

## The Influence of Teacher Professionalism and School Culture on Education Quality at Private Vocational High Schools in Indramayu

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### KEY WORDS

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### ABSTRACT

Education is essential in enhancing life quality. It fosters societal benefits and prosperity. The necessity of education extends its significance to individuals, societies, and even nations. Multiple elements contribute to enhancing education quality, encompassing teacher professionalism and school culture. Hence, this study assesses the impact of teacher professionalism and school culture on education quality, individually and collectively. The research utilizes a descriptive and verificative methodology, employing Likert scale questionnaires to gather data from 59 teachers. Regression analysis techniques process the data, and significance is assessed via F-tests. The findings indicate: (1) Teacher professionalism significantly and positively affects education quality; (2) School culture similarly exerts a positive and significant influence; (3) Simultaneously, teacher professionalism and school culture significantly enhance education quality. In light of these outcomes, the author proposes (1) Enhancing teacher professionalism through self-growth, academic participation, and adherence to ethical standards, further enriched by engaging in educational activities and community collaborations facilitated by school committees. (2) For improved education quality, emphasize the underrepresented dimension of norms within school culture, integrate various educational norms into school life and social interactions, and foster alignment with internal school policies and government regulations.

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## Introduction

Education is central to catering to individual needs and fostering an elevated standard of living. Access to education offers a gateway to personal accomplishments and shared societal prosperity. Beyond personal needs, education is a pivotal milestone for societal, national, and state-level development. Recognizing its significance, governments affirm their dedication to upholding and enhancing education quality through legislative and policy measures. (Sallis, 2014) elaborates on the quality aspect as a guiding philosophy for educational institutions, enabling them to navigate change and external pressures with mature strategies. Achievement, conducive learning environments, and economic accomplishments encapsulate educational success. Quality assessment centers on two parameters: outcomes and service standards, along

with client satisfaction benchmarks. Outcome standards harmonize with specified student knowledge, skills, and dispositions norms. However, the realization of education prioritizing quality has yet to reach the desired zenith. Despite some institutions being quality pioneers, low-quality educational entities continue to prevail. Urban-rural education disparities, particularly in remote areas, magnify as a significant issue driven by uneven access distribution, policy volatility, and insufficient teacher empowerment. Two crucial influencers on education quality are educator professionalism and school culture. Educator professionalism profoundly impacts education quality, while school culture, encompassing norms, ethics, and habits, molds the learning landscape and school operations. Scholarly findings by Suwartini (2017), Dewi & Khotimah (2020), Sukadari (2020), and Mustowiyah & Sunanda (2017) affirm the positive correlations between educator professionalism, school culture, and education quality. Against this backdrop, this study seeks to delve deeper into the influence of educator professionalism and school culture on education quality within private vocational secondary education institutions in Indramayu District, Indramayu Regency. This endeavor aims to contribute valuable insights into the factors shaping education quality at this secondary level.

Teachers are officers or professionals in educational activities. Most educational operations are carried out by teachers, who are also primarily accountable for the success or failure of education, particularly in educational units or schools. Without the assistance of seasoned educators, efforts to improve education will not significantly benefit students. Therefore, a teacher must possess excellent credentials, competence, and commitment to perform professional tasks. According to the requirements of Article 4 of the Instructors and Lecturers Law, one of the primary essential responsibilities and roles of instructors as professionals is as a learning agent that enhances the standard of public education. Teachers have a crucial and highly strategic role for students as learning agents, serving as facilitators, motivators, boosters, learning engineers, and learning inspirations. For students to interact with the outside world and change their behavior by the requirements of the content standards (SI) and graduate competency standards (SKL), teachers must figure out how to facilitate learning from students (facilitate education) to students.

Continuous professional development of teachers is "Intended to stimulate, maintain, and improve teacher competence in solving educational and learning problems that have an impact on improving the quality of student learning outcomes" (Danim, 2016). Hence, the imperative to enhance teachers' competence, enabling them to execute their duties and responsibilities professionally within the educational realm, emerges as an urgent and non-deferrable necessity. This imperative is underscored by the ever-evolving developments and prevailing realities of our contemporary era, both present and anticipated in the future. The unceasing advancement and rapid evolution across science, technology, art, and culture make it indispensable for

educators to grasp and harness these transformative forces adeptly. This aptitude is requisite to augment the scope and depth of instructional materials and seamlessly integrate these advancements into pedagogical strategies. This integration, inclusive of cutting-edge information and communication technology (ICT), aligns with the facilitation of enriched learning experiences and the proficient execution of instructional methodologies. The escalating pace of advancement in various domains catalyzes shifts in the requisites of both students and society. The heightened need precipitates an escalating student demand that necessitates fulfillment to ensure their competitive edge within society. Furthermore, the contemporary landscape is characterized by the prevalence of a free market framework, a reality that students and society confront. This phenomenon augments the intensity of competition in the present and foreseeable future. Against this backdrop, the growing imperative for heightened teacher competence becomes even more pronounced. This urgency is underscored by the evolving governmental dynamics, transitioning from a centralized system to a decentralized one. The introduction of the regional autonomy system further precipitates alterations in the educational management landscape, marked by a shift toward decentralized paradigms.

