



**ANALYSIS OF LECTURERS' PROFESSIONALITY TOWARDS PRE - SERVICE  
TEACHERS' PROFESSIONAL COMMITMENT (CAPACITY BUILDING OF TEACHER  
TRAINING AND EDUCATION FACULTY)**

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**Abstrak**

*Lembaga Pendidikan Tenaga keguruan (LPTK) perlu mengembangkan beberapa langkah untuk memperkuat kapasitas internal melalui profesionalisme dosen dalam membentuk komitmen profesional. Penelitian diperlukan untuk menciptakan strategi kreatif dan futuristik untuk mengatasi masalah: (1) profesionalisme lulusan guru pra-jabatan masih rendah, (2) Institusi Pendidikan Guru belum memenuhi standar, (3) guru pra-jabatan memiliki belum profesional. Penelitian ini dilakukan di pelatihan guru dan fakultas pendidikan dan subjek adalah 161 siswa aktif (sampling jenuh). Metode survei diterapkan dengan analisis kausal dan kuesioner sebagai instrumen pengumpulan data. Hasil penelitian menunjukkan bahwa (1) dosen cukup profesional, (2) mahasiswa keguruan memiliki komitmen tinggi terhadap profesinya, (4) memiliki pengaruh positif, kuat dan sangat signifikan antara dosen profesional dan komitmen terhadap profesinya. Penelitian ini merekomendasikan: (1) meningkatkan kapasitas profesionalisme dosen, (2) mengoptimalkan persepsi mahasiswa pada dosen profesional, (3) melibatkan peran orang tua dan penelitian terkait, (4) mengembangkan kebijakan profesional dan perencanaan penelitian dosen (RIP) pada pembelajaran dan akademik budaya di dalam LPTK*

**Abstract**

Institutes of Teacher's Education (LPTK) requires to develop some steps to strengthen its internal capacity through lecturer professionalism in shaping professional commitment. Research is needed to create creative and futuristic strategies to overcome the problems: (1) the professionalism of pre-service teacher graduates is still low, (2) Institutes of Teacher's Education have not meet the standard, (3) pre-service teachers have not been professional. The research was conducted in teacher training and education faculty and the subjects were 161 active students (saturated sampling). Survey method was applied with causal analysis and questionnaire as data collection instrument. Result showed that (1) lecturers were quite professional, (2) pre-service teachers had high commitment to their profession, (4) it had a positive, strong and very significant effect between professional lecturer and commitment to their profession. The research recommends: (1) improving the capacity of lecturers' professionalism, (2) optimizing students' perceptions on professional lecturers, (3) involving parent roles and related research, (4) developing the lecturer professional and research planning (RIP) policy on learning and academic culture in in Institutes of Teacher's Education

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## **INTRODUCTION**

Chapter 2, article 2 of Law Number 14 Year 2005 regarding teacher and lecturer states that teachers are professionals who have an obligation to improve the dignity and role of teachers as learning agents to improve the quality of national education and uphold the laws and regulations, teacher ethics, religious and ethical values. Institutes of Teacher's Education (LPTK) has a strategic role in organizing educational programs to foster students' profession commitment when they are registered at beginning at teacher training and education faculty so they are expected to have the commitment to reach their goal as professional teachers with dignity and prosperous.

Institutes of Teacher's Education has role to maintain students profession commitment related to: (1) Permenegpan & RB No 16 of 2009 on teacher functional position focusing on continuing professional development for graduates of pre-service teachers, (2) the need for teacher professional education in accordance with government regulation number 74 Year 2008 regarding the preparation of professional teachers and (3) Law

No. 12 of 2012 on teacher professional education program (PPG). The policy is conducted to overcome the qualification of graduates of pre-service teachers who are below the average and insufficient competence.

Another phenomenon that became the focus for Institutes of Teacher's Education is pre-service teachers tend to lack of understanding on teacher's function and role. This can be seen from their way to speak and dress, discipline, academic mastery, unpreparedness, worries and complaints in conducting internship program at school (PPL). They have not showed optimal efforts for their soft and hard skill development self-stability to choose the teacher profession as their career.

