

# IMPROVING PROFESSIONAL COMMITMENT BY STRENGTHENING TRANSFORMATIONAL LEADERSHIP, EMPOWERMENT, AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR (Empirical studies using Correlational Statistic and SITOREM analysis on private vocational school teachers at Bogor)

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## Abstract

This study aims to produce ways and strategies to increase professional commitment to become input and recommendations for related parties. The research was carried out among permanent teachers of private vocational schools in Bogor City, using a correlational approach with SITOREM (Scientific Identification Theory to conduct Operation Research in Education Management) analysis. The population size is 518, with a sample of 226. The results show that there is a positive and significant relationship between: 1) transformational leadership ( $X_1$ ) and professional commitment ( $r_{y1} = 0.437, <0.01, \rho < 0.01$ ); 2) empowerment ( $X_2$ ) with professional commitment ( $r_{y2} = 0.289, \rho < 0.01$ ); 3) organizational citizenship behavior ( $X_3$ ) with professional commitment ( $r_{y3} = 0.362, \rho < 0.01$ ). Based on the results of the SITOREM analysis, the order of priority for indicators that need to be improved are: 1) inspirational motivation, 2) intellectual stimulation, 3) conscientiousness, 4) boosterism, 5) altruism, 6) confidence, 7) credibility, 8) accountability, 9) desire, 10) belief that there is no other profession, 11) identification of the profession, 12) participation in professional activities, 13) self-development in the profession, and 14) feeling of loss when leaving the profession. Professional commitment can increase by strengthening transformational leadership, empowerment, and organizational citizenship behavior. A strategic way to implement the action plan is by improving priority indicators that are still weak in an educational webinar to provide insight and skills regarding enhancing the application of transformational and organizational skills leadership indicators—citizenship behavior in the school environment.

**Keywords:** Professional Commitment, Transformational Leadership, Empowerment, Organizational Citizenship Behavior

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## INTRODUCTION

Highly committed teachers are also characterized by reluctance to change professions because they feel they will lose material and non-material benefits because of it, so that they will try hard to stay in their profession by showing consistent actions to perform optimally in their work. Some teachers are highly committed to the profession based on the belief that they must be loyal to be a teacher because their profession has provided many good things in their lives so that they feel obliged to repay the favor by staying as a teacher. This strong desire makes it difficult for him to change professions despite the opportunity, trying to maintain loyalty as a moral embodiment because he views the teaching profession as noble. Commitment to the profession is also shown in the real contribution to the professional association, being active in various teaching activities that have real benefits and positive impacts for increasing the effectiveness of teaching and learning. Schools that are supported by teachers who have a high commitment to their profession will benefit greatly because they will try to apply the noble values of the teaching profession that have a strong impact on teaching and learning activities, on learning

outcomes and the achievement of school goals.

However, based on an initial survey conducted in September 2020 regarding commitment to the profession of 35 permanent foundation teachers at Private Vocational Schools in Bogor City, it is known that there are still several problems related to commitment to the profession, namely:

1. There are 4.3% of teachers who have problems with affective commitment, which can be seen from the teachers who are not fully determined to remain in the teaching profession until retirement, and are not fully willing to take paid training to be more competent as teachers.

2. There are 46.4% of teachers who have problems with continuous commitment, which can be seen from there are still teachers who do not mind moving to another profession even though it will be at risk of losing their income and, some teachers do not agree that the opportunities for other professions are limited, so there are wide opportunities to change professions.

3. There are 15% of teachers who have problems with normative commitment, even though all teachers agree that the teaching profession is a right decision and a noble profession, but there are still some who doubt that the teaching

profession has given many things to their lives so they must be loyal to be teachers, and almost half of teachers Don't feel guilty even if you have to switch to another profession.

Based on the results of the initial survey, it shows that the commitment to the teaching profession remains the foundation in Private Vocational Schools in Bogor City is still not optimal. Besides that,

Based on the identification of the problems that have been described, there are many factors that have a relationship with commitment to the profession. So that this research remains focused on increasing commitment to the profession, this research is limited to four variables, namely: the dependent variable is commitment to the profession, and the independent variable is: transformational leadership, empowerment, organizational citizenship behavior. The unit of analysis of this research is the permanent teacher of the foundation in private vocational schools throughout the city of Bogor.