"Decentralized education management will bring education closer to education *stakeholders* in the regions, and therefore, teachers are increasingly required to describe the wants and needs of the community for education through their competencies" (Saud, 2009: p. 99). Corresponding transformations in the realm of the educational curriculum have accompanied the evolution of the education management system. At present, the Curriculum 2006 (KBK) has undergone successive implementations and refinements, subsequently giving rise to the school-based Curriculum (KTSP), which in turn has further evolved into the 2013 curriculum (Kurikulum 2013 or Kurtilas). In this curriculum framework, the emphasis extends beyond students alone, as they are mandated to acquire the stipulated proficiencies. Concurrently, a commensurate focus is placed on educators, necessitating their adeptness. Educators are mandated to possess the required competencies and diligently master the necessary skills to fulfill their professional duties and responsibilities effectively. Because "Competency-based education can be carried out well if the teachers are professional and competent" (Suderadjat, 2005). In other words, the success or failure of school reform in the context of curriculum development at the education unit level depends mainly on teachers' performance (Syafarina et al., 2021). No matter how good a curriculum is (official), the results depend on what is done by the teacher and students in the class (*actual*). Hence, educators wield a significant influence during the planning and execution of the curriculum. The imperative for continuous professional growth and the cultivation of teacher proficiency has become increasingly pronounced and obligatory, particularly in tandem with the progression of career trajectories within the spectrum of teachers' functional roles. With an unwavering commitment

to ongoing self-improvement, advancing to higher echelons within the professional hierarchy becomes manageable and attainable for educators. This scenario is particularly accentuated after formulating and implementing the PAN Ministerial Regulation (Peraturan et al.) and Bureaucratic Reform No. 16 of 2009, delineating the contours of Teacher Functional Positions and Credit Scores. Within this legislative framework, the directive is unequivocal: Educators seeking elevation or placement within functional roles from the First Teacher of Group IIIb to the Main Teacher of Group IVe must produce scholarly publications and innovative endeavors. Furthermore, teachers aspiring to ascend from the position of Associate Teacher of Group IVc to the rank of Main Teacher of Group IVd are required to deliver scholarly presentations elucidating the innovative works they have originated.

In the endeavor to cultivate the professionalism and expertise of educators within the context of their duties and responsibilities, several strategies or models can be pursued. Enhancing educational personnel, i.e., teachers, "can be achieved through on-the-job and in-service training" (Yusnita et al., 2018). This pedagogical development model finds elucidation in the following excerpt. A prevalent avenue for fostering teachers' professional capabilities within educational institutions involves conducting in-service training that encompasses rejuvenation and advancement. Alternately, methods may be pursued individually (informally) or collectively, encompassing on-the-job training, workshops, seminars, panel discussions, meetings, symposia, conferences, and analogous avenues (Núñez et al., 2015). Moreover, the augmentation of professional development and teacher competence can also transpire via informal conduits, such as "using mass media such as television, radio, newspapers, and magazines" (Saud, 2009: p. 104). Within a broader vista, the refinement of teacher professionalism and competency may be achieved through diverse avenues as prescribed by the Directorate General of Primary and Secondary Education under the aegis of the Ministry of National Education. These include, but are not confined to, the following alternatives: (1) Teacher Education Qualification Enhancement Program (2) Equalization and Certification Program, (3) a Competency-Based Integrated Training Program (4) Educational Supervision Program (5) an Empowerment Program for Subject Teacher Deliberation (MGMP) (6) Teacher Symposia (7) Traditional Training Programs (8) Engagement in Journal Writing and Crafting Scientific Papers (9) Active Participation in Scholarly Conferences (10) Undertaking Research Endeavors (notably Classroom Action Research) (11) Internship Opportunities (12) Staying Abreast with Current News through Media Outlets (13) Active Involvement in Professional Organizations (14) Fostering Collaborative Relationships with Colleagues (Vangrieken et al., 2015).

