

The Influence of Professional Commitment on Competency Development with Achievement Needs and Sharing Knowledge as a Mediation Variables in State Vocational Schools in South Tangerang City

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Abstract:- In general, this study study teacher competency development which is the main problem in efforts to improve the quality of vocational high school education. This study aims to analyze the role of need for achievement and knowledge sharing in the influence of professional commitment to competency development. The population of this study were productive teachers of State Vocational High Schools in South Tangerang City, with a total sample of 141 productive teachers. Methods of data analysis using the Structural Equation Model-Partial Least Square (SEM-PLS). The results of the study found that professional commitment had no effect on competency development. Commitment to the profession has a positive and significant effect on the need for achievement. Need for achievement has a positive and significant effect on competency development. The need for achievement is able to fully mediate the influence of professional commitment to competency development. Knowledge sharing has a positive and significant effect on competency development. Knowledge sharing has a positive and significant effect on competency development. Sharing of knowledge is able to fully mediate the influence of professional commitment to competency development.

Keywords:- Professional Commitment, Competency Development, Need for Achievement, Knowledge Sharing.

I. INTRODUCTION

Vocational High School (SMK) is a form of formal education unit that provides vocational education at the secondary education level as a continuation of SMP / MTs or other forms of equivalent or advanced learning outcomes that are recognized as equal / equivalent to SMP / MTs. (Law Number 20 of 2013, Article 18 paragraph [3]).

One of the important matters which is the responsibility of the government in developing SMK in Indonesia is Development Sustainable Professionalism (PKB) through increasing the competence of industrial-based vocational high school teachers. According to the

Regulation of the Minister of National Education Number 22 of 2006 concerning Content Standards, it is stated that productive teachers are vocational teachers who teach groups of subjects that are grouped into Basic Competency for Expertise and Expertise Competence. The continuous competency development of industrial-based productive vocational school teachers involves several important issues, namely increasing the competence of productive teachers to suit the needs of the Business and Industrial World (DUDI), the pattern of school cooperation with DUDI, and teacher apprenticeship in industry. Teacher Competency Standards are developed as a whole from 4 main competencies, namely pedagogical competence, personal competence, social and professional competences.

BPS data for 2015 recorded several problems that had to be resolved, namely: 1) only 22.3% of vocational teachers teach according to their field of competence (productive teachers); and 2) vocational education (SMK) has not link-and-match with DUDI. The Minister of Education and Culture said that he did not deny that so far there had been mistakes in the management of SMK, where the construction of SMKs was often based on availability, not on demand from the business world.

Education	February 2018	February 2019
Elementary School (SD) and below	2.67	2.65
Junior High School (SMP)	5.18	5.04
High School (SMA)	7,19	6.78
Vocational High School (SMK)	8.92	8.63
Diploma I / II / III	7.92	6.89
University	6.31	6.24

Table 1:- National Open Unemployment Rate (TPT) table February 2018 and February 2019

Source: BPS Official Statistics News (2019)

Based on Table 1 above, in the last year unemployment has decreased by 50 thousand people, in line with the Open Unemployment Rate (TPT) which fell to 5.01

percent in February 2019. Judging from the level of education, TPT for Vocational High Schools (SMK) is still the highest in among other education levels, namely 8.63 percent.

The Ministry of Education and Culture acknowledges that teacher competence is a major problem in efforts to improve the quality of vocational high school education. Director of Vocational Development Directorate Basic and Secondary Education Ministry of Education and Culture, Dr. Ir. M. Bakrun, MM, in Jakarta, (www.republika.co.id, Putra, Sumber Antara, 2018), admits that the main obstacle is still the problem of teacher competence. To measure the level of teacher competence, in November 2015 the Ministry of Education and Culture conducted a Teacher Competency Test. A total of seven provinces scored a national target of the Minimum Competency Standard (SKM), which is an average of 55. Director General of Teachers and Education Personnel (GTK) of the Ministry of Education and Culture, Sumarna Supranata at the end of 2015 press conference at the Ministry of Education and Culture said that if in more detail, the UKG results for pedagogic competence only, the national average is only 48.94, which is below the minimum competency standard (SKM), which is 55.

