HARMONI SOSIAL
Jurnal Pendidikan IPS

Harmoni Sosial: Jurnal Pendidikan IPS
Volume 9, No. 1, 2022 (1-13)
Online: http://journal.uny.ac.id/index.php/hsjpi

The effect of intensity of MGMP activities, school climate, and work commitments on the professionalism of economics high school teachers

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ARTICLE INFO

Article History
Received:
19 April 2016;
Revised:
11 Februari 2020;
Accepted:
11 January 2022;
Available Online:
3 March 2022

Keywords
Intensity of activity MGMPs;
School climate;
Teacher professionalism;
Work commitments

ABSTRACT

This study aims to determine the effect of the intensity of MGMP activities, school climate, and teacher work commitment on the professionalism of high school teachers in Economics in the City of Yogyakarta. This research is an ex-post facto research with a quantitative approach. This research is a population study, where the research subjects were all high school economics teachers in Yogyakarta, where the technique of collecting subjects used was saturated sampling. Data were obtained by non-test through questionnaires, interviews, and documentation. Validity testing is done by Expert Judgment and Confirmatory Factor Analysis (CFA). Reliability testing uses Cronbach's Alpha (α). Data analysis using multiple regression statistical techniques. The results showed that the intensity of MGMP activities had an effect on teacher professionalism with an R-squared value of 14.2%, school climate had an impact on teacher professionalism with an R-squared value of 28%, and work commitment had an effect on teacher professionalism with an R squared value of 9.3%.

How to cite:
Pangestika, R. R., & Setiawan, R. (2022). The effect of intensity of MGMP activities, school climate, and work commitments on the professionalism of economics high school teachers. *Harmoni Sosial: Jurnal Pendidikan IPS*, *9*(1), 1-13. https://doi.org/10.21831/hsjpi.v8i2.8548

INTRODUCTION

Teachers are the spearhead in improving the quality of education, where teachers will interact directly with students in learning in the classroom. It is through this process of learning and teaching that the quality of education begins. That is, the overall quality of education starts from the quality of classroom teachers' learning.

Teachers as professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students, as described in the Law of the Republic of Indonesia Number 14 of 2005 Article 1, which explains that teachers and lecturers are components that must exist in education. The role of the teacher must be addressed because, with the teacher, learning activities can be carried out. Besides that, the teacher is a figure who occupies a position and plays a vital role in education. Teachers are one of the determining factors for the high and low quality of educational outcomes, so teachers must be professional in carrying out their duties to increase the quality of education.

In terms of quality, education in Indonesia still needs to improve. The 2018 Program for International Student Assessment (PISA) data states that the abilities of Indonesian students in

mathematics, science, and reading are in the second lowest rank, namely 74 out of 80 countries (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2016). The quality of education in Indonesia still needs to improve compared to neighboring countries such as Malaysia, Singapore, and the Philippines. The research shows that there is something wrong with Indonesia's education system and policies. Education is an important element in forming a better generation and economic development. The better the quality of education in an area, the better the growth in that area.

One of the factors causing the low quality of Indonesian education is the quality of teachers who must meet qualification standards. The Head of the Agency for Development of Human Resources for Cultural Education and Quality Improvement of Education, Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI), Gultom, acknowledged that the quality and quality of teachers in Indonesia is currently still low. Data shows that in terms of educational qualifications, of the 2.92 million new teachers, around 51 percent have an undergraduate degree or more, while the rest still need to graduate. Of the certification requirements, only 2.06 million teachers, or about 70.5% of teachers, meet the requirements, while the rest do not meet the certification requirements (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2016). This condition results from the disproportionate number of teacher training institutions with the number of teachers. Therefore, it is not surprising that teachers need to receive uniform training.

In addition to training, efforts to increase professionalism can be made by building good and broad working relationships by fostering a network of teachers. Teachers should be able to try to find out what their successful colleagues have done so that they can learn to achieve success and become professional teachers. Through working networks such as Subject Teacher Consultations (MGMP), Teacher Working Groups (KKG), Indonesian Teachers' Association (PGRI), and other associations, it is hoped that teachers can provide access to develop innovative works in their fields.