In reality, the teacher profession in Indonesia still has not been in expected career.(Winedar 2014) puts the top ten professions with the highest salary in Indonesia respectively, commercial pilot aircraft, petroleum engineering experts, human resources managers, specialist doctors, mining expert, information system technician, marketing manager, member of parliament, construction expert, and exclusive high official.(Idris 2016) presents that Indonesian people have misconception on the teacher profession. Teacher profession is not the best career in Indonesia, in reality, their

salary has not showed at the sufficient level but their responsibility is high such as loaded administrative tasks and competency demand. Indonesian people have the perception that teacher profession is not the primary option to choose their career. The other perception considers that teacher profession needs the development and high competency although it is not the prestigious career from interest, treatment and welfare (Restuningsih 2012)

The determination of teacher profession selection is influenced some factors: interest (10.18%) as the dominant factors. (Maria Eliophotou-MenonAndroula Ioannou 2016) Interest factor to be a teacher is also influenced by perception (24,66%), teacher welfare factor (18,69%), learning achievement (15,26%), field experience (13,85%), colleague (10,54%), family environment (4.32%) and personality (2.62%) (Ardyani 2014)

(Effendi 2012) reveals that the professionalism of lecturers becomes the variable that forms the student's perception on their figure and profession. For instances, plagiarism case by a professor at one of private university in Bandung (Cecilia Lauw

2010) and lecturer's presence in teaching and learning process at one of universities in Ambon city which it does not meet the standard, 11 times face-to-face attendance of 18 meetings (Ambarwati 2009)

The findings showed that the commitment quality of pre-service teacher to choose their profession was influenced by other factors (57 %) such as had long holiday, failed to choose and followed their friends. 43 % was other factors such as self (11%), lecturer (16%) and family factor (16%). The previous findings indicated that their commitment should be developed earlier when they are in faculty of teacher training and education as the institute of teacher's education.

The other major, had high incentives, The institute has important role to develop its students through digging up their perception toward their profession commitment, dominant factors of lecturer that can influence their perception and their parents' role. It is expected to build the quality of human resources. Therefore, this study is crucial to conduct because this study aims to obtain the deep portray about the professionalism of lecturer and pre-service toward their commitment as teacher.

## **LITERATURE REVIEW**

### **1. Professional Commitment**

Commitment to work is the intensity of a person in identifying himself and his level of involvement to work (Maria Eliophotou-MenonAndroula Ioannou 2016) In identifying an agreement on morals and ethics includes: (1) conviction in accepting the goals and professional values, (2) Willingness to play a role according to the profession, (3) The desire to defend themselves in the profession. Professional commitment is also interpreted as the level in which individuals adopt the characteristics of the profession and the perspectives it has. The commitment to work is one of the most decisive indicators in human development in life and in its career as it sets the groundwork for how one can work with integrity and effectiveness. Professional commitment refers to the characteristics of the profession that include: (1) Working to achieve the best results using the knowledge and skills it possesses, (2) Having the need to develop skills by training, (3) Having the adherence to the values of profession, (3) responsible for work, (4) ethical fit (Pauver 2012)

The professional commitment is

interpreted in the affective dimension which is an individual's belief in accepting the values of a job or the path of work to which he or she chooses and the willingness to maintain the existence of his or her membership (Maria Eliophotou-MenonAndroula Ioannou 2016) The development of a professional commitment dimension is developed in three components (Allen and Meyer 2015) that are equivalent to organizational commitment that includes: (1) affective professional commitment (emotional involvement in the form of a feeling of liking their work; (2) continual professional commitment (continuance professional commitment) is a commitment in which the individual feels he / she has a loss risk when leaving the profession or job path chosen and will lose the opportunity of the profession, and (3) normative professional commitment that is feeling and responsibility for the profession he has chosen. Consequences of a person who has a strong commitment to a high profession then will strive to keep remain in the path of the profession he chooses, able to participate actively in self-development, adherence to professional values and ethics and carry out the job duties and functions as well as possible. Conversely, individuals who have low professional commitment will perform

all their roles, functions and tasks such as a burden and a tendency to leave the profession. A professional will identify himself / herself in his / her interest and pleasure while doing the job task by obeying the norms, rules and professional code of ethics in solving the problem. In previous research, (Norris, D. 2014) formulated that the commitment of accountants will have an impact on the high professionalism. Similarly (Restuningsih 2012) confirms his finding that professional commitment becomes a predictor of the professionalism of internal auditors.

