

The Antecedence of Teacher's Professional Performance: Evidence from Indonesia

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Abstract Teacher professionalism determines the quality of education output. Hence, this study aims to explore the effect of good corporate governance (GCG) and knowledge management (KM) on the teacher's professional performance in Indonesia mediating by affective commitment. A questionnaire collected the research data through the survey method. The research participants are 375 teachers spreading across three provinces (Jakarta, Banten, West Java) determined by accidental sampling. Data analysis uses path analysis supported by descriptive statistics. The results show that GCG and KM have a significant effect on the teacher's professional performance, either directly or indirectly, mediating by affective commitment. The affective commitment has a direct effect more adequate on the teacher's professional performance than GCG and KM, KM has a direct effect more adequate on teacher's affective commitment than GCG, and KM has an indirect effect more appropriate on the teacher's professional performance mediated by affective commitment than GCG. Therefore, a fit research model about the effect of GCG and KM on the teacher's professional performance mediated by affective commitment was found based on data from teachers in Indonesia. This model can be adopted as a reference or discursus by researchers and education practitioners in developing teacher professional performance models in the future and various contexts, fields, and educational organizations.

Keywords GCG, Knowledge Management, Affective

Commitment, Professional Performance

1. Introduction

The teacher's professional performance is often disputed when schools lack or even fail to play their role as learning organizations, indicating that students cannot absorb various subject matter with optimal results. As stated, Hoy and Miskel [1], schools – in contrast to other types of organizations – must become learning organizations. Hence, school should become places where students (members of the organization) continually expand their skills to create and achieve, places to encourage new patterns of thinking, places collective aspirations are learned, where students (members of the organization) learn how to learn together, and where organizations expand their ability to innovate and solve problems [2]. Performance refers to a set of tasks or work behaviors designed to accomplish job requirements or realize organizational goals [3]-[5]. According to Daft [6], performance relates to the organization's ability to attain its goals using resources efficiently and effectively manner. Professionalism is reflecting an ideal that becomes the goal of individuals and group work aspiring to distinguish themselves from other workers [7]. Professionalism also means an exclusive means of organizing work and controlling workers [8]. Besides, professionalism is a

center of values related to altruism, caring, honor, integrity, and duty, and speaking of the emergence of these values centers as a representation of behavior related to professionalism, such as respect, accountability, empathy, and affection [9]. Grady, Helbling, and Lubeck [10] add that a professional also exercises wisdom in making decisions within the scope of his expertise, and takes some authority for his professional development. Glickman, Gordon, and Ross-Gordon [11] state that stages of professional development typically involve three steps of learning, which are orientation, integration, and refinement. Therefore, professional performance is a set of tasks or work behaviors designed to accomplish a job requirement or realize organizational goals conducted with respect, accountability, empathy, and affection.

Has-been as a quote by Rulandari [8] argue that professional teachers must have the following requirements, which are: (1) teaching skills – to educate, teach, guide, instruct and transfer knowledge; (2) communication skills – both oral and written effectively, such as good writing, clear voice, and understandable words; (3) personality authority – in the execution of duty, have a pleasant personality, recognizable abilities, and skills; (4) social skills – the are proficiency in the social field to secure the trust and loyalty, helpful, objective and willing to learn and able to respect the other people's opinion; (5) technical competence – should be theoretical and technical competencies and at the same time become excellent problem solver); and (6) emotional stability – should not prejudice to the task in hand, should not be quick-tempered, but develop openness, and objective values. Based on several research and studies in various countries, industrial, occupational sectors, and organizations, professional performance among others influenced by GCG, KM, and affective commitment.

2. Literature Review and Hypothesis Development

2.1. GCG and Professional Performance

GCG is a combination of processes and structures implemented by the company to inform, direct, manage, and monitor the organization activities towards achieving its objectives [12]. According to The Cadbury Report as a quote Lukviarman [13], corporate governance is concerned with maintaining the balance between economic and social goals and between individual and communal goals. The governance framework is there to encourage the efficient use of resources and equally to require accountability for the stewardship of those resources. The aim is to align as nearly as possible the interest of individuals, corporations, and society. GCG refers to a system that regulates and controls the company to create added value for each stakeholder. True information is accurate and timely, and

the company's obligation to transparently disclose all information on company performance, ownership, and stakeholders must be carried out by company management [14][15]. Hence, GCG needs a governance mechanism, like formal methods or informal relations used to control the behavior, nourish cooperation, and govern the relationship of various participants [16]. GCG consists of five main principles as indicators, namely transparency, accountability, responsibility, independence, and fairness [17]. If the principles can be well-conditioned by the organization, authority potentially stimulates enhancing professional performance. The studies by scholars proved that GCG affects professional performance [18]-[23]. Based on arguments and studies above, the first hypothesis in this study is:

H₁: GCG had a direct effect on professional performance.