According to Suyanto (2013), professional meaning refers to a person who holds a profession or a designation for a person's appearance in realizing performance following his career. According to the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, professional competence is an ability or competence related to adjusting teacher duties. This competency is essential and is directly associated with the performance displayed. The level of professionalism of a teacher can be seen from the competencies including (1) the ability to understand educational foundations; (2) Understanding the field of educational psychology; (3) the ability to master subject matter following the field of study it teaches; (4) Ability to design and utilize various media and learning resources; (5) Ability to carry out learning evaluation; (6) Ability to develop learning programs; and (7) ability to carry out research and think scientifically to improve performance.

Australian Institute for Teaching and School Leadership (2018) identify teacher involvement in collegial discussions to improve knowledge and teaching practice as an indicator of teacher expertise and professionalism. Queensland College of Teachers (2012) reveal four professional standards teachers must possess: knowledge, skills, code of ethics, and traditional (cultural) values. The emphasis on standards for teachers is an opportunity for teachers to engage in dialogue with colleagues in their profession and as a reflection for carrying out professional teaching and learning activities.

According to Mulyasa (2006), the scope of teacher professional competence is indicated by several indicators, namely: (1) the Ability to understand and apply educational foundations and student learning theories; (2) the Ability in the learning process such as developing fields of study, applying various learning methods, developing and using media, tools, and resources in learning; (3) The ability to organize learning programs, and (4) The ability to evaluate and develop the personality of students.

Based on the results of observations and interviews conducted by researchers with the Head of the Yogyakarta City Education Office, it is known that one of the things that form the basis of the success of an education program is teacher professionalism. Yogyakarta teachers have different education levels; some have diplomas, bachelor and even master's graduates. The Head of the Yogyakarta City Education Office revealed that apart from teacher quality, work commitment also affects a teacher's professionalism. On average, teachers in Yogyakarta have a relatively low work commitment to their work. This is evidenced by the few teachers active in professional development

activities such as participating in MGMP activities, seminars, training, and other development activities.

Teachers must be highly committed to what they want to do as educators in schools. The level of a teacher's commitment can be measured from a sense of responsibility responsive and innovative attitude toward the development of science and technology. According to Mulyasa (2006), teachers who commit will prepare a lot of time to carry out learning-related tasks such as designing directions, managing teaching, and looking for ways to increase the learning achievement of their students. Therefore, it is unsurprising that teachers with high work commitment will work harder, have a heightened sense of responsibility towards their code of ethics, and are committed to teacher organizations such as MGMP, KKG, and PGRI.

Besides having high knowledge and high commitment to the task, professional teachers must also have competence in designing innovative learning. A committed teacher can manage his class well, optimizing the teaching and learning process. A conducive school climate can be a factor in achieving educational goals. School climate is a culture formed in the school environment, a positive school and culture characteristic, embraced, well-regulated, and widely shared. According to Naibaho et al. (2021), it needs to be accompanied by a high sense of mutual trust and belonging to the school to create a positive school climate.

A conducive school climate is needed for teachers to create a pleasant working atmosphere. Work done with pleasure can increase work discipline, self-confidence, and responsibility. A conducive school climate is characterized by pleasant relationships between teachers and students, teachers and other teachers, teachers, employees, teachers and principals, and the community around the school. A pleasant school climate is a driving force for teachers to improve their quality and performance.

A teacher is required to be a professional teacher. The abilities and expertise can measure teacher professionalism and skills possessed by the teacher and also proven by teacher certification. Meanwhile, teachers at Yogyakarta City High School, on average, have bachelor's degrees and have the status of Civil Servants (PNS). However, there are still several teachers who are not certified, so there is a difference in income that causes jealousy between one teacher and another. Jealousy from the income side makes teachers have differences in managing learning. Some already have teachers who manage to learn well, while others do not.

Based on these problems, this study aims to determine the effect of the intensity of MGMP activities, school climate, and teacher work commitment on the professionalism of high school teachers, especially in economics subject expertise in the City of Yogyakarta. Hopefully, this research can be used as material for evaluation and consideration in making policies related to increasing teacher professionalism and the quality of learning in the City of Yogyakarta.