Profession is defined as a job or position that requires expertise and responsibility to the job. Teacher profession is taken by people who are trained and educated by institution of teachers' education to carry out the function and process as teacher. Professional commitment is characterized by an effort to have competencies in the teacher profession consisting of four competencies including (1) pedagogic competence, understanding of learners, designing and learning, evaluation of learning outcomes, and developing potential learners; 2) professional competence, mastery of learning materials widely

and deeply based on curriculum, scientific substance and methodological structure, (3) social competence, the ability to communicate and interact effectively with learners, educators, parents and communities, and (4) ) personality competence, teachers must have personality stable, mature, wise, authoritative and good role model.

The institutions of teacher's education has effort to facilitate the pre-service teachers to have professional commitment in facing the challenges in future needs. In this research, the professional commitment is synthesized as an attitude in identifying professional values of pre-service teachers including affective, normative, and continuous dimensions. The conceptual framework of this study is the higher professional commitment, the higher readiness in understanding the professional task as a teacher and the more efforts to identify their function and role as teachers optimally. Therefore, it can impact directly and indirectly to the other variables in this study.

## 2. Professional Lecturer

Lecturers are teachers in universities. The word of lecturer comes from the Latin , *daceo*, which means to teach, explain or prove. Lecturers are similar to teachers which in Sanskrit they means leader, teacher and scholar.

Lecturers are professional profession regarding to Law No.14 year 2005. As professionals, lecturers have the responsibilities: (1) to implement the tridharma of higher education ie education, research and community service to the community, (2) to make planning, implementation and process and (3) developing and enhancing qualifications and competencies, (4) to be objective (not discriminative) to the learners, (5) to uphold laws, ethics, religious and ethical values, (6) to maintain and foster the unity. (Christianingsih 2014) Lecturers also have normative obligations, among others: (1) create an active, meaningful, fun, inspirational, creative, dynamic and dialogical education environment; (2) have professional commitment to improve quality of education, (3) show the good role model and maintain the reputation of the institution, profession and position in accordance with the belief. (Dirjendikti, 2009: 102-103). The elements of professional lecturer consist of: (1) knowledge of technical and special issues, law and constitution, environment, social, economy and culture, (2) attitude / attitude, including ethics, morals, integrity, responsibility and

accountability, and (3) skills, namely: technical skills, communication, interpersonal skills, quality consciousness, organization, business, management and leadership .(Departemen pendidikan Nasional Direktorat Jenderal Pendidikan 2008)

Professionalism of lecturers will be realized in academic atmosphere, that is conducive climate for academic activities, interaction of lecturers and students, among fellow students and among lecturers in optimizing the learning process, with one goal, to educate students. Professionalism of lecturers is defined as: (1) lecturer's ethics integration, which includes the dimension of relationship and interaction of lecturers with educational community, both among lecturers, students and supporting staff in the scope of universities, including how lecturers have teaching preparation (Semester Learning Plan), attendance fulfillment , the responsibility in managing, evaluating and feedback process and learning outcomes (2) has academic cultural standards, namely basing the learning process on the value of scientific truth and objectivity, using various learning methods that provide forecasting of learning to students of various forms, problem-based learning, project-

oriented, individually or in groups that engage students actively in learning and integrate in research through the conditioning of reading, researching and writing culture, practice design and field observation, community service program (KKN) and internship (Christianingsih, 2014)

To conclude, professionalism of lecturers in this study is synthesized as level of ability in implementing tridharma, with dimensions: the fulfillment of teaching responsibilities, the creation of a conducive academic atmosphere, the creation of academic culture, good role model. Framework of thinking in this research variable is impact directly and indirectly variables in this research.

## METHOD

There is an effect between professional lecturer and pre-service teachers' professional commitment.

