

PROFESSIONAL COMMITMENT OF FRONTIER REGION TEACHERS: A REVIEW OF THEORY OF PLANNED BEHAVIOR (STUDY IN THE BORDER REGION OF SAMBAS-SARAWAK REGENCY, MALAYSIA)

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Abstract

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This study examines the effect of variables on gender, employment status, school level, teacher tenure, school climate, and teacher professional attitudes. Data were obtained from a sample of 138 border region teachers, who were asked to fill out the questionnaire provided and analyzed using the stepwise multiple regression method. The results show that the professional commitment of teachers in border areas is still relatively low. This low professional commitment is significantly influenced by the school climate, the professional attitude of the teacher, and the level of the school where the teacher teaches. The level of the school where the teacher teaches has a significant direct effect on both the school climate and the attitude of the teacher to his profession. The professional commitment of teachers in elementary schools is actually higher than the professional commitment of middle school and high school/vocational school teachers. The results of this study recommend that the development of teachers in border areas, apart from focusing on professional development, also needs to be directed at increasing their professional commitment through continuous coaching by both school supervisors and local governments in accordance with their respective authorities.

Keywords: School climate, Professional attitude, teacher's professional commitment

1. INTRODUCTION

Teacher commitment is an important aspect of any effort to reform and improve the quality of education. Teacher commitment is needed so that the curriculum in schools can be implemented properly. Teachers who are committed will carry out their duties effectively and responsibly so that they have a positive effect on student learning success and school effectiveness [1]. Even mentions that the success of schools is highly dependent on the professional commitment of teachers. A number of research results show that teacher commitment affects teacher performance, and the quality of student learning and teacher commitment is important for the success and sustainability of education reform and school effectiveness.

On the other hand, the facts show that the professional commitment of teachers in Indonesia is still being questioned by many parties. The results of research by Hastuti Nina Toyamah and Syaikhul Usman (2019) in six provinces in Indonesia show that teachers' commitment to their professional duties is still low. Data Analytical and Capacity Development (ACDP) 2015, shows that around 9.7 percent of teachers in Indonesia are absent from school. In addition, although 13.5 percent of teachers are present at the school, they do not carry out teaching activities. The low attendance of teachers is one of the causes of the low student participation rate, especially in poor and remote areas. In fact, the absence of teachers is also the reason students do not go to school so that the dropout rate in poor and remote areas is higher than in areas with moderate to strong economic capacity. On teachers in the border area of Sambas-Sarawak Regency, Malaysia show that the professional commitment of teachers is still in

the low category. This low commitment can be seen in the number of teachers who leave class hours, come to school but are not in the classroom during class hours, the implementation of improvised professional tasks, and many teachers think about moving to administrative positions if there is an opportunity. This low teacher commitment can also be the reason for the difficulty in improving the quality of education in Indonesia, especially in border areas.

The low teacher commitment is caused by many factors. Arguments by Ross and Normanh (2011) about teachers' too many obligations to parents; as well as Stoddard and Kuhn (2008) regarding education reform and demands for a change in a learning paradigm that is increasingly complex, resulting in teachers becoming overloaded with work which leads to lower teacher commitment. Furthermore, Leithwood and McAdie (2007) report that not only excessive workload has reduced teacher organizational commitment, but also poor teacher relationships with principals. Teachers in carrying out their duties should feel as if the school belongs to them, but because the teaching profession is full of pressure and challenges, teachers generally tend to show low commitment (Williams and Ritter, 2010). In other words, low teacher commitment is caused by, among other things, excessive workloads, increasingly high demands from parents, educational reforms, and changes in learning paradigms as well as poor teacher-principal relationships.

Although there is a lot of recent research on teacher commitment, it is generally based on school factors, such as the school environment (see Cerit, 2010; Avey, Palansk & Walumbwa, 2011 and Khan, 2019), as well as personal characteristics that contribute significantly to teacher commitment (Zakso, 2018; 2019), but a comprehensive investigation of the antecedent variables of teacher commitment is very necessary. The investigation is expected to address the problem of the professional commitment of teachers, especially those who teach in border areas.

