

Teacher Commitment to Teaching and Its Impact on Student Academic Performance in Indonesian Language Subject

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Abstract: Teacher Commitment to Teaching and Its Impact on Student Academic Performance in Indonesian Language Subject. Objective: The purpose of this study was to assess the impact of teacher teaching commitment on the academic performance in Indonesian language subject among the state junior high school students in Merauke, Indonesia. **Methods:** The data on teacher teaching commitment were obtained from 309 junior high school students, while the data on the state junior high school students' academic performance were obtained from the surveyed students' academic records. The data were analyzed statistically using SPSS version 21. **Findings:** Statistical analysis revealed that teacher teaching commitment has a positive influence on the academic performance in Indonesian language subject among the state junior high school students in Merauke, Indonesia, as the R^2 coefficient value was found to be .727 and the Sig. F change value was .000. **Conclusion:** Based on the result of statistical analysis, the study gives a deeper knowledge of the impact of teachers' commitment to teaching on the academic performance in Indonesia language subject among the state junior high school students in Merauke, Indonesia.

Keywords: academic performance, junior high school students, teachers, teaching commitment.

Abstrak: Komitmen Guru untuk Mengajar dan Dampaknya Terhadap Prestasi Akademik Siswa Pada Mata Pelajaran Bahasa Indonesia. Tujuan: Penelitian ini bertujuan untuk menilai pengaruh komitmen mengajar guru terhadap prestasi akademik siswa SMP Negeri di Merauke, Indonesia pada mata pelajaran Bahasa Indonesia. **Metode:** Data komitmen mengajar guru diperoleh dari 309 siswa SMP, sedangkan data prestasi akademik siswa SMP diperoleh dari catatan akademik siswa yang disurvei. Data dianalisis secara statistik menggunakan SPSS versi 21. **Temuan:** Analisis statistik mengungkapkan bahwa komitmen mengajar guru berpengaruh positif terhadap kinerja akademik pada mata pelajaran bahasa Indonesia pada siswa SMP negeri di Merauke, Indonesia, yang ditunjukkan oleh nilai koefisien R^2 adalah 0,727 dengan perubahan nilai Sig. F adalah .000. **Kesimpulan:** Berdasarkan hasil analisis statistik, penelitian ini memberikan pengetahuan yang lebih dalam tentang dampak komitmen guru mengajar terhadap kinerja akademik mata pelajaran bahasa Indonesia di kalangan siswa sekolah menengah pertama negeri di Merauke, Indonesia.

Kata kunci: prestasi akademik, siswa SMP, guru, komitmen mengajar.

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■ INTRODUCTION

People need education to thrive in this competitive world. Education is critical in today's society as it teaches children how to foster and develop critical thinking and logical reasoning skills required for self-growth. Critical thinking and logical reasoning skills are often measured by individual or group performance criteria. Sherafat (2015) concluded that critical thinking and logical reasoning skills are important for improving academic performance.

Academic performance is described differently by academicians. Academic performance is a way for students to be recognized for their efforts in learning, and the teachers' commitment to teaching is one of the most important factors in determining academic performance (Altun, 2017). Academic performance is described by Travers et al. (2015) as the outcomes of various educational activities, and is assessed across a number of academic disciplines (Ballotpedia, 2021). Williams and Saphiro (2018) described academic performance as student's achieving learning goals through active participation in specified learning activities both inside and outside the classroom.

Academic success is typically linked to specific learning activities. Werang (2011) described learning activities as the process of changing one's thought and conduct in response to immediate circumstances. According to Siemens and Tittenberger (2009), learning activities are a set of actions that help teachers and students to have a specific learning outcomes; while IGI Global (2021a) defined learning activities as the things students and teachers do during learning events in order to achieve the desired learning outcomes. Whereas Timothy (2016) defined learning activities as the things that help students and teachers meet the various educational goals.

The word 'academic performance' refers to junior high school students' academic

performance in Indonesian language subject. Student academic performance is frequently measured in terms of scores or grades earned in multiple subjects over the course of an academic year and recorded on academic transcripts (IGI Global, 2021b). According to Hamalik (2014), student academic performance is more than grades on academic transcripts; it is about students changing values and conducts both inside and outside the school environment. To this perspective, the junior high school students' communication and engagement with peers, school principals, teachers, parents, and community members should be also considered as student academic performance, not just their academic performance written in academic transcript.

