Lecturers' Professionality towards Pre-service Teachers' Perception and Professional Commitment

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Abstracts: Institutes of Teacher's Education (*LPTK*) requires to develop some steps to strengthen its internal capacity through lecturer professionalism in shaping pre-service teachers' perception and 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 met the standard, (3) pre-service teachers have not been professional. The research was conducted in teacher training and education facultyand the subjects were 161 active students (saturated sampling).The Survey method was applied with causal analysis and questionnaire as data collection instrument. Result showed that (1) lecturers were quite professional, (2) students' perception to teacher profession was very high, (3) pre-service teachers had high commitment to their profession, (4) it had a positive, strong and very significant effectbetween professional lecturer and students' perception, (5) it had a positive, strong and very significant influence between students' perception 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.

1 INTRODUCTION

Institutes of Teacher's Education (*LPTK*) has a strategic role in organizing educational programs to foster students' professionalcommitmentwhen they are registered at beginning at teacher training and education faculty,so they are expected to commit to reaching their goal as professional teachers with dignity and prosperous. Even it has a strategic role; it faces some problems. The policies conducted to overcome the qualification of graduates of pre-service teachers 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 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 conductinginternship program at school (*PPL*). They have not shown optimal efforts for their soft and hard skill development self-stability to choose the teacher profession as their career.

In reality, the teacherprofession in Indonesia still has not been in an expected career (Ulfatin, 2016). Winedar (2015) puts the top ten professions with the highest salary in Indonesia respectively, commercial pilot aircraft, petroleum engineering experts, human resources managers, specialistdoctors,mining expert, information system technician, marketing manager, member of parliament,construction expert, and exclusive high official.Similar with previously explanation, Iqbal (2018) has described the top ten work fields which interested in Indonesia are oil and gas, mining, Fast moving consumer goods (FMCG), construction and property, information and communication technology, finance consultant, taxation, human resource department, bank, and e-

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commerce.According to Kompas Newsletter in 2016,Indonesian people have a misconception on the teacher profession.Teacher profession is not the best career in Indonesia, in reality, their salary has not shown at a sufficient level,but their responsibility is high such as loaded administrative tasks and competency demand. Indonesian people have the perception that the teacher profession is not the primary option to choose their career. The other perception considers that the teacher profession needs the development and high competency although it is not the prestigious career from interest, treatment and welfare (Dariyo, 2004).

The determination of teacher profession selection has influenced some factors: interest (10.18%) as the dominant factors (Ni'mah, 2014). According to Ardyani (2014), interest factorto 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%). The perception factor from the previous research shows thedominant factor compared to other factors. In previous research, Rosyid (2015), describes the motivation of students to be teachersgrouped into five categories (1) helping to learn, (2) influencing the younger generation; (3) fostering ideas, (4) contributing socially, and (5) interest. This suggests an indication that students have experience in interacting with their teachers when they go to school in shaping their perceptions. Thus, when they are in college, what the lecturers perform their role can lead to pre-service students' perceptions of their profession.

Efferi (2012) reveals that the professionalism of lecturers becomes the variable that forms the student's perception of their figure and profession. For instances, plagiarism case by a professor at one of a privateuniversity in Bandung (Siswadi, 2010) and lecturer's presence in teaching and learning process at one of the universities in Ambon city which it does not meet the standard, 11 times face-to-face attendance of 18 meetings (Ambarwati, 2009)

The preliminary study conducted showed that the commitment quality of pre-service teacher to choose their profession was influenced by other factors (57 %) such as had along holiday, failed to choose the other major, had high incentives, and followed their friends. 43 % was other factors such as self (11%), lecturer (16%) and family factor (16%). The result indicated that their commitment should be developed earlier when they are in the faculty of teacher training and education as the

Institute of teacher's education. The institute has a vital role to develop its students by digging up their perception toward their professional 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 professionality of lecturer and pre-service toward their commitment as a teacher.

2 LITERATURE REVIEW

2.1 Professional Commitment

Commitment to work is the intensity of a person in identifying himself and his level of involvement to work (Mowday, 2016). Moreover, work commitment is a matter related to the meaning of the members of the organisation towards their work and how individuals carry out their duties within an organisation to reach the organisational goals (Ayudiati, 2010; Putri, 2014; Verawati and Utomo, 2011). According to Meyer et al. (1993), there are three work commitment model, i.e. affective commitment, continuity commitment, and normative commitment. Affective work commitment is an employee's affective/psychological attachment to his work. This commitment causes employees to stay in a job because they want it. Next, continuity work commitment leads to the calculation of profit and loss in the employee in connection with his desire to keep or leave his job. That is, work commitment here is considered as a perception of the price to be paid if the employee leaves his job. This commitment causes employees to stay in a job because they need it.

