5 = 38; t_{table} = 2.02439); (t_{count} > t_{table}), with a significant level of 0.000 < 0.05, consequently the fourth hypothesis (H4) is accepted. The results of the analysis show that partially there is a significant effect between the professionalism variable on the teacher performance of Junior High School 1 Koto Baru Subdistrict, Dharmasraya District.

F Test (Simultan)

F test (model feasibility) is intended to determine the effect of the independent variables simultaneously (together) on the dependent variable. From this table, a simultaneous test (F test) of the independent variables can be carried out simultaneously on the dependent variable.

Table 5. F Test Result ANOVA

Model	Sum of Squares	df	Mean Square	F _{count}	Sig.
Regression	499.204	4	124.801	98.426	0.000 ^b
Residual	46.915	38	1.268		

Total	546.119	42		
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Source: Primary Data, Processed by the Writer, 2020.

The results of the analysis of the effect of Education and Training (X_1), Organizational Commitment (X_2), Work Environment (X_3) and Professionalism (X_4) simultaneously (together) on teacher performance (Y), obtained an F_{count} of 98.426 with a significance probability of $0.000 < 0.05$. With $df_1 = (5-1) = 4$, $df_2 = 43 - 5 = 38$, $F_{table} 2.62$, then $F_{count} > F_{table}$ or $98.426 > 2.62$, consequently the hypothesis is accepted. The results of the analysis show that simultaneously (together) there is a significant effect between the variables of Education and Training, Organizational Commitment, Work Environment and Professionalism on the teacher performance of Junior High School 1 Koto Baru Subdistrict, Dharmasraya District.

Coefficient of Determination (R^2)

Analysis of the coefficient of determination for the variables Education and Training, Organizational Commitment, Work Environment and Professionalism on the performance of teachers at Junior High School 1 Koto Baru Subdistrict, Dharmasraya District was carried out using the IBM SPSS for Windows Version 24.0 program with the form of SPSS output as stated below:

Table 6. R Square Result

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,956 ^a	0,914	0,905	1,126

Source: Primary Data, IBM SPSS Ver. 24.0, Year 2020.

Based on the results of the regression estimation calculation, the adjusted coefficient of determination or R Square is 0.914, meaning that 91.4 percent of the variation of all independent variables can explain dependent variables, while the remaining 8.6 percent is explained by other variables not examined in this study. Because the value of R^2 is close to 1 (one), the contribution (effect) of the independent variable simultaneously to the dependent is very big effect.

VI. Discussion

The Effect of Education and Training on Teacher Performance

The first objective of this study was to determine the effect of education and training on the performance of teachers of Junior High School 1 Koto Baru Subdistrict, Dharmasraya District. The results of statistical analysis using multiple linear regression indicate that the first hypothesis is accepted. The results of the analysis of the effect of the Education and Training (X_1) variable on the teacher performance variable (Y) obtained the value of $t_{count} = 14.098$ ($df = 43 - 5 = 38$; $t_{table} = 2.02439$); ($t_{count} > t_{table}$), with a significant level of $0.000 < 0.05$, consequently the first hypothesis (H1) is accepted and (H0) is rejected. The results of the analysis show that partially there is a significant effect between the Education and Training variables on the teacher performance of the Dharmasraya District Education Office.

The results of this study indicate that education and training have a significant effect on the performance of teachers at Junior High School 1 Koto Baru Subdistrict, Dharmasraya District. Thus, it can be concluded that the performance of teachers at Junior High School 1 Koto Baru Subdistrict, Dharmasraya District is determined by Education and Training. So it can be concluded that Education and Training will improve employee performance.

The Effect of Organizational Commitment on Teacher Performance

The second objective of this study was to determine the effect of Organizational Commitment on the performance of teachers at Junior High School 1 Koto Baru Subdistrict, Dharmasraya District. The results of the analysis of the effect of the Organizational Commitment variable (X_2) on the teacher performance variable (Y) obtained the value of $t_{count} = 2.618$ ($df = 43 - 5 = 38$; $t_{table} = 2.02439$); ($t_{count} > t_{table}$), with a significant level of $0.014 < 0.05$, consequently the second hypothesis (H2) is accepted and (H0) is rejected. The results of the analysis show that partially there is a significant effect between the variable Organizational Commitment on the performance of teachers at Junior High School 1 Koto Baru Subdistrict, Dharmasraya District. The results of this study indicate that organizational commitment has a significant effect on the performance of teachers at Junior High School 1 Koto Baru Subdistrict, Dharmasraya District. Thus, it can be concluded that the performance of teachers at Junior High School 1 Koto Baru Subdistrict, Dharmasraya District is determined by organizational commitment. So it can be concluded that Organizational Commitment will improve employee performance.