The basic problem studied in this research is the low professional commitment of teachers, especially in the border area of Sambas-Sarawak Regency, Malaysia. The professional commitment of teachers is a strong desire or determination to realize professional duties as professional teachers. In the view of the Theory of Planned Behavior (Ajzen, 2019), this commitment is intentional. That is, if the teacher has a strong commitment to become a professional teacher, then in his daily life the teacher will carry out his duties professionally. Conversely, low professional commitment will cause low professional behavior as a teacher or even very low. The low level of professional commitment of teachers, especially in border areas as described above, in this theory's view may be the constellation of teachers' attitudes towards their profession, subjective norms, and perceived behavioral control. The teacher's commitment to his profession does not only come from individual factors but also from the school or the environment (Kiral & Kacar, 2016).

Attitudes, subjective norms, and perceived behavior control are variables that directly affect the intention to behave (Ajzen, 2019). In relation to the professional commitment of teachers, this means that it is reasonable to suspect that attitudes towards the profession, as well as subjective norms, can determine the professional commitment of teachers. The school climate in this case functions more as a teacher's subjective norm. That is, if the teacher views his school as having a good climate, it will encourage the teacher to have a high commitment to his profession. The school climate as a good organization is related to professional duties, a climate of mutual support among the school community; and a shared desire for achievement. On the other side, the way of looking at the teaching profession and school climate is related to the level of the school in which they work, the teacher's employment status, and the age of the teacher. These four things are antecedent variables for the attitude of the teacher to his profession and the school climate that is perceived by the teacher.

By referring to the Theory of Planned Behavior, and the description explained above, the research questions can be formulated as follows: "How is the influence of gender, school level, employment status, teaching experience, attitude to the profession, and school climate on the professional commitment of teachers in the region? border?" The problems stated above will be studied through research conducted on teachers who teach in the border area of Sambas-Sarawak Regency, Malaysia.

The results of this study are expected to provide clarity on the issue of teacher professional commitment in border areas, which in turn can be used to find ways of fostering teachers who are able

to increase their professional commitment in addition to their professional performance. Teacher commitment is an important aspect of any effort to reform and improve the quality of education. Teacher commitment is needed so that the curriculum in schools can be implemented properly (Duze, 2012). Teachers who are committed will carry out their duties effectively and responsibly so that they have a positive effect on student learning success and school effectiveness (Park, 2005). Khan (2019) even mentions that the success of schools is highly dependent on the professional commitment of teachers. A number of research results show that teacher commitment affects teacher performance, and the quality of student learning and teacher commitment is important for the success and sustainability of education reform and school effectiveness (Dee, Henkin, & Singleton, 2006; Park, 2005).

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2. LITERATURE REVIEW

2.1 Professional Teacher

The teacher is a profession/position that requires special expertise as a teacher[2]. Professional teachers are teachers who are able to educate their students to become a generation that is able to compete and have good morals. To achieve good educators, educators should be able to have good character as well. Teacher professionalism is very important for students because teachers have a very tough task. in educating directing and motivating students to become intelligent and moral students.

2.2. Territory border

Borders have two meanings, namely boundaries and frontiers. In the context of boundaries, the border is the dividing line between countries. As for the frontier context, the border refers more to the lanes (zones) that stretch and separate the two regions of the country [3]. The borders of a country have an important role in determining the boundaries of sovereign territory, utilizing natural resources, and maintaining security and territorial integrity. National borders are determined in many ways by historical, political and national and international legal processes[3].

3. RESULTS AND DISCUSSION

Teachers are people who must be dedicated to the field of education. In a smaller scope, the dedication of a teacher is to the school organization where the teacher works. Teacher commitment is an attachment to the duties and obligations of both the profession and the school where the teacher concerned teaches. This means that a teacher who is committed to the school organization will always want to seriously carry out his roles and responsibilities as a form of attachment and support for achieving organizational goals. The research data, as presented in Table 1, shows that the average teacher professional commitment (KPG) is 71.65 with a standard deviation of 6.6. These results indicate that the professional commitment of basic education teachers in the border area of Sambas Regency - Sarawak, Malaysia is low, with relatively large variations. The distribution is presented in Table 2. In the table, it appears that 63.3 percent of the teachers studied are classified as having a low professional commitment, while 36.7 percent are classified as high. The table also shows that there is no professional commitment of basic education teachers in border areas which are classified as very low or very high.