The research aims to produce strategies and ways to overcome problems or increase Commitment to the Profession to be used as input and recommendations to related parties (Permanent Teachers of the Foundation, Principals, and Education Offices), through identification and analysis of the strength of the relationship between variables. which has a relationship

and relevance, in this case is Transformational Leadership, Empowerment and Organizational Citizenship Behavior. Specifically, this research aims to find out, understand and analyze empirically and in detail about:

1. The strength of the relationship between transformational leadership and commitment to the profession.
2. The strength of the relationship between empowerment and commitment to the profession.
3. The strength of the relationship between organizational citizenship behavior (OCB) and commitment to the profession.
4. The strength of the relationship between transformational leadership and empowerment with commitment to the profession.
5. The strength of the relationship between transformational leadership and organizational citizenship behavior (OCB) with

- commitment to the profession.
6. The strength of the relationship between empowerment and organizational citizenship behavior (OCB) with commitment to the profession.
  7. The strength of the relationship between transformational leadership, empowerment, and organizational citizenship behavior (OCB) together with commitment to the profession.

Research hypotheses can be proposed as follows:

1. There is a relationship between transformational leadership and commitment to the profession so that strengthening transformational leadership can increase commitment to the profession.
2. There is a relationship between empowerment and commitment to the profession so that strengthening empowerment can

- increase commitment to the profession.
3. There is a relationship between organization citizenship behavior (OCB) and commitment to the profession so that strengthening organization citizenship behavior can increase commitment to the profession.
  4. There is a relationship between transformational leadership and empowerment with commitment to the profession so that strengthening transformational leadership and empowerment together can increase commitment to the profession.
  5. There is a relationship between transformational leadership and organization citizenship behavior (OCB) with commitment to the profession so that strengthening transformational leadership and organization citizenship behavior together can

increase commitment to the profession.

6. There is a relationship between empowerment and organization citizenship behavior (OCB) with commitment to the profession so that strengthening empowerment and organization citizenship behavior together can increase commitment to the profession.
7. There is a relationship between transformational leadership, empowerment, and organization citizenship behavior (OCB) together with commitment to the profession so that strengthening transformational leadership, empowerment, and organization citizenship behavior together can increase commitment to the profession.

**METHOD**

This research was carried out from August 2020 to July 2021 with an analysis unit for permanent teachers at the private vocational school foundation accredited "A" in the city of Bogor. The research variable consists of three independent variables, namely Transformational

Leadership, Empowerment, Organizational Citizenship Behavior with the dependent variable being Commitment to the Profession. The research method used is a survey method with a correlational approach and the SITOREM method. To obtain data in the field used measuring instruments (instruments) in the form of a questionnaire that was compiled based on the indicators that exist in the research variables. The primary data needed is data regarding Transformational Leadership, Empowerment, Organizational Citizenship Behavior and Commitment to the Profession, with answer choices using a Likert scale and Rating scale, where the preparation is in the form of statement items from each indicator that exists in the research variables and from each statement followed by 5 (five) responses indicating the level of attitude or frequency of the respondent's behavior.

The relationship between the research variables can be seen from the following figure:

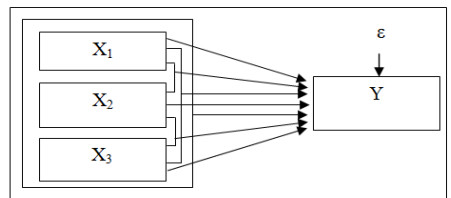


Figure 2. Constellation of Research Variables

X1 = Transformational Leadership  
 X2 = Empowerment

X3 = Organizational Citizenship Behavior  
 Y = Commitment to the Profession  
 = Other variables related to Y, but not studied

The population of this study were 518 Permanent Teachers Foundation (GTY) accredited private SMK "A" in the city of Bogor. Samples were taken by proportional random sampling technique. The sample size was calculated using the Taro Yamane formula, and a sample of 226 was obtained.

