



The Effect of Work Commitment and Teacher Certification on the Quality of State High Schools in Palembang City

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Abstract. *Quality schools are the goal of every educational institution, therefore it is important to pay attention to various aspects which are believed to influence school quality. This research was conducted with the aim of examining the influence of work commitment and teacher certification on school quality (State High School in Palembang City). The method used in this research is a quantitative method, with data obtained through questionnaires and documentation. The data obtained from the research process was then analyzed quantitatively through statistical computing (t test and F test). The results of the research conducted state that work commitment has a positive and significant effect on school quality; teacher certification has been proven to make a positive and significant contribution to school quality; In simultaneous testing it was found that work commitment and teacher certification affected the quality of State High Schools in Palembang City. The contribution of the two independent variables to the dependent variable is in the quite high category*

Keywords: *Work commitment, Teacher sertification, Quality of School*

1. INTRODUCTION

Education is one of the main pillars in the development of a nation. Education is also understood as an effort to develop individual potential optimally, both in terms of intellectual, emotional, social, and physical (Janawi, 2019). Through education, a person can acquire the knowledge, skills, attitudes, and values needed to actively and constructively participate in society (Sitepu, et al., 2023).

Education has an important role in the development of individuals and society. The existence of education will make a person have a greater opportunity to improve their quality of life, actively participate in economic and social development, and become a responsible citizen. At the general public level, education plays a role in reducing poverty, improving health, and encouraging innovation and technological advancement (Solikhah, 2023). Therefore, it is important for every party to be actively involved in every educational activity, so that quality or quality education can be achieved optimally.

The understanding of the quality of education can be identified by observing or measuring the quality of education providers, namely schools as the spearhead of education implementation. To achieve quality education, various factors that affect the quality of schools need to be considered. Quality schools not only provide good learning, but also become a place

to produce a generation that is intelligent, competitive, and has noble character (Rosita, 2018; Harapan, 2016). Therefore, it is important to pay attention to the various factors identified that can affect the quality of the school. Among the various factors that can affect the quality of schools are the support of existing facilities and infrastructure, as well as the performance of teachers as the front line in the learning process (Timor, et al., 2018).

Teachers as technical organizers in learning have an important role to achieve educational goals, both institutionally and nationally (Fatmawati, 2021). Therefore, the existence of teachers is one of the important factors to optimize the quality of schools. In connection with this context, it is understood that to optimize school quality can start by identifying various things related to teachers. Among the various things that can be identified are the teacher's commitment to carrying out the work, as well as the reward received for this commitment.

Teachers who have a high commitment to their work will be more motivated to give their best in the learning process (Aisyah, 2019). Highly committed teachers tend to have innovation and initiative in developing effective teaching methods, as well as trying to create a conducive learning environment for students (Rahmiati & Azis, 2023). Studying the importance of work commitment in building quality schools is an important part to be studied more deeply by paying attention to other objects that have not been previously researched. Another thing that is also noteworthy is the compensation for the commitment given by the teacher, namely the recognition of his professionalism as an educator which is then known as teacher certification.

Teacher certification is a process of testing and awarding certificates to teachers who have met teacher professional standards (Latiana, 2019). This teacher certification program was introduced by the government to improve the quality and competency test of educators. Teachers who have graduated and obtained a certificate have formal evidence and recognition as professionals. Teacher certification provides benefits to teachers, such as improving their competence as teachers and giving teachers rights in the form of additional income (Ristianey, et al., 2021).

Teachers who have been certified are expected to have adequate knowledge, skills, and professional attitudes to carry out their duties well. Teacher certification is also expected to improve the welfare of teachers, so that they are more motivated in carrying out their duties. When teachers have adequate skills and earn a decent income, they are expected to be able to carry out their duties optimally to have implications for the quality of the school.

2. LITERATURE REVIEW

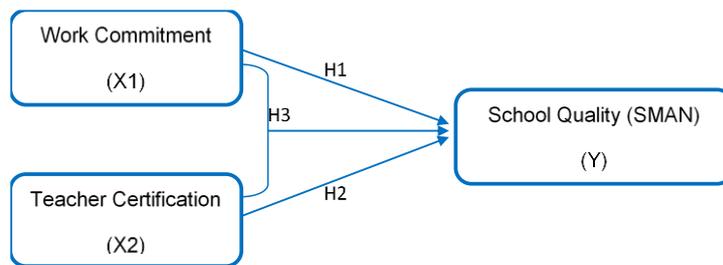
School quality is a concept that includes various aspects that determine the quality of education provided by an educational institution. School quality can be defined as the extent to which an educational institution is able to meet the set standards and expectations of all stakeholders, including students, parents, teachers, and the wider community; therefore, the quality of schools is not only measured by academic outcomes, but also by the overall educational experience offered to students (Caldwell & Spinks, 1992; Lezotte, 2011).

