STRENGTHENING OF TRANSFORMATIONAL LEADERSHIP, EMPOWERMENT, WORK MOTIVATION AND TRUST IN ENHANCING TEACHER PROFESSIONAL COMMITMENT

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Abstract

This research was conducted using the correlation statistical method to determine whether other variables, namely transformational leadership, empowerment, work motivation, and trust have a positive relationship with teachers' commitment to the profession. Based on these results, an analysis was carried out using the Sitorem Method to make recommendations and determine which indicators should be repaired, maintained or developed immediately. Order of priority improvements that need to be made. The study was conducted at Bekasi City Public High School teachers, with a study population of 536 teachers and the sample of 145 teachers. The results showed that there was a positive relationship between transformational leadership, empowerment, work motivation, and trust on teacher's professional commitment with the strength of the relationship $ry1 = 0.476$ and there was a positive relationship between work motivation and teacher professional commitment. The strength of the relationship $ry2 = 0.264$ is the strength of the relationship between transformational leadership and the commitment of the teaching profession, $ry3 = 0.242$ in trust towards the commitment of the teaching profession, and $ry4 = 0.042$, namely empowerment of the commitment of the teaching profession. This shows that the commitment of the teaching profession can be increased through transformational leadership, empowerment, work motivation, and trust. The results of the Sitorem Analysis show that there are 14 sequences of indicators that must be repaired immediately and 16 indicators that can still be maintained or developed.

Keywords: Teacher Professional Commitment, Transformational Leadership, Empowerment of Work Motivation, Trust, SITOREM Analysis

INTRODUCTION

Minister of education and culture Muhajir Efendi in his speech in front of 1000 teachers who will be sent abroad on 27 February 2019, said that the world of education must be able to anticipate various changes in the era of the industrial revolution 4.0. Anticipating these changes is by innovating creative teamwork so as to increase the HDI (human development index) of our country's human resources. Innovation is a very helpful way for educational institutions to run effectively. This policy must of course be supported by the excellence of the entire academic community, transformational leadership, work motivation, teacher trust in institutions, and empowerment so that it can improve the quality of the educational process at SMA Negeri Bekasi City. Therefore, various efforts need to be made, one of which is to empower teachers with civil servant status at the Bekasi

City public high school. Policies that are of concern to the management of public high schools in Bekasi City include educators who are one of the main resources in the field of education. Educators' resources must be maximized in order to contribute to realizing the vision of education in schools.

Based on the data and facts obtained through the initial survey which was conducted from 17 to 21 November 2020, using a questionnaire, the commitment of the teaching profession in Bekasi City is in a condition that urgently needs to be improved.

The initial survey was in the form of statements to 30 respondents in Bekasi City. Statements submitted to the variable commitment to the teaching profession consist of 16 statements, with a rating scale or measurement scale, namely a type of research data collection technique in the form of qualitative or quantitative research data by giving questions or statements to respondents to choose the answer or the most appropriate choice regarding an object research.

Nida Hasanati.(2018:653–656).” The Role of Work Life Quality towards Teacher's Professional Commitment”: Professional commitment is a form of work commitment that is considered to affect performance and other work outcomes.

Valeau, P., Paille, P., Christel, D., & Guenin, H. (2019: 1–37): “The mediating effects of professional and Trust on the relationship between HRM practices and professional employees' intention to stay”: Professional commitment refers the feeling of dedication among the individuals of a group towards their profession.

Based on this statement, the results of the teacher's professional commitment are obtained with indicators: (1) Affective professional commitment, (2) Continuous professional commitment, (3) Normative professional commitment, (4) Teamwork.

The facts generated based on the results of a preliminary survey using a questionnaire, can be concluded as follows:

1. There are 46.25% of teachers who are not optimal in affective professional commitment.
2. There are 40.18% of teachers who are not optimal in terms of normative professional commitment.
3. There are 41.79% of teachers who are not optimal in terms of continuing professional commitment.
4. There are 45% of teachers who are not optimal in teamwork.

The verification analysis method used in this research is path analysis. The main analysis carried out was to test the path construct whether it was tested empirically or not. Subsequent analyzes were carried out to look for direct and indirect effects of a set of independent variables on the dependent variable. In addition, path analysis is a type of multivariate analysis to study the direct and indirect effects of a number of variables that are hypothesized as causal variables on other variables called effect variables. The causal relationship between variables has been established with a model based on a theoretical basis. The data in this study were processed using the Statistical Package for Social Sciences (SPSS) program.

Informants to explore the factors of commitment to the teaching profession are an important key in obtaining supporting data for variables that have a positive and dominant effect on creativity. The results of the quasi-qualitative research were found to have positive and dominant influence variables, which could then be arranged in a research constellation using path analysis. The resulting model is a mathematical model obtained from the substructures arranged in the research constellation. The variables obtained in the quasi-qualitative research were analyzed using path analysis in order to obtain a variable strength value. This provides a logical picture of the variables that have a positive and dominant effect on the commitment to the teaching profession.

This study aims to produce methods and strategies for strengthening teacher professional commitment by analyzing the influence of variables that have a positive and dominant effect on teacher professional commitment. Based on the results of qualitative research, these variables are transformational leadership, empowerment, work motivation, and trust. Furthermore, the findings

from this study will be used as recommendations to related parties, namely the education office for the Bekasi area of West Java, school principals and teachers in the Bekasi area of West Java.

The Nature of Teacher Professional Commitment (Y)

Valeau and Guenin (2019:1–37) state that commitment to the profession refers to a sense of dedication among individuals in a group to their profession. The dimensions or factors of commitment to the profession include 1) affective professional commitment, 2) normative professional commitment; and 3) continuing professional commitment. Professional commitment according to Porter et al in AC.

Greenfield, Jr., et al, (2008) are: A professional commitment is the acknowledgment of (and trust in) the values and objectives of a profession, a willingness to exercise substantial effort on behalf of the profession, and an explicit goal to maintain membership in the profession.