A variety of factors, both internal and external, influence student academic performance. For the purposes of this study, we focused on one external factor only, that is the teacher working commitment. Working commitment is a crucial concept that links a teacher to the educational institution in which he or she is employed (Werang & Pure, 2018). Teachers' working commitment refers to how teachers trust and accept school's aims, as well as their can be measured by their level of trust and acceptance of the school's goals, as well as their readiness to continue working there (Tentana & Pramungsari, 2016). Working commitment, according to Marmaya et al. (2011), is the internalization of organizational thoughts and goals by employees, which embodies the strong bond between employees and particular organizations. For this study, working commitment can be simply defined as an employee's readiness to and engage vigorously in organizational activities and become an integral part of a particular organization.

The word 'working commitment' refers to the teaching commitment of Indonesian language teacher in state junior high schools of Merauke, Indonesia. For Werang et al. (2015), teachers'

teaching commitment demonstrates their profound bond to the school where they work. Students cannot achieve their academic success unless teachers are committed to all school activities, particularly those involving teaching, educating, and training students. So, if teachers consistently their duties in favor of more profitable occupations, then students will never attain their full academic potential.

Despite the richness of literature demonstrating how teacher teaching commitment (e.g., Altun, 2017; Bibiso et al., 2017; Kalai et al., 2021; Lu, 2021; Rosdiana, 2013; Sopiah & Sangaji, 2019) predicts student academic performance, we are encouraged to conduct additional research in this topic to address the issues of students' low achievement in Papua Province in general and in Merauke specifically (Wea et al., 2020; Werang et al., 2017). We suppose that teacher teaching commitment is of the most important factor explaining why many students in Papua Province, and particularly in Merauke district, are consistently behind (Leba et al., 2021; Sianturi et al., 2018; Werang & Leba, 2022). To our knowledge, no empirical research on this topic has been conducted in the Merauke district of Indonesia. Thus, utilizing the junior high school students of Merauke district as the study's population and samples, this study intended to close that gap by investigating the impact of Indonesian language teachers' teaching commitment on student academic performance.

We probed one research questions as the following: "Does teacher teaching commitment have a significant positive on the academic performance in Indonesian language subject among the state junior high school students in Merauke, Indonesia?" To answer the research question we employed two techniques of data collection: (a) a survey-questionnaire technique was employed to collect data related to teacher teaching commitment, and (b) a documentation technique was employed to collect data related

to the academic performance in Indonesian language subject among the state junior high school students in Merauke, Indonesia.

■ METHODS

Research Design

This goal of this study was to examine the impact of teacher teaching commitment on the academic performance in Indonesian language subject among the state junior high schools in Merauke district, Indonesia. A survey research was used because several recent studies (e.g. Werang et al., 2021; Wullur & Werang, 2020; Yunarti et al., 2020b) documented the following benefits of survey research: A high level of representation, a good level of statistical significance, and a low level of investigator subjectivity.

Participants

The participants of this study were 309 junior high school students, conveniently drawn from amongst the students enrolled in the state junior high schools of Merauke, Indonesia.

Data Collection

This study used two data collection methods. One survey questionnaire was distributed to 309 students enrolled in the state junior high schools of Merauke to obtain their perceptions of the Indonesian language teachers' commitment to teaching. A 15-items of questionnaire from Yunarti et al. (2020a) was adapted into nine positive items to assess teachers' commitment to teaching.

To adhere the Indonesian government policy of restricting the community activities during the Covid-19 outbreak, the survey questionnaire was distributed using google form. The questionnaire was distributed in Indonesian language to help students easily respond the survey. Sample of the items of questionnaire are the following: "Teachers arrive on time for school,"

“Teachers teach students diligently,” “Teachers faithfully accompany kids with impairments”. Each respondent was asked to rate their response on a 4-point Likert scale. As the instrument has already been used in the previous study, we used face validity to assess the validity of instrument. The Cronbach alpha (α) coefficient was utilized to assess the instrument reliability. The Cronbach alpha coefficient for this study was .849.

Whereas data on students’ academic performance in the Indonesian language subject were gathered by collecting students’ academic transcript.

Data Analysis

All the data were analyzed statistically using a simple linear regression test with the help of SPSS software version 21. One research hypothesis (H_a) developed in this study was that: ‘Teachers’ commitment to teaching has a significant positive impact on the academic

performance in Indonesian language subject among the state junior high school students of Merauke, Indonesia’. This hypothesis was assessed using the .05 Cronbach alpha coefficient.