2.2. KM and Professional Performance

The present knowledge grows up became a need. Everyone, groups, organizations, and nations need knowledge. Hence, knowledge is essential to manage. That is the reason why KM always becomes an interesting issue among scholars and practitioners. KM is about making sure that knowledge from employees, teams, and units in an organization is captured, remembered, stored, and shared with others [24]. KM is concerned with storing and sharing the wisdom, understanding, and expertise accumulated in an organization about its processes, techniques, and operations [25]. Therefore, KM works as a process of enhancing company performance by using tools, processes, systems, and cultures to improve the creation, sharing, and use of knowledge [26]. KM involves recognizing, generating, documenting, distributing, and transferring among persons useful information, know-how, and expertise to improve organizational effectiveness [27]. With conditions like that, KM requires developing a system for collecting and maintaining data, information, experiences, and lessons, as well as improving communication [28]. KM consists of 10 principles of knowledge in which emphasizes the people, process, and conceptual. The people principles related to the recognition that implementation of KM is very political for finding a person to be the official knowledge managers for an organization, that using knowledge and sharing it are not easy or natural, and KM requires hybrid solutions of people and technology. The process principles recognize that KM involves improving or transforming existing knowledge work process, providing people with access to knowledge is only the beginning of KM, and that KM is never finishing because knowledge is continually changing and evolving. The conceptual principles recognize that KM is very expensive, requires a knowledge contract, a constitutional recognition of the thorny concept of intellectual property [29]. These principles can manage to

increase professional performance potentially. The various research carried out by researchers also revealed that KM influences professional performance [30]-[39]. Based on arguments and studies above, the second hypothesis in this study is:

H₂: KM had a direct effect on professional performance.

2.3. Affective Commitment and Professional Performance

Commitment is the degree to which an employee identifies with the organization and wants to continue actively participating in it, willing to put forth effort on its behalf [40][26]. Commitment also reflected as a force that binds an individual to a course of action of relevance to one or more targets, reliable identification of someone with their duties, and self-identification, loyalty, and involvement expressed by someone [41]-[43]. In organizations context, organizational commitment is the extent to which an individual identifies with an organization and its goal, manifested in day-to-day work activity [43][44]. Organizational commitment also refers to employees' desire to remain members of the organizations and state of employees who side with an organization and its goals and want to maintain its membership in the organization [44][45]. Organizational commitment, among others, affective commitment, which involves the employees' emotional attachment to, identification with, and involvement in the organization [46]. For Newstrom [40], affective commitment is the employees' positive emotions to try and choose to remain part of the organization. Like the arguments, Ivancevich, Konopaske & Matteson [3] state that commitment involves many attitudes reflected affection, such as feelings are identical to organizational goals, a sense of being involved in organizational tasks, and feeling loyal to the organization. The teachers with adequate affective commitment tend to optimally professional performance, manifested in teaching skills, communication skills, personality authority, social skills, technical competence, and emotional stability. Several studies also concluded that affective commitment influences professional performance [47]-[55]. Based on arguments and studies above, the third hypothesis in this study is:

H₃: Affective commitment had a direct effect on professional performance.