From the description above, the problem studied is about teacher competence. Competence is defined as the basic characteristics of an individual related to effective performance (performance) or the best competence (superior), which is diverse and different from other work participants with average competency levels (Zainal, 2009). Boyatzis in Priansa (2016) argues that competence is the capacity possessed by employees, which leads to behavior that is in accordance with the demands of the job and in accordance with organizational requirements, which in turn will bring the desired results. Based on previous research studies, there are several factors that influence the development of teacher competence, including professional commitment (Akram, Malik, Sarwar, Ahmad, 2015, Shukla, 2014), knowledge sharing (Mardillah & Rahardjo, 2017, Naim & Lenka, 2017), the need for achievement (Schuler, Sheldon, Frohlich, 2010).

II. CONCEPTUAL FRAMEWORK AND HYPOTHESIS

A. *The Effect of Professional Commitment on Competency Development*

Becoming a teacher is not enough just to fulfill a calling, but also requires a special set of skills and abilities in the form of mastering teacher competencies, according to the qualifications, type and level of education. Teacher creativity greatly determines whether students succeed in learning. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in the formal education pathway (Kusnadi, Tahmir, and Manggi, 2014). This is consistent with research conducted by Wahyuddin (2016) which found that there was a positive influence on professional commitment to competency development.

Based on the above statement, the following hypothesis can be formulated;

H1: Professional commitment has a positive effect on competency development.

B. *The Effect of Professional Commitment on Needs for Achievement*

Commitment as a form of internal motivation can encourage a person to be diligent and tenacious in doing his job, a teacher who is bound by his commitment to achieving a predetermined goal, they have strength within themselves which also increases the need for achievement (Dirwan, 2014)

The meaning is deep Restiningdiah (2009) states that professional commitment is (1) a belief and acceptance of the goals and values of the profession, (2) a willingness to use genuine effort for the benefit of the profession and (3) a desire to maintain membership in the profession. There are activities or activities that are directed at achieving a goal which is ultimately a commitment to a person. Thus, it can be concluded that if the commitment to the teaching profession is strong, then the achievement motivation will be high and vice versa.

Based on the above statement can be formulated the following hypothesis;

H2: Professional commitment has a positive effect on the need for achievement.

C. *The Influence of Need for Achievement on Competency Development*

The need for achievement is one of the factors to do something better and more efficient when compared to the previous results, where the higher the achievement, the more competencies will be developed. Teachers who have a high need for achievement will show behavior with the characteristics of fun jobs that require personal responsibility, choose jobs that are at moderate risk (moderate), have encouragement as feedback (feed back) about the struggle and try to do something with creative ways, so that it will increase the competence of the teacher (Suripto, 2009).

This is in accordance with the research conducted by Schuler, Sheldon, Frohlich (2010) found that there is a significant relationship between need for achievement and competency development.

Based on the above statement, the following hypothesis can be formulated:

H3: Need for achievement has a positive effect on competency development.

D. *The Influence of Professional Commitment on Competency Development through Need for Achievement*

Commitment as a form of internal motivation can encourage someone to be diligent and resilient in doing their job, a teacher who is bound by his commitment to achieving a predetermined goal, they have the strength within him

which at the same time increases the need for achievement (Dirwan, 2014).

The need for achievement is one of the factors to do something better and more efficient when compared to the previous results, where the higher the achievement, the more developed the competence will be (Suripto, 2009).

Based on the above statement, the following hypothesis can be formulated;

H4: The need for achievement serves to mediate the effect of professional commitment on competency development.

E. The Effect of Professional Commitment on Knowledge Sharing

Commitment to the profession affects knowledge sharing in two ways. First, commitment affects the desire of teachers to share knowledge. Second, lack of commitment can lead to high turnover rates. The empirical study of Chiang et al. (2011) on practitioners enrolled in University MBA programs in Northern Taiwan, found that perceptions of organizational support were positively related to organizational trust and professional commitment. Commitment to the profession is positively related to knowledge sharing behavior. Neyestani et. al. (2013) conducted a study on the relationship between professional commitment to knowledge sharing at Shiraz University of Medical Sciences. The results of his research note that there is a positive correlation between professional commitment and its dimensions by sharing knowledge.