METHOD

This study uses the ex-post facto research method. Ex-post facto research is a study conducted to examine events that have occurred and then trace back to discover the factors that can cause these events to arise (Sugiyono, 2007). Meanwhile, based on the level of explanation, this research is classified as causal associative research. The approach used in this research is quantitative. According to Sugiyono (2007), research data on a quantitative approach are in the form of numbers and analysis using statistics. The reason researchers use a quantitative approach is.

This study's variables include the independent and dependent variables. The independent variables in this study were the intensity of MGMP activities (X1), school climate (X2), and work commitment (X3). The dependent variable in this study is teacher professionalism (Y). The population in this study were all senior high school economics teachers in the city of Yogyakarta who are members of the MGMP. In this case, the City of Yogyakarta consists of 11 Public High Schools and 32 Private High Schools.

Meanwhile, the total number of economics teachers is 84. The subject-taking technique is saturated sampling, a subject-determination approach in which all population members are used as samples. This is often done considering the relatively small population or research that wants to make generalizations with very small errors. The research subjects were 83 teachers. Data collection

techniques used questionnaires, interviews, and documentation. Data analysis techniques were carried out by proving the validity and testing the reliability of the instruments used by researchers. Test the instrument's internal validity in this study by compiling the instrument grid. The preparation of the instrument grid includes steps in content validity and, at the same time, content validity. Internal validity consists of two types, namely content validity and construct validity (Sugiyono, 2017).

Content validity focuses on adjusting the contents of the questions to the material being taught or the goals to be achieved. Construct validity focuses on the instrument's ability to measure symptoms according to its definition. They are testing the instrument using Confirmatory Factor Analysis (CFA). The validity questionnaire is taken using the one-shot method. The measurement is only done once, and then the results are compared with other questions or measuring correlations or question answers. The validity test for each item can be seen in the attached validity test table, especially for the anti-image matrix column. The criterion is said to be valid if the coefficient exceeds or equals 0.50 (Yamin & Kurniawan, 2009). To determine the reliability of the questionnaire, the Cronbach Alpha (α) test was used because the questionnaire instrument was included in the interval data type, namely with a scale of 1-4 for the test results of the instrument in the form of a questionnaire. According to Bennewitz et al. (2004), the questionnaire has a high-reliability category if the Cronbach Alpha (α) value is > 0.7.

RESULT AND DISCUSSION

Result

The research data is in the form of questionnaire results from the independent variables, namely the intensity of MGMP activities and school climate, the intervening variable, namely work commitment, and the dependent variable, namely teacher professionalism. To test the model of the influence of the independent variables on the intervening variable and the dependent variable, a sample of 83 economics teachers at Yogyakarta City High School was used (1 teacher refused to be examined).

Data Description of Teacher Professionalism

The variable of teacher professionalism is classified into five categories of variable tendencies: very high, high, medium, low, and very low. Based on the research data obtained, teachers at a high level of professionalism get a percentage of 9.68%, a moderate level of professionalism is 66.26%, and a low level of professionalism is 24.09%. Based on the diagram in Figure 1, teachers occupy a majority of 55 (66.26%) in the medium category. Thus, the economics teacher's professionalism level at Yogyakarta City high school is moderate.

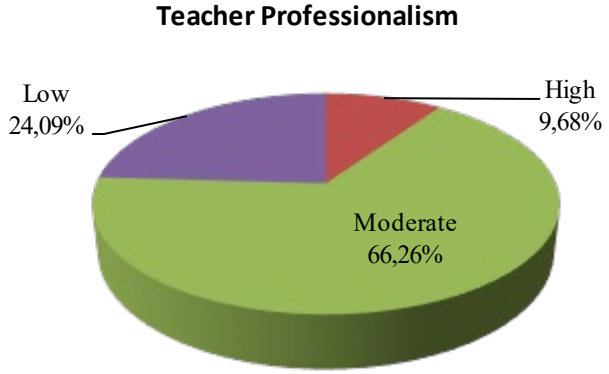

Figure 1. Teacher Professionalism Category Trend Chart

Description of MGMP Activity Intensity Data

MGMP activity intensity variables are classified into five categories of variable tendencies: very high, high, medium, low, and very low. Based on the data, teachers with very high MGMP activity intensity levels were 16.86%, high-intensity levels 78.31%, and moderate levels 4.81%. Based on the diagram in Figure 2, teachers occupy the majority of 65 (78.31%) in the high category. Thus, the intensity level of the MGMP activities of economics teachers at Yogyakarta City high school is high.