Equally consequential is an alternative avenue within professional development and teacher competency: the pursuit of School Action Research (PTS), particularly relevant for

principals and supervisors. This perspective is underscored by the recognition that the term "teacher" spans a spectrum encompassing (1) the educator in their instructional capacity, whether as a class teacher, subject teacher, counseling guidance teacher, or career guidance teacher; (2) teachers undertaking supplementary responsibilities as school principals; and (3) educators in supervisory roles (Marhawati, 2020). Consequently, "Classroom Action Research (PTK) alone falls short; it must evolve into School Action Research (PTS)" (Glanz, 2014). Professional teachers possess the competence to fulfill educational and teaching tasks. Competence emanates from the term "competency," signifying a set of requisite abilities or skills, specifically pedagogic, professional, personality, and social competence, as mandated by law. However, this review concentrates solely on professional competence. (Usman, 2011) asserts that competence encompasses a person's qualifications or abilities, both qualitatively and quantitatively. Competence signifies rational behavior in attaining specified objectives aligned with anticipated conditions. A teacher's professional competence encompasses a requisite command of knowledge, skills, and abilities essential to their role. It comprises the following dimensions: a) Mastery of educational fundamentals, b) Command of teaching materials, c) Formulation of teaching programs, d) Execution of teaching programs, e) Evaluation of learning outcomes and teaching processes, f) Adherence to ethical guidelines in task execution. (Akilovna, 2022) affirms that professional competence requires teachers to possess extensive and profound knowledge of the subject matter and methodological mastery. It entails comprehending theoretical concepts, selecting suitable methodologies, and effectively employing them in teaching and learning.

Drawing from the exposition above, teachers' professional competence is manifested through indicators such as (1) proficiency in the subject matter, (2) capacity to research and compose scholarly papers, (3) prowess in professional development, and (4) grasp of educational insights and foundations. 'Professional competence in teachers refers to their adeptness in commanding knowledge within fields of science, technology, and art and culture, encompassing at least mastery of: 1) the subject matter extensively and deeply, aligned with the program content standards of educational units, subjects, and/or subject groups to be imparted; and 2) relevant scientific, technological, or artistic conceptual frameworks harmonizing conceptually or contextually with the educational program of units, subjects, and/or subject groups to be covered'. Professional development and teacher competence yield optimum value when directly linked to their primary duties and responsibilities. The execution of such development "ideally stems from the initiative of government bodies, local authorities, educational institutions, teacher associations, individual teachers, and other stakeholders" (Danim, 2016). It can also be facilitated by Educational Personnel Education Institutions (LPTK) and teacher service recipients (Yusnita et al., 2018). Amidst all these aspects, the most pivotal

role in implementation lies with the teacher (the individual teacher). The demand to enhance teacher competence may fall short without determination, resolve, and innovation. A professional teacher embodies the ability and commitment to execute teaching tasks with utmost proficiency, encompassing the planning of teaching programs, execution of learning activities, and assessment of learning outcomes. The variables of teacher professionalism encompass the ensuing dimensions: (1) Mastery of educational fundamentals, (2) Command of teaching materials, (3) Creation of teaching programs, (4) Implementation of teaching programs, (5) Evaluation of outcomes and the teaching-learning process, (6) Adherence to ethical standards in task execution (Usman, 2011).

Every environment operating within a specific system under the governance of institutions inherently upholds distinct norms, habits, habituations, and rules. These daily routines and established norms prevalent within schools can be elucidated as the school culture. Culture encapsulates intangible assets within organizations and often operates indirectly. However, it plays a significant role as a cognitive framework, behavioral template, and lens for interpreting situations or emotional responses in educational establishments. (Dekawati et al., 2019) assert that "organizational culture influences behavior and functions as a shared system of values and beliefs, interacting (influencing) with organization members, structures, and oversight systems to generate behavioral standards." The matter of educational organizations, marked by their unique histories and intricacies, is a heterogeneous manifestation encompassing perspectives on life, values, and behavioral patterns. It is interconnected with aspects such as (1) formal and informal cultural disparities driven by the philosophical ideologies of organization members and (2) variations in the organization's interests and functions. For instance, differences can be observed among schools situated in urban and rural settings, characterized by the attributes of students, teachers, administrative staff, and principals. Furthermore, differences exist based on school levels, each tier exhibiting unique attributes. Deal and Peterson (2016) present that school culture is a tapestry of values, principles, traditions, and habits that evolve over an extended period, are ingrained in the school's fabric, and are internalized by all constituents to foster distinct attitudes and behaviors. As per the definition stipulated by Law Number 20 of 2003 concerning the National Education System, school constituents encompass students, educators, principals, educational personnel, and school committees. In this investigation into school culture, one of the focal points is learners (students). Suryana and Komariah (2019) emphasize the paramountcy of schools harboring a distinct culture or ethos. "The school, as an organization, must possess (1) the capacity to thrive, evolve, and acclimate to diverse environments, and (2) internal cohesion that enables the institution to nurture individuals or groups with positive attributes." Consequently, any organization, schools included, necessitates a framework of fundamental assumptions that

all members of the educational community share. Anchored in the concepts delineated above, it can be deduced that school culture represents ingrained patterns, value systems, rituals, symbols, and traditions shaped over time through a series of customs and historical contexts. It also encapsulates an approach to problem-solving within the school setting.