Data were obtained from the results of the distribution of the questionnaire instrument for each research variable. The questionnaire was tested for feasibility (calibration) using the validity test with the Pearson Product Moment formula and the reliability test with the

Cronbach Alpha formula, before being distributed to 226 samples of teachers. Data processing in this study used descriptive analysis techniques and inferential analysis with a correlational approach. In this data analysis sequentially discusses the normality test, homogeneity test, linearity test, and correlation.

**RESULT AND DISCUSSION**

**A. Pengujian Hipotesis Statistik**

Pengujian hipotesis dilakukan dengan analisis korelasi dan regresi. Pengujian hipotesis pertama, kedua, dan ketiga menggunakan analisis korelasi dan regresi sederhana, sedangkan hipotesis keempat sampai dengan ketujuh menggunakan analisis korelasi berganda. Hasil uji hipotesis ditunjukkan oleh Tabel 4 berikut ini.

**Table 1. Summary of Analysis of Variance of Significance Test of Regression Equation**

Correlation	regression	Significant			Conclusion
		f <sub>hitung</sub>	f <sub>tabel</sub> α=0,05	f <sub>tabel</sub> α=0,01	
Y-X <sub>1</sub>	Y=82,141+0,361X <sub>1</sub>	52,859	3,880	6,750	Significant and can be used to predict commitment to the profession based on the value of transformational leadership.
Y-X <sub>2</sub>	Y=102,726+0,217X <sub>2</sub>	20,418	3,880	6,750	Significant and can be used to predict commitment to the profession based on the value of empowerment

Correlation	regression	Significant			Conclusion
		f <sub>hitung</sub>	f <sub>tabel</sub> α=0,05	f <sub>tabel</sub> α=0,01	
Y-X <sub>3</sub>	Y=93,594+0,296X <sub>3</sub>	33,859	3,880	6,750	Significant and can be used to predict commitment to the profession based on OCB values
Y-X <sub>1</sub> X <sub>2</sub>	Y=75,186+0,319 X <sub>1</sub> +0,085 X <sub>2</sub>	28,050	3,040	4,700	Significant and can be used to predict commitment to the profession based on the values of transformational leadership and empowerment
Y-X <sub>1</sub> X <sub>3</sub>	Y=67,885+0,285X <sub>1</sub> +0,175X <sub>3</sub>	33,042	3,040	4,700	Significant and can be used to predict commitment to the profession based on the values of transformational leadership and OCB
Y-X <sub>2</sub> X <sub>3</sub>	Y=90,310+0,064 X <sub>2</sub> +0,250 X <sub>3</sub> ,	17,442	3,040	4,700	Significant and can be used to predict commitment to the profession based on the value of empowerment and
Y- X <sub>1</sub> X <sub>2</sub> X <sub>3</sub>	Y=68,434+0,289 X <sub>1</sub> -0,018 X <sub>2</sub> +0,187X <sub>3</sub> ,	21,965	3,040	4,700	Significant and can be used to predict commitment to the profession based on the values of transformational leadership, empowerment, and OCB

**Table 2. Summary of Variant Analysis of Linearity Test of Regression Equation**

Correlation	Regression	F <sub>hitung</sub>	F <sub>tabel</sub> α=0,05	Conclusion
Y-X <sub>1</sub>	Y=82,141+0,361X <sub>1</sub>	1,290	4,020	Linear
Y-X <sub>2</sub>	Y=102,726+0,217X <sub>2</sub>	1,073	4,020	Linear
Y-X <sub>3</sub>	Y=93,594+0,296X <sub>3</sub>	1,148	4,010	Linear

