

## THE CORRELATION BETWEEN WORK DISCIPLINE AND COMPETENCE IN TEACHER PROFESSIONALISM AT SMK NEGERI 1 TANJUNG LAGO

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### ABSTRAK

Masalah pendidikan merupakan masalah yang kompleks karena melibatkan keluarga, sekolah, dan masyarakat. Pemerintah menjalankan Sistem Pendidikan Nasional sesuai Undang-Undang No. 2 tahun 1989 dan No. 20 tahun 2003. Pendidikan nasional bertujuan mencerdaskan kehidupan bangsa dan membentuk watak anak yang beriman, berakhlak mulia, dan berilmu. Salah satu komponen yang ada di dalam sistem pendidikan adalah proses pendidikan. Untuk mencapai hasil pendidikan yang baik harus melalui proses pendidikan yang baik dan terarah. Pendidikan yang baik dan terarah hanya mungkin dapat dilaksanakan oleh tenaga kependidikan atau guru yang benar-benar profesional di bidangnya. Guru yang merupakan kunci utama dalam meningkatkan mutu pendidikan harus menjadi profesional yang dapat diandalkan. Oleh karena itu kualitas seorang guru mempengaruhi prestasi belajar siswa. Namun masih terdapat beberapa kendala seperti kurangnya disiplin kerja dan kurangnya kompetensi guru yang ditemui di lapangan. Penelitian dimaksudkan untuk menganalisis faktor-faktor tersebut dan hubungannya dengan tingkat profesionalisme guru di SMK Negeri 1 Tanjung Lago. Hasil penelitian ini diharapkan dapat memberikan pemahaman yang lebih baik tentang hubungan antara disiplin kerja dan kompetensi, dengan profesionalisme guru, serta memberikan rekomendasi dan langkah-langkah untuk meningkatkan kualitas pendidikan di sekolah.

**Kata Kunci:** Profesionalisme Guru, Disiplin Kerja, Pendidikan

### ABSTRACT

The issue of education is a complex matter as it involves the family, school, and society. The government implements the National Education System in accordance with Law No. 2 of 1989 and No. 20 of 2003. National education aims to enrich the nation's life and shape the character of children to be devout, morally upright, and knowledgeable individuals. One component within the education system is the process of education. To achieve favorable educational outcomes, it is essential to have a well-structured and directed educational process. Such a process can only be carried out effectively by dedicated education professionals or teachers who are genuinely proficient in their field. Teachers, who are the primary key to improving the quality of education, must be dependable professionals. Therefore, the quality of a teacher influences students' learning achievements. However, there are still several challenges encountered in the field, such as a lack of work discipline and insufficient teacher competence. This research aims to analyze these factors and their correlation in teacher professionalism at SMK Negeri 1 Tanjung Lago. The findings of this study are expected to provide a better understanding of the correlation between work discipline, competence, and teacher professionalism. Additionally, it will offer recommendations and steps to enhance the quality of education in the school.

**Keywords:** Teacher Professionalism, Work Discipline, Education

### INTRODUCTION

Education is a complex issue that involves families, schools, and society, with the aim of enlightening the nation's lives. The national education system is regulated by Law No. 2 of

1989, which was updated by Law No. 20 of 2003. One crucial component of the education system is teachers, who are responsible for the learning process in schools.

The quality of human resources (HR) in education also needs to be improved through strategic management, skill development, and competency enhancement. During the teaching and learning process, it is not uncommon to encounter students who face difficulties in their learning, which in turn affects their academic performance. These learning difficulties can be overcome when teachers possess professional capabilities. In the teaching and learning process, a teacher's role extends beyond delivering subject matter to students; they also act as mentors who are constantly attentive to the individual learning and growth of each student. Teacher professionalism plays a vital role in achieving positive educational outcomes. Teachers must also exhibit good work discipline and be able to adapt to changes in the education landscape. Teachers have a key role in enhancing the quality of education, and their success can be influenced by their competencies and professionalism.

Being a teacher is a position or profession that requires specialized expertise. This job cannot be performed by individuals who lack the necessary skills for teaching activities. To become a teacher, specific qualifications are required, especially for those aspiring to be professional teachers who possess a comprehensive understanding of the intricacies of education and pedagogy while sharing knowledge. This aligns with Usman's statement (1991:7) that "the more accurately a teacher fulfills their function, the more assured the preparedness and reliability of individuals for the nation's development. In other words, the future image and identity of a nation are reflected in the current image of teachers, and the progress and dynamics of a nation's life are directly proportional to the perception of teachers within society.