This is in accordance with the research conducted by Verianto (2019) where professional commitment has a positive effect on knowledge sharing.

Based on the above statement, the following hypothesis can be formulated;

H5: Professional commitment has a positive effect on knowledge sharing.

F. The Effect of Knowledge Sharing on Competency Development

The knowledge gained by individuals in the organization will increase with the sharing of knowledge. Mangkunegara (2009: 67) argues that abilities (IQ) and reality abilities (knowledge and skills) are factors that affect employee performance. Sharing knowledge has an important role in increasing individual competence in an organization, because through knowledge sharing, tacit and explicit knowledge can be disseminated, implemented and developed. Trivellas et al. (2015: 244) states that a knowledge sharing culture can develop new general competencies in individuals or sharpen existing competencies.

This is in accordance with the research conducted by Mardillah and Rahardjo (2017) found that knowledge sharing has a significant effect on competency development. Naim and Lenka (2017) also found that knowledge sharing has a significant effect on competency development.

Based on the above statement, the following hypothesis can be formulated:

H6: Knowledge sharing has a positive effect on competency development.

G. Effect of Professional Commitment on Competency Development through Knowledge Sharing

Knowledge sharing aims to facilitate the development of new knowledge among members of the organization. It involves diffusion of employee knowledge, insights and ideas related to project information, climate preferences, coding guidelines, standard operating procedures, decision making, and problem solving skills (King, 2007; Trivellas et al., 2015). As a result, the exchange of knowledge in social interactions and dialogue among organizational members generates new knowledge and increases individual competence (Sveiby, 2001).

This is consistent with the research of a qualitative study of 20 Chinese HR professionals revealed that knowledge sharing nourishes and supports learning, and career advancement that leads to competency development (Wang-Cowham, 2011).

Based on the above statement, the following hypothesis can be formulated:

H7: Knowledge sharing serves as a mediation for the influence of professional commitment on competency development.

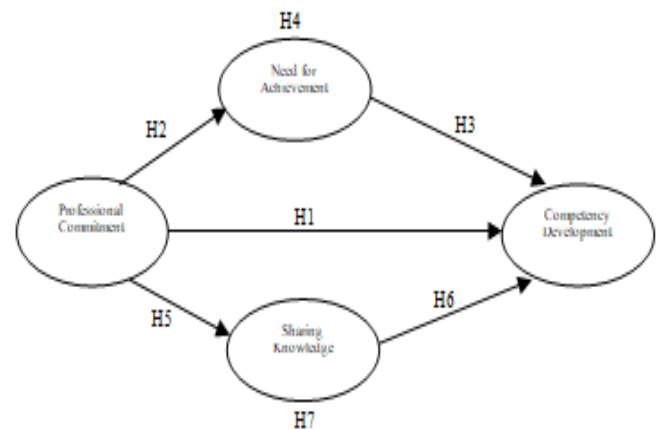


Fig 1:- Conceptual Framework

III. RESEARCH METHODS

The method used in this research is the Causal method with a quantitative approach. Where causal research is a tool to identify causal relationships (Zikmundet.al, 2013).

Measurement of competency development variables uses Gordon measurement in Sutrisno (2011: 204), Professional Commitment using Meyer & Allen's measurement in Darmawan (2013: 169), Need for Achievement using Edward Murray's measurement in Mangkunegara (2013), and Knowledge Sharing using Hoof & Hendrix measurement (2014).

The population in this study were productive teachers in 7 State Vocational High Schools in South Tangerang City, totaling 141 productive teachers. The questionnaire was distributed to 141 respondents who were all members of the population. Methods of data analysis using the Structural Equation Model-Partial Least Square (SEM-PLS).

them are non civil servants with 71%. Most positions of respondents are teachers with a total of 65%. All of the respondents' subject teachers are productive teachers. The maximum length of work was 6 - 10 and 11 - 15 years with 28% each.