The Effect of Work Environment on Teacher Performance

The third objective of this study was to determine the effect of the work environment on the performance of teachers at Junior High School 1 Koto Baru Subdistrict, Dharmasraya District. The results of statistical analysis using multiple linear regression indicate that the third hypothesis is accepted. The results of the analysis of the effect of the Work Environment variable (X_3) on the teacher performance variable (Y) obtained $t_{count} = 3.687$ ($df = 43 - 5 = 38$; $t_{table} = 2.02439$); ($t_{count} > t_{table}$), with a significant level of $0.001 < 0.05$, as a result the third hypothesis (H3) is accepted and (H0) is rejected. The results of the analysis show that partially there is a significant effect between the Work Environment variable on the teacher performance of Junior High School 1 Koto Baru Subdistrict, Dharmasraya District.

The results of this study indicate that the work environment has a significant effect on the performance of teachers at Junior High School 1 Koto Baru Subdistrict, Dharmasraya District. Thus, it can be concluded that the performance of teachers at Junior High School 1 Koto Baru Subdistrict, Dharmasraya District is determined by the Work Environment. So it can be concluded that the work environment will affect employee performance.

The Effect of Professionalism on Teacher Performance

The fourth objective of this study was to determine the effect of professionalism on the performance of teachers at Junior High School 1 Koto Baru Subdistrict, Dharmasraya District. The results of statistical analysis using multiple linear regression indicate that the fourth hypothesis is accepted. The results of the analysis of the effect of the professionalism variable (X_4) on the teacher performance variable (Y) obtained the value of $t_{count} = 6.516$ ($df = 43 - 5 = 38$; $t_{table} = 2.02439$); ($t_{count} > t_{table}$), with a significant level of $0.000 < 0.05$, as a result, hypothesis four (H4) is accepted and (H0) is rejected. The results of the analysis show that partially there is a significant effect between the professionalism variable on the teacher performance of Junior High School 1 Koto Baru Subdistrict, Dharmasraya District.

The results of this study indicate that professionalism has a significant effect on the performance of teachers at Junior High School 1 Koto Baru Subdistrict, Dharmasraya District. Thus, it can be concluded that the performance of teachers at Junior High School 1 Koto Baru Subdistrict, Dharmasraya District is determined by professionalism. So it can be concluded that professionalism will affect employee performance.

The Effect of Education and Training, Organizational Commitment, Work Environment, and Professionalism together on Teacher Performance

The fifth objective of this study was to determine the effect of Education and Training, Organizational Commitment, Work Environment and Professionalism on teacher performance at Junior High School 1 Koto Baru Subdistrict, Dharmasraya District. Hypothesis testing, it turns out that the value of $F_{hitung} > F_{tabel}$ or $34.517 > 2.62$ which shows that simultaneously there is a significant influence between the variables of Education and Training (X_1), Organizational Commitment (X_2), Work Environment (X_3), Professionalism (X_4) on the performance of teachers of SMP Negeri 1 Koto Baru District Dharmasraya District, it can be concluded that the fifth hypothesis (H5) which reads Education and Training (X_1), Organizational Commitment (X_2), Work Environment (X_3), Professionalism (X_4) to the performance of teachers of SMP Negeri 1 Koto Baru Subdistrict Dharmasraya district is accepted, therefore the fifth hypothesis (H5) is acceptable.

VII. Conclusion And Suggestion

Conclusion

Based on the results of research and data processing that have been done before, several conclusions can be drawn as follows:

'Education and Training have a significant influence on the performance of teachers of SMP Negeri 1, Organizational Commitment has a significant influence on the performance of teachers of SMP Negeri 1, the Work Environment has a significant influence on the performance of teachers of SMP Negeri 1, Education and Training, Organizational Commitment, Work Environment and Professionalism simultaneously affect the performance of teachers of SMP Negeri 1 Koto Baru District Dharmasraya'.

Suggestion

Based on the findings and research conclusions. For this reason, the writers suggest the following suggestions:

1. To the Principal of Junior High School 1 Koto Baru Subdistrict, Dharmasraya District, to be able to hold a program to improve the education and training of each teacher, ensure organizational commitment, make the work environment as comfortable as possible, and increase the sense of teacher professionalism, so that it can improve teacher performance.

2. To the Dharmasraya District Education Office and the Dharmasraya Regent to support the education and training programs for teachers, as well as ensure a high sense of organization, a comfortable and conducive working environment, and increase the sense of professionalism of each teacher.
3. To teachers of Junior High School 1 Koto Baru Subdistrict, Dharmasraya District, to ensure that the material I will convey is correct and accurate so that it can come up with interesting ideas in classroom learning.
4. To teachers of Junior High School 1 Koto Baru Subdistrict, Dharmasraya District, to collect material that I will convey from various reliable sources that can help.
5. To teachers of Junior High School 1 Koto Baru Subdistrict, Dharmasraya District, to ensure that every student understands what I teach.
6. To teachers of Junior High School 1 Koto Baru Subdistrict, Dharmasraya District, to always take good results and correct mistakes that may occur when providing learning materials.
7. To teachers of Junior High School 1 Koto Baru Subdistrict, Dharmasraya District, to protect the work environment in order to create a comfortable working atmosphere.
8. To teachers of Junior High School 1 Koto Baru Subdistrict, Dharmasraya District, to take full responsibility for the development of education so that it is good for their own survival.

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