School quality is a multidimensional concept that involves various aspects, ranging from leadership, teaching quality, learning environment, to community participation (Mustari, 2022). School quality refers to the extent to which the school is able to achieve the educational goals that have been set, both in terms of the academic development of students and the development of character and skills (Hadziq, 2017). The quality of the school includes various aspects such as the quality of teaching, facilities, curriculum, school management, and a conducive learning environment. School quality is the level of excellence produced by schools in various aspects that support the educational process, including student learning outcomes, learning processes, school management, and the physical and social environment of the school (Fachrudin, 2021). Examining the quality of schools, it can also refer to the theory of the education system which states that schools can be seen as a system consisting of various components that interact with each other (Zafi, 2018). These components include input (students, teachers, curriculum, and facilities), process (teaching methods and school management), output (student learning outcomes), and feedback (continuous evaluation and development). The quality of a school is determined by the effectiveness and efficiency of the interaction between these components. From this description, it can be understood that to achieve quality schools, continuous improvement is the key to achieving it.

3. METHODS

Research is a search process to obtain data through good data collection techniques, conducting measurements of research findings, analyzing, synthesizing, comparing, looking for relationships, interpreting enigmatic matters. In this study, a research method was used (Sukmadinata, 2013) **Quantitative Descriptive**. Descriptive research is a form of research conducted with the aim of finding out the existence of independent variables, either in one particular variable or even more than one variable, without making a comparison or connecting with other variables. (Sugiyono, 2020)

Quantitative research is used to test hypotheses using existing theories, so that accurate results are obtained, as well as to measure the interaction of relationships between two or more variables. Quantitative research is appropriate for this research, because it uses data in the form of numbers, systematic, planned, and structured. The design of this study is described as follows:



Research Design Drawings

4. RESULTS AND DISCUSSION

Research Results

Teacher certification is measured through a questionnaire consisting of 26 (twenty-six) statement items. The information collected related to teacher certification was obtained from 95 (ninety-five) teachers in six State High Schools in Palembang City. More details about the data obtained can be seen in the following table:

Data Table of Results of Teacher Certification Questionnaire Distribution

Sample	School	X2	X2 ²
1	SMA Negeri 1 Palembang	81,54	6648,52
2		76,92	5917,16
3		83,85	7030,18
4		76,92	5917,16
5		86,15	7422,49
6		76,92	5917,16
7		80,77	6523,67
8		84,62	7159,76
9		73,85	5453,25
10		88,46	7825,44
11		80,00	6400,00
12		81,54	6648,52
13		80,00	6400,00
14		82,31	6774,56
15		80,77	6523,67
16	SMA Negeri 2 Palembang	83,08	6901,78
17		76,92	5917,16

Sample	School	X2	X2 ²
18		83,08	6901,78
19		76,92	5917,16
20		82,31	6774,56
21		83,08	6901,78
22		77,69	6036,09
23		77,69	6036,09
24		77,69	6036,09
25		78,46	6156,21
26		78,46	6156,21
27		83,85	7030,18
28		78,46	6156,21
29		78,46	6156,21
30		73,85	5453,25
31		SMA Negeri 10 Palembang	83,85
32	81,54		6648,52
33	88,46		7825,44
34	76,92		5917,16
35	78,46		6156,21
36	83,08		6901,78
37	80,77		6523,67
38	79,23		6277,51
39	79,23		6277,51
40	79,23		6277,51
41	79,23		6277,51
42	76,15		5799,41
43	81,54		6648,52
44	79,23		6277,51
45	79,23		6277,51
46	SMA Negeri 12 Palembang	79,23	6277,51
47		79,23	6277,51
48		82,31	6774,56
49		80,77	6523,67
50		79,23	6277,51
51		82,31	6774,56
52		78,46	6156,21
53		80,00	6400,00
54		80,00	6400,00
55		77,69	6036,09
56		82,31	6774,56
57		80,00	6400,00
58		85,38	7290,53
59		79,23	6277,51
60		80,00	6400,00

Sample	School	X2	X2 ²
61	SMA Negeri 19 Palembang	80,77	6523,67
62		72,31	5228,40
63		80,77	6523,67
64		83,08	6901,78
65		80,77	6523,67
66		79,23	6277,51
67		80,77	6523,67
68		83,08	6901,78
69		79,23	6277,51
70		79,23	6277,51
71		78,46	6156,21
72		77,69	6036,09
73		79,23	6277,51
74		85,38	7290,53
75		77,69	6036,09
76	SMA Negeri 20 Palembang	83,08	6901,78
77		81,54	6648,52
78		77,69	6036,09
79		81,54	6648,52
80		75,38	5682,84
81		83,08	6901,78
82		77,69	6036,09
83		77,69	6036,09
84		83,08	6901,78
85		79,23	6277,51
86		83,08	6901,78
87		78,46	6156,21
88		80,77	6523,67
89		80,00	6400,00
90		80,77	6523,67
91	76,92	5917,16	
92	79,23	6277,51	
93	80,00	6400,00	
94	84,62	7159,76	
95	81,54	6648,52	

From the data presented in the table above, it can be seen that teacher certification according to the perception of the respondents in this study is relatively good. In fact, in general, it was seen that the variation in the scores obtained was mostly > 75.0, which indicates that respondents have realized that teacher certification has benefits in supporting work implementation. The average score obtained for the teacher certification variable was 80.21.