**Table 3. Summary of Correlation Significant Test**

No.	Correlation	Correlation test			Conclusion
		$t_{hitung}$	$t_{tabel}$ $\alpha=0,05$	$t_{tabel}$ $\alpha=0,01$	
1.	$r_{y1}=0,437$	7,270	1,645	2,326	H0 is rejected, H1 is accepted, meaning: There is a positive and significant relationship between transformational leadership (X1) and commitment to the profession (Y)
2.	$r_{y2}=0,289$	4,519	1,645	2,326	H0 is rejected, H1 is accepted, meaning: There is a positive and significant relationship between empowerment (X2) and commitment to the profession (Y)
3	$r_{y3}=0,362$	5,189	1,645	2,326	H0 is rejected, H1 is accepted, meaning: There is a positive and significant relationship between OCB (X3) and commitment to the profession (Y)
4.	$r_{y12}=0,448$	28,050	3,040	4,700	H0 is rejected, H1 is accepted, meaning: There is a positive and significant relationship between transformational leadership (X1) and empowerment (X2) with commitment to the profession (Y)
5.	$r_{y13}=0,478$	33,042	3,040	4,700	H0 is rejected, H1 is accepted, meaning: There is a positive and significant relationship between transformational leadership (X1) and OCB (X3) with commitment to the profession (Y)
6.	$r_{y23}=0,368$	17,442	3,040	4,700	H0 is rejected, H1 is accepted, meaning: There is a positive and significant relationship between empowerment (X2) and OCB (X3) with commitment to the profession (Y)
7.	$r_{y123}=0,478$	21,965	3,040	4,700	H0 is rejected, H1 is accepted, meaning: There is a positive and significant relationship between transformational leadership (X1), empowerment (X2), and OCB (X3) together with commitment to the profession (Y)

**Table 4. Partial Correlation Significance Test Summary**

No.	Corelation	Control	Correation	Comclusion		
				Sign.*	$\alpha=0,05$	Note
1.	$Y - X_1$	$X_2$	$r_{y1.2} = 0,358$	0,000	$0,000 < 0,05$	Significant
2.	$Y - X_1$	$X_3$	$r_{y1.3} = 0,335$	0,000	$0,000 < 0,05$	Significant
3.	$Y - X_2$	$X_1$	$r_{y2.1} = 0,112$	0,000	$0,000 < 0,05$	Significant
4.	$Y - X_2$	$X_3$	$r_{y2.3} = 0,068$	0,000	$0,000 < 0,05$	Significant
5.	$Y - X_3$	$X_1$	$r_{y3.1} = 0,216$	0,001	$0,001 < 0,05$	Significant
6.	$Y - X_3$	$X_2$	$r_{y3.2} = 0,362$	0,000	$0,000 < 0,05$	Significant
Significance (2-tailed) < 0,05						

**DISCUSSION**

Based on the results of regression and correlation analysis, it can be seen that there is a positive and significant relationship between the independent variable and the dependent variable, the strength of the relationship between these variables can be described as follows:

A. The Relationship between Strengthening Transformational Leadership and Increasing Commitment to the Profession  
 The model of the relationship between Transformational Leadership and Commitment to the Profession can be expressed in a linear regression equation =  $82.141 + 0.361X_1$  which means that every increase in one unit of

Transformational Leadership will be followed by an increase in Commitment to the Profession of 0.361 units with a constant of 82.141. This equation can be used to predict the score of Commitment to the Profession if Transformational Leadership is known.

The correlation coefficient  $r_{y1}$  of 0.437 from the results of hypothesis testing shows a positive relationship between Transformational Leadership and Commitment to the Profession. The coefficient of determination  $r^2_{y1}$  of 0.191 indicates that the contribution made by Transformational Leadership to increase Commitment to the Profession is 19.1%, while the remaining 80.9% is determined by other variables.

A significant positive relationship between Transformational Leadership and Commitment to the Profession has also been proven by the results of a previous study conducted by Afshan Jabeen, Salahuddin Khan and Syed Zia ul Islam (2019), entitled "Impact of Leadership Styles Upon Professional Commitment", resulting in findings that there is a significant relationship between Transformational Leadership and Professional Commitment. The conclusion of this study explains that transformational leadership style creates a good sense of belonging to the institution, and lecturers who have transformational leaders show strong commitment to their profession and are enthusiastic about utilizing their potential for institutional development. In addition, a similar study was also conducted by Marisa Permatasari, Dedi Purwana and Maruf Akbar (2020) entitled "Private University Lecturer's Professional Commitment In Jakarta", resulting in the finding that transformational leadership has influence on increasing commitment to the profession. This means that transformational leadership can have a direct influence on a teacher's commitment to his profession.