### Statistical Hypotheses

Ho :  $\rho_{YX} = 0$

Ha :  $\rho_{YX} \neq 0$

Information :

HO = The null hypothesis

Ha = Alternative Hypothesis

Ho :  $\rho_{YX} = 0$  : There is no an effect between professional lecturer and pre-service teachers' professional commitment

Ha:  $\rho_{YX} \neq 0$ : There is an effect between professional lecturer and pre-service teachers' professional commitment

### Conceptual Framework

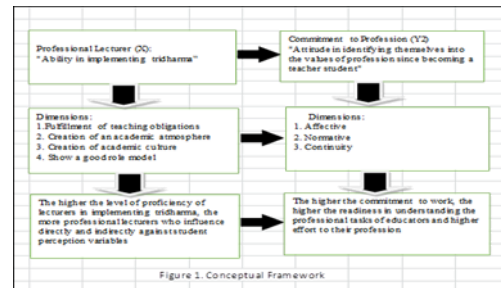


Figure 1. Conceptual Framework

### Research Subjects

The subjects of the research were lecturers and students (last semester) of institute of teacher' s education in DKI Jakarta Province, West Jakarta municipality. The sampling used was saturated sampling. (G 2007) .The sample size obtained was 191 respondents. This study was conducted for 3 months.

### Research design.

This research is mixed research approach using survey method and causal approach with questionnaire as data collection instrument. The formulation of the problem posed in the research are:

1. How is the profile of lecturer profession?
2. How is pre-service teachers' professional commitment?
3. Is there an effect between professional lecturer to professional commitment?

### Model of research design

The model of research design could be seen in figure 2 below

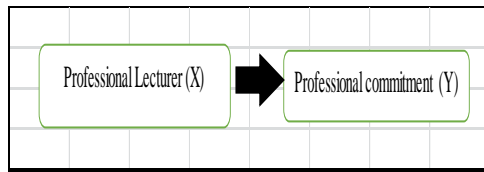


Figure 2. Research Design Model

Information :

X = Profesional lecturer

Y = Profesional commitment

### Data collection technique

Instrument used in this study was a questionnaire with a likert scale of 4 options.

### Data processing technique

The processing data consisted of:

1. Testing of research instrument: validity with Pearson's Product Moment correlation and instrument reliability with Alpha Cronbach formula
2. Testing requirements analysis: test data normality with liliefors, homogeneity test with bartlett test, significance test and linearity coefficient / regression
3. Hypothesis testing with t test.

Some relevant research that has been done before is:

1. Timothy G. Ford, Mary Elizabeth Van Sickle, Lynn V. Clark in Teacher Self Efficacy, Professional Commitment, and High-Stakes Evaluation Policy in Louisiana stated that to increase the commitment to work in teachers in primary schools is to do something

a system that can teach them through autonomy, self-efficacy and satisfaction. This study uses a logitudinal form interview, the results of the study show a high level of effectiveness (Timothy G. Ford, Mary Elizabeth Van Sickle 2015)

2. Ronit Bogler, Adam E. Nur in The Contribution of perceived fit between Job Demands and Ailities to Teachers' commitment and job satisfaction suggests that teacher commitment is the second factor after job satisfaction that can increase organizational effectiveness. Fundamental factors are stated arises from teacher perceptions in elementary schools about the suitability between job demands and abilities. Commitment and job satisfaction factors determine professional behavior that needs to be the basis for the recruitment and accreditation process. The research method is carried out with a quantitative approach.(Bogler and Nir 2015)
3. Maria Eliophotou Menon and Androula Loannon in The Link Between Transformational Leader-ship and Teachers' Job Satisfaction, Commitment, Moti-vation to Learn, and Trust in The Leader suggests that four key factors are teacher job satisfaction, motivation to learn, trust in leaders and commitment to teacher



organization towards the organization is closely related to transformational leadership. This research was conducted with a quantitative approach with SEM. (Maria Eliophotou-MenonAndroula Ioannou 2016)

The three relevant studies that have been conducted previously have similarities to conduct research on teacher commitment variables and with the analysis unit of primary school teachers. In the first study focused commitment as a variable that was influenced while the second and third research used professional commitment variables as influencing variables. The differences between the three relevant studies and the research that will be carried out are: (1) The research focuses on efforts to strengthen the capacity of teacher education, (2) Improving teacher capacity is carried out with a quantitative review analysis that emphasizes the formation of commitment to professional teacher candidates. , (3) Commitment to the profession of students is formed through a review of the professionalism of lecturers who have roles and figures in the education process and mentoring students as prospective teachers. The results of the study became the policy basis for the

development of LPTKs through the professionalism of lecturers and the commitment of prospective teacher candidates.