In relation to the aforementioned discussion, the author has observed that teacher professionalism at SMK Negeri 1 Tanjung Lago has not demonstrated optimal results, primarily due to some teachers teaching subjects outside their field of expertise. Additionally, the issue of work discipline among teachers at SMK Negeri 1 Tanjung Lago has not been effectively addressed. The current competence of teachers have not been able to sufficiently enhance teacher professionalism. According to the author, it is advisable for all teachers at SMK Negeri 1 Tanjung Lago to further enhance their competencies by participating in education and training programs that aim to improve their skills.

To achieve success and self-reliance, it is necessary to have good and character-driven human resources (HR) supported by capable institutions. This includes decision-making abilities. Furthermore, work discipline, competence, and professionalism are essential factors. These aspects are inseparable within an organization, whether it be a government institution, company, or other entities. Based on these considerations, the author is interested in examining the relationship between work discipline, competence, and teacher professionalism at SMK Negeri 1 Tanjung Lago.

Professionalism is the value or quality of a profession. Based on the aforementioned understanding, the Indonesian Dictionary (1995:789) explains that a profession is a field of work that is grounded in education and specific expertise, thereby possessing competence. A profession is a position or occupation closely related to the demands of specific skills, knowledge, and abilities.

Competence encompasses all forms of motives, attitudes, skills, behaviors, or other personal characteristics required to perform a job and differentiate between average performance and superior or excellent performance. Competence can be enhanced through training and development to improve the quality and working abilities or skills of the workforce. According to Suryasubrata (1997:4-5), competence refers to all forms of motives, attitudes, skills, behaviors, knowledge, or other personal characteristics required to perform a job. In the

case of a professional teacher, the competencies they must possess include:

1. Mastery of subject matter, including the field of study, curriculum, and supporting/enrichment materials.
2. Managing the teaching and learning process
3. Classroom management, which involves class organization and creating a conducive learning environment.
4. Use of instructional media or resources.
5. Understanding educational foundations.
6. Managing the learning-teaching interaction.
7. Assessing student achievements.
8. Familiarity with guidance and counseling services.
9. Knowledge of and proficiency in administration.
10. Understanding the principles and interpreting the results of educational research.

Furthermore, according to Spencer and Spencer (1993), competencies can be divided into two categories: "threshold competencies" and "differentiating competencies." Threshold competencies are the essential characteristics that an individual must possess in order to perform their job, but they do not differentiate individuals who have high performance (high motivation and work discipline) from those who have average performance. On the other hand, differentiating competencies are the factors that distinguish individuals with high and low work motivation and work discipline (performance). For example, a teacher must have the core ability to teach, which falls under the category of threshold competencies. However, if a teacher not only teaches well but also presents the material in an easily understandable manner and demonstrates sharp analysis, thus differentiating their level of performance, then it can be considered as "differentiating competencies."

## REASERCH METHOD

The preparation and research for this study were conducted over a period of four (4) months, encompassing the planning, implementation, and reporting phases, starting from June 2011 to September 2011. The research was carried out at SMK Negeri 1 Tanjung Lago.

According to Husaini (2006:182), a sample is a part of the population that is taken using specific methods and possesses certain characteristics that are clear, complete, and considered to represent the population. Furthermore, Arikunto (2002:108) explains that if the population is less than 100, it is better to include the entire population as the sample, making it a population study. However, if the population is large, a sample of 10%-15%, 20%-25%, or 30%-60% is taken. Based on this opinions, since the population size is less than 100 individuals, the sampling technique used in this study is saturated sampling, where the entire population is included as the sample. Out of the 26 teachers, all 26 teachers were selected as the sample for the instrument pilot test, as well as for the actual research sample. This study tests the hypothesis by examining the relationship between two variables: 1) the dependent variable, which consists of Teacher Professionalism (Y), and 2) the independent variables, including Work Discipline (X1) and Competence (X2).