Table 1 Mean and standard deviation of research results

| VARIABLE | N | MINIMUM | MAXIMUM | MEAN | STD. DEVIATION |
|------------------------------------|-----|---------|---------|-------|----------------|
| Teacher's Professional Commitment | 128 | 51 | 86 | 71,65 | 6,610 |
| School Climate | 128 | 57 | 95 | 78,75 | 7,704 |
| Attitude toward teacher Profession | 128 | 40 | 70 | 57,69 | 5,605 |
| Years of Service | 128 | 1 | 30 | 13,99 | 8,966 |

Table 2. Frequency distribution of professional commitment of primary school teachers' Sambas regency border area – Sarawak, Malaysia

| Category | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------|------------|--------------|---------------|--------------------|
| <i>Low</i> | 81 | 63.3 | 63.3 | 63.3 |
| <i>High</i> | 47 | 36.7 | 36.7 | 100.0 |
| Total | 128 | 100.0 | 100.0 | |

School climate is the beliefs, values, habits, and assumed ways of doing things among a community of teachers who have to face similar demands and constraints during their years at school. School culture is described as a pattern of shared basic assumptions that groups of teachers acquire when they solve problems, and, therefore, become a way of understanding, thinking, and feeling what is in school. The results for the school climate variable in this study showed an average of 78.75 with a standard balance of 7.7 (see Table 1). The mean and standard deviation of that size indicates that the school climate in the teacher's assessment is classified as bad. The distribution of school climate in teacher assessments in the border area of Sambas Regency - Sarawak, Malaysia as presented in Table 3 shows that 65.6 percent of school climate is considered a variable that is less supportive of the implementation of classroom-level education reform. However, there is 34.4 percent of teachers consider their school climate to be quite supportive of learning activities.

Table 3 Frequency distribution of school climate according to primary school teachers At Border Area of Sambas Regency – Sarawak, Malaysia

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Not support | 84 | 65.6 | 65.6 | 65.6 |
| Enough support | 44 | 34.4 | 34.4 | 100.0 |
| Total | 128 | 100.0 | 100.0 | |

Attitude towards the teaching profession is an evaluative response to the work of a teacher. This evaluative response can take the form of very positive to very negative. The results of the study on this variable showed an average of 57.67 with a standard deviation of 5.61 (see Table 1). These results indicate that there is a tendency for teachers to rate the current profession less positively, even though the variation is small. The distribution of the professional attitude of teachers is presented in Table 4. In the table it appears that 58.6 percent of those who rate the teaching profession are negative about their profession. On the other hand, there are 41.4 percent of teachers who have a positive opinion of the profession they are involved in.

Table 4 Frequency Distribution of Professional Attitudes of Primary School Teachers' At Border area of Sambas Regency – Sarawak, Malaysia.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Negative | 75 | 58.6 | 58.6 | 58.6 |
| Positive | 53 | 41.4 | 41.4 | 100.0 |
| Total | 128 | 100.0 | 100.0 | |

By making attitudes towards the teaching profession and school climate as co-variables, the trend towards the influence of gender and school level on the professional commitment of teachers in border areas can be seen in Figure 1. The figure shows that the professional commitment of elementary school teachers is higher, compared to the professional commitment of SMP and SMA/SMK teachers.

As explained above, in this research model, attitudes towards the teaching profession and school climate are co-variables that influence the teacher's professional commitment. The trend of the influence of teacher tenure and school level on the professional commitment of teachers in border areas can be seen in Figure 3. The figure shows that the professional commitment of elementary school teachers is higher than the professional commitment of junior high school and senior high school /vocational teachers.

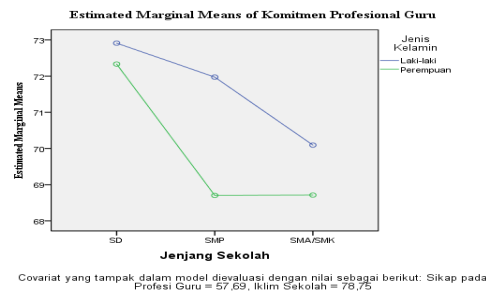


Figure 1. Tendency to influence gender and school level to the professional commitment of teachers

The interesting thing from Figure 2 is that there is a high level of professional commitment among elementary school teachers when they first become teachers, but after four or five years of teaching there is a drastic trend. The challenges of the teacher's job that have strengthened recently may be the cause of the decline in teacher professional commitment. Even though there was a decrease in commitment, when the working period reached 17 years and over, the commitment of elementary school teachers increased and continued to last until they entered retirement age.