IV. RESULTS AND DISCUSSION

A. Respondent Characteristics

Respondents in this study were 141 productive teachers of State Vocational High Schools in South Tangerang City. This descriptive data also presents a frequency distribution table for each research variable. The number of respondents collected was 141. The characteristics of the respondents can be described that 55% are women. Based on the age of the most respondents between the ages of 30-40 years and 41-50 years. Most of

B. Partial Least Square

1) Evaluation of Measurement Model (Outer Model)

a) Validity test

Evaluation of convergent validity can be seen from the examination of individual item reliability, namely the standardized loading factor. The results of the calculation of the dimensional loading factor for the construct can be seen in Figure 2. In Figure 2 it can be seen that all loading factors have a value of ≥ 0.5 , so all dimensions have been declared valid.

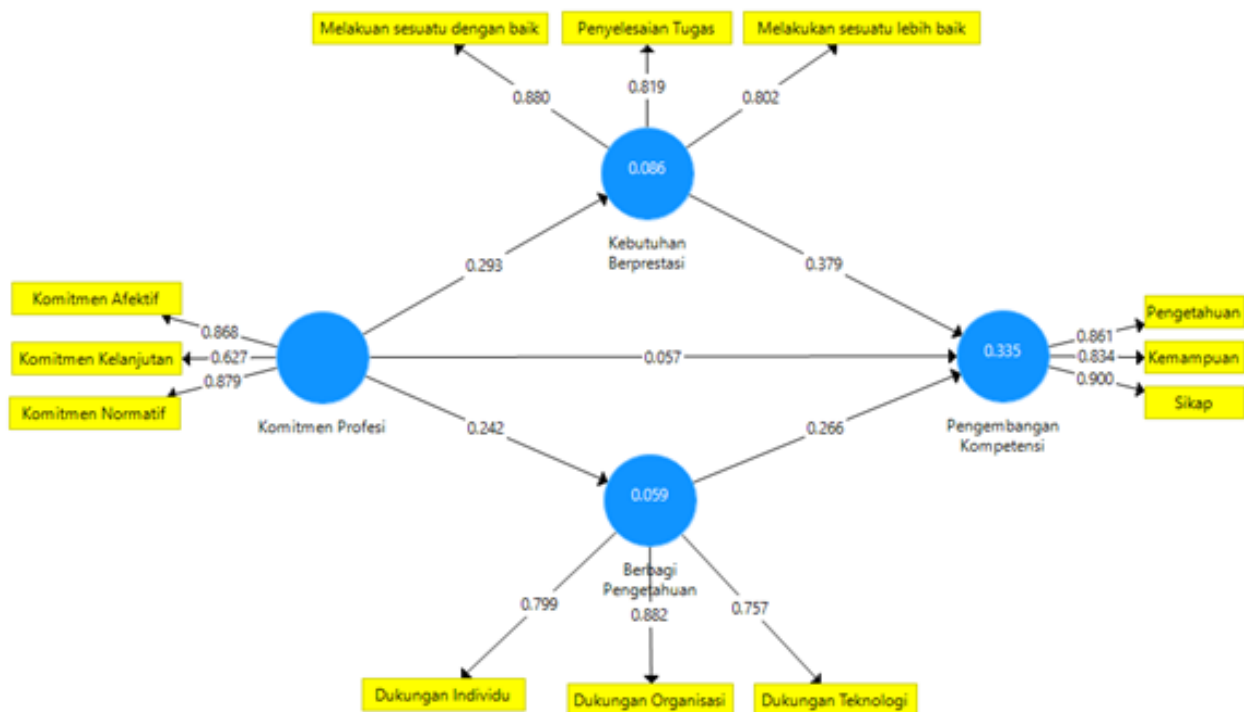


Fig 2:- Evaluation of Loading Factor Value

	Sharing knowledge	Need for Achievement	Professional Commitment	Competency Development
Sharing knowledge	0.814			
Need for Achievement	0.488	0.834		
Professional Commitment	0.242	0.293	0.800	
Competency Development	0.464	0.525	0.232	0.866

Table 2:- AVE Root Value

Source: Data processing for SmartPLS version 3.3.2 (2020)

Another measure of discriminant validity is comparing the square root value of Average Variance Extracted (AVE) for each construct with the correlation between the other constructs in the model. The value of the AVE root is described in Table 2, the result of the calculation shows the value of the AVE root > the correlation of the latent variable in other constructs so that it is declared valid.

b) *Reliability Test*

It can be seen that the calculation results show that the value of Cronbach's alpha and composite reliability for the variables studied, namely knowledge sharing, need for achievement, achievement commitment, and competency development is more than 0.60 or even close to 1 and the composite reliability (CR) value is more than 0.70. The two values have exceeded the standard, respectively ≥ 0.6 and ≥ 0.7 , this means that the instruments used in the model have consistency and can be accounted for at a very high level.