Based on the results of the SITOREM analysis, there is a positive relationship between transformational leadership and commitment to the profession by looking at the weight of the score for

each indicator on the transformational leadership variable, namely: the dimension/indicator of charisma (Idealized influence/charisma) that gets a weight from the expert, which is 28.448% with the highest average score. 4.097, the dimension/indicator of individual attention (Individulized consideration) received a weight from the expert, namely 18.966% with an average score of 4.079, the dimension/indicator of inspirational motivation (Inspirational motivation) received a weight from the expert, namely 27.586% with an average score of 3.784 followed by the dimensions/indicators of intellectual stimulation (Intellectual stimulation) which received a weight from the experts, namely 25% with an average score of 3,740.

From the findings obtained in the research through these two stages, it can be seen that transformational leadership is a leadership style in which the leader always provides intellectual stimulation to its members, so that they are able to contribute to increasing commitment to the profession.

### **B. The Relationship between Strengthening Empowerment and Increasing Commitment to the Profession**

The model of the relationship between Empowerment and Commitment to the Profession can be expressed in a simple linear

regression equation =  $102.726 + 0.217X_2$ , which means that every increase in one unit of Empowerment will be followed by an increase in Commitment to the Profession of 0.217 units with a constant of 102.726. This equation can be used to predict the score of Commitment to the Profession if Empowerment is known.

The results of the hypothesis test, among others, the correlation coefficient  $r^2$  of 0.289 indicates a positive relationship between Empowerment and Commitment to the Profession. The coefficient of determination  $r^2$  of 0.089 indicates that the contribution given by Empowerment to increase Commitment to the Profession is 8.90%, while the remaining 91.10% is determined by other variables.

There is research that is relevant to the results of the hypothesis test that has been generated, namely the previous research conducted by Fitriyanti (2019) with the title "Improvement Of Teacher Professional Commitments Through The Development Of Personality And Empowerment", resulting in the finding that there is a positive relationship between teacher empowerment and commitment of teachers to the profession with the strength of the relationship ( $r=0.651$ ,  $<0.01$ ). In addition, there is a study conducted by Ronit Bogler and Anita Somech (2004) "Influence of Teacher Empowerment on Teachers'

Organizational Commitment, Professional Commitment and Organizational Citizenship Behavior in School", resulting in the finding that Empowerment has an effect on increasing Professional Commitment. Empowerment of teachers has an impact on the goal of the school in producing the best graduates, so that the commitment of teachers to their profession will increase.

Based on the results of SITOREM analysis, there is a positive relationship between empowerment and commitment to the profession by looking at the weight of the score for each indicator on the empowerment variable, namely: the Communication dimension/indicator gets a weight of 14.815% from experts with the highest average score of 4.535; the dimensions/indicators of Trust are weighted by experts, namely 20.988% with an average score of 4.113; Confident dimension/indicator gets weight from experts, namely 19.136% with an average score of 3.981; the Credibility dimension/indicator gets a weight from the experts, namely 17.284% with an average score of 3.882; the Accountability dimension/indicator is weighted by the expert, namely 15.432% with an average score of 3.840; and the dimension/indicator of Desire received a weight from the expert, namely 12.346% with the lowest average score of 3.757.

From the findings obtained in the research through these two stages, it can be seen that teacher empowerment is a very strategic aspect of education management, because teachers are human resources who will provide power to other resources in the field of education, so that they are able to contribute to increase Commitment to the Profession.

### **C. The Relationship between Strengthening Organizational Citizenship Behavior (OCB) and Increasing Commitment to the Profession**

The model of the relationship between OCB and Commitment to the Profession can be expressed in a simple linear regression equation =  $93.594 + 0.296X_3$ , which means that every increase in one unit of OCB will be followed by an increase in Commitment to the Profession of 0.296 units with a constant of 93.594. This equation can be used to predict the score of Commitment to the Profession if OCB is known.