Morrow & Wirth in Jae Yoon Chang and Jin Nam Choi, (2013) wrote that professional commitment is as psychological attachment to and identification with one's profession. Professional commitment is part of the psychological factor when identifying one's profession.
Another opinion was written by Hossein Khanifar, (2012) that: Professional commitment is one of important factors that determine behavior or of persons and consider from management and training environment.

Vanderberg and Scarpello in H. Shamina and Villa Kennedy, (2013) wrote of professional commitment as: a person's belief in and acceptance of the values of his or her chosen occupation or line of work, and a willingness to maintain membership in that occupation.

The General Teaching Council for Scotland, (2012) writes that the core of professional values and personal commitments that teachers must have in relation to their professional commitment include:
(a) Engaging with all aspects of professional practice and working collegiately with all members of our educational communities with enthusiasm, adaptability and constructive criticism
(b) Committing to lifelong inquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice.

The theory above states that the teacher's commitment is a self-attachment to the duties and obligations as a teacher which can give birth to responsibility and a responsive and innovative attitude towards the development of science and technology. So in this commitment there are several elements, including the ability to understand oneself and one's duties, the radiance of an inner attitude (inner strength) strength from outside and responsiveness to change. These elements give birth to responsibility for the duties and obligations that become one's commitment so that the task is carried out with full sincerity.

Based on the study of the theoretical concepts above, it can be synthesized that professional commitment is a psychological attachment and dedication among individuals in a group in carrying out tasks in a particular field of work on the basis of skills, expertise and responsibility. The indicators of professional commitment are: 1. Affective professional commitment: 1). Important part (Teacher is an important part of life), 2) Proud (a feeling of pride in being a teacher), 3) Enthusiastic (Enthusiastic about being a teacher) 2. Continuance professional commitment: 1) Explore the profession (Explore the profession teacher), 2) Disrupted (Life will be disrupted if you switch professions), 3) No Pressure (There is no pressure to switch professions). 3. Normative professional commitment: 1) Responsibility to stay in profession (responsibility to remain in the profession), 2) Guilty (feeling guilty if changing professions) and 3) Sense of loyalty (Having a feeling of loyalty to the profession).

The Nature of Transformational Leadership (X$_1$)

According to Martinus Tukiran (2020: 251-253) that transformation describes an action that causes a major change in the form, nature, or function of something or someone. A transformational

leader can be especially useful during times of instability and crisis in organizations when the climate is more receptive to encouragement for bold actions or radical deviations from the norm. A person using a transformational leadership style is often described as having the charisma or personal charm or innate charm that allows such a leader to influence others. The characteristics of transformational leadership are seen from the dimensions of (1) organizational environment: dynamic, critical, (2) identity: building character, (3) position of power: charisma, (4) sources of influence: moral goals, intellectual simulation, (5) strength: visionary , motivational, and (5) values: empowerment, fairness and integrity.

Fred Luthans (2006: 374), provides four characteristics - characteristics of transformational leadership, namely charismatic, inspirational, has intellectual stimulation and individualized consideration. According to Luthans, someone who has successfully implemented a transformational leadership style has the following indicators: (1) identifies himself as a renewal agent, (2) has courage, (3) trusts other people, (4) acts on the basis of a value system (not on based on individual interests, on the basis of the interests and pressures of his cronies), (5) continuously improve his abilities, (6) have the ability to deal with complex, unclear and uncertain situations. 7) have a vision for the future.

Transformational leadership is such a leadership style that a leader motivates its members towards upheld goals by clarifying the duties and roles of each member. A leader wants to pay attention to what is needed by his members, changes members' awareness of existing problems by looking at a problem in a new way, is able to increase passion, trust, and inspire members to expend their extra effort to achieve the group goals.

According to Wirawan (2013: 138) the term transformational leadership is the result of a development of several theoretical thoughts. Starting with the thought of Transforming Leadership (transforming leadership) then developed by Bernard M. Bass in 1985 in his book entitled Leadership and Performance Beyond Expectations which uses the term Transformational Leadership (transformational leadership).

David Bosch (2013:18-31) states that transformational leadership is positively related to terminal value compatibility between leaders and followers. The indicators of transformational leadership are as follows: (1) communicate the vision, (2) develop staff, (3) provide support, (4) empower staff, (5) be innovative, (6) lead by example, and (7) charismatic.

Tiksnayana Vipraprastha, I Nengah Sudja, Anik Yuesti (2018: 20503–20518) states that transformational leadership is a leadership style that inspires and motivates subordinates to be able to do more work than expected and helps employees develop themselves to be able to innovate in dealing with problems so that they can strive more for organizational purposes. Transformational leadership indicators are: (1) Idealized influence (charisma), (2) Inspirational Motivation, (3) Intellectual Stimulation, (4) Individual Consideration.

Transformational leadership is the latest approach that has been hotly discussed in the last two decades. Even according to Luthans, Fred (2008) transformational leadership is included in modern leadership theory. The initial idea of the transformational leadership model was developed by James McGregor Burns who applied it in a political context and then into an organizational context by Bernard Bass in Pidekso, YS & Harsiwi (2001) stating that transformational leadership is leadership that is opposed to leadership that maintains the status quo. This transformational leadership is truly defined as true leadership because this leadership is really working towards goals at the level of directing the organization to a goal that has never been achieved before. Real leaders must be able to steer the organization in a new direction.

Based on some of the opinions of the experts above, it can be synthesized that transformational leadership is the action of a leader who is able to inspire, direct and move his followers to make changes through empowerment in achieving certain goals.

Indicators: (1) Reformer, (2) Idealized Infuenced, (3) Creating a conducive environment, (4) Inspirational Motivation, (5) Intellectual Stimulation, and (6) Individual Consideration (Giving individual attention)

The Nature of Empowerment (X_2)

Wood at al (2001: 155-157) suggests the notion of empowerment is the development of a positive "can do" mentality that originates from belief in one's own ability to be able to work on the job at hand (Essentially, empowerment is about creating positive 'can do' mentality among employees). Factors that indicate empowerment are: (a) delegation of authority and freedom to work, (b) increasing "Self Efficacy" (belief in completing work), (c) Modeling (exemplary), (d) Competency Building (increasing individual competence)), (e) Emotional Support (support from leaders in decision making).