	<i>Cronbach's Alpha</i>	<i>Composite Reliability</i>
Sharing knowledge	0.75	0.85
Need for Achievement	0.78	0.87
Professional Commitment	0.73	0.84
Competency Development	0.83	0.90

Table 3:- Cronbach's Alpha and Composite Reliability (CR) values

Source: Data processing for SmartPLS version 3.3.2 (2020)

2) Evaluation of the Structural Model (Inner Model)

a) Model Accuracy Test (*Goodness of Fit Model Test*)

Testing is done by validating the overall structural model by evaluating the value of R^2 , Goodness of Fit Index (GoF), conducts predictive relevance (Q2) testing.

Variable	R-Square	Q2	GoF
Competency Development	0.335	0.335	0.480
Need for Achievement	0.086	0.335	0.480
Sharing knowledge	0.059	0.335	0.480

Table 4:- Model Accuracy Test

Source: Data processing *SmartPLS* version 3.3.2 (2020)

From Table 4, it can be seen that the R^2 value of the competency development variable is 0.335, the value above shows the level of determination of the exogenous variable (professional commitment) to the endogenous variable which is categorized as moderate, it can be seen that the R^2 result of the need for achievement variable is 0.086, it can be seen that the R^2 result of the knowledge sharing variable is equal to 0.059. The results prove that the Q2 value is 0.335, greater than 0, proving that this model is considered to have good predictive relevance. The calculation result of the Goodness of Fit Index (GoF) shows the value 0.480. Based on these results, it can be concluded that the combined performance between the measurement model (outer model) and the structural model (inner model) as a whole is moderate or moderate because of the *Goodness of Fit Index* (GoF) is more than 0.25 (medium scale).

b) Hypothesis test

Hypothesis testing regarding the influence of the exogenous variables of professional commitment to the endogenous variables of competency development both partially and simultaneously, the influence of competency development on the two mediating variables, the need for achievement and sharing of knowledge, and the effect of the mediator or the influence of the mediator in this case the need for achievement and sharing of knowledge on variables. endogenous competency development. The value of T table used in this study is ($df = 141-4$) $\alpha 0.05 = 1.98$. The results of statistical calculations with the *SmartPLS* version 3.3.2 program using bootstrapping.

	<i>Original Sample (O)</i>	<i>Sample Mean (M)</i>	<i>Standard Deviation (STDEV)</i>	<i>T Statistics (O / STDEV)</i>	<i>P Values</i>	<i>Conclusion</i>
Test results without involving a mediator						
Knowledge Sharing (Z2) -> Competency Development (Y)	0.266	0.268	0.079	3,343	0.001	H6 accepted
Need for Achievement (Z1) -> Competency Development (Y)	0.379	0.379	0.072	5,253	0,000	H3 is accepted
Professional Commitment (X) -> Knowledge Sharing (Z2)	0.242	0.257	0.084	2,871	0.004	H5 is accepted
Professional Commitment (X) -> Need for Achievement (Z1)	0.293	0.307	0.078	3,760	0,000	H2 accepted
Professional Commitment (X) -> Competency Development (Y)	0.057	0.062	0.067	0.842	0.400	H1 is rejected
The test results involve a mediator						
Professional Commitment -> Knowledge Sharing -> Competency Development	0.064	0.068	0.030	2,113	0.035	H7 accepted
Professional Commitment -> Need for Achievement -> Competency Development	0.111	0.116	0.035	3,173	0.002	H4 accepted

Table 5:- Hypothesis Testing Results
 Source: Data processing for SmartPLS version 3.3.2 (2020)