For SMP and SMA/SMK teachers who teach in the border area of Sambas Regency – Sarawak, Malaysia, their professional commitment at the start of becoming a teacher is relatively low, but when they enter a four or five year working period their professional commitment increases. When their tenure of service reaches 17 years and over, the professional commitment of these teachers decreases again. Middle school teachers in the border area of Sambas Regency – Sarawak, Malaysia reach their peak of commitment when their tenure reaches 24 years, but SMA/SMK teachers continue to decline until retirement.

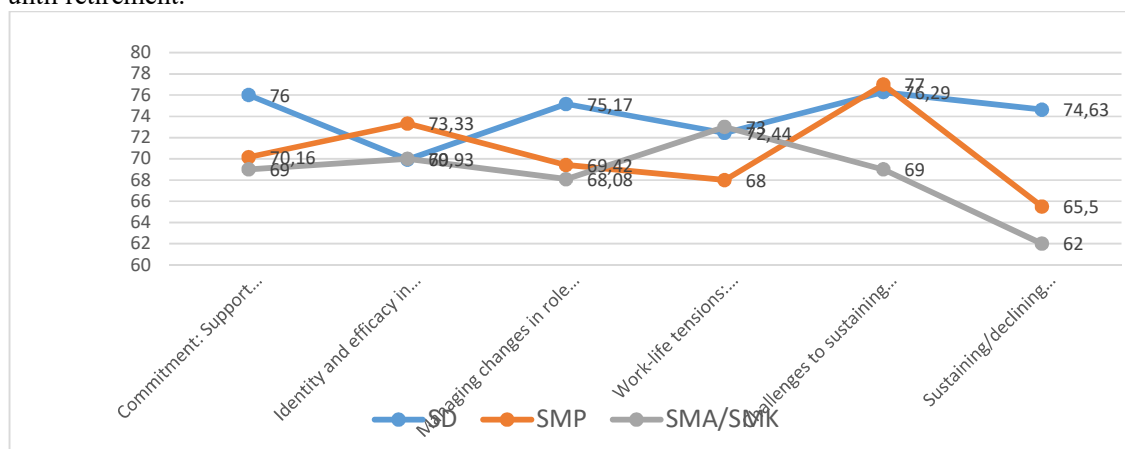


Figure 2. Tendency to influence employment status and school level to the professional commitment teachers

Table 5. SPSS Print-Out Summary of Normality Test

| | | Years of service | Teacher's Professional Commitment | Attitude to the Teacher Profession | School Climate |
|-----------------------------------|----------|------------------|-----------------------------------|------------------------------------|----------------|
| N | | 128 | 128 | 128 | 128 |
| Poisson Parameters ^{a,b} | mean | 13.99 | 71.65 | 57.69 | 78.75 |
| Most Extreme Differences | Absolute | .253 | .111 | .109 | .071 |
| | Positive | .253 | .106 | .109 | .071 |
| | negative | -.159 | -.111 | -.079 | -.052 |
| Kolmogorov-Smirnov Z | | 2.868 | 1.260 | 1.229 | .808 |
| asympt. Sig. (2-tailed) | | .000 | .084 | .097 | .531 |
| a. Test distribution is Poisson. | | | | | |
| b. Calculated from data. | | | | | |

Prior to data analysis, this study tested requirements analysis. The statistical technique used is robust if (a) the data for each variable is normally distributed, and (b) the relationship between the dependent variable and the independent variables studied is linear. The results of the normality test using the Kolmogorov-Smirnov Normal (KS-Z) test (see Table 5), the test results are obtained as presented in Table 5. In the table it appears that all the variables measured are normally distributed. Therefore, the use of multiple regression analysis with the *stepwise* method, *robust* is used.

The results of the linearity test of the dependent variable on the independent variables are presented in Table 6. In the table it appears that all the dependent variables studied are linear on all the independent variables. These results indicate that the multiple regression analysis using the *stepwise* method as planned is *robust*.