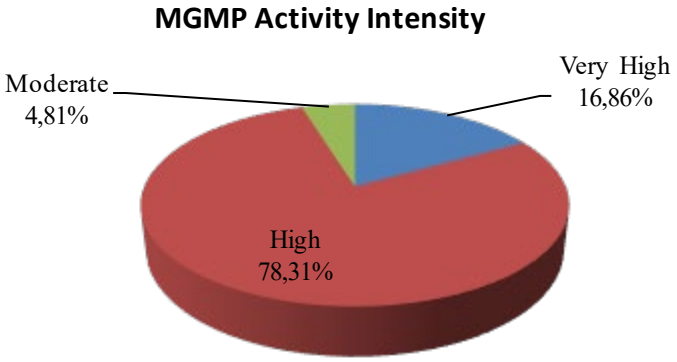

Figure 2. MGMP Activity Intensity Category Trend Diagram

Description of School Climate Data

School climate variables are classified into five variable tendencies categories: very high, high, medium, low, and very low. Based on the data obtained, the level of school climate in the high category was 9.63%, the medium category was 83.13%, and the low category was 7.22%. Based on the diagram in Figure 3, teachers occupy the majority of 36 (43.37%) in the high category. Thus, the level of school climate in SMA Yogyakarta City is high.

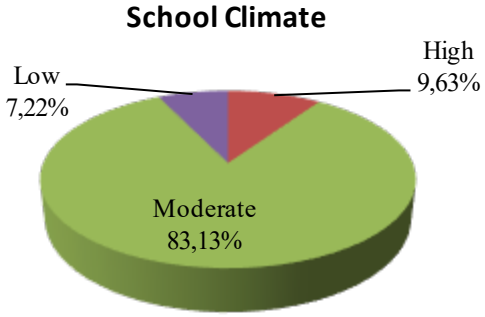

Figure 3. School Climate Category Trend Chart

Description of Work Commitment Data

The teacher's work commitment variable is classified into five variable tendencies categories: very high, high, medium, low, and very low. Based on the data obtained, teachers with very high work commitment categories were 83.13%, and moderate categories were 16.86%, so the level of teacher work commitment is in the very high category.

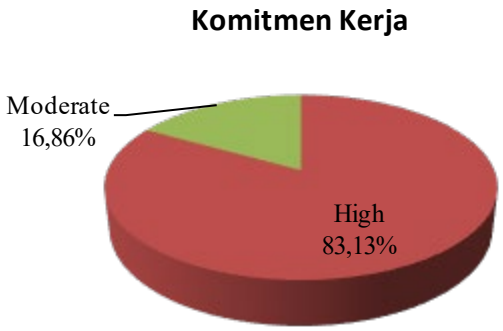

Figure 4. Work Commitment Category Trend Chart

Hypothesis Test Results

The analysis prerequisite test consists of a normality test, linearity test, multicollinearity test, and heteroscedasticity test. Based on Table 1, the variables of teacher professionalism, the intensity of MGMP school climate activities, and teacher work commitment have a P Asymp value. Sig 2-tailed > 0.05. There is no difference between the theoretical distribution and the empirical distribution, so it can be interpreted that the data distribution is normal. The results of the normality test show that all research variables meet the data normality assumptions.