The results of the hypothesis test, among others, the correlation coefficient  $r_{y3}$  of 0.362 indicates a positive relationship between OCB and Commitment to the Profession. The coefficient of determination  $r^2_{y3}$  of 0.131 indicates that the contribution given by OCB to increase Commitment to the Profession is 13.1%, while the

remaining 86.9% is determined by other variables.

This positive and significant relationship has been proven by previous research by Guven Ozdem (2012), "The Relationship between The Organizational Citizenship Behaviors and The Organizational and Professional Commitments of Secondary School Teachers", resulting in the finding that OCB has a strong and significant relationship with commitment. Professional ( $r = 0.50, <0.01$ ), especially the results of the assessment per sub-dimension, where the sportsmanship dimension of OCB affects the dimensions of normative and affective commitment. Another study similar to this conducted by Suresh and Venkatamal (2010), entitled "Antecedents of Organizational Citizenship Behavior", resulted in the finding that OCB has a strong and significant relationship with commitment to the profession ( $r = 0.476, p < 0.01$ ). The higher the OCB, the higher the commitment to the profession is predicted.

Based on the results of SITOREM analysis, there is a positive relationship between Organizational Citizenship Behavior and commitment to the profession by looking at the weight of the scoring of each indicator on the Organizational Citizenship Behavior variable, namely: Courtesy dimension/indicator, which is 16.201% with the highest average

score of 4.369; the dimensions/indicators of Sportsmanship are weighted by experts, namely 13.408% with an average score of 4.242; the dimensions/indicators of Civic Virtue received a weight from the experts, namely 17.318% with an average score of 4.139; Voice dimensions/indicators are weighted by experts, namely 10.056% with an average score of 4.089; the Conscientiousness

dimension/indicator gets weight from the experts, namely 15.084% with an average score of 3.907; The Boosterism dimension/indicator received a weight from the expert, namely 11.173% with an average score of 3.781; and the dimensions/indicators of Altruism received a weight from the experts, namely 16.760% with an average score of 3.598.

From the findings obtained in the research through these two stages, it can be seen that teachers with high OCB can carry out their tasks with full innovativeness, actively foster extra-curricular activities, willing to help students outside of working hours if there are students who need them, able to contribute to the improvement of teacher performance.

#### **D . The Relationship between Strengthening Transformational Leadership and Empowerment**

#### **with Increased Commitment to the Profession**

The model of the relationship between Transformational Leadership and Empowerment with Commitment to the Profession can be expressed in a linear regression equation  $= 75.186 + 0.319X_1 + 0.085X_2$ , which means that each increase in one unit of Transformational Leadership and Empowerment together will be followed by an increase in Commitment to the Profession of 0.404 units. with a constant of 75,186. This equation can be used to predict the Commitment to the Profession score if Transformational Leadership and Empowerment are known.

The correlation coefficient  $r_{12}$  of 0.448 from the results of hypothesis testing shows that there is a positive relationship between Transformational Leadership and Empowerment together with Commitment to the Profession. The coefficient of determination  $r^2_{y12}$  of 0.194 indicates that the contribution of Transformational Leadership and Empowerment together to increase Commitment to the Profession is 19.4%, while the remaining 80.6% is determined by other variables.

The findings obtained in this study identify that if the head of a private vocational school develops the type of transformational leadership well and is able to empower teachers well, together these two variables

contribute to increasing commitment to the profession.

### **E. Relationship between Strengthening Transformational Leadership and OCB with Increased Commitment to the Profession**

The model of the relationship between Transformational Leadership and OCB with Commitment to the Profession can be expressed in the regression equation =  $67.885 + 0.285X_1 + 0.175X_3$ , which means that each increase in one unit of Transformational Leadership and OCB together will be followed by an increase in Commitment to the Profession of 0.460 units with constant 67,885. This equation can be used to predict the score of Commitment to the Profession if Transformational Leadership and OCB are known.

The correlation coefficient  $r_{y13}$  of 0.478 from the results of hypothesis testing shows a positive relationship between Transformational Leadership and OCB together with Commitment to the Profession. The coefficient of determination  $r^2_{y13}$  of 0.222 indicates that the contribution given by Transformational Leadership and OCB together to increase Commitment to the Profession is 22.2%, while the remaining 77.8% is determined by other variables.