Table 6. Summary of research variable regression linearity test results

| Variable | | Linearity | | Dev. from Linearity | | Information |
|----------|------|-----------|--------|---------------------|-------|------------------------|
| Bound | Free | F | Sign. | F | Sign. | |
| Y | X6 | 65,465 | < 0.01 | 0.767 | 0.759 | Linear and significant |
| | X5 | 97,881 | < 0.01 | 0.573 | 0.956 | Linear and significant |
| | X4 | 12,651 | < 0.01 | 0.143 | 0.706 | Linear and significant |
| | X3 | 0.716 | .399 | 0.756 | 0.791 | Linear non-sign |
| | X2 | 0.380 | .539 | | | non significant |
| | X1 | 0.824 | 0.366 | | | non significant |

Description: Y= teacher's professional commitment; X6 = teacher's professional attitude; X5= The school climate where the teacher works; X4 = Level of school; X3 = teacher's tenure; X2 = employment status; and X1 = gender

In the stepwise method, variables that contribute significantly are included in the model, while variables that do not contribute significantly are *excluded* from the model. The variables included in the model are ordered from the largest to the smallest. The results of the multiple regression analysis of the stepwise model in this study are presented in Table 7. In the table it appears that the school climate in the teacher's assessment (is the first variable included in the model. This variable has an adjusted multiple correlation coefficient (adjusted R square) of 0.463 which means has an F-test price of 108,539. The results of this F test have a significance smaller than = 0.05 . These results indicate that 46.3 percent of the professional commitment of teachers who teach in border areas is significantly influenced by the school climate.

The second equation of the stepwise multiple regression model resulted in predictors of school climate and attitudes in the teaching profession. The two variables have a multiple correlation

coefficient (R square) of 0.540 which has an F-test statistic of 21.007. The result of this F test has a smaller significance than $= 0.05$. These results indicate that 54.0 percent of the professional commitment of teachers who teach in border areas is significantly influenced by the school climate and the attitude of teachers to their profession.

Table 7. Summary of multiple regression analysis results of stepwise research model professional commitment of teachers in border area of Sambas Regency-Sarawak, Malaysia

| Model Summary ^d | | | | | | | | | | |
|----------------------------|-------------------|----------|-------------------|----------------------------|--------------------|----------|-----|-----|---------------|---------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change in R Square | F Change | df1 | df2 | Sig. F Change | Durbin-Watson |
| 1 | .680 ^a | .463 | .459 | 4,864 | .463 | 108,539 | 1 | 126 | .000 | |
| 2 | .735 ^b | .540 | .533 | 4,519 | .077 | 21.007 | 1 | 125 | .000 | |
| 3 | .764 ^c | .584 | .574 | 4,313 | .044 | 13.181 | 1 | 124 | .000 | 1,624 |

a. Predictors: (Constant), School Climate

b. Predictors: (Constant), School Climate, Attitudes in the Teacher Profession

c. Predictors: (Constant), School Climate, Attitudes to the Teacher Profession, School Level

d. Dependent Variable: Teacher's Professional Commitment

In the first equation (the direct effect of school climate on teacher professional commitment, the coefficient R^2 is 0.463. The second equation from the results of the stepwise multiple regression analysis is 0.540. This second equation regresses teacher professional commitment to school climate and attitudes to the teaching profession. The joint effect of the two variables on the professional commitment of teachers are 54 percent, while the direct effect of school climate is 46.3 percent. This shows that the direct effect of the professional attitude of teachers on the professional commitment of teachers is $0.540 - 0.463 = 0.077$ or 7.7 percent. the direct contribution of teachers' professional attitudes to teacher professional commitment is only 7.7 percent, but statistically this contribution is significant (see Table 8).

Table 8. Beta coefficient and standard beta regression stepwise research method professional commitment of teachers in border area of Sambas Regency-Sarawak, Malaysia

| Coefficients ^a | | | | | | | | | | | |
|---------------------------|------------------------------------|-----------------------------|------------|----------------------------------|--------|------|--------------|---------|------|-------------------------|-------|
| Model | | Unstandardized Coefficients | | Standard ized Coeffi cients Beta | t | Sig. | Correlations | | | Collinearity Statistics | |
| | | B | Std. Error | | | | Zero-order | Partial | Part | Tolera nce | VIF |
| 1 | (Constant) | 25,684 | 4.433 | | 5.794 | .000 | | | | | |
| | School Climate | .584 | .056 | .680 | 10,418 | .000 | .680 | .680 | .680 | 1,000 | 1,000 |
| 2 | (Constant) | 15.018 | 4.730 | | 3.175 | .002 | | | | | |
| | School Climate | .437 | .061 | .510 | 7.162 | .000 | .680 | .539 | .434 | .726 | 1.376 |
| | Attitude to the Teacher Profession | .385 | .084 | .326 | 4,583 | .000 | .593 | .379 | .278 | .726 | 1.376 |