McShane, Steven L and Von Glinow, Mary A (2010:198-199) argued that psychological empowerment is an effort that departs from the belief that a person can contribute in carrying out tasks and work in order to achieve organizational goals and personal goals. Empowerment represents a form of intrinsic motivation where the implementation of work tasks itself basically contains rewards and satisfaction. The empowerment factors include: (a) Self-determination (growing individual ability to make choices, authority, freedom, independence, and responsibility to take action in their work, (b) Meaning (the meaning of work where a person feels passionate, excited and wants continue to contribute, participate, play a role in organizational activities), (c) Competent (Growing confidence in the ability to work well and proficient in completing their duties), (d) Impact (impact on the work results achieved). someone that their active participation in the form of thoughts, decision-making and actions have a good impact on the organization.

According to Richard L Daft (2010: 523-524) empowerment is the sharing of power, the delegation of power or authority to subordinates in an organization. (Empowerment is power sharing, the delegation of power or authority to subordinates in an organization). The indicators of empowerment are: (a) Increasing "Self-Efficacy" Confidence in being able to complete the work), (b) Increasing work results (effectiveness), (c) Freedom to work using your creativity, (d) Provision of information, knowledge, authority, and reward, in carrying out the work. The leader gives his subordinates the flexibility to improve competence and work according to their creativity.

According to Schermerhorn et al (2001: 275) empowerment is a process through which a manager helps members obtain and use the power needed to make decisions that impact on themselves and their work. It can also be said that empowerment is the delegation of leaders to members to use their power to make decisions for organizational goals. The factors that indicate empowerment are, (a) meaningful work for themselves and consistent with the values adopted, (b) competence, capabilities, (c) freedom to choose how to carry out work, (d) performance has an impact on the organization.

Other dimensions of empowerment were also written by McShane and Von Glinow (2010) which consist of four dimensions of empowerment, namely:

(1) Self-determination.

Employees feel that they have freedom, independence, and discretion over their work activities

(2) Meaning

Employees who feel empowered care about their work and believe that what they do is important

(3) Competence

Empowered people are confident about their ability to perform the work well and have a capacity to grow with new challenges.

(4) Impact

Empowered employees view themselves as active participants in the organization, that is, their directions and actions have an influence on the company's success.

The concept of the dimensions of empowerment above can be applied in educational units, such as giving teachers the opportunity to make important decisions, such as curriculum changes, determining budgets, determining graduation, research, or community service. teachers are also given the opportunity to study at a higher level, have all their needs met, the opportunity to develop models or reference materials, and get support from leaders and other teachers. Teachers must be given the confidence that what they do is important and has a major influence on achieving the goals of the educational unit, has challenges that need attention, as well as opportunities to help educational units to have high quality.

Based on the study of the theories above, it can be synthesized that empowerment is an effort to enable the giving of authority and responsibility from leaders (school principals) to teachers to carry out tasks creatively and innovatively in responding to various dynamic changes according to their abilities. Empowerment indicators are: (1) Delegation of authority and freedom to work (2) Confident (generates teacher self-confidence) (3) Meaning (Seeing talents and interests), (4) Impact (Strong impact/influence).

The Nature of Work Motivation (X_3)

Abraham Sperling (in Mangkunegara 2013: 93) argues that "motive is defined as tendency to activity started by a drive and ended by an adjustment. The adjustment is said satisfy the motive" (the motive is defined as the tendency to be active, starting from oneself and ending with self-adjustment. Self-adjustment is said to be a motive).

William J. Stanton (in Mangkunegara 2013: 93) defines that "A Motive is stimulated need which a goal-oriented individual seeks to satisfy" (a motive is a stimulated need that is oriented towards individual goals achieving satisfaction).

Motivation is defined by Fillmore H. Stanford (in Mangkunegara 2013: 93) that "motivation as an energizing condition of an organism that serves to direct that organism toward the goal of a certain class" (motivation as a condition that moves humans towards a certain goal).

Literally, Luthans (2005) the term motivation comes from the Latin word movere, which means moving which indicates a process that begins with a physiological or psychological deficiency that drives behavior or encouragement that is intended for goals or incentives, so understanding the process of motivation depends on understanding and relationship between needs, drives, and incentives.

Kondalkar (2007) says that motivation is an inner passion or arousal caused by a need or desire so that it encourages a person to move all the energy to achieve the desired goal. The same thing was also stated by Scot (in Kondalkar, 2007) that motivation is a process that encourages someone to act in achieving goals.

While the definition of work is a form of assertive activity that aims to get satisfaction, work activity involves reviewing the concept of work from the perspective of empowering human resources. According to Rivai (in Marliani, 2015) work motivation is a set of attitudes and values that influence individuals to achieve specific things according to individual goals, while Munandar (2001) suggests that work motivation is a process in which needs encourage a person to carry out a series of activities. leading to the achievement of certain goals.

According to Malayu Hasibuan (2005) motivation is very important in an institution because motivation is something that causes, distributes, and supports human behavior, so that they want to work hard and enthusiastically achieve optimal results. Facilitating the understanding of work motivation, we first know what motivation is. Motivation comes from the Latin word movire which means encouragement or movement. While work is something that is needed by humans.

Work motivation is the background of individual behavior in the organization. Individual and organizational goals can be achieved simultaneously. Work motivation is everything that generates passion, desire, desire and energy from within a person that influences, directs and maintains his behavior to achieve the desired goals, according to the scope of work. Motivation is defined as an

individual's encouragement to take action because they want to do it, if individuals are motivated, they will make positive choices to do something, because it can satisfy their desires. So, work motivation is an encouragement to individuals to do a good job to achieve certain goals, which are in terms of the goals of the company. The size of the influence of motivation on a person depends on how much intensity the motivation is given so that it encourages the teacher to work better.