Table 1. Normality Test

Variable	P	Conclusion
Teacher Professionalism	0.446	Normal
MGMP Activity Intensity	0.060	Normal
School Climate	0.056	Normal
Work Commitment	0.903	Normal

Table 2. Linearity Test

Variable	Sig.	Conclusion
MGMP Activity Intensity	0.345	Linear
School Climate	0.708	Linear
Work Commitment	0.209	Linear

Based on the variable linearity test in Table 2, the intensity of MGMP activities, school climate, and teacher work commitment has a P Asymp Sig 2-tailed > 0.05, and it can be concluded that the data has a linear relationship for each variable. With this linear data, the predictive value can be known, or in other words, it can be analyzed.

Table 3. Multicollinearity Test

Variable	VIF	Conclusion
MGMP Activity Intensity	1.045	There is no multicollinearity
School Climate	1.012	There is no multicollinearity
Work Commitment	1.049	There is no multicollinearity

Based on Table 3, it can be concluded that there is no high correlation or intercorrelation between the variables of MGMP activity intensity, school climate, and commitment, meaning that there is no multicollinearity. Table 4 shows that all variables have a significance value greater than 0.05, so it can be concluded that the regression model in this study did not have heteroscedasticity.

Table 4. Heteroscedasticity Test

Variable	Sig.	Conclusion
MGMP Activity Intensity	0.631	There is no heteroscedasticity
School Climate	0.072	There is no heteroscedasticity
Work Commitment	0.121	There is no heteroscedasticity

Table 5. Results of Partial Regression Test

Model	Unstandarized Coefficients B	Sig.
(Constant)	17.403	0.520
MGMP Activity Intensity	0.609	0.001
School Climate	-0.473	0.033
Work Commitment	0.799	0.311

The First Hypothesis

The statistical results of the t-test for the MGMP activity intensity variable obtained a regression coefficient with a positive value of 0.609. It can be concluded that the hypothesis that states, "There is a positive influence of the intensity of MGMP activities on teacher professionalism," is proven. This means that if X1 increases by 1%, then the value of teacher professionalism (Y) will increase by 0.609. The coefficient is positive, indicating a direct relationship exists between the variable intensity of MGMP activities and teacher professionalism. The higher the regression coefficient value of the variable intensity of MGMP activities, the higher the value of teacher professionalism.

$$Y = 17{,}403 + 0{,}609X_1$$

The coefficient of determination shows the contribution of MGMP activity intensity (X1) to teacher professionalism (Y). Based on the calculation, the coefficient of determination is 0.142, meaning that the contribution of the intensity of MGMP activities to teacher professionalism is 14.2%. In comparison, 85.8% is influenced or explained by other variables.

The Second Hypothesis

The statistical results of the t-test for the school climate variable obtained a regression coefficient with a negative value of -0.473. Thus, the hypothesis that states, "There is a positive influence of school climate on teacher professionalism," is not proven. This means that if X2 increases by 1%, then the value of teacher professionalism (Y) will decrease by 0.473. The coefficient is negative, meaning there is an inverse relationship between the school climate variable and teacher professionalism. The higher the regression coefficient value of the school climate variable, the lower the value of teacher professionalism.

$$Y = 17{,}403 - 0{,}473X_2$$

In addition, the contribution of school climate (X2) to teacher professionalism (Y) can be shown by looking at the coefficient of determination produced by a simple regression between school climate (X2) and teacher professionalism (Y). Based on the calculation, the coefficient of determination is 0.28, meaning that the contribution of school climate to teacher professionalism is 28%, while 72% is influenced or explained by other variables.

The Third Hypothesis

The results of the t-test statistic for the work commitment variable obtained a regression coefficient with a positive value of 0.799. Thus, the hypothesis that states "There is a positive and

significant effect of a work commitment on teacher professionalism" is proven. This means that if work commitment (X3) increases by 1%, then the value of teacher professionalism (Y) will increase by 0.799. The coefficient is positive, meaning there is a direct relationship between the work commitment variable and teacher professionalism. The higher the regression coefficient value of the work commitment variable, the higher the value of teacher professionalism.

$$Y = 17{,}403 + 0{,}799\,X_3$$

In addition, the coefficient of determination can show the contribution of work commitment (X3) to teacher professionalism (Y). Based on the calculation, the coefficient of determination is 0.093, meaning that the contribution of the intensity of MGMP activities to teacher professionalism is 9.3%. In comparison, 90.7% is influenced or explained by other variables.