2.4. GCG and Affective Commitment

Affective commitment besides influences professional performance also affected GCG. The principles of GCG, for instance, transparency, accountability, responsibility, independence, and fairness [17] can be conditioned entirely by the organization authority potentially stimulate increasing affective commitment, which involves the employees' emotional attachment to, identification with,

and involvement in the organization [46]. The investigation by researchers also approved that GCG affects affective commitment [56][57]. Based on the statements and studies above, the fourth hypothesis in this study is:

H₄: GCG had a direct effect on affective commitment

2.5. KM and Affective Commitment

KM also influences affective commitment. The principles of KM, which concern the people, process, and concept, can be excellence conditioned to potentially increase affective commitment, which involves the employee's emotional attachment to, identification with, and involvement in the organization [46]. The studies conducted by scholars in various contexts and organizations also indicated that KM affects affective commitment [58]-[61]. Based on the statements and reviews above, the fifth hypothesis in this study is:

H₅: KM had a direct effect on affective commitment

2.6. GCG and Professional Performance Mediating by Affective Commitment

The Affective commitment can role mediates the effect of GCG on professional performance. The principles of GCG, such as, transparency, accountability, responsibility, independence, and fairness [17] can be conditioned entirely by the organization authority can be stimulated affective commitment, which involves the employees' emotional attachment to, identification with, and involvement in the organization [46]. It implies to increase professional performance reflected in teaching skills, communication skills, personality authority, social skills, technical competence, and emotional stability. The studies carried out by research approve that GCG affects affective commitment [56][57], while the other studies conducted scholars concluded that affective commitment affects professional performance [47]-[55]. Based on argues and studies above, the sixth hypothesis in this study is:

H₆: GCG had an indirect effect on professional performance mediating by affective commitment.

2.7. KM and Professional Performance Mediating by Affective Commitment

According to many results of the research, affective commitment also mediates KM on professional performance. The principles of KM which focus on the people, process, and conceptual can be an excellent condition to potentially enhancing affective commitment, which involves the employees' emotional attachment to, identification with, and involvement in the organization [46], and then implicate to increase professional performance reflected in teaching skills, communication skills, personality authority, social skills, technical competence and emotional stability. The studies conducted

by scholars in various fields also indicated that KM affects affective commitment [58]-[61]. Meanwhile, the research in other contexts carries out by researchers show that affective commitment affects professional performance [47]-[55]. Based on argues and studies above, the seventh hypothesis in this study is:

H₇: KM had an indirect effect on professional performance mediating by affective commitment.

3. Methods

This research uses a quantitative approach to the survey method with using a questionnaire in the form of a Likert scale model with five alternative answers: strongly disagree, disagree, neutral, agree, and strongly agree. The questionnaire makes researchers themselves based on the theoretical dimensions, aspects, or indicators of the experts. GCG questionnaire consists of 10 items with an alpha coefficient = .938, KM consists of 10 items with an alpha coefficient = .909, affective commitment consists of 9 items with alpha coefficients = .836, and professional performance consists of 12 items with an alpha coefficient = .948.

The research participants are 375 teachers in Indonesia spreading across three provinces (Jakarta, Banten, West Java) determined by accidental sampling based on participant willingness to fill in the questionnaire at the time the research was conducted [62]. The profile of the research participant is presented in Table 1. The majority of gender is female (64%), ages 26 - 35 years (42.13%), bachelor education (74.93%), marital status (76%), and length of teaching ≤ five years (33,33%).

Data analysis by path analysis and the path coefficient uses a t-test supported by descriptive statistics. Descriptive analyses were performed by SPSS version 26, while the path analysis by Lisrel 8.80.

Table 1. Profile of Research Participant

Profile	Amount	Percentage
Gender		
Male	135	36
Female	240	64
Age		
≤ 25 Year	48	12.80
26 – 35 Year	158	42.13
36 – 45 Year	90	24
46 – 55 Year	77	20.53
≥ 56 Year	2	0.53
Education		
Diploma	6	1.60
Bachelor	281	74.93
Postgraduate	88	23.47
Status		
Married	285	76
Unmarried	90	24
Length of Teach		
≤ 5 Year	125	33.33
6 – 10 Year	90	24
11 – 15 Year	59	15.73
≥ 16 Year	101	26.93

4. Finding

The results of the descriptive statistical analysis for the four variables are presented in Table 2. The mean values of the four variables from the lowest to the highest in succession are affective commitment (35.06), KM (40.56), GCG (43.19), and professional performance (46.91).