Based on the opinions of the experts above, it can be synthesized that work motivation is the drive that directs and sustains performance and drives a person internally and externally towards actions that help them achieve the specific goals or tasks assigned to them. While the teacher's work motivation is the ability to have a strong desire to work and try so that the wishes of the teachers and organizational goals can be achieved.

Indicators of work motivation: (1) Wages and salaries, (2) Self-actualization, (3) Achieve reputation, (4) Recognition and appreciation, (5) Perseverance in achieving goals,

The Nature of Trust (X_4)

Colquitt, Jason A., Jeffery A. LePine, and Michael J. Wesson (2011: 204) argue that trust is the desire to give authority to those who are fully trusted and realized. According to Colquitt, LePine, and Wesson (2011: 206-209), the factors that influence the level of trust are: (1) disposition based trust, (2) cognition based trust; ability, benevolence, integrity, and (3) affect based trust (trust based on emotional rather than rational).

According to Wibowo (2011: 513) trust is the most valued value in human relations and may be a concept that is poorly understood in the workplace. Trust is the trust that people have in other people. Trust cannot be demanded or forced, but must be earned. Trust is an important component that helps develop a conducive work environment. The ways in which an organization develops trust are: (1) encouraging staff morale, (2) encouraging sharing, (3) improving communication, (4) reducing stress, (5) strengthening team work, (6) increasing loyalty, and (7) keep costs down.

Robbins and Timothy A. Judge (2009:458) argue that "trust is positive expectation that others will not through, words, action, or decision at opportunistically." Trust is a positive hope for others that cannot be done through words, actions or decisions and is opportunistic. Trust includes what makes a person vulnerable such as when, for example, we disclose intimate information or rely on other promises.

Furthermore Stephen P. Robbins, Timothy A.Judge (2009:459) suggests that in organizational relations there are three types of trust, namely: (1). Deterrence based trust, power based trust functions only to the extent that punishment is possible, the consequences are clear and real punishment is imposed if the trust is violated, (2). Knowledge based trust, knowledge based trust, most organizational relationships are rooted in knowledge based trust, (3). Identification based trust, trust based on identification, the highest level of trust is achieved when there is an emotional connection between two parties. It is possible for one party to act as an agent for another party and replace that person in an international transaction.

Robert Kreitner and Angelo Kinicki (2010: 318) argue that "trust is defined as reciprocal faith in order intentions and behavior". Trust is a reciprocity between goals and behavior. To build trust, according to Fernando Bartolome in Robert Kreitner and Angelo Kinicki (2010: 319), there are several factors, namely: (1). Communication; explain policies and decisions and provide accurate feedback, (2). Support; available and easy to provide assistance, advice, coaching, and support for team members' ideas, (3).Respect; real decision making is an important thing that is respected by managerial, (4). Fairness; quickly give awards and recognition to people who deserve it, (5). Predictability; consistent and predictable in everyday life, and maintain its promises, (6). Competence; increase credibility by cultivating good business sense as well as technical ability and professionalism.

Nischay K. Upamannyu, Chanda Gulati, Ankita Chack, Gurvinder Kaur (2015:1-31) states that trust is the expectation of positive results, results that a person can receive based on the expected actions of other parties. trust as the expectation of positive results, the results one can receive based on the expected actions of other parties.
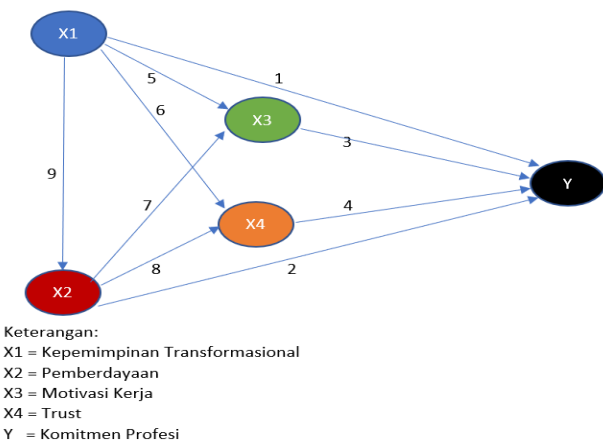
Based on the study of the concepts above, it can be synthesized that trust is a teacher's belief in leadership and among teachers in their work environment based on ability and strength in achieving organizational goals.

Trust indicators are: (1) Openness, (2) Caring, (3) Willingness to Sacrifice, (4) Charisma and (5) Integrity.

Methods

The design and constellation of this study used a correlational research flow which was analyzed using SITOREM analysis. SITOREM analysis is a combination research method that combines research methods.

correlational whose results are strengthened by using SITOREM analysis. Through STOREM analysis, the results of correlational research are analyzed in more detail on the indicators of research variables, so that indicators can be identified that need to be improved and maintained or developed immediately. (Setyaningsih & Hardhienata, 2019). The research steps can be seen in Figure 1

Keterangan:
X1 = Kepemimpinan Transformasional
X2 = Pemberdayaan
X3 = Motivasi Kerja
X4 = Trust
Y = Komitmen Profesi

Survey research and analysis of SITOREM is a combined research method that combines survey research methods whose results are strengthened by using the Scientific Identification Theory to conduct Operations Research in Education Management (SITOREM). Through SITAREM analysis, the results of correlational research are analyzed in more detail on the indicators of the research variables so that indicators can be found that need to be repaired and maintained or developed immediately.

The variables of this research consist of four independent variables and one dependent variable. The independent variables are transformational leadership (X1), empowerment (X2), work motivation (X3), and trust (X4), while the dependent variable is teacher professional commitment (Y).

