



Professional Commitment in Terms of Gender and Tenure of Vocational High School Teachers

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ABSTRACT

To perform effectively, teachers must have a strong professional commitment. This quantitative and comparative study examines how gender and tenure can contribute to differences in professional commitment. Subjects who participated in this study amounted to 89 people consisting of 33 female teachers and 56 male teachers at Vocational High School in Surabaya and number of teachers who have tenure more than 10 years is 22 people, while 44 people with 1-2 tenure, 23 people with 3-10 tenure. Using SPSS 25.0 for Windows, two-way ANOVA revealed no statistically significant difference in professional commitment between male and female teachers (significance level 0.097 with $p > 0.05$). We also found that tenure had a statistically significant effect on professional commitment (significance level 0.013 with $p < 0.05$). This study shows that teachers with longer tenures exhibit greater levels of professional commitment.

INTRODUCTION

Teachers are at the forefront and have a central position in the implementation of educational interactions. Teachers are one of the elements that determine the quality of education. Any attempt to further develop the school must be followed by an increase in teachers either in terms of number or quality (Adzkiya, 2021). One of the dimensions of teachers that is suspected of contributing to the low quality of education in Indonesia is the commitment of the teaching profession itself in carrying out its duties (Fitriyanti et al., 2019). Teachers are people who are very influential in educating and teaching activities, without teachers learning activities will not be carried out. Therefore, a teacher is required to have a broader mind and understand the students' point of view so that students are tolerant and open minded. Teachers also need to have good standards as professional educators.

The professional commitment of teachers is related to their obligations and commitments as teachers who are able to give birth to task insight, responsiveness and imaginativeness towards increasing knowledge and innovation (Zuraida et al., 2020). A professional teacher will appear more dynamic and eager to take care of his work. Therefore, teachers are required to have the principles of individual quality, authority, survival, authoritative culture, work responsibility and belief in one's own capacity as well as the capacity to deal with sources of activity to deal with the circumstances they will face. In the teaching and learning process, professional commitment of the teacher has a significant role. When the teacher's professional commitment is lacking, it can cause several negative impacts. Shahab & Ali (2013) found that those with low professional commitment will feel burnout more often when teaching. This can reduce the effectiveness of teachers in teaching so that it hampers the scientific progress of students. Another effect when the teacher does not have a strong responsibility for his

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