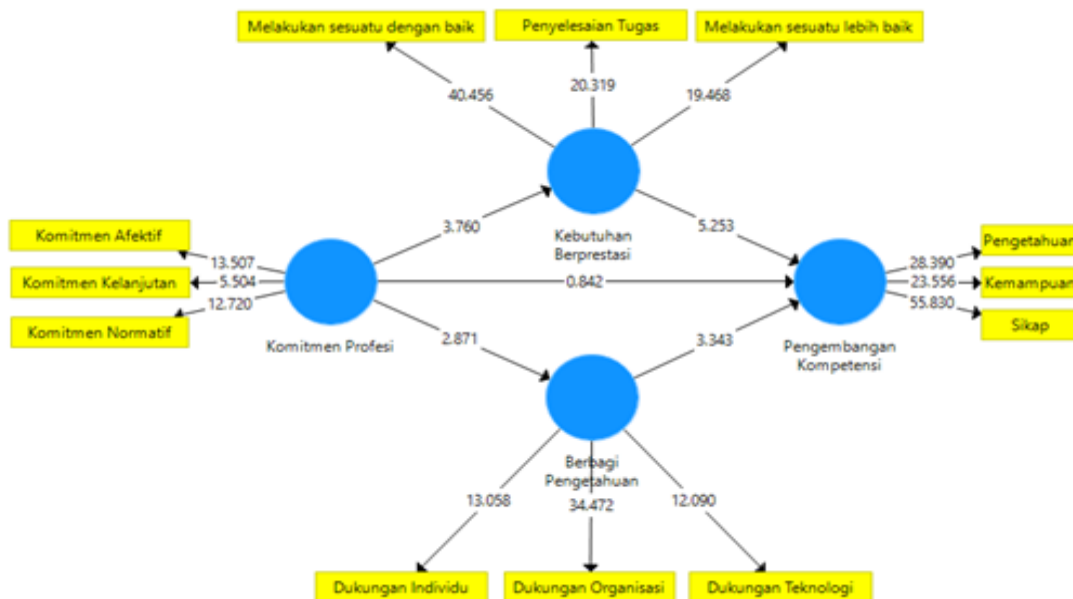


Fig 3:- Bootstrapping Calculation Results

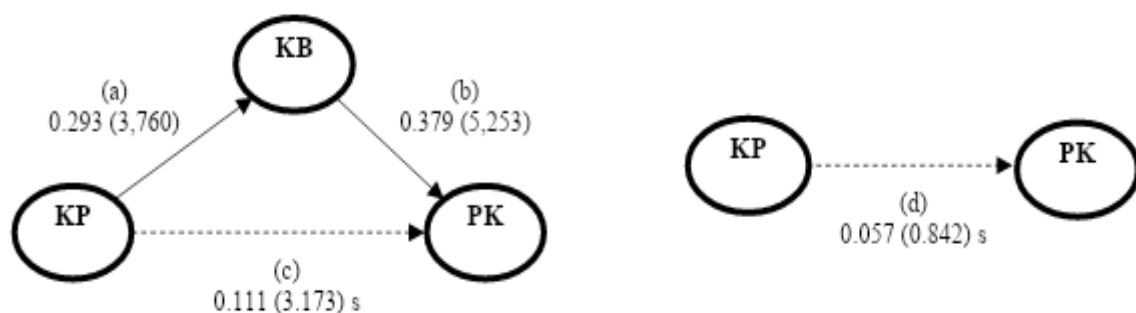


Fig 3:- Results of Achievement Needs Testing as Mediation

Information:

The number located on each path shows the coefficient value of the path and the enclosed indicates the THcount.

- s = significant at the 0.05 level
- KP = Professional Commitment
- KB = Need for Achievement
- PK = Competency Development

Source: Data processing for SmartPLS version 3.3.2 (2020)

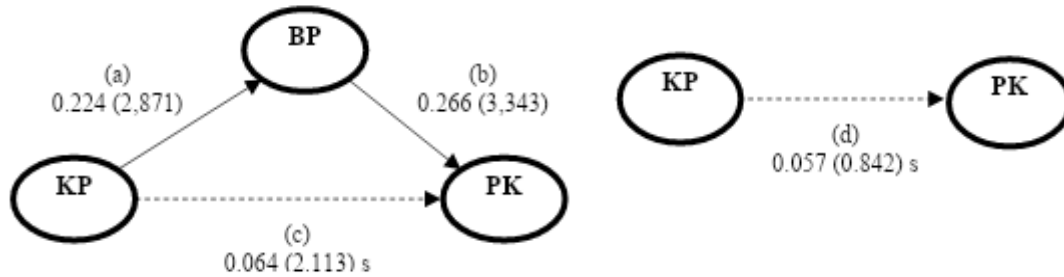


Fig 4:- Knowledge Sharing Test Results as Mediation

Information:

The number located on each path shows the coefficient value of the path and the enclosed indicates the THcount.