The constellation of relationships between transformational leadership, empowerment, work motivation and trust with the commitment to the teaching profession can be seen in Figure 2 below:

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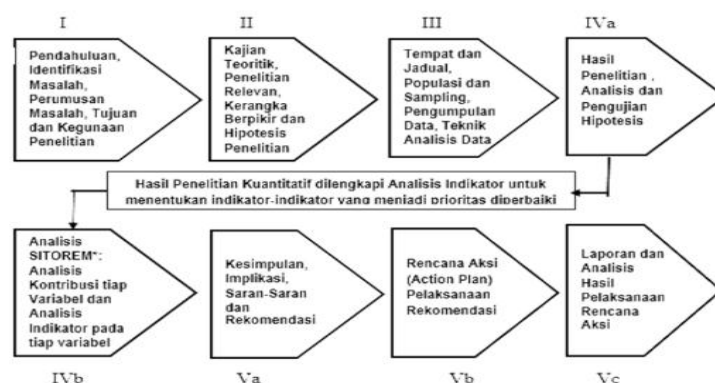
") Hardhienata, S. (2017). "The Development of Scientific Identification Theory to Conduct Operation Research in Education Management", *JOP Conf. Series: Material Science and Engineering, Vol. 166* (doi: 10.1088/1757-899X/166/1/2007).

Participants and the context

The population in this study were 636 civil servant teachers. Given the characteristics of this very diverse population, the determination of the research sample was determined by stratified random sampling. The first stage of determining the selected target sample was 636 PNS teachers based on working period 1-5 years, 6-10 years, 11-15 years, 16-20 years, 21-25 years, 26-30.

PNS teachers who were selected as samples in this study were teachers who had a maximum working period of 30 years. PNS teachers who have worked for more than 30 years were not involved in this study, because teachers who have worked for more than 30 years are very unlikely to find another profession other than teaching and will retire soon so their commitment is difficult to measure. Therefore, based on the assumptions above, the number of samples in this study amounted to 538 PNS teachers.

Data Ccollection Technique

Data collection techniques, according to Sugiyono (2013) in this study used a questionnaire or questionnaire. Questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer. The purpose of giving questionnaires to respondents is to get information about what they get about several variables to be used as data sources in this study. The instrument used to measure the dependent variable (Y), namely commitment to the profession and the independent variables, namely transformational leadership (X1), empowerment (X2), work motivation (X3), and trust (X4). The instrument for each variable was developed successively from conceptual definitions, operational definitions, instrument grids, instrument worksheets and instrument calibration. Testing the validity of the items and the reliability of the instrument is based on the results of the instrument trial to 30 test respondents. As for the results of the validity test and reliability test of the research instruments.

Data Analysis Techniques

The research was analyzed using descriptive statistics then carried out, prerequisite analysis tests in which there were Standard Error Normality Tests (Liliefors), Variation Homogeneity Tests (Bartlet), linearity regression model tests (F test, t test and coefficient of determination), and correlational tests. Then test the hypothesis using the path analysis test (Path Analysis) and the indirect effect test (Sobel Test). STOREM analysis is carried out through the following stages: 1) Analysis of the contribution (coefficient of determination), 2) Analysis of the indicators of the research

variables, 3) Analysis of the weights of the indicators of the research variables, and 4) Analysis of determining the classification of indicators.

FINDINGS

The results showed that there were 9 direct effects between variables and 4 indirect effects obtained, (1) the direct effect of transformational leadership (X1) on teacher professional commitment (Y) was 0.264, (2) the direct effect of empowerment (X2) on professional commitment teacher (Y) of 0.042, (3) the direct effect of work motivation (X3) on the commitment of the teaching profession (Y) of 0.474, (4) the direct effect of trust (X4) on the commitment of the teaching profession (Y) of 0.242, (5) the effect direct leadership (X1) on work motivation (X3) of 0.819, (6)

direct effect of empowerment (X2) on work motivation (X3) of 0.180, (7) direct effect of transformational leadership (X1) on trust (X4) of 0.528, (8) direct effect of empowerment (X2) on trust (X4) of 0.463, (9) direct effect of Transformational Leadership (X1) on Empowerment (X2) of 0.983, (10) Indirect Effect of Transformational Leadership (X1) on ap Teacher Professional Commitment (Y) through Work Motivation (X3) as mediation, (11) Indirect Influence of Transformational Leadership (X1) on Teacher Professional Commitment (Y) through Tust (X4) as mediation, (12) Indirect Influence of Empowerment Leadership (X2) on Teacher Professional Commitment (Y) through Work Motivation (X3) as mediation, (13) Indirect Effect of Empowerment (X2) on Teacher Professional Commitment (Y) through Trust (X4) as mediation.