## RESULTS AND DISCUSSION

### Results

The data shows that the lecturer professionalism variables obtained mean 89, middle value 90 and mode 66 and maximum value 128 and minimum value 48. While the commitment variable for profession obtained mean 58, median 56, mode 66 and maximum value 80 with drinking value 36. The frequency distribution of lecturer professionalism variables is as follows:

Table 2. Frequency distribution of lecturer professionalism

No	KELAS INTERVA	Frekuensi Absolut	Frekuensi Relatif (%)	Frekuensi Kumulatif
1	48-56	15	8%	8%
2	57-65	23	12%	20%
3	66-74	20	10%	30%
4	75-83	14	7%	38%
5	84-92	38	20%	58%
6	93-101	22	12%	69%
7	102-110	18	9%	79%
8	111-119	23	12%	91%
9	120-128	18	9%	100%
		191	100%	

The Frequency distribution of professional commitment variables is as follows:

Table 3. Frequency distribution of professional commitment

No	KELAS INTERVA L	Frekuensi Absolut	Frekuensi Relatif (%)	Frekuensi Kumulatif (%)
1	36-40	6	3%	3%
2	41-45	25	13%	16%
3	36-50	27	14%	30%
4	51-55	34	18%	48%
5	56-60	10	5%	53%
6	61-65	17	9%	62%
7	66-70	42	22%	84%
8	71-75	24	13%	97%
9	76-80	6	3%	100%
		191	100%	

### Requirements Analysis

Validity analysis and reliability of research instruments.

With a sample of 191 and  $df = N - 2 = 191 - 2 = 189$  obtained  $r_{table} = 0.158$  at  $\alpha 0.05$ , it can be stated that the 32 items of statements on the research instrument were declared entirely valid because  $r_{count} > r_{table}$ . Then all items can be used as research instrument items. The instrument of the professionalism variable of the lecturer also has reliability because with alpha cronbach obtained the reliability value is 0.972, with a magnitude close to 1 it is declared reliable as a research instrument.

With a sample of 191 and  $df = N - 2 = 191 - 2 = 189$  obtained  $r_{table} = 0.158$  at  $\alpha 0.05$ , it can be stated that the 21 statement items on the research instrument were declared entirely valid because  $r_{count} > r_{table}$ . Then all items can be used as

research instrument items. The instrument of commitment variable profession also has reliability because with alpha cronbach obtained the reliability value is 0.972, with a magnitude close to 1 it is declared reliable as a research instrument.

### Testing Requirements Analysis

#### 1. Regression Equation

Table 4. Regression Equation

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	53,219	3,840		13,860	,000
	Profesionalitas dosen	,171	,038	,715	4,563	,000

The regression equation was as follows:  $Y = a + bX$ ; with  $a = 53,219$ , and  $b = 0.171$ ;  $Y = 53.219 + 0.171 X$ . From the regression equation, it could be stated that Professional lecturer variables (X) had positive contribution to the Professional commitment (53,219) and each one of professional lecturer's treatment would increase professional commitment (Y) equal to 0,171. This regression equation can be used for research

#### 2. Normality Test

Table 5 Normality test

Regression Estimated Error	n	L <sub>count</sub>	L <sub>table</sub>		Significant level		Conclusion
			$\alpha=0,05$	$\alpha=0,01$	2 tails	$\alpha=0,05$	
Y over X	191	0,044	0,070	0,08	0,089	0,05	data is normally distributed

With the testing criteria: Ho: Lcount < Ltable (data comes from normally distributed population) and H1: Lcount > Ltable (data coming from abnormal distributed population) Or: Ho: Significant 2 tails >  $\alpha = 0.05$ ; data comes from normally distributed populations H1: Significant 2 tails =  $0,070 < \alpha = 0.05$ ; data comes from an abnormally distributed population.