- s = significant at the 0.05 level
- KP = Professional Commitment
- BP = Knowledge Sharing
- PK = Competency Development

Source: Data processing for SmartPLS version 3.3.2 (2020)

C. Discussion

1) The Effect of Professional Commitment on Competency Development (Hypothesis 1)

The results showed that professional commitment had no effect on competency development, so H1 was rejected. This means that professional commitment, even normative commitment as the most dominant dimension in reflecting professional commitment is not able to encourage the development of teacher competencies to increase, even for the development of competencies related to knowledgemost dominant in measuring competency development. This means that big or small commitment of a teacher to the profession does not affect the development of competence as a teacher.

This is not in line with research conducted by Wahyuddin (2016) which found that there was a positive influence on professional commitment to competency development.

2) The Influence of Professional Commitment to Need for Achievement (Hypothesis 2)

This research shows that professional commitment has a positive and significant effect on the need for achievement, so that H2 is accepted. This means that commitment has an influence on the increasing need for teacher achievement. In this study, normative commitment as the most dominant dimension is able to increase the achievement motivation of a teacher to do something as well as possible as the most dominant dimension of need for achievement. The results of this test imply that teachers who are very committed to their commitment, they have the motivation within themselves to

excel. Commitment as a form of internal motivation can encourage someone to do something as well as possible.

This is in line with research Dirwan (2014) who found that there was a positive influence on professional commitment to the need for achievement.

3) The Influence of Need for Achievement on Competency Development (Hypothesis 3)

The results showed that the need for achievement has a positive and significant effect on competency development, so that H3 is accepted. Teachers who have achievement motivation can be seen from the desire to do something well which is related to the dimensions of the most dominant achievement needs so that they can actually increase knowledge as the most dominant dimension. stand out in competency development.

This is in line with research conducted by Schuler, Sheldon, Frohlich (2010) and Masanah, Sunandar, Nurkolis (2019)found that there is a significant relationship between need for achievement and competency development.

4) Need for Achievement Able to Play a Role in Mediating the Influence of Professional Commitment on Competency Development (Hypothesis 4)

The results show that the need for achievement is able to fully mediate the influence of professional commitment to competency development, teachers who have achievement motivation can be seen from the desire to do something well which is related to the dimensions of the most dominant need for achievement so that it can significantly influence professional commitment to development. competence. That

is, the need for achievement can affect the effect of professional commitment on competency development.

The need for achievement is one of the factors to do something better and more efficient when compared to the previous results, where the higher the achievement, the more developed the competence. (Suripto, 2009).

5) *The Effect of Professional Commitment on Knowledge Sharing (Hypothesis 5)*

The results showed that knowledge sharing had a positive and significant effect on competency development, so that H5 was accepted. In this study, the normative commitment dimension is the most dominant in relation to the commitment of the teaching profession to be able to encourage teachers to share knowledge. Teachers who are committed to their profession will make efforts beyond what is expected by the school so that teachers are willing to help, teach and share knowledge with fellow teachers.

This is in line with research conducted by Tandayong & Edalmen (2019) and Imamoglu, Ince, & Atakay (2019) who found that professional commitment has a positive and significant effect on knowledge sharing. However, this is not in line with the research conducted by Verianto (2019) where professional commitment does not have a significant effect on knowledge sharing.

6) *The Effect of Knowledge Sharing on Competency Development (Hypothesis 6)*

The results showed that knowledge sharing had a positive and significant effect on competency development, so that H6 was accepted. In this study, organizational support as the most dominant dimension in this case schools is needed to increase knowledge so that teacher competency development can develop. This means that the knowledge that a teacher gets in a school environment will increase with the sharing of knowledge carried out by fellow teachers who have carried out previous training activities.