Constellation of research variables and indicators
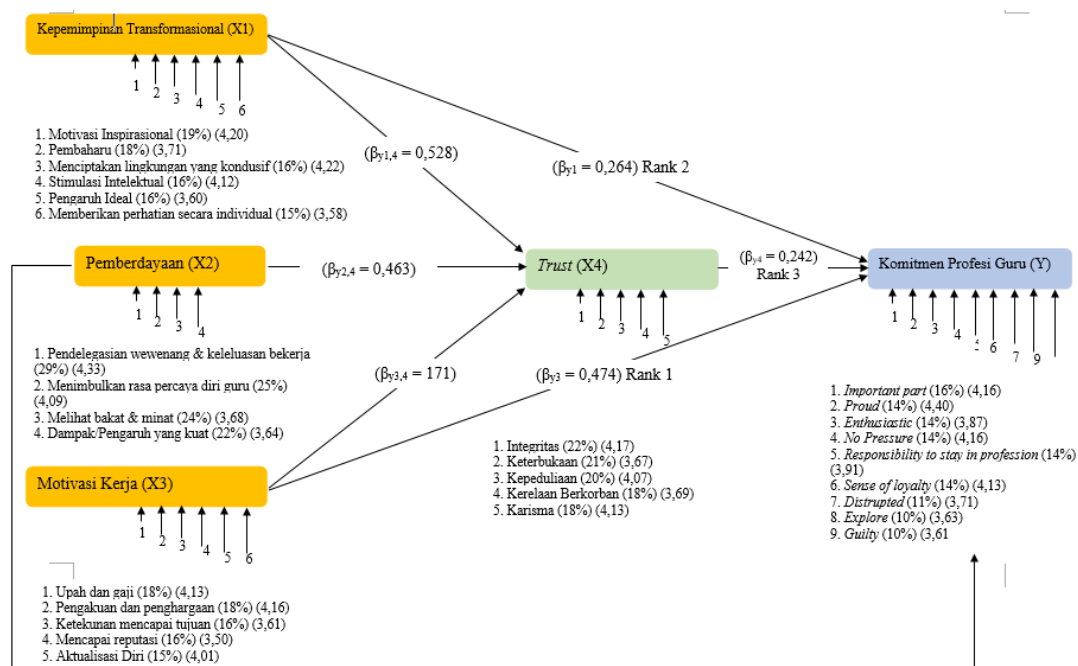
Priority Order of Indicators to Be Improved	Indicators Maintained/Developed
1th Self-development needs	1. Wages and salaries
2th Achieve reputation	2. Recognition and rewards
3th reformer	3. Perseverance achieve goals
4th Idialized influence / Ideal influence	4. Self-Actualization
5th Individual Consideration / Giving attention individually	5. Inspirational Motivation / Provide motivating inspiration
6st Openness	6. Creating a conducive environment
7nd Willingness to Sacrifice	7. Intelectual Stimulation
8rd Meaning	8. Integrity
9th Impact	9. Concern
10th Enthusiastic	10. Charisma
11th Responsibility to stay in profession	11. Delegation of authority and freedom to work
12th Distrupted	12. Confident
13th Explore	13. Important part
14th Guilty	14. Proud
	15. No Pressure
	16. Sense of loyalty

SITOREM Analysis Results SITOREM analysis

The results showed that there were 9 direct effects between variables and 4 indirect effects obtained, (1) the direct effect of transformational leadership (X1) on teacher professional commitment (Y) was 0.264, (2) the direct effect of empowerment (X2) on professional

commitment teacher (Y) of 0.042, (3) the direct effect of work motivation (X3) on the commitment of the teaching profession (Y) of 0.474, (4) the direct effect of trust (X4) on the commitment of the teaching profession (Y) of 0.242, (5) the effect direct leadership (X1) on work motivation (X3) of 0.819, (6) direct effect of empowerment (X2) on work motivation (X3) of 0.180, (7) direct effect of transformational leadership (X1) on trust (X4) of 0.528, (8) direct effect of empowerment (X2) on trust (X4) of 0.463, (9) direct effect of Transformational Leadership (X1) on Empowerment (X2) of 0.983, (10) Indirect Effect of Transformational Leadership (X1) on ap Teacher Professional Commitment (Y) through Work Motivation (X3) as mediation, (11) Indirect Influence of Transformational Leadership (X1) on Teacher Professional Commitment (Y) through Tust (X4) as mediation, (12) Indirect Influence of Empowerment Leadership (X2) on Teacher Professional Commitment (Y) through Work Motivation (X3) as mediation, (13) Indirect Effect of Empowerment (X2) on Teacher Professional Commitment (Y) through Trust (X4) as mediation.

The results of research on the influence of transformational leadership, empowerment, work motivation and trust on the professional commitment of teachers in public high schools in Bekasi City can be described as follows:

1. **The Influence of Transformational Leadership (X1) on Teacher Professional Commitment (Y).**

   The results of the study show that there is a direct effect of transformational leadership (X1) on teacher professional commitment (Y). Based on the results of the research by testing the hypothesis, it is known that the coefficient value of the transformational leadership path on teacher professional commitment is 0.264 with a significance value of 0.000 <0.05, so H0 is rejected. It can be concluded that transformational leadership has a direct effect on teacher professional commitment. The results of this study obtained a regression equation Y = 46.074 + 0.623X1, which means that this equation can predict that every 1 increase in transformational leadership scores will increase teacher professional commitment by 0.623 times. This study also shows a coefficient of determination of 0.932 or 93.2% commitment to the teaching profession can be explained by the variables in the study while the remaining 6.8% is influenced by other factors outside the research variables.

   Based on the results of SITOREM, it was found that of the 6 Indicators of Transformational Leadership, there are 3 indicators that need to be improved, namely: (Ideal Influence, Intellectual Stimulation, and Giving Attention Individually). Whereas in the variable Teacher Professional Commitment of the 9 indicators there are 5 indicators that need to be improved, namely: (Enthusiastic, Disrupted, Responsible To Remain in the Profession, Guilty, Sense of Loyalty)), this means that the problems in the Transformational Leadership variable affect towards indicators of Teacher Professional Commitment.

   The results of the SITOREM reinforce and answer the identification of problems related to the not yet optimal Commitment of the Teacher Profession which is the result of a lack of Transformational Leadership. This is related to the indicators of Ideal Influence, Intellectual Stimulation, and Giving Individually Attention to Transformational Leadership variables.

2. **Effect of Empowerment (X2) on Teacher Professional Commitment (Y)**

   The results of the study show that there is a direct effect of empowerment (X2) on teacher professional commitment (Y). Based on the results of the research by testing the

hypothesis, it is known that the empowerment path coefficient value on teacher professional commitment is 0.042 with a significance value of 0.008 <0.05, so H0 is rejected. It can be concluded that empowerment has a direct effect on teacher professional commitment. The results of this study obtained a regression equation $Y = 62.267 + 0.540X2$, which means that this equation can predict that every 1 increase in the empowerment score will increase teacher professional commitment by 0.540 times. This study also shows a coefficient of determination of 0.988 or 98.8% commitment to the teaching profession can be explained by the variables in the study while the remaining 1.2% is influenced by other factors outside the research variables. Based on the results of SITOREM, it was found that of the 2 Empowerment Indicators there were 2 indicators that needed to be improved, namely: (Meaning and Impact). Whereas in the variable Teacher Professional Commitment of the 9 indicators there are 5 indicators that need to be improved, namely: (Enthusiastic, Disrupted, Responsible to Remain in the Profession, Guilty, Sense of Loyalty)), this means that the problems in the Empowerment variable affect indicators of Teacher Professional Commitment.