RESULT AND DISCUSSIONS

Teachers are crucial in determining the quality of education since they guide and carry out the majority of educational activities. The purpose of this study was to assess the impact of teachers’ commitment to teaching on the academic performance in Indonesian language subject among the state junior high school students in Merauke, Indonesia. With the help of SPSS software version 21, 309 students’ responses were analyzed using simple linear regression.

Table 1 shows the statistical impact of the Indonesian language teachers’ commitment teaching on students’ academic performance in the junior high schools of Merauke, Indonesia.

Table 1. The impact of teachers’ commitment to teaching on students’ academic performance

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.853 ^a	.727	.726	3.41708	.727	818.946	1	307	.000

a. Predictors: (Constant), Teaching_Commitment

Based on the data supplied in Table 1, the R^2 coefficient value was found to be .727 and the Sig. F Change value was .000. These data demonstrate that the research hypothesis (H_a): ‘Indonesian language teacher’s commitment to teaching has a significant positive impact on students’ academic performance in the state junior high schools of Merauke, Indonesia’ is verified, while the null hypothesis (H_0) is unverified.

For high-quality education, teacher commitment is critical. Teachers who are

committed have the love, ambition, and enthusiasm to improve their performance (Altun, 2017). Committed teachers are regarded to be happier in their jobs and endeavor to provide excellent instruction (Somech & Bogler, 2002). They are concerned about their instruction and strive for high standards in order to deliver quality instruction. Their commitment to the school is undeniable, as is their desire to see the school achieve its objectives (Carbonneau et al., 2008). Student success necessitates teacher attention,

and teacher commitment influences student academic performance. Committed teachers strive for excellence in order to make a difference in their students' growth (Dannetta, 2002).

The issue of teachers' commitment to teaching is critical given the high rates of teacher absenteeism and turnover (OECD, 2005; Peters & Pearce, 2012; Werang et al., 2017). In order for students to achieve high levels of academic performance, they must be taught by teachers who are highly motivated and dedicated (Yunarti et al., 2020a) as the level of students' academic performance is most dependent on the commitment of teachers to educating them. The greater the commitment of teachers to teaching, the higher the academic performance of their students; the lesser the commitment of teachers to teaching, the lower the academic performance of their students. Altun (2017) stressed that teachers who are extremely committed to their jobs would spend their time and energy to their students, their school, and the teaching profession as a whole. Teachers who are deeply committed to their students tend to be more disciplined in their work and often ready to work and provide more than is required. Otherwise, teachers who are less committed to teaching are more likely to be absent. Werang et al.'s (2017) study found a huge number of teachers were absent from school for an extended periods. These poor conditions would undoubtedly impact students' reading, writing, and math skills.

High or low academic performance of students was predicted by the degree to which teachers were committed to their jobs of teaching (Mwesiga & Okendo, 2018). Committed teachers include students in classroom decisions to improve learning and help students produce quality work. Committed teachers prioritize student needs and prepare them for the future by changing their students' lives. Schools need

teachers who are eligible in their area of expertise and passionate about teaching students for the global era. Eligible teachers will benefit schools and students if they are committed to educating for a better future (Wolomasi et al., 2019). Having eligible teachers in school, otherwise, is pointless if nothing is done to help students grow. From this viewpoint, "We like being taught" as Uncen-Unipa-Smeru-Unicef (2014) noted in their study, should be understood as a nation's plea for a brighter future for the nations' youth.

■ CONCLUSIONS

Teachers' commitment to teaching are important to a quality education. Commitment to teaching students for success enables teachers to continuously improve their teaching performance in order to meet high standards. This study gives a deeper knowledge of the impact of teachers' commitment to teaching on the academic performance in Indonesia language subject among the state junior high school students in Merauke, Indonesia. The results of statistical analysis indicate that teachers' commitment to teaching have a significant positive impact on the academic performance in the Indonesian language subject among the state junior high school students in Merauke, Indonesia.

Based on the study's finding, it is advised that school principals establish strategies to enhance teachers' commitment to teaching in order to increase students' academic success. As there are no empirical studies on this topic using the state junior high school students of the Merauke regency as the population and samples, the results of this study may hypothetically fill in the gaps in the accessible literature by offering treasured knowledge on how teachers' commitment to teaching impact students' academic performance in general and in an Indonesian language subject in particular.

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