Table 2. Descriptive Statistics

		GCG	KM	Affective Commitment	Professional Performance
N	Valid	375	375	375	375
	Missing	0	0	0	0
Mean		43.19	40.56	35.06	46.91
Median		43.00	40.00	35.00	47.00
Mode		40	40	34	48
Std. Deviation		5.232	4.751	4.234	7.557
Variance		27.371	22.568	17929	57.106
Range		31	24	25	42
Minimum		19	26	20	18
Maximum		50	50	45	60
Sum		16195	15210	13148	17590

The results of hypothesis testing with path analysis of the effects of GCG, KM, and affective commitment on professional performance are summarized in Table 3 and visualized in Figures 1 and 2. The hypothesis testing shows that all hypotheses were supported ($t\text{-value} > t\text{-table}$ at $\alpha = .05$ and $.01$). Therefore the findings of this study are GCG and KM, and affective commitment had a significant direct effect on professional performance, then GCG and KM had a significant direct effect on affective commitment. Besides, the results of this study also showed that GCG and KM had a significant indirect effect on professional performance mediating by affective commitment. Based on result path coefficient, the affective commitment had a

direct effect more adequate on professional performance (.59) then GCG (.06) and KM (.32), KM had a direct effect more adequate on affective commitment (.53) then GCG (.28), and KM had an indirect effect more adequate on professional performance mediating by affective commitment (.31) then GCG (.17).

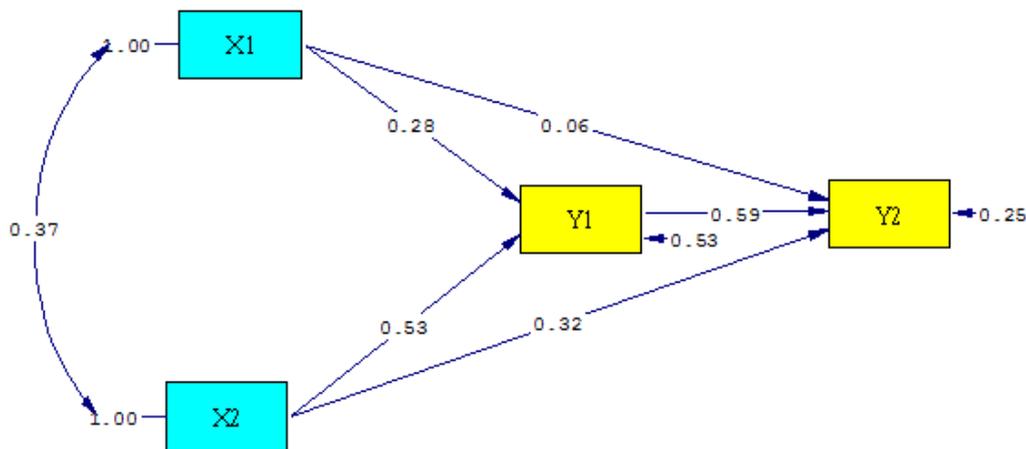
In Figure 1 and 2, the test results of the model with the goodness of fit statistics show the significant with Chi-Square = 0.000, $df = 0$, $p\text{-value} = 1.00000 > .05$ and $RMSEA = .000 < .08$, so that the model tested is fit. This result indicates that empirical data from teachers in Indonesia support the theoretical model being tested.

Table 3. Summary of Path Coefficients and T-values

Hypothesis	Path Coefficients	T Value	Hypothesis Testing
H1: GCG (X1) on professional performance (Y2)	.06*	2.01	Supported
H2: KM (X2) on professional performance (Y2)	.32**	9.48	Supported
H3: Affective commitment (Y1) on professional performance (Y2)	.59**	16.47	Supported
H4: GCG (X1) on affective commitment (Y1)	.28**	6.94	Supported
H5: KM (X2) on affective commitment (Y1)	.53**	13.02	Supported
H6: GCG (X1) on professional performance (Y2) mediating by affective commitment (Y1)	.17**	6.40	Supported
H7: KM (X2) on professional performance (Y2) mediating by affective commitment (Y1)	.31**	10.21	Supported