This is in line with research conducted by Mardillah and Rahardjo (2017) which found that knowledge sharing has a significant effect on competency development. Naim and Lenka (2017) also found that knowledge sharing has a significant effect on competency development.

7) *Knowledge Sharing Able to Role in Mediating the Influence of Commitment Profession Against Competence Development (Hypothesis 7)*

The results showed that knowledge sharing was able to fully mediate the influence of professional commitment to competency development. That is, sharing knowledge can facilitate the development of new knowledge and increase competence among teachers. Knowledge sharing aims to facilitate the development of new knowledge among organizational members. It involves diffusion of employee knowledge, insights and ideas related to project information, climate preferences, coding guidelines, standard operating procedures, decision making, and problem solving skills (King, 2007; Trivellas et al., 2015). As a result, the

exchange of knowledge in social interactions and dialogue among organizational members generates new knowledge and increases individual competence, this means that knowledge sharing is able to encourage the influence of professional commitment to competency development.

This is in accordance with a qualitative study research on 20 Chinese HR professionals which revealed that knowledge sharing nourishes and supports learning, and career advancement that leads to competency development (Wang-Cowham, 2011).

V. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

Based on the previous description, it can be concluded that professional commitment has no effect on competency development. Professional commitment has a significant positive effect on the need for achievement. Need for achievement has a significant positive effect on competency development. the need for achievement is able to fully mediate the professional commitment to competency development. professional commitment has a significant positive effect on knowledge sharing. knowledge sharing has a significant positive effect on competency development. sharing of knowledge is able to play a role in fully mediating the professional commitment to competency development.

B. Suggestion

Professional commitment, affective commitment and normative commitment are dimensions that have a significant correlation to competency development, so several things need to be done to improve it. Principals should pay close attention to teacher careers, so that teachers will be enthusiastic so that the desire for competency development will increase. The principal is advised to support or encourage that the teaching profession is very noble and a very moral profession, thus the desire to develop competence will arise directly from the deepest impulses of the heart.

The need for achievement, doing something well is a dimension that has a significant correlation to competency development, so several things need to be done so that teacher achievement needs can increase so that competence can develop properly. Some things that can be done by schools are; The principal is advised to encourage teachers not to feel quite satisfied with their current abilities or achievements, teachers are advised to be able to improve their technical abilities by participating in training organized by the business world and industry and being able to adopt skills that are actually needed by the industry. so that the development of a teacher's competence will increase. The school principal gives encouragement to teachers about the responsibility of a teacher to students in transferring knowledge, teachers are advised to find learning methods that are right for students especially in pandemic conditions like today, for example, teachers do online distance learning by utilizing content in video sharing applications or even creating their own content so that competence in the field of

learning content creation increases. The school principal provides moral and material encouragement by providing incentives for teachers who are able to excel, so that they are able to encourage in order to improve competency development.

Knowledge sharing, organizational support and technology support are dimensions that have a significant correlation with competency development, so several things are needed to encourage knowledge sharing so that teacher competency development can increase. Some things schools need to do are; schools should support activities in increasing knowledge to fellow teachers. Increasing knowledge to fellow teachers can be pursued in various ways, such as sending several teacher representatives who are considered more competent to take part in technical training organized by industries that correlate with school needs, after teacher representatives have finished training, the school will organize workshops or training teachers by teachers who have previously conducted training in the form of In House Training (IHT), with the steps mentioned above, the knowledge sharing process can run so that it can improve the development of a teacher's competence. Schools provide support to teachers in an effort to share knowledge in terms of technology utilization, one of which is to work with internet network providers to provide greater bandwidth so that the knowledge sharing process can run smoothly, especially when it is still a pandemic. The principal is expected to be able to provide loans for inventory items such as laptops for teachers in order to absorb the knowledge shared by fellow teachers.

Suggestions for further research are expected to explore other mediating variables that may have a relationship between professional commitment to the development of a teacher's competence, such as teacher performance, principal leadership, and work motivation. In addition, the influence of professional commitment in this study opens the possibility of other influences from professional commitment to the development of a teacher's competence. Further research is needed with respondents who are in possession of a teaching certificate (certified or not yet certified teachers) to see the effect of knowledge and abilities on competency development variables.

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