Furthermore, normative work commitment is an obligation to survive in work. This commitment causes employees to stay on a job because they feel obliged to do it and are based on the belief about what is right and related to moral issues.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 certain 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 and Wang, 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 (Vandenberg and Scarpello, 2014). 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 is 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 and Nelbuhr (2014) formulated that the commitment of accountants will have an impact on high professionalism. Furthermore, professional commitment becomes a predictor of the professionalism of internal auditors.

The Profession is defined as a job or position that requires expertise and responsibility to the job(Puspitarini and Kusumawati, 2011; Kurniawanda, 2013; Isnanto, 2009; Satori et al., 2006).Even farther, explained by Kusuma (2012), a profession is a job to earn a living. Teacher profession is taken by people who are trained and educated by the institution of teachers' education to carry out the function and process as a 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 genuinely 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 havethe effort to facilitate the pre-service teachers to have a 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 for 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.

2.2 Professional Lecturer

Lecturers are teaching staff in universities (Abdillah, 2006; Ariati, 2010). More detail, lecturers are educators and scientists with the primary task to transform, develop, and disseminate science, technology and art through education, research and community service (Atika, 2010; Trisnaningsih, 2011; Apriani, 2009; Isnaini et al., 2016). 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 mean leader, teacher and scholar. Lecturers are professional profession regarding 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 upholdlaws, ethics, religious and ethical values, (6) to maintain and foster the unity (Tampubolon, 2012). 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 excellent role model and maintain the reputation of the institution, profession and position in accordance with the belief (Departemen Pendidikan Nasional Direktorat Jenderal Pendidikan Tinggi, 2009). The elements of professional lecturer consist of: (1) knowledge of technical and particular 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 Tinggi, 2009).

The Professionalism of lecturers will be realized in an academic atmosphere, that is a conducive climate for academic activities, the interaction of lecturers and students, among fellow students and among lecturers in optimizing the learning process, with one goal, to educate students.Lecturer professionalism is as a professional educator, has sufficient capacity to carry out the task of guiding, fostering, and directing students in encouraging a spirit of excellence, motivation to learn, and having a personality and noble character that is appropriate to the culture of the nation (Astuti, 2014; Sinambela, 2017). Moreover, Professionalism of lecturersis 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 fulfilment, 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(Tampubolon, 2012).

To conclude, professionalism of lecturers in this study is synthesized as the level of ability in implementing tridharma (Sambung et al., 2012),

with dimensions: the fulfilment of teaching responsibilities, the creation of a conducive academic atmosphere, the creation of academic culture, a good role model. The framework of thinking in this research variable is the higher level of proficiency of lecturers in implementing; the more professional is the lecturer. Thus it will impact directly and indirectly variables in this research.

2.3 Student Perception

Perception is an individual process of organizing and interpreting things and giving meaning to them (Robbins and Judge, 2016). Similar with previous explanation, perception is the process by which individuals manage and interpret the impressions captured by one's senses to give meaning to an object such as environment, people, and things (Sadhana, 2012; Saputra and Semuel, 2013; Astuti and Mustikawati, 2013; Chan, 2012).Perception issignificant because it affects action. Each has a different perception toward the same object. It occurs because (1) the individual himself/ herself as an assessor, (2) the characteristics of the target being observed or perceived, and (3) different situations.

Perceptions can be formed because of these three factors. Perceptions formed by factors of the individual himself/herselfon the same object can be same or different depending on the similarities or differences of internal factors, attitude, motives, interest, interest, past experiences and expectation. Perception is often identified with one's view of everything and gives meaning or value to the object.

The second factor that can affect perception is the target or characteristic of the observed object. The similarities of things observed, whether people, objects or events tend to be grouped. In this case, if she/ he had past experience in interacting with her/his teachers, she/he also had a similar perception to her/his lecturer. The higher the similarity of experience in perceiving the figure of teachers and lecturers, the more similar their tendency to perceive them as the same group. Components in target factors that may affect perception arenew experience, motion, sound, size, background and proximity.

The third factor is the situation. Different situations can give different perceptions. Components that exist in the situational factors that affect perceptions are time, circumstances/places and social circumstances.

The study focuses on students' perceptions toward lecturer profession. The perception toward the human is different from perception to inanimate

object because a human has belief, motive or purpose (Mullins, 2011). This perception provides feedback on the action. Pre-service teachers' perception is defined as their understanding on the role of lecturer and teacher which they will undertake the roles in future. If they have a positive perception of their profession, they will understand it well and try the best. The conclusion is the perception (positive or negative) toward lecturer profession based on three dimensions: individual, target and situation. The framework in this variable is the more positive their perception to lecturer profession, the higher professional commitment they have.