Primary data is obtained through the researcher's observation of the variables or objects under study. The primary data is collected through a questionnaire distributed to the respondents. This technique involves circulating a questionnaire containing a series of questions to be answered by all teachers at SMK Negeri 1 Tanjung Lago. In developing the questionnaire, the study utilizes the Likert scale method to facilitate data collection and analysis. With the Likert scale, the researcher attempts to break down the variables to be measured into indicators, which are then used as a basis for formulating statements in the

questionnaire.

To obtain a comprehensive overview of the characteristics of the studied population, descriptive statistical analysis is necessary. Data analysis is conducted on respondents' answers to each item of questions from each studied variable. After tabulating each item of questions for each studied variable, descriptive statistical analysis is performed. Descriptive statistical analysis is carried out using population frequency distribution analysis. Population frequency distribution in descriptive statistics includes: range, mean, median, standard deviation, quartiles, deciles, and is complemented with graphs or diagrams. To analyze descriptive data on the values of indicators and question items for each variable, the interpretation scale as shown in Table 1.

**Table 1. Scale of Interpreting Indicator Values**

No.	Interval Values	Interpretation
1.	0 < 1,00	Not Good
2.	1,00 < 2,00	Less Good
3.	2,00 < 3,00	Pretty Good
4.	3,00 < 4,00	Good
5.	4,00-5,00	Very Good

## RESULTS AND DISCUSSION

### Descriptive Analysis

#### 1. Descriptive Statistical Analysis

In this section, the data obtained from the field research is described, including data on the independent variables consisting of Work Discipline ( $X_1$ ) and Competence ( $X_2$ ), and the dependent variable, Teacher Professionalism ( $Y$ ). The data was collected through a questionnaire distributed to 30 research respondents using instruments developed and created by the author.

**Table 2. Descriptive Statistics of the Three Variables**

		X1	X2	Y
N	Valid	30	30	30
	Missing	0	0	0
Mean		64.50	54.20	48.13
Std. Error of Mean		1.196	1.042	.808
Median		65.00	53.50	49.00
Mode		64a	53	49
Std. Deviation		6.548	5.708	4.424
Variance		42.879	32.579	19.568
Skewness		-.268	.487	-.090
Std. Error of Skewness		.427	.427	.427
Kurtosis		-.108	-.262	-.836
Std. Error of Kurtosis		.833	.833	.833
Range		28	23	17
Minimum		51	44	39
Maximum		79	67	56
Sum		1935	1626	1444
Percentiles	10	53.20	48.00	42.10
	20	59.00	49.00	43.20
	25	60.50	49.00	44.75

30	61.30	51.00	45.00
40	64.00	53.00	46.80
50	65.00	53.50	49.00
60	66.60	54.60	49.00
70	68.70	55.00	50.70
75	70.00	58.50	52.00
80	70.00	60.00	52.80
90	71.00	62.90	54.00

- Calculated from grouped data
- Multiple modes exist. The smallest value is shown
- Percentils are calculated from grouped data

Source: Data processed by the researcher using SPSS software

• Teacher Professionalism Variable (Y)

From the calculation of the responses given by the 30 sampled participants, the following performance data were obtained:

- 1) The median is the middle point of the data when all the data points are arranged in ascending order and divided equally. The median score of 49.00 indicates that 50% of the Professionalism scores are above 49.00, while 50% are below 49.00.
- 2) The standard deviation is 4.424, and the variance, which is a multiple of the standard deviation, is 19.568. The use of standard deviation is to determine the level of data dispersion around the mean. Therefore, with a specific standard deviation and at a 95% confidence level, the population data of Professionalism is distributed around the mean as follows:  $48.13 \pm (2 \times 4.424) = 39.282$  to  $56.978$ .
- 3) The skewness measure is 0.90. To analyze it further, it is converted into a skewness ratio. In this case, the skewness ratio =  $0.090/0.427 = 0.211$ . As a guideline, if the skewness ratio falls between -2 and +2, the data distribution is considered normal.
- 4) The kurtosis measure is -0.836. Similarly, it is converted into a kurtosis ratio. In this case, the kurtosis ratio =  $-0.836/0.833 = -1.00$ . As a guideline, if the kurtosis ratio falls between -2 and +2, the data distribution is considered normal.
- 5) The range represents the difference between the maximum and minimum values. The maximum value is 56, and the minimum value is 39, resulting in a range of 17.
- 6) The sum represents the total of all processed data, which is 1444.
- 7) Percentiles indicate that the Professionalism score is below 42.10 for 10%, below 43.20 for 20%, below 44.75 for 25%, and so on. The frequency distribution of Professionalism scores can be seen in Table 3, and the histogram of the frequency scores is shown in Figure 1.