| | | | | | | | | | | | | |
|---|------------------------------------|----------------|-------|-------|--------|------|-------|-------|-------|------|-----------|--|
| 3 | (Constant) | 19,8 17 | 4.705 | | 4.212 | .000 | | | | | | |
| | School Climate | .370 | .061 | .432 | 6.055 | .000 | .680 | .478 | .351 | .660 | 1.51 5 | |
| | Attitude to the Teacher Profession | .445 | .082 | .378 | 5.441 | .000 | .593 | .439 | .315 | .696 | 1.43 6 | |
| | School Level | - 1,92 0 | .529 | -.221 | -3.631 | .000 | -.303 | -.310 | -.210 | .907 | 1.10 3 | |

a. Dependent Variable: Teacher's Professional Commitment

Stepwise multiple regression model resulted in predictors of school climate, attitudes to the teaching profession and the level of the school where the teacher teaches. The three variables have a multiple correlation coefficient (R square) of 0.584 which has an F-test statistic of 13,181. The result of this F test has a smaller significance than $\alpha = 0.05$. This shows that 58.4 percent of the professional commitment of teachers who teach in border areas is significantly influenced by the school climate, the attitude of the teacher to his profession and the level of the school where the teacher teaches.

In the first equation (the direct effect of school climate on teacher professional commitment, R² coefficient of 0.463 is obtained. The second equation from the results of the stepwise multiple regression analysis is 0.540, while the third equation produces a multiple regression coefficient of 0.584. The joint effect of these three variables on professional commitment) teacher is 58.4 percent, while the direct influence of school climate and attitudes on the teaching profession is 0.540 or 54 percent. This shows that the direct influence of the school level where the teacher teaches on teacher professional commitment (Y) is $0.584 - 0.540 = 0.047$ or by 4.7 percent.

Based on the results of data analysis as stated above, the hypotheses proposed in the model:

- The professional commitment of teachers is directly and significantly influenced by the attitude of teachers towards their profession, supported by data.
- The professional commitment of teachers is directly and significantly influenced by the perceived school climate, supported by data.
- The professional commitment of teachers is directly and significantly influenced by the level of the school where the teacher teaches, supported by data.
- The professional commitment of teachers is directly and significantly affected by the teacher's tenure, not supported by data.
- Teacher's professional commitment
- directly and significantly affected by teacher employment status, not supported by data.
- The professional commitment of teachers is directly and significantly influenced by the gender of the teacher, not supported by the data.

In connection with the research findings as stated above, there are several things that need to be discussed. First, the school climate in the teacher's view, the professional attitude of the teacher and the professional commitment of the teacher did not have a significant relationship with the teacher's employment status. Teachers with non-PNS status are seen as having a harder task to raise their status than PNS teachers. This is because even though the teaching hours of PNS teachers are fewer and have less achievement, their status will not change and they will still get much greater rewards than non-PNS teachers. In other words, teachers who are civil servants are actually more likely to have a positive view of both the school climate and the professional attitude of teachers and the professional commitment of teachers. Employment status (PNS and Non-PNS) should have a significant impact on the school climate, teacher professional attitudes and teacher professional commitment.

The research findings as described above, are clearly not expected. The results of this study contradict the findings of I GM Riko Hendrajana, Desak Ketut Sintaasih and Putu Saroyeni (2017). In

their research on " Employment Status Relationship Analysis, Organizational Commitment and Employee Performance" they found a significant negative effect of employment status on organizational commitment. Although it is not explained on the employment status of how organizational commitment becomes better, the results of their research provide an understanding that employees who have employment status as permanent employees will have high organizational commitment than those with temporary employee status.

Second, the existence of a positive direct and indirect influence through the professional attitude of the teacher and the significance of the teacher's tenure on the teacher's professional commitment is an expected finding. The results of this study are in line with Liche Seniati (2006) which explains that there is a positive and significant direct influence on lecturer commitment to the university. The results of this study are also in line with the research of Irma Dwi Kurniawati (2014) regarding the period of service with *job-engagement* for employees at PT. Various Pamolaa Mines. The results of his research indicate that job-engagement is significantly influenced by the employee's tenure. Organizational culture (schools) will directly strengthen the role of teacher competence and organizational commitment in improving teacher performance. The magnitude of the influence of the school climate on the professional commitment of teachers which ultimately improves the professional performance of teachers is in line with the results of Triwahyuni's research (2014), which shows that school culture has a positive and significant effect on teacher performance.