The Fourth Hypothesis

The results of the F test statistic for the three variables obtained the value of Fcount > Ftable of 8.436 > 2.69. Thus, the hypothesis, which states, "There is a simultaneous and significant effect of the intensity of MGMP activities, school climate and work commitment to teacher professionalism," is proven. This means that the intensity of MGMP activities, school climate, and work commitment simultaneously influence teacher professionalism.

Table 6. Simultaneous Regression Test Results

Model	Mean Square	F	Sig.
Regresion	889.290	8.436	0.000
Residual	105.414		
Total			

The coefficient of determination shows the contribution of work commitment (X3) to teacher professionalism (Y). Based on the calculation results of the MGMP activity intensity variable (X1), school climate (X2), and work commitment (X3), teacher professionalism (Y) can explain 21.4% of the variation to the variable of teacher professionalism or in other words 21.4% change occurs in the variable teacher professionalism (Y), the remaining 78.6% is explained by factors other than the three independent variables. The results of multiple linear regression calculations show the regression line equation:

$$Y = 17{,}403 + 0{,}609(X_1) - 0{,}473(X_2) + 0{,}799(X_3)$$

The regression equation can be explained as follows: First, a constant of 17.403, meaning that if the intensity of MGMP activities (X1), school climate (X2), and work commitment (X3) the value is 0, then the value of teacher professionalism (Y) is 17.403. The two regression coefficients of the MGMP activity intensity variable (X1) are 0.609, meaning that if the other independent variables are fixed and the MGMP activity intensity variable increases by 1%, then the value of teacher professionalism (Y) will increase by 0.609. The coefficient is positive, meaning there is a direct relationship between the intensity of MGMP activities and teacher professionalism. The higher the regression coefficient value of the intensity of MGMP activities, the higher the teacher's professionalism.

Third, the regression coefficient of the school climate variable (X2) is –0.473, meaning that if the other independent variables are fixed and the school climate variable increases by 1%, then the value of teacher professionalism (Y) will decrease by -0.473. The coefficient is negative, meaning there is an inverse relationship between school climate and teacher professionalism. The higher the school climate regression coefficient, the lower the value of teacher professionalism, but conversely, the smaller the value of school climate, the higher teacher professionalism.

Fourth, the regression coefficient of the MGMP activity intensity variable (X3) is 0.799, meaning that if the other independent variables are fixed and the variable intensity of MGMP

activities increases by 1%. The value of teacher professionalism (Y) will increase by 0.799. The coefficient is positive, meaning there is a direct relationship between the intensity of MGMP activities and teacher professionalism. The higher the regression coefficient of the intensity of MGMP activities, the higher the teacher's professionalism.

Discussion

The Influence of the Intensity of MGMP Activities on the Professionalism of High School Economics Teachers in the City of Yogyakarta

Based on the data obtained in this study, it can be described that the MGMP activity intensity variable (X1) of 83 teachers amounted to 4.81% or four teachers who had moderate MGMP activity intensity, 78.31% or 65 teachers who had high MGMP activity intensity and 16.86% or 14 teachers who have very high-intensity MGMP activities. This shows that the intensity of MGMP activities contributes to the development of teacher professionalism.

The hypothesis test results show an effect of the intensity of MGMP activities (X1) on teacher professionalism (Y). The estimation of the impact of the intensity of MGMP activities on teacher professionalism can be seen in the beta coefficient value of 0.609, which is positive. This positive characteristic is used to predict the better the intensity of MGMP activities, the better the professionalism of teachers at work. In contrast, the coefficient of determination or the magnitude of the influence of the intensity of MGMP activities (X1) on teacher professionalism (Y) is 14.2%.

Tanang and Abu (2014) found the inhibiting factors for professional teacher development, namely the lack of awareness of teachers in developing the profession, feeling that they have sufficient capacity so that they are not serious about participating in training, teachers have basic skills that are not relevant to the subjects being taught, and lack of attention from the local government towards the activities of the teacher forum and MGMP association.