**Table 3. Frequency Distribution of Professionalism Scores (Y)**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	39	1	3.3	3.3	3.3
	42	2	6.7	6.7	10.0
	43	3	10.0	10.0	20.0
	44	1	3.3	3.3	23.3
	45	3	10.0	10.0	33.3
	46	2	6.7	6.7	40.0
	48	2	6.7	6.7	46.7
	49	5	13.7	16.7	63.3
	50	2	6.7	6.7	70.0



51	1	3.3	3.3	73.3
52	2	6.7	6.7	80.0
53	2	6.7	6.7	86.7
54	2	6.7	6.7	93.3
55	1	3.3	3.3	96.7
56	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Source: Data processed by the researcher using SPSS software

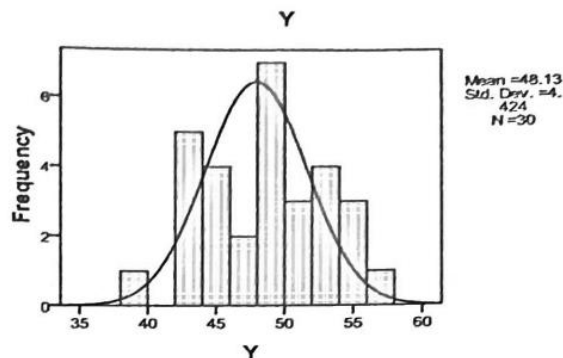


Figure 1. Professionalism Score Frequency Histogram

Based on Figure 1, it can be stated that the distribution of the Teacher Professionalism variable is normal. This implies that Teacher Professionalism at SMK Negeri 1 Tanjung Lago is considered moderate or average, with a presence of teachers exhibiting poor or low performance, as well as teachers demonstrating high levels of professionalism.

- Work Discipline Variable ( $X_1$ )

From the calculations based on the responses given by the 30 individuals who served as research samples, the following data regarding Work Performance were obtained:

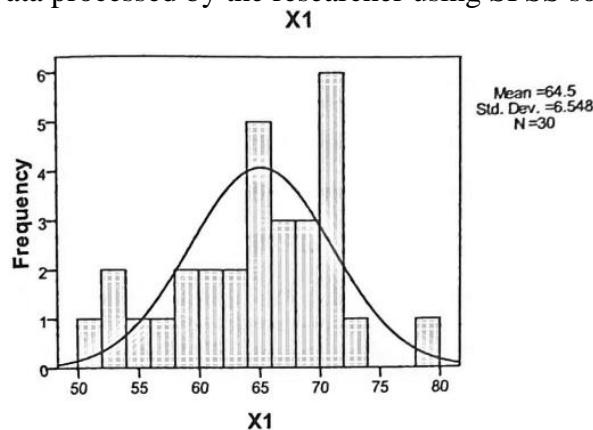
- 1) N or the number of valid data is 30, while there are no missing data. This means that all data are ready to be processed.
- 2) The mean score of Work Discipline is 64.50 with a standard error of the mean of 1.196. The use of the standard error of the mean is to estimate the population mean from the sample. Therefore, with a specific standard error of the mean and at a 95% confidence level, the population mean score for Work Discipline becomes:  $64.50 \pm (2 \times 1.196) = 62.11$  to 66.89.
- 3) The median value of 65.00 indicates that 50% of the Supervision scores are above 65.00 and 50% are below 65.00.
- 4) The standard deviation is 6.548, and the variance, which is a multiple of the standard deviation, is 42.879. The use of the standard deviation is to determine the level of data dispersion around the mean. Therefore, with a specific standard deviation and at a 95% confidence level, the data distribution of the Work Discipline population around the mean is:  $64.83 \pm (2 \times 6.548) = 51.734$  to 77.926. The Skewness measure is -0.268. In this case, the skewness ratio is  $-0.268/0.427 = -0.627$ . If the skewness ratio falls between -2 and +2, the data distribution is considered normal.
- 5) The Kurtosis measure is -0.108. In this case, the kurtosis ratio is  $-0.108/0.833 = -0.129$ . As a guideline, if the kurtosis ratio falls between -2 and +2, the data distribution is considered normal.
- 6) The range is the difference between the maximum and minimum values. The maximum value is 79, and the minimum value is 51, resulting in a range of 28.
- 7) The sum represents the total of all processed data, which amounts to 1935.