Discussion

Examining the various findings from the research conducted, then a study was carried out to explore the results obtained. Each variable comprehensively has an impact on school quality.

Work commitment is an important element in maintaining and improving the quality of education, especially at the State High School level. In the context of State High Schools in Palembang City, the work commitment of educators and education personnel plays a significant role in realizing superior school quality. Work commitment is not only related to how hard a person works, but it also includes dedication to school goals, loyalty to the profession, and sustainability in achieving the vision of education.

Teachers' work commitment can be measured through indicators such as loyalty to their duties, efforts to improve competence, and acceptance of school values. The quality of State High Schools in Palembang, which is measured through learning outcomes, the quality of the learning process, school management, and parental involvement, is greatly influenced by how strongly the commitment is carried out. Educators who have a high work commitment will be more enthusiastic in innovating and finding solutions to improve learning, which will ultimately have a positive impact on the quality of student learning outcomes.

Therefore, work commitment is one of the factors that determine the quality of the school. This commitment is related to the quality of learning, student satisfaction, and better school management. To achieve high school quality, efforts from all parties are needed to build and maintain a strong work commitment. As in this study, which emphasizes that work commitment has a significant influence on the quality of State High Schools in Palembang City. Strengthening work commitment not only has an impact on improving student learning outcomes, but also on improving

Teacher certification aims to improve the quality of teacher professionalism, which is expected to have a direct impact on the quality of education in schools. In the context of State High Schools in Palembang City, teacher certification plays an important role in improving school quality, especially in terms of learning processes, student achievements, and better education management. Teacher certification is a recognition of teachers' professional competence. Certified teachers are ensured to have certain competency standards, including pedagogic, professional, social, and personality skills. This competency plays a very important role in improving the quality of learning in schools. At SMA Negeri Kota Palembang, teachers who have been certified are more likely to have better abilities in designing educational learning, utilizing innovative teaching methods, and being able to adapt learning materials to

the needs of students.

Teacher certification is believed to improve the quality of the learning process. Teachers who have passed the certification are believed to be able to apply more effective and student-centered learning methods. Teachers become more skilled in utilizing educational technology, designing appropriate evaluations, and creating a conducive learning atmosphere. This has a direct impact on the quality of the school, where a quality learning process contributes to improving the academic achievement of students.(Anwar, 2019)

The quality or quality of education in State High Schools is highly dependent on the professionalism of educators and school administration staff. Two factors that are often associated with improving the quality of education are teacher work commitment and teacher certification. In the context of State High Schools in Palembang City, these two variables play an important role in determining the success of schools in achieving the expected quality standards, both in terms of student learning outcomes and the learning process and school management as a whole.

Work commitment reflects the dedication, loyalty, and seriousness of a teacher in carrying out his duties and responsibilities. Teachers who have a high work commitment will show extra effort in improving the quality of learning and student learning outcomes. Several indicators of work commitment, such as initiative, creativity, productivity, and loyalty to the institution, play an important role in creating a conducive learning environment.

In the city of Palembang, another challenge is the difference in the level of commitment and professionalism among teachers in various schools. This variation creates disparities in school quality, so more integrative policies are needed to strengthen these two aspects simultaneously. To improve the quality of State High Schools in Palembang City, efforts to increase teachers' work commitment and certification effectiveness need to be carried out on an ongoing basis. The government and school management can organize professional development programs that not only focus on improving technical competence, but also foster commitment to the profession.

In addition, evaluations of the impact of teacher certification need to be carried out periodically to ensure that the certification is actually implemented in the learning process. The influence of work commitment and teacher certification on the quality of State High Schools in Palembang City is very significant. Both have complementary roles in creating a quality learning environment. High work commitment without certification support may not be enough to achieve optimal quality standards, and vice versa. The combination of these two factors wil

I strengthen the quality of education and school management, which ultimately has an impact on student learning outcomes and the overall quality of the school.

5. CONCLUSION

Referring to the results of the research through a comprehensive discussion, there are several points as a conclusion from the research conducted. The intended conclusion is as follows:

1. There is a significant influence of work commitment on the quality of State High Schools in Palembang City. The relationship between the two variables is categorized quite closely and the contribution of the influence of work commitment to the quality of State High Schools in Palembang City is categorized as low.
2. There is a significant influence of teacher certification on the quality of State High Schools in Palembang City. The relationship between the two variables is closely categorized and the contribution of the influence of teacher certification on the quality of State High Schools in Palembang City is categorized as quite high.
3. There is a significant influence of work commitment and teacher certification simultaneously on the quality of State High Schools in Palembang City. The relationship between the work commitment variable and teacher certification with categorised quality was closely and the contribution of the influence of the two independent variables on the categorised bound variable was quite high

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