        The results of the SITOREM confirm and answer the identification of problems related to the not yet optimal Commitment of the Teacher Profession which is the result of a lack of Empowerment. This is related to the Meaning and Impact indicators on the Empowerment variable.

3. Effect of Work Motivation (X3) on Teacher Professional Commitment (Y)

        The results showed that there was a direct effect of work motivation (X3) on teacher professional commitment (Y). Based on the research results by testing the hypothesis, it is known that the path coefficient value of work motivation on teacher professional commitment is 0.474 with a significance value of 0.000 <0.05, so H0 is rejected, so it can be concluded that work motivation has a direct effect on teacher professional commitment. The results of this study obtained a regression equation $Y = 21.176 + 0.772X3$, which means that this equation can predict that every 1 increase in the empowerment score will increase teacher professional commitment by 0.772 times. This study also shows a coefficient of determination of 0.990 or 99.0% commitment to the teaching profession can be explained by the variables in the study while the remaining 1.0% is influenced by other factors outside the research variables.

        Based on the results of SITOREM, it was found that of the 6 indicators of work motivation, there were 2 indicators that needed to be improved, namely: (Need for Self-Development and Reputation Achievement). Whereas in the variable Teacher Professional Commitment of the 9 indicators there are 5 indicators that need to be improved, namely: (Enthusiastic, Disrupted, Responsible to Remain in the Profession, Guilty, Sense of Loyalty)), this means that the problems in the Empowerment variable affect indicators of Teacher Professional Commitment.

        The results of the SITOREM confirm and answer the identification of problems related to the not yet optimal Commitment of the Teacher Profession which is the result of a lack of Empowerment. This is related to the indicators of Need for Self-Development and Reputation Achievement in the variable Work Motivation.

4. The Effect of Trust (X4) on Teacher Professional Commitment (Y)

        The results of the study show that there is a direct effect of trust (X4) on teacher professional commitment (Y). Based on the results of the research by testing the hypothesis, it is known that the trust path coefficient value for teacher professional commitment is 0.242 with a significance value of 0.002 <0.05, so H0 is rejected. It can be concluded that trust has a direct effect on teacher professional commitment. The results of this study obtained a regression equation $Y = 20.836 + 0.807X4$, which means that this equation can predict that every 1 increase in the empowerment score will increase teacher professional commitment by 0.807

times. This study also shows a coefficient of determination of 0.947 or 94.7% commitment to the teaching profession can be explained by the variables in the study while the remaining 5.3% is influenced by other factors outside the research variables.

Based on the results of SITOREM, it was found that of the 5 Trust Indicators, there were 2 that needed to be improved, namely (Openness and Willingness to Sacrifice). Whereas in the Teacher Professional Commitment variable, of the 9 indicators, there are 5 indicators that need to be improved, namely: (Enthusiastic, Disrupted, Responsible To Remain in the Profession, Guilty, Sense of Loyalty)), this means that problems in the Trust variable affect indicators of Teacher Professional Commitment.

The results of the SITOREM reinforce and answer the identification of problems related to the not yet optimal Commitment of the Teacher Profession which is the result of a lack of Trust. This is related to indicators of Openness and Willingness to Sacrifice.

5. Effect of Transformational Leadership (X1) on Work Motivation (X3)

The results showed that there was a direct effect of transformational leadership (X1) on work motivation (X3). Based on the research results by testing the hypothesis, it is known that the path coefficient value of transformational leadership on work motivation is 0.819 with a significance value of 0.000 <0.05, so H0 is rejected. It can be concluded that transformational leadership has a direct effect on work motivation. The results of this study obtained a regression equation $X3 = 44.743 + 0.722X1$, which means that this equation can predict that every 1 increase in transformational leadership scores will increase work motivation by 0.722 times. This study also shows a coefficient of determination of 0.978 or 97.8% work motivation can be explained by the variables in the study while the remaining 2.2% is influenced by other factors outside the research variables.

Based on the results of SITOREM, it was found that of the 6 Indicators of Transformational Leadership, there were 3 indicators that needed to be improved, namely: (Ideal Influence, Intellectual Stimulation, and Giving Attention Individually). Whereas in the Work Motivation variable of the 6 indicators there are 2 indicators that need to be improved, namely: (The Need for Self-Development and Achieving Reputation) this means that the problems in the Transformational Leadership variable affect the indicators on Work Motivation.

The results of the SITOREM reinforce and answer the identification of problems related to not optimal Work Motivation which is the result of a lack of Transformational Leadership. This is related to the indicators of Ideal Influence, Intellectual Stimulation, and Giving Individually Attention to Transformational Leadership variables.

6. Effect of Empowerment (X2) on Work Motivation (X3)

The results showed that there was a direct effect of empowerment (X2) on work motivation (X3). Based on the research results by testing the hypothesis, it is known that the empowerment path coefficient value on work motivation is 0.180 with a significance value of 0.001 <0.05, so H0 is rejected. It can be concluded that empowerment has a direct effect on work motivation. The results of this study obtained a regression equation $X3 = 44.253 + 0.757X2$, which means that this equation can predict that every increase of 1 empowerment score will increase work motivation by 0.757 times. This study also shows a coefficient of determination of 0.994 or 99.4% work motivation can be explained by the variables in the study while the remaining 0.6% is influenced by other factors outside the research variables.

Based on the results of SITOREM, it was found that out of the 4 Empowerment indicators, there were 2 indicators that needed improvement, namely (Meaning and Impact). Whereas in the variable Work Motivation of the 6 indicators there are 2 indicators that need to be improved, namely (Needs for Self-Development and Reputation Achievement). This means that the problems in the Empowerment variable affect the Work Motivation indicators.