### 3. Data Homogeneity

Table 6. Test of homogeneity of variances profesional lecturers and profesional commitment

Komitmen untuk berprofesi

Levene Statistic	df1	df2	Sig.
1.538	39	142	0.036

With the testing criteria: Ho:  $\alpha^2$  counts <  $\alpha^2$  table (population has the same variance) and H1:  $\alpha^2$  counts >  $\alpha^2$  table (population has unequal variance). With the testing criteria: Ho: Lcount < Ltable (population has the same variance). H1: Lcount > Ltable (population has unequal variance) Or: Ho: Significant 2 tails =  $0,36 > \alpha = 0.05$ ; the data comes from the population has the same variance. population

### Discussion

#### 1. Professional Lecturer Profile

Table 7. Professional Lecturer

Number	DIMENSION	N	Absolute Frequency					Total	Frequency Relative (%)				QUALITY	
			4	3	2	1	0		4	3	2	1		
A. DIMENSION OF LEARNING														
1.	Plan	191	99	89	3	0	663	3,47	52%	47%	2%	0%	100%	Quite Professional
2.	Obligation to teach	191	73	106	12	0	634	3,32	38%	55%	6%	0%	100%	Quite Professional
3.	Evaluation	191	67	113	11	0	629	3,29	35%	59%	6%	0%	100%	Quite Professional
4.	Feed back	191	64	105	22	0	615	3,22	34%	55%	12%	0%	100%	Quite Professional
5.	Improvement efforts	191	85	95	11	0	691	3,62	45%	50%	6%	0%	100%	Professional
6.	Objective attitude	191	54	123	14	0	613	3,21	28%	64%	7%	0%	100%	Quite Professional
	Quality of learning	191	74	105	12	0	641	3,36	39%	55%	6%	0%	100%	Quite Professional
B. DIMENSION OF ACADEMIC CULTURE														
1.	Paikem	191	99	89	3	0	663	3,47	52%	47%	2%	0%	100%	Quite Professional
2.	Various Methods	191	73	106	12	0	634	3,32	38%	55%	6%	0%	100%	Quite Professional
3.	Culture of reading, writing, researching	191	67	113	11	0	629	3,29	35%	59%	6%	0%	100%	Quite Professional
4.	Research	191	64	105	22	0	615	3,22	34%	55%	12%	0%	100%	Quite Professional
5.	Community service	191	85	95	11	0	691	3,62	45%	50%	6%	0%	100%	Professional
	Quality of academic culture	191	78	102	12	0	646	3,38	41%	53%	6%	0%	100%	Quite Professional
	PROFESSIONAL LEVEL OF LECTURER	76	103	12	0	644	3,37	49%	54%	6%	0%	100%	Quite Professional	

The table showed the profile of professional lecturer (1) professional level of lecturers is quite enough in learning dimension or academic culture dimension, (2) professional lecturer levels including (a) self-developing efforts 3.62 (professional), (b) community service 3.62 (professional), (c) planning 3.47 (professional enough), (d) paikem 3.47 (professional enough), (e) teaching responsibility 3.47 (professional enough), (f) various teaching method 3.32 (professional enough) (g) evaluation 3.29 (professional enough), (h) reading, writing and researching 3.29 (professional enough), (i) feedback 3.22 (professional enough), (j) research 3.22 (professional enough) and (k) objective attitude 3.21 (professional enough). Those could be illustrated in the following graph