8) Percentiles explain that the Education score of 10% is below 53.20, or 20% is below 59.00, or 25% is below 60.50, and so on. The frequency distribution of the Work Discipline variable can be seen in Table 4, and the histogram for the frequency distribution can be seen in Figure 2.

**Table 4. Frequency Distribution of Work Discipline Scores (X<sub>1</sub>)**

		Freque nc y	Percent	Valid Percent	Cumulative Percent
Valid	51	1	3.3	3.3	3.3
	53	2	6.7	6.7	10.0
	55	1	3.3	3.3	13.3
	57	1	3.3	3.3	16.7
	59	2	6.7	6.7	23.3
	61	2	6.7	6.7	30.0
	62	1	3.3	3.3	33.3
	63	1	3.3	3.3	36.7
	64	3	10.0	10.0	46.7
	65	2	6.7	6.7	53.3
	66	2	6.7	6.7	60.0
	67	1	3.3	3.3	63.3
	68	2	6.7	6.7	70.0
	69	1	3.3	3.3	73.3
	70	3	10.0	10.0	83.3
	71	3	10.0	10.0	93.3
	73	1	3.3	3.3	96.7
	79	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Source: Data processed by the researcher using SPSS software



**Figure 2. Work Discipline Score Frequency Histogram**

Based on Figure 2, it can be concluded that the distribution of the Work Discipline variable is normal. This implies that the work discipline of teachers at SMK Negeri 1 Tanjung Lago is considered moderate or average, with a presence of teachers exhibiting low levels of work discipline as well as teachers demonstrating high levels of work discipline.

- Competence Variable (X<sub>2</sub>)

From the calculation of the responses given by the 30 individuals who were selected as research samples, the following data regarding Performance were obtained:

- 1) N or the number of valid data is 30, while there are no missing data. This means that all the data is ready to be processed.
- 2) The mean score of Competence is 54.20 with a standard error of the mean of 1.042. The use of the standard error of the mean is to estimate the population mean based on the sample. Therefore, with a specific standard error of the mean and a 95% confidence level, the population mean score of Competence becomes:  $54.20 \pm (2 \times 1.042) = 52.116$  to 56.284.
- 3) The median is the middle point of the data when it is sorted and divided equally into two. The median value of 53.50 indicates that 50% of the Competence scores are above 53.50 and 50% are below 53.50.
- 4) The standard deviation is 5.708, and the variance, which is a multiple of the standard deviation, is 32.579. The use of the standard deviation is to determine the level of data dispersion around the mean. Therefore, with a specific standard deviation and a 95% confidence level, the data distribution of Competence towards the mean is:  $54.20 \pm (2 \times 5.708) = 42.78$  to 65.62.
- 5) The Skewness measure is 0.487. To analyze it as a skewness ratio, we calculate  $0.487/0.427 = 1.140$ . As a guideline, if the skewness ratio is between -2 and +2, the data distribution is considered normal.
- 6) The Kurtosis measure is -0.262. To analyze it as a kurtosis ratio, we calculate  $-0.262/0.833 = -0.314$ . As a guideline, if the kurtosis ratio is between -2 and +2, the data distribution is considered normal.
- 7) The range is the difference between the maximum and minimum values. The maximum value is 67, and the minimum value is 44, resulting in a range of 23.
- 8) The sum is the total of all the processed data, which amounts to 1626.
- 9) Percentiles explain the scores of Competence, where 10% is below 48.00, 20% is below 49.00, 25% is below 49.00, and so on. The frequency distribution of Competence scores can be seen in Table 5, and the histogram depicting the data distribution can be observed in Figure 3.