3 RESEARCH METHOD

3.1 Research Subjects

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

3.2 Research Design

This research is a mixed research approach using survey method and causal approach with a questionnaireas data collection instrument. The formulation of the problem posed in the research are:
1. How is the profile of lecturer profession?
2. How is the student's (pre-service teacher) perceptiontoward lecturer profession?
3. How is pre-service teachers' professional commitment?
4. Is there an effect between professional lecturer and students' perception?
5. Is there an effect between students' perception of professional commitment?

3.3 Analysis Data Procedure

The instrument used in this study was a questionnaire with a Likert scale of 4 options. 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

4 RESULT AND DISCUSSION

The data showed that the mean, median, mode, a minimum and maximum score of professional lecturers respectively 88.5; 90; 48; 126. The students' perception mean is 55.52, median 55, mode 59, minimum score 34 and maximum score 178. The professional commitment pointed that its mean is 58.35, median 56, mode 66, minimum score 36 and maximum score 80.

From the regression equation, it could be stated that
1. Professional lecturer variables (X1) hada positive contribution to the student's perception (52.450),and each one of professional lecturer's treatment would increase student's perception (X2 or Y1) equal to 0.05.
2. Student perception variable (Y1) had a positive contribution to the professional commitment (47.031),and each one student perception treatment would increase professional commitment (Y2) equal to 9.204.

The data was normal. Students' perception and professional commitment were more than $\alpha=0.05$, both of them were 0.070. It also had homogenous distribution.Students' perception and professional commitment were more than $\alpha=0.05$, respectively 0.062 and 0.054.

4.1 Professional Lecture Profile

The result showed that the profile of professional lecturer was as follows: (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).

4.2 Students' Perception

The students' perception was positive to the professional lecturer. It could be found in this result pointing out (1) interest 3.62 (very positive), (2) past experience 3.56, (3) attitude 3.55 (very positive), (4) interest 3.28 (positive) (5) motives 3.26 (positive), (6) reward 3.21 (positive), (7) proximity 3.21 (positive), (8) present 3.03 (positive), (9) past life 2.87 (positive), (10) 1.96 background (less positive).

4.3 Professional Commitment

The professional commitment was ata 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 professional commitment of pre-service teacher was 3.36 with a high commitment position.

4.4 Effect of Professionality on Students' Perception

The study suggested that there was a significant effect between professional lecturer and students' perception which were indicated by correlation 0.783. The significance test of the correlation coefficient of professional lecturer variables and students' perceptions wereshown by t-count = 6,021. T-table with df = 189 and significance level α = 0,05, showed 1.650.dan at α = 0,01 obtained 1.970. T-count = 6,021> t-table α = 0,01 equal to 1,970 and t-table α = 0,05 equal to 1,650, thus H_o is rejected and H_1 accepted which meant there was a very significant correlation between professional lecturer and students' perception. While the coefficient of determination (R2) between variables with (rY_1X) 2, showed that: (1) (rY_1X) 2 = 0.613meant that the variance in students' perception (Y_1) couldbe explained by professional lecturer variables (61.3%). The rest(38.7%)was other factors that were not exploredin this study.

4.5 Effect of Students' Perception to Professional Commitment

The strong and positive relationship between students' perception and professional commitment was showed in correlation 0.870. The significance test of the correlation coefficient between students' perception and professional commitment was pointed out by t-count=6.831. T-table=1.650 with df = 189 and significance level α = 0.05. T-count= 6.831> t-table α = 0,01 equal to 1.970 and t-table α = 0.05 equal to 1.650. ThusHo is rejected,and H1 accepted, which showed that there wasa very significant correlation between students' perception and professional commitment. While the coefficient of determination (R_2) between variables with (rY_2Y_1) 2, showed that: (1) (rY_2Y_1) 2 = 0.757 meant that the variance in commitment to the profession (Y_2) couldbe explained by students' perception variable (75.7%).The rest(24.3%)was other factors that were not exploredin this study.

5 CONCLUSIONS

This study concludes some finding as follows:
1. Professional lecturers are at a sufficiently professional level.
2. Pre-service teachers (students) havea positive perception.
3. Theaffective, normative and continuance commitment are at a very high level of commitment.
4. There is a positive, strong and very significant effect between professional lecturers and students' perception
5. There is a positive, strong and very significant effect betweenstudents' perception and professional commitment.

Some recommendations proposed are as follows:
1. Lecturers need to improve their professional development especially in learning and academic culture dimension.
2. Optimizing the students' perceptions through professional lecturers.
3. Requiring to involve family roles especially parents and research as the basis of the institutionof teacher's education to develop its internal capacity building.
4. Structuring professional development program of lecturers and research of institution of teacher's education that supports learning dimensions and academic culture.

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