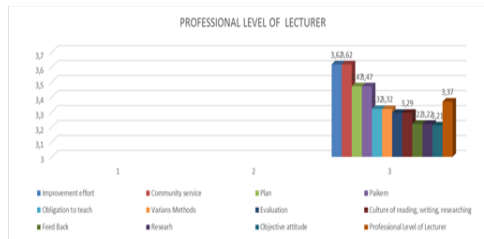


Figure 3. Professional lecturer level

## 2. Professional Commitment

Table 8. Level of professional commitment

NUMBER	ASPECT DIMENSIONAL COMMITMENT TO PROFESSION	N	FREQUENCY ABSOLUTE					FREQUENCY RELATIVE (%)					QUALITY	
			4	3	2	1	TOTAL	4	3	2	1	TOTAL		
			Scope High	High	Low	Very Low	X	Scope High	High	Low	Very Low	%		
1.	Affective	132	132	36	3	0	168	3.55	80%	38%	2%	0%	100%	Very High
2.	Normative	132	90	40	3	0	133	3.28	29%	48%	13%	0%	100%	High
3.	Continuance	132	100	32	5	3	140	3.26	36%	57%	8%	0%	100%	High
	LEVEL OF COMMITMENT TO PROFESSION	132	110	76	4	1	191	3.36	45%	48%	8%	0%	100%	High

The table pointed out that the professional commitment was at high level, with description as follows: (1) affective commitment, emotional involvement in terms of the feeling of liking his work, was 3.55 (very high level), (2) continuance professional, the individual felt a risk of loss when leaving the profession or job path chosen and would lose the professional opportunity was 3.28 indicating a high commitment position, and (3) normative professional commitment, the feeling and responsibility of the chosen profession, was 3.26 indicating a high commitment position. The average of professional commitment

of pre-service teacher was 3.36 with a high commitment position. The description of professional commitment was be illustrated in figure 4.

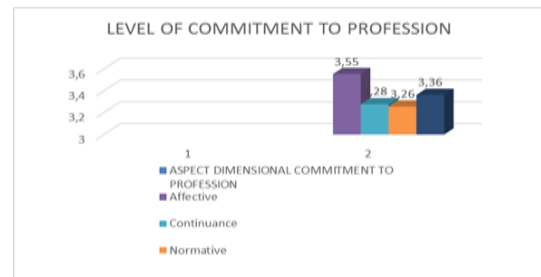


Figure 4. Level of commitment to profession

## 3. Effect of lecturer professionalism to professional commitment

Table 9. Summary of lecturer professionalism to professional commitment

Model Summary <sup>b</sup>									
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	.715 <sup>a</sup>	.511	.094	6.910	.089	6.022	1	189	.165

a. Predictors: (Constant), Profesionalitas dosen  
b. Dependent Variable: Komitmen untuk berprofesi

Positive strong relationship between professional lecturer and professional commitment which were indicated by correlation 0.715. The significance test of the correlation coefficient of professional lecturer variables and professional commitment was shown by t-count = 6,022. T-table with df = 189 and significance level  $\alpha = 0,05$ , showed 1.650.dan at  $\alpha = 0,01$  obtained 1.970. T-count = 6,022 > t-table  $\alpha = 0,01$  equal to 1,970 and ttable  $\alpha = 0,05$  equal to 1,650, thus Ho is rejected and H1 accepted which meant there was a very significant

correlation between professional lecturer and professional commitment. While the coefficient of determination ( $R^2$ ) between variables with  $(r_{YX})^2$ , showed that: (1)  $(r_{YX})^2 = 0.511$  meant that the variance in professional commitment (Y) could be explained by professional lecturer variables (51,1%). The rest (48,9%) was other factors that were not explored in this study.

## CONCLUSIONS

1. Lecturers need to improve their professional development especially in learning and academic culture dimensions. The professionalism of lecturers can be realized through the dimensions of learning which include the ability to plan, fulfill the obligation to teach, conduct evaluation, provide feedback, make improvements and have an objective attitude. The professionalism of lecturers is also reflected in its ability to condition academic culture with a *paikem* function, with the use of varied methods, the ability to foster a culture of reading writing and researching conducting research and community service. The professionalism of these lecturers

has an impact on the creation of a student profession profession commitment which includes emotional involvement to like work (affective), feeling of loss when leaving the profession (continuance) and feeling responsible for performing professional roles and functions.

2. The focus on the professionalism of lecturers is the key and basis for evaluating the capacity building of non-teacher institutions, especially with the new policy of the Teacher Education Program (PPG) which is the answer to the problem of low teacher training capacity and competency profile of teacher training students.
3. The usefulness of the results of this study is the basis for every teacher training institution (LPTK) to conduct studies and evaluations in an effort to increase its capacity.

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