The results of the SITOREM reinforce and answer the identification of problems related to not optimal Work Motivation which is the result of a lack of Empowerment. This is related to the Meaning and Impact indicators on the empowerment variable.

7. The Effect of Transformational Leadership (X1) on Trust (X4)

The results of the study show that there is a direct effect of transformational leadership (X1) on trust (X4). Based on the research results by testing the hypothesis, it is known that the path coefficient value of transformational leadership on work motivation is 0.528 with a significance value of 0.000 <0.05, so H0 is rejected. It can be concluded that transformational leadership has a direct effect on trust. The results of this study obtained a regression equation X4 = 35.438+0.743X1, which means that this equation can predict that every 1 increase in transformational leadership scores will increase trust by 0.743 times. This study also shows a coefficient of determination of 0.990 or 99.0% trust can be explained by the variables in the study while the remaining 1.0% is influenced by other factors outside the research variables.

Based on the results of SITOREM it was found that from the 6 Indicators of Transformational Leadership there were 3 indicators that needed to be improved, namely: (Ideal Influence, Intellectual Stimulation, and Giving Attention Individually). Meanwhile, of the 5 Trust Indicators, there are 2 that need to be improved, namely (Openness and Willingness to Sacrifice). This means that the problems in the Transformational Leadership variable affect the Tust indicators.

The results of the SITOREM confirm and answer the identification of problems related to the not yet optimal Trust which is the result of a lack of Transformational Leadership. It is related to Ideal Influence, Intellectual Stimulation and Providing Individually Attention.

8. Effect of Empowerment (X2) on Trust (X4)

The results of the study show that there is a direct effect of empowerment (X2) on trust (X4). Based on the research results by testing the hypothesis, it is known that the empowerment path coefficient value on trust is 0.463 with a significance value of 0.000 <0.05, so H0 is rejected, so it can be concluded that empowerment has a direct effect on trust. The results of this study obtained a regression equation X4 = 32.857 + 0.794 X2, which means that this equation can predict that every increase of 1 empowerment score will increase trust by 0.794 times. This study also shows a coefficient of determination of 0.960 or 96.0% trust can be explained by the variables in the study while the remaining 4.0% is influenced by other factors outside the research variables.

Based on the results of SITOREM, it was found that out of the 4 Empowerment indicators, there were 2 indicators that needed improvement, namely (Meaning and Impact). Meanwhile, of the 5 Trust Indicators, there are 2 that need to be improved, namely (Openness and Willingness to Sacrifice). This means that the problems in the Empowerment variable affect the Trust indicators.

The results of the SITOREM reinforce and answer the identification of problems related to the not yet optimal Trust which is the result of a lack of Empowerment. This is related to the Meaning and Impact indicators on the empowerment variable.

9. The Influence of Transformational Leadership (X1) on Empowerment (X2)

The results of the study show that there is a direct influence of transformational leadership (X1) on empowerment (X2). Based on the results of the research by testing the hypothesis, it is known that the coefficient value of the transformational leadership path to empowerment is 0.983 with a significance value of 0.000 <0.05, so H0 is rejected. It can be concluded that empowerment has a direct effect on trust. The results of this study obtained a

regression equation X2 = 7.057 + 0.947X1, which means that this equation can predict that every 1 increase in transformational leadership scores will increase empowerment by 0.947 times. This study also shows a coefficient of determination of 0.987 or 98.7% empowerment can be explained by the variables in the study while the remaining 1.3% is influenced by other factors outside the research variables.

Based on the results of SITOREM, it was found that of the 6 Indicators of Transformational Leadership, there were 3 indicators that needed to be improved, namely: (Ideal Influence, Intellectual Stimulation, and Giving Attention Individually). Whereas in the Empowerment variable of the 4 Empowerment indicators there are 2 indicators that need to be improved, namely (Meaning and Impact). This means that the problems in the Transformational Leadership variable affect the Empowerment indicators.

The results of the SITOREM reinforce and answer the identification of problems related to not optimal Empowerment which is the result of a lack of Transformational Leadership. This is related to the indicators of Ideal Influence, Intellectual Stimulation, and Giving Individually Attention to Transformational Leadership variables

10. Indirect Effect of Transformational Leadership (X1) on Teacher Professional Commitment (Y) through Work Motivation (X3) as Mediation.

The results showed that the direct effect of transformational leadership on teacher professional commitment was 0.264 or 26.4%, which was smaller than the indirect effect of transformational leadership on teacher professional commitment of 0.388 or 38.8% through work motivation. This means that the Work Motivation variable functions effectively as an intervening variable on the effect of Transformational Leadership on Teacher Professional Commitment.

11. Indirect Effect of Transformational Leadership (X1) on Teacher Professional Commitment (Y) through Tust (X4) as Mediation.

The results showed that the direct effect of transformational leadership on teacher professional commitment was 0.264 or 26.4% greater than the indirect effect of transformational leadership on teacher professional commitment of 0.128 or 12.8% through trust. This means that the trust variable is not effective as an intervening variable on the effect of transformational leadership on teacher professional commitment.

12. Indirect Effect of Empowerment Leadership (X2) on Teacher Professional Commitment (Y) through Work Motivation (X3) as Mediation.

The results showed that the direct effect of empowerment on teacher professional commitment was 0.042 or 4.2%, which was smaller than the indirect effect of empowerment on teacher professional commitment of 0.085 or 8.5% through work motivation. This means that the Work Motivation variable functions effectively as an intervening variable in the effect of Empowerment on Teacher Professional Commitment.

13. Indirect Effect of Empowerment (X2) on Teacher Professional Commitment (Y) through Trust (X4) as Mediation

The results showed that the direct effect of empowerment on teacher professional commitment was 0.042 or 4.2%, which was smaller than the indirect effect of empowerment on teacher professional commitment of 0.112 or 11.2% through trust. This means that the trust variable functions effectively as an intervening variable in the effect of Empowerment on Teacher Professional Commitment.

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