Third, there is a significant direct and indirect influence through the professional attitude of teachers from the school climate variable on the professional commitment of teachers. The findings of this study are in line with research conducted by Farras Abiddiaz Lanjar, Djamhur Hamid, and Mochamad Djudi Mukzam (2017) on PG employees. Kremboong, Sidoarjo. The results of their research found that organizational culture had a positive effect on employee organizational commitment. The more positive the organizational culture, the higher the employee's organizational commitment. Likewise, the results of research by Rafki Priandani Maizir (2015) which found a significant effect of organizational culture on the organizational commitment of BRI employees, Tambusai Branch Pekanbaru, Riau.

Fourth, the results of this study found a significant direct effect of the professional attitude of the teacher on the professional commitment of the teacher. The findings of this study are in line with Samsuri and Hari Purwanto for employees of MTsN Takeran, Magetan Regency (2017). The results of his research indicate that the professional attitude of teachers is an important variable in explaining the performance of MTsN Takeran employees. The more positive the teacher's professional attitude, the higher the employee's performance. The existence of this significant positive direct influence can be explained that the teacher's professional attitude is another main thing that must be developed in a teacher. With this attitude, a teacher will be able to see far ahead of the changes and developments of science and technology as the demands of change and development of the times themselves. Thus, teachers always try to develop and seek to find and make innovative breakthroughs in the implementation of learning. In connection with the research findings as stated above, there are several things that need to be discussed. First, the school climate in the teacher's view, the professional attitude of the teacher and the professional commitment of the teacher did not have a significant relationship with the teacher's employment status. Teachers with non-PNS status are seen as having a harder task to raise their status than PNS teachers. This is because even though the teaching hours of PNS teachers are fewer and have less achievement, their status will not change and they will still get much greater rewards than non-PNS teachers. In other words, teachers who are civil servants are actually more likely to have a positive view of both the school climate and the professional attitude of teachers and the professional commitment of teachers. Employment status (PNS and Non-PNS) should have a significant impact on the school climate, teacher professional attitudes and teacher professional commitment.

The research findings as described above, are clearly not expected. The results of this study contradict the findings of I GM Riko Hendrajana, Desak Ketut Sintaasih and Putu Saroyeni (2017). In their research on " Employment Status Relationship Analysis, Organizational Commitment and

Employee Performance" they found a significant negative effect of employment status on organizational commitment. Although it is not explained on the employment status of how organizational commitment becomes better, the results of their research provide an understanding that employees who have employment status as permanent employees will have high organizational commitment than those with temporary employee status.

Second, the existence of a positive direct and indirect influence through the professional attitude of the teacher and the significance of the teacher's tenure on the teacher's professional commitment is an expected finding. The results of this study are in line with Liche Seniati (2006) which explains that there is a positive and significant direct influence on lecturer commitment to the university. The results of this study are also in line with the research of Irma Dwi Kurniawati (2014) regarding the period of service with *job-engagement* for employees at PT. Various Pamolaa Mines. The results of his research indicate that job-engagement is significantly influenced by the employee's tenure. Organizational culture (schools) will directly strengthen the role of teacher competence and organizational commitment in improving teacher performance. The magnitude of the influence of the school climate on the professional commitment of teachers which ultimately improves the professional performance of teachers is in line with the results of Triwahyuni's research (2014), which shows that school culture has a positive and significant effect on teacher performance.

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4. CONCLUSION

The most ordered printed materials in the data provided can be determined by using apriori algorithm, by looking at products that meet the minimum support and minimum confidence, the most ordered items are Cake Boxes and Brochures, but in the calculation of support and configuration, it is difficult if the data which is processed in large quantities. Based on the description above, it can be concluded that the low professional commitment of teachers in the border area of Sambas-Sarawak Regency, Malaysia is influenced by the school climate which is considered by teachers to be still not conducive to professional development so that it has an impact on their professional commitment. This unfavorable school climate is actually due to the attitude of teachers who are also still less positive about the teaching profession. This low professional commitment of teachers is more common at the SMA/Vocational High School level than at SMP or SD. The results of this study recommend to teacher coaches to build a good school climate, through the participation of all teachers and school staff in every educational plan in the school, the involvement of teachers in school activities that can help teachers

understand the existence of school presence in the community, appreciate the thoughts of and teacher activities by giving awards to those who excel and still prioritizing togetherness among all components in the school as an organization and building common habits among all school components (including teachers and staff) to form symbolic values that are held in high esteem together.

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