**Table 5. Competency Score Frequency Distribution (X<sub>2</sub>)**

	Freque y	Percent	Valid Percent	Cumulative Percent
Valid	44	1	3.3	3.3
	46	1	3.3	6.7
	48	3	10.0	16.7
	49	3	10.0	26.7
	51	2	6.7	33.3
	53	5	16.7	50.0
	54	3	10.0	60.0
	55	4	13.3	73.3
	58	1	3.3	76.7
	80	2	6.7	83.3
	61	1	3.3	86.7
	62	1	3.3	90.0
	63	1	3.3	93.3
	65	1	3.3	96.7
	67	1	3.3	100.0
Total	30	100.0	100.0	

Source: Data processed by the researcher using SPSS software



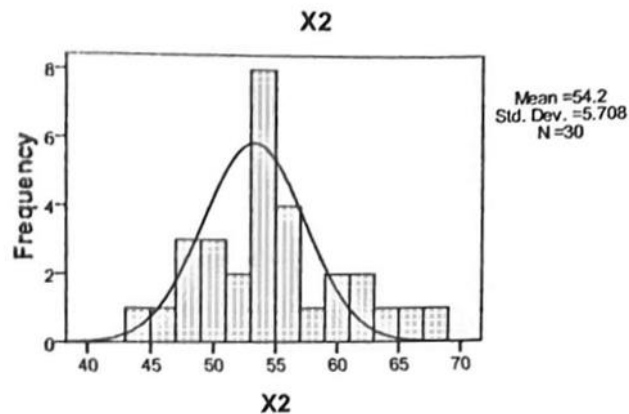


Figure 3. Competency Score Frequency Histogram

Based on Figure 3, it can be concluded that the distribution of the Competence variable is normal. This means that the Competence of the teachers at SMK Negeri I Tanjung Lago is adequate or moderate, with a presence of Competence that has not effectively improved teacher performance, while there are also instances of effective Competence that can lead to optimal teacher performance.

### Inferential Statistical Analysis

1. The Relationship between Work Discipline ( $X_1$ ) and Teacher Professionalism (Y)
  - Simple Linear Regression Analysis

Table 6. Regression Coefficient Results and Significance Test of the Relationship between Work Discipline and Teacher Professionalism ANOVA<sup>b</sup>

Model	Sum of Square	df	Mean Square	F	Sig.
1	113.088	1	113.088	6.969	.013*
Regression					
Residual	454.379	28	16.228		
Total	567.467	29			

a. Predictors: (Constant), X1

b. Dependent Variable: Y

#### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	28.682	7.405		3.873	.001
	X1	.302	.114	.446	2.640	.013

a. Dependent Variable: Y

Source: Data processed by the researcher using SPSS software

Based on the analysis of simple regression coefficients in Table 9, the regression equation representing the relationship between Work Discipline ( $X_1$ ) and Teacher Professionalism (Y) is as follows:

$$\hat{Y} = 28,682 + 0,302 X_1 + e$$

From the above equation, it can be explained that the regression constant is 28.682, and the regression coefficient for Work Discipline is 0.302. This means that if there is no Work

Discipline, the Teacher Professionalism score would be 28.682. Additionally, an increase of one unit in the Work Discipline score will result in a 0.302 increase in the Teacher Professionalism score.

- Correlation and Determination Analysis

**Table 7. Correlation and Coefficient of Determination of Relationship between Work Discipline and Teacher Professionalism Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.446 <sup>a</sup>	.199	.171	4.028

a. Predictors: (Constant), Disiplin Kerja X1

Source: Data processed by the researcher using SPSS software

The model summary Table 10 shows that the correlation (R) between Work Discipline (X<sub>1</sub>) and Teacher Professionalism (Y) is 0.446. This indicates a weak positive (direct) correlation between the variables Work Discipline and Teacher Professionalism. To determine the strength of this relationship, the coefficient of determination (Adjusted R Square) is examined, which is 0.171. This means that 17.1% of the variation in Teacher Professionalism (Y) at SMK Negeri 1 Tanjung Lago can be explained or is associated with the influence of the Work Discipline variable in the regression model. The remaining 82.9% is influenced by other factors that were not examined..