* $p < .05$

** $p < .01$



Chi-Square=0.00, $df=0$, $P\text{-value}=1.00000$, $RMSEA=0.000$

Figure 1. Path Coefficients

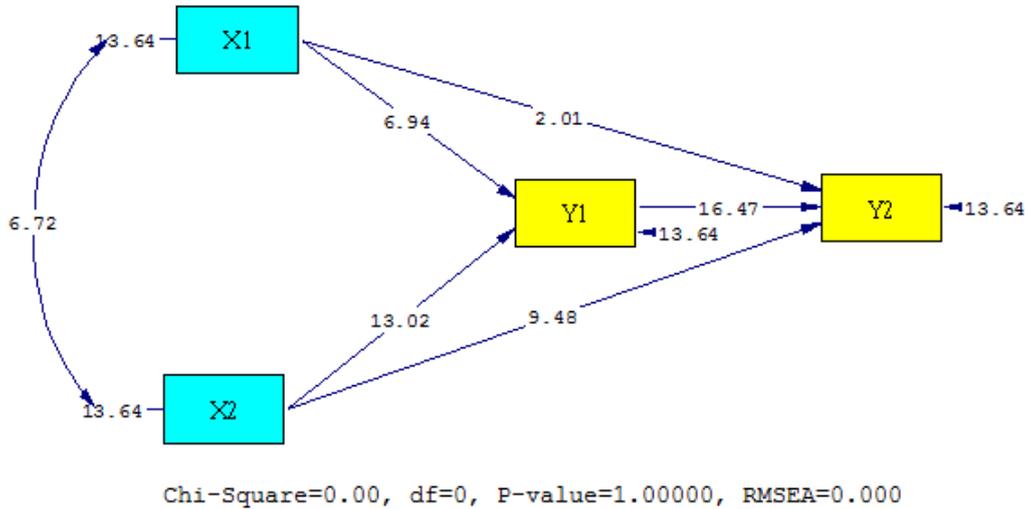


Figure 2. T Values

5. Discussion

This research revealed that GCG and KM had a significant effect on professional performance, either directly or indirectly, mediated by affective commitment. The research also created a fit model that the theoretical model was fit with empirical data from the teachers in Indonesia. This finding confirms that GCG, KM, and affective commitment are important determinants for teacher’s professional performance. Moreover, affective commitment plays a significant role as a mediator of GCG and KM on professional performance. These findings were consistent and confirmed other studies and research results used as a reference to develop this research hypothesis. For example, several studies concluded that professional performance affected by GCG [18]-[23], KM [30]-[39], and affective commitment [47]-[55]. As a consequence of this evidence, school leaders need to maintain and manage GCG, KM, and affective commitment seriously through various policies, approaches, and strategies that are relied on to increase the teacher's professional performance. In the case of GCG, school leaders should develop a school culture feasible for growth in various principles of GCG, such as transparency, accountability, responsibility, independence, and fairness [17]. For KM, school leaders need to uphold KM principles that concern the people, process, and conceptual. In the affective commitment context, school leaders urgent to prepare good condition which stimulates the teachers more intense to participated and involved in any organizations activities.

This study also found that effective commitment plays a vital role as mediators in GCG and KM effect on professional performance. This evidence in line with studies concluded that GCG influences affective commitment [56][57], KM influences affective commitment [58]-[61], and affective commitment affects professional performance [47]-[55]. This finding reveals empirical facts that the existence of affective commitment

is very important to be considered in the context of increasing professional performance through GCG and KM. Any efforts to enhance professional performance will be better if done by improving GCG and KM with support increasing affective commitment. As a consequence that the school leaders need to maintain and develop optimally affective commitment through various possible approaches, methods, and strategies.

Overall, this study confirms several studies in various countries, industrial, occupational sectors, and organizations. It is also finding a new empirical model of the effect of GCG and KM on professional performance mediated by affective commitment based on the data from teachers in Indonesia. This model can adopt a discourse or reference among researchers and practitioners to develop better professional performance models in the future and various organization's contexts.

6. Conclusions

This research proves that GCG and KM had a significant effect on professional performance, either directly or indirectly, mediated by affective commitment. The study also was found a fit research model about the effect of GCG and KM on professional performance mediated by affective commitment with the research field of the teachers in Indonesia. This model can be adopted among researchers and practitioners as references or discourse or a strategy for enhancing professional performance in various contexts and research fields. The model can be further developed for the researcher and expanded into new research with more participants, adding variables, other indicators, and another statistical approach, such as structural equation modeling (SEM). For practitioners, the model can be used to increase the professional performance of teachers or employees through improving GCG, KM, and affective commitment.

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