The results of the hypothesis test are in line with the research conducted by Herlini et al., (2012), which shows that there is a positive relationship between the quality of MGMP activities and teacher professionalism as indicated by the t value of 3.70, which is far greater than the t table with a significance level of 5%, namely 1.70 which then obtained a coefficient of determination of 33.5%. This gives an understanding that approximately 33.5% of variations in changes in teacher professionalism are influenced by the quality of MGMP activities, while other factors influence the remaining 66.5%. Research conducted by Suyanto (2013) revealed that one of the activities considered influential in increasing teacher professionalism is Subject Teacher Consultation (MGMP).

The Direct Effect of School Climate on the Professionalism of High School Economics Teachers in the City of Yogyakarta

Based on the research data obtained, it can be described that the school climate variable (X2) of 83 teachers, of which 7.22% or six teachers have a low school climate, 83.13% or 69 teachers have a moderate school climate, and 9.63% or eight teachers who have a high school climate. This shows that the school climate contributes to the development of teacher professionalism.

The results of the hypothesis test shows that there is an effect of school climate (X2) on teacher professionalism (Y). The estimation of the impact of school climate on teacher professionalism can be seen in the beta coefficient value of -0.473, which is negative. These negative characteristics predict the better the school climate, the lower the teacher's professionalism at work. In contrast, the coefficient of determination or the magnitude of the contribution of the influence of school climate (X2) on teacher professionalism (Y) is 28%.

According to Aldridge and Templeton (1999), school climate can define the quality of a school. A good school climate will create fun learning, stimulate teachers to be creative in learning activities, encourage students to be active and enthusiastic, and stimulate teachers, staff, and other school personnel to be creative and enthusiastic about assignments. A good school climate will make it easier for teachers to carry out teaching and learning activities such as complete infrastructure, friendly principals, a clean environment, etc. Supported by a good school climate, teachers will work professionally.

The estimated influence of the school climate variable on teacher professionalism can be seen in the beta coefficient value of -0.473. So the magnitude of the influence of the school climate variable (X2) on Professionalism (Y2) is -47.3% and has a negative influence. This negative characteristic indicates that the school climate in SMA Yogyakarta has an influence, but the influence is negative on the professionalism of the economics teacher.

Neil and Christensen (2009) argues that the school climate is the heart and soul of the school, which has the essence of attracting teachers and students to always love the school by being part of the school community. A good school climate will create a good social environment so that teachers and other school members feel comfortable in the school environment. An example of a school climate that has a negative impact is rigid school rules. The purpose of making school regulations is to improve the discipline of school members to create a conducive school climate. If the rules made are reasonable and flexible, it will prevent the performance of the school community from declining/worsening.

The results of this analysis are in line with the research conducted by Rubio (2009), which concluded that to be an effective and professional teacher have not only good knowledge but also organizational, management, and communication skills, be able to organize instructions and provide relevant assessments and evaluations fair. In addition, professional teachers are responsible for creating a conducive classroom climate to increase enthusiasm, motivation, and interactive teacher-student relationships.

The Direct Effect of Work Commitment on the Professionalism of High School Economics Teachers in the City of Yogyakarta

The research data shows that the teacher work commitment variable (X3) of 83 teachers, of which 83.13% or 69 teachers had a high work commitment and 16.86% or 14 teachers had a moderate work commitment. This shows that work commitment contributes to the development of teacher professionalism.

The hypothesis test shows that there is an effect of work commitment (X3) on teacher professionalism (Y). So that a good teacher's work commitment can increase the professionalism of economics teachers, especially in Yogyakarta city high schools. The estimation of the effect of work commitment on teacher professionalism can be seen in the beta coefficient value of 0.799, which is positive. This positive characteristic is used to predict the better the teacher's work commitment, the higher the teacher's professionalism in work. In contrast, the coefficient of determination or the magnitude of the contribution of the influence of work commitment (X3) to teacher professionalism (Y) is 9.3%.