The findings obtained in this study identify that if the head of a private vocational school develops the type of transformational leadership well and the teacher has a high OCB, together these two variables contribute to an increase in Commitment to the Profession.

### **F. The Relationship between Strengthening Empowerment and OCB with Increased Commitment to the Profession**

The model of the relationship between Empowerment and OCB with Commitment to the Profession can be expressed in the regression equation =  $90.310 + 0.064X_2 + 0.250X_3$ , which means that each increase in one unit of Empowerment and OCB together will be followed by an increase in Commitment to the Profession of 0.314 units with a constant 90.310. This equation can be used to predict the Commitment to Profession score if Empowerment and OCB are known.

The results of the hypothesis test show that the correlation coefficient  $r_{y23}$  is 0.368, meaning that there is a positive relationship between Empowerment and OCB together with Commitment to the Profession. The coefficient of determination  $r^2_{y23}$  of 0.128 indicates the contribution given by Empowerment and OCB to increase Commitment to the Profession is 12.8%, while the remaining 87.2% is determined by other variables.

The findings obtained in this study identify that if the head of a private vocational school is able to empower their teachers well, plus the teacher has a high OCB, together these two variables contribute to increasing commitment to the profession.

### **G. Relationship between Transformational Leadership Reinforcement, Empowerment and OCB with Increased Commitment to the Profession**

The model of the relationship between Transformational Leadership, Empowerment and OCB with Commitment to the Profession can be expressed in the linear regression equation =  $68.434 + 0.289X_1 + (-0.018X_2) + 0.187X_3$  which means that each increase of one unit of Transformational Leadership, Empowerment and OCB together will be followed by an increase in Teacher Performance of 0.458 units with a constant of 68.343. This equation can be used to predict the score of Commitment to the Profession if Transformational Leadership, Empowerment and OCB are known. The results of the hypothesis test show that the correlation coefficient  $r_{123}$  is 0.478, which means that there is a positive relationship between Transformational Leadership, Empowerment and OCB

together with Commitment to the Profession. The coefficient of determination  $r^2_{123}$  of 0.218 indicates that the contribution given by Transformational Leadership, Empowerment and OCB together to improve Teacher Performance is 21.8%, while the remaining 78.2% is determined by other variables. The findings obtained in this study identify that if the head of a private vocational school develops a transformational leadership type and teacher empowerment and teachers have a high level of OCB, together these three variables contribute to increasing commitment to the profession.

### **CONCLUSION**

Based on the results of the study, it can be concluded that there is a positive relationship between Transformational Leadership and Commitment to the Profession with a correlation coefficient of 0.437. There is a positive relationship between Empowerment and Commitment to the Profession with a correlation coefficient of 0.289. There is a positive relationship between OCB and Commitment to the Profession with a correlation coefficient of 0.362. There is a positive relationship between Transformational Leadership and Empowerment together with Commitment to the Profession with a

correlation coefficient of 0.448. There is a positive relationship between Transformational Leadership and OCB together with Commitment to the Profession with a correlation coefficient of 0.478. There is a positive relationship between Empowerment and OCB together with Commitment to the Profession with a correlation coefficient of 0.368. There is a positive relationship between Transformational Leadership, Empowerment and OCB together with Commitment to the Profession with a correlation coefficient of 0.478. This indicates that Commitment to the Profession can be increased through strengthening Transformational Leadership, Empowerment and OCB. Strengthening Transformational Leadership, Empowerment and Organizational Citizenship Behavior can be strengthened by improving indicators that are still weak in order of priority as follows: 1) inspiring motivation, 2) intellectual stimulation, 3) conscientiousness, 4) boosterism, 5) altruism, 6) confident, 7) credibility, 8) accountability, 9) desire, 10) belief that there is no other profession, 11) identification of the profession, 12) participation in professional activities, 13) self-development in the profession, and 14) feeling of loss when leaving the profession. Findings from the research results, discussions, conclusions and implications that

have been described can be seen that transformational leadership, empowerment and OCB can be improved. Increased commitment to the profession can be done by increasing transformational leadership, empowerment and OCB

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