2. The Relationship between Competence (X<sub>2</sub>) and Teacher Professionalism (Y)

- Simple Linear Regression Analysis

**Table 8. Regression Coefficient Results and Significance Test of the Relationship between Competence and Teacher Professionalism ANOVA<sup>b</sup>**

Model	Sum of Square	df	Mean Square	F	Sig.
1	114.704	1	114.704	7.094	.013*
Regression					
Residual	452.762	28	16.170		
Total	567.467	29			

a. Predictors: (Constant), X2

b. Dependent Variable: Y

Model	Coefficients <sup>a</sup>			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
1 (Content)	29.248	7.129		4.103	.000
X2	.348	.131	.450	2.663	.013

a. Dependent Variable: Y

Source: Data processed by the researcher using SPSS software

Based on the analysis of the simple regression coefficients in the Table 11, the formula for the simple linear regression equation between Competence (X<sub>2</sub>) and Teacher Professionalism (Y) is as follows:

$$\hat{Y} = 29,248 + 0,348 X_2 + e$$

From the above formula, it can be explained that the regression constant is 29.248, and the regression coefficient for Competence is 0.348. This means that in the absence of Competence, the score for Teacher Professionalism is 29,248. Additionally, an increase of one unit in Competence score will result in an increase of 0.348 in the Teacher Professionalism score.

- Correlation and Determination Analysis

**Table 9. Correlation and Coefficient of Determination of Relationship between Competence and Teacher Professionalism**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.450 <sup>a</sup>	.202	.174	4.021

a. Predictors: (Constant), Kompetensi (X<sub>2</sub>)

Source: Data processed by the researcher using SPSS software

The model summary in Table 12 indicates that the correlation coefficient (R) between Competence (X<sub>2</sub>) and Teacher Professionalism (Y) is 0.450. This implies that there is a strong and positive correlation between the Competence variable and Teacher Professionalism. To determine the magnitude of this relationship, we can examine the coefficient of determination (Adjusted R Square), which is 0.174. This means that 17.4% of the variation in Teacher Professionalism in SMK Negeri I Tanjung Lago can be explained or attributed to the Competence variable in the generated regression model, while the remaining 82.6% is influenced by other unexamined factors.

- The Relationship between Work Discipline (X<sub>1</sub>) and Competence (X<sub>2</sub>) together with Teacher Professionalism (Y)

- Multiple Linear Regression Analysis

**Table 10. Results of Regression Coefficient Analysis of the Relationship between Work Discipline and Competence with Teacher Professionalism**

ANOVA <sup>b</sup>					
Model	Sum of Square	df	Mean Square	F	Sig.
1	180.897	2	90.449	6.317	.006*
Regression					
Residual	386.569	27	14.317		
Total	567.467	29			

a. Predictors: (Constant), X<sub>2</sub>, X<sub>1</sub>

b. Dependent Variable: Y

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.691	8.596		2.058	.049
	X <sub>1</sub>	.239	.111	.354	2.150	.041
	X <sub>2</sub>	.277	.127	.358	2.176	.038

a. Dependent Variable: Y

Source: Data processed by the researcher using SPSS software

Based on the analysis of multiple regression coefficients in the Table 13, the regression equation representing the relationship between Work Discipline ( $X_1$ ), Competence ( $X_2$ ), and Teacher Professionalism (Y) is as follows:

$$\hat{Y} = 17,691 + 0,239 X_1 + 0,277 X_2 + e$$

From the above equation, it can be explained that the regression constant is 17.691. This means that if Work Discipline and Competence are disregarded, the score for Teacher Professionalism would be 17.691. The regression coefficient for Work Discipline ( $X_1$ ) is 0.239, indicating that for every unit increase in Work Discipline score, the Competence score will decrease by 0.704 while keeping the Competence score ( $X_2$ ) constant. The regression coefficient for Competence ( $X_2$ ) is 0.277, meaning that for every unit increase in Competence score, the Professionalism score will increase by 0.277 while keeping the Work Discipline score ( $X_1$ ) constant.

- Correlation and Determination Analysis

**Table 11. Coefficient of Determination for the impact of Work Discipline and Competence on Teacher Professionalism.**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.565 <sup>a</sup>	.319	.268	3.784

a. Predictors: (Constant), Kompetensi, Disiplin Kerja X2, X1

Source: Data processed by the researcher using SPSS software

The model summary in Table 14 shows the correlation (R) between Work Discipline ( $X_1$ ), Competence ( $X_2$ ), and Teacher Professionalism (Y) to be 0.565. This indicates a strong positive (direct) correlation between the variables Work Discipline, Competence, and Teacher Professionalism. To determine the strength of this relationship, the coefficient of determination (Adjusted R Square) is examined, which is 0.268. This means that 26.8% of the variation in Teacher Professionalism (Y) at SMK Negeri I Tanjung Lago can be explained or is associated with the combined influence of Work Discipline ( $X_1$ ) and Competence ( $X_2$ ) in the regression model. The remaining 73.2% is influenced by other factors that were not examined.