Rosenholtz, in Solomon (2009), states that commitment is an inner strength that comes from within a person's heart and strength from outside him regarding tasks that can have a major influence on the work environment. Mulyasa (2010) revealed that commitment independently needs to be built on each school member, including teachers. Commitment needs to be owned by teachers, especially to eliminate the thought setting and culture of bureaucratic rigidity, such as having to wait for instructions from superiors by turning them into creative and innovative thinking.

The results of the study align with research conducted by Kartini (2011) that the work ethic variable has a positive and significant effect on the professional competence of teachers. The work ethic variable has a Sig. value 0.000 and R2 of 23.7%. This means that work ethics influences 23.7% of teacher professionalism, and other factors influence the rest. While other variables, namely academic supervision, use of technology and information, principal leadership, training, educational background, and welfare/compensation, do not significantly affect the Sig. > 0.05.

There is an Influence of MGMP Activity Intensity, School Climate and Work Commitment Simultaneously on the Professionalism of High School Economics Teachers in the City of Yogyakarta

Based on the research data, it can be described that the variable of teacher professionalism (Y) of 83 teachers, 24.09% or 20 teachers have a low level of professionalism, 9.68% or eight teachers have a high level of professionalism, and 66% or 55 teachers who have a high level of professionalism moderate professionalism. This shows that the professionalism of teachers has many

influencing factors for more attention. Especially in the high school climate in the city of Yogyakarta, many teachers are still in the medium category.

The results of the hypothesis test show that there is a simultaneous influence between the intensity of MGMP activities (X1), school climate (X2), and work commitment (X3) on teacher professionalism (Y). The results of the F test statistic for the three variables obtained the value of Fcount > Ftable of 8.436 > 2.69. Thus, the intensity of MGMP activities, school climate, and work commitment simultaneously and significantly affect teacher professionalism. While the coefficient of determination or the magnitude of the influence of the intensity of MGMP activities (X1), school climate (X2), and work commitment (X3) on teacher professionalism (Y) is 21.4%.

The above results are supported by research conducted by Rubio (2009), which concluded that an effective and professional teacher has good knowledge and organizational, management, and communication skills, can organize instructions, and provides relevant assessments and fair evaluation. In addition, professional teachers are responsible for creating a conducive classroom climate to increase enthusiasm, motivation, and interactive teacher-student relationships. In line with research conducted by Evans (2008), teacher professionalism is synonymous with teacher performance, which involves several elements/components, namely knowledge, skills, and procedures carried out in teaching and learning activities.

Research Limitations

Several limitations need to be addressed in this study: First, the sample of this study only took teachers from Yogyakarta city high schools, so the study results cannot be generalized to all teachers. Second, the number of samples used in this study was 83 teachers because one teacher refused to be investigated because his term of service ended soon (he retired). Third, not all of the research questionnaires were filled out directly in front of the researchers. Still, some were taken home, so other teachers filled in the answers by discussing and copying friends. Fourth, limited research time, such as determining the research location for only one Municipality considering the large number of schools and the distance between schools which are quite far apart.

CONCLUSION

Based on the research results, the intensity of MGMP activities positively affects the professionalism of teachers in the field of economics expertise at Yogyakarta City High School, with an effective contribution of 14.2%. So that the variable intensity of MGMP activities only affects a small part of the level of teacher professionalism, and other variables influence the remaining 85.8%. Second, school climate has a negative effect on the professionalism of teachers in the field of economics expertise at Yogyakarta City High School, with an effective contribution of -28%. So that the school climate variable affects a small part of the level of teacher professionalism, and other variables influence the remaining 72%. Third, work commitment positively affects teachers' professionalism in economics expertise at Yogyakarta City high school, with an effective contribution of 9.3%. So that the work commitment variable affects a small part of the level of teacher professionalism, and other variables influence the remaining 90.7%. Fourth, the intensity of MGMP activities, school climate, and work commitment simultaneously influence the professionalism of high school teachers in economics in Yogyakarta, with an effective contribution of 21.4%. So that the variable intensity of MGMP activities, school climate, and work commitment affect a small part of the level of teacher professionalism, and other variables influence the remaining 78.6%.

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