### Statistical Hypothesis Test

- Relationship between Work Discipline ( $X_1$ ) and Teacher Professionalism (Y)

Hypothesis Statement:

Ho:  $p_1 = 0$ , there is no relationship between Work Discipline and Teacher Professionalism at SMK Negeri 1 Tanjung Lago.

Hi:  $p_1 > 0$ , there is a relationship between Work Discipline and Teacher Professionalism at SMK Negeri 1 Tanjung Lago.

Testing Criteria:

- Accept Ho if  $\text{sig.t} \geq 0.05$
- Reject Ho if  $\text{sig.t} < 0.05$

Conclusion:

The analysis results yielded  $\text{sig.t} = 0.013 < 0.05$ , indicating that Ho is rejected, and there is a strong and significant relationship between the Work Discipline ( $X_1$ ) variable and Teacher Professionalism (Y) at SMK Negeri 1 Tanjung Lago.

- Relationship between Competence ( $X_2$ ) and Teacher Professionalism (Y)

Hypothesis Statement:

Ho:  $p_2 = 0$ , there is no relationship between Competence and Teacher Professionalism at SMK Negeri 1 Tanjung Lago.

Hi:  $p_2 > 0$ , there is a relationship between Competence and Teacher Professionalism at SMK Negeri 1 Tanjung Lago.

Testing Criteria:

- Accept Ho if  $\text{sig.t} \geq 0.05$
- Reject Ho if  $\text{sig.t} < 0.05$

Conclusion:

The analysis results yielded  $\text{sig.t} = 0.013 < 0.05$ , indicating that Ho is rejected, and there is a significant relationship between the Competence ( $X_2$ ) variable and Teacher Professionalism (Y) at SMK Negeri 1 Tanjung Lago.

- Relationship between Work Discipline ( $X_1$ ) and Competence ( $X_2$ ) together with Teacher Professionalism (Y)

Hypothesis Statement:

Ho:  $p_1 = p_2 = 0$ , there is no simultaneous relationship between Work Discipline and Competence with Teacher Professionalism at SMK Negeri 1 Tanjung Lago.

Hi:  $p_1 = p_2 > 0$ , there is a simultaneous relationship between Work Discipline and Competence with Teacher Professionalism at SMK Negeri 1 Tanjung Lago.

Testing Criteria:

- Accept Ho if  $\text{sig.F} \geq 0.05$
- Reject Ho if  $\text{sig.F} < 0.05$

Conclusion:

The analysis results yielded  $\text{sig.F} = 0.006 < 0.05$ , indicating that Ho is rejected, and there is a strong and significant relationship between Work Discipline ( $X_1$ ) and Competence ( $X_2$ ) together with Teacher Professionalism (Y) at SMK Negeri 1 Tanjung Lago.

## CONCLUSIONS

Based on the previous analysis and interpretation, the following conclusions can be drawn :

1. There is a strong relationship between Work Discipline ( $X_1$ ) and Teacher Professionalism (Y) at SMK Negeri 1 Tanjung Lago. The coefficient of determination ( $R^2$ ) for the relationship between Work Discipline and Teacher Professionalism is 0.171. This means that 17.1% of the variation in Teacher Professionalism can be explained by the variable of Work Discipline ( $X_1$ ).
2. There is a significant relationship between Competence ( $X_2$ ) and Teacher Professionalism (Y) at SMK Negeri 1 Tanjung Lago. The coefficient of determination for the relationship between Competence and Teacher Professionalism is 0.174. This indicates that 17.4% of the variation in Teacher Professionalism can be explained by the variable of Competence ( $X_2$ ).
3. There is a strong relationship between Work Discipline and Competence together with Teacher Professionalism (Y) at SMK Negeri 1 Tanjung Lago. The coefficient of determination for the relationship between Work Discipline, Competence, and Teacher Professionalism taken together is 0.268. This implies that 26.8% of the variation in Teacher Professionalism can be explained by the variables of Work Discipline and Competence together.
4. The variable of Work Discipline ( $X_1$ ) has a more dominant relationship with Teacher Professionalism (Y) at SMK Negeri 1 Tanjung Lago compared to the variable of Competence ( $X_2$ ).

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