Luthans et al. (2021) provide an overview of the essential characteristics of organizational culture, namely: (1) Rules of behavior, which can be used as guidelines in relationships between organizational members, communication, terminology, and ceremonies (rituals). (2) Norms, in the form of unwritten rules that determine how to work. (3) Dominant values contain clear conceptions or beliefs about things desired or expected by members of the organization, such as value conceptions about quality, high efficiency, low absenteeism, etc. (4) Philosophy concerns organizational wisdom and how to treat members and interested parties. (5) Regulations contain instructions on implementing tasks in the organization. (6) Organizational climate describes the organization's physical environment, the behavior of relationships between members, and the organization's relationship with parties outside the organization. Another perspective on school culture is presented by Schein (2010), who describes it as "a pattern of fundamental assumptions originating from the invention, discovery, or development by a specific group as it addresses challenges, proves their efficacy, and deems them valid. These assumptions are eventually imparted to new members as the correct methodologies for approaching, thinking about, and reacting to these challenges."

Deal & Peterson (2016) offers an additional interpretation of school culture, defining it as "a pattern of fundamental assumptions, values, beliefs, and behaviors shared by all school inhabitants. A positive school culture fosters collaborative efforts underpinned by mutual trust, inclusive participation, the emergence of innovative ideas, and opportunities for reform, all contributing to optimal outcomes. A favorable school culture encourages a learning environment where learning is engaging and intrinsic, motivated by self-initiation rather than external pressure. It nurtures an enthusiasm for continual learning centered on values. A robust school culture enhances overall school performance, encompassing principals, teachers, students, staff, and all other stakeholders. This atmosphere is realized when cultural foundations are healthy, cohesive, potent, positive, and professional. Consequently, a sense of kinship, collaborative spirit, resilience in learning, continuous motivation, diligent effort, and effective teaching and learning can thrive." Deal and Peterson (2016) assert that school culture significantly influences student achievements and behaviors within the school environment. It constitutes the school's essence and driving force, enabling adaptability to various contexts. Social engineering is imperative to cultivate a familial yet dynamic, positive, and active school culture. Crafting a new school culture necessitates addressing individual-level behaviors and the organizational or school-level dynamics. The individual level encompasses student behavior within the overarching school

culture framework. Drawing from the insights of Luthans et al. (2021 and Schein (2010), below is an exposition of the attributes of organizational culture within schools, encompassing: (1) observed behavioral regularities, (2) norms, (3) dominant values, (4) philosophy, (5) rules, and (6) organizational climate.

Education stands as a paramount sector that propels progress across other domains. A nation's advancement hinges upon education; to neglect its quality is to impede, or even erode, the dynamism of a nation. Exceptional education quality is a universal aspiration. Every prospective student's parents aspire to enroll their children in schools renowned for their superior education quality. Sallis (2014) defines quality as a philosophy that empowers institutions to strategize change and set agendas in the face of external pressures. Achievements, ambiance, and efficiency gauge the success of education in terms of quality. According to (Gaspertz, 1991), quality is a concept laden with diverse and varying definitions, spanning from traditional to modern perspectives. Conventionally, quality pertains to the direct attributes of a product, while the contemporary understanding perceives quality as anything that fulfills customers' desires and needs. Quality holds profound relevance in the realm of education due to (1) heightening school accountability towards the community and government that invest resources into schools, (2) assuring the caliber of graduates, (3) fostering heightened professionalism, and (4) nurturing healthy competition (Usman, 2014, p. 481).

The term "quality resources" in education encompasses factors such as sound infrastructure, exceptional educators, robust moral values, satisfactory examination outcomes, specialized or vocational focus, parental engagement, local industry collaboration and communication, abundant resources, cutting-edge technology integration, effective leadership, student-centered focus, adequate curriculum, or an amalgamation of these elements (Sallis, 2014). The measurement of quality standards relies on production quality aligned with criteria and specifications suitable for manufacturing and purposeful use, devoid of defects (zero defects), and consistently excellent from inception (right first time and every time). Quality is assessed through customer or user contentment, rising interest, escalating expectations, and overall customer satisfaction (Yanova, 2015). Regarding pedagogy or education as commonly understood, the term has semantic roots in the Greek "pedagogic," denoting association with children. In ancient Greece, "Pedagos" referred to a solitary fisherman entrusted with escorting children to and from school. Furthermore, at home, children were overseen and cared for by the "paedagogos." This term stems from "paedos," meaning child, and "agogos," signifying "I guide" or lead (Akilovna, 2022; Sumarsono et al., 2021). Education broadly comprises two dimensions: an expansive, all-encompassing understanding and a narrower, confined interpretation. In its broad sense, education is life—an ongoing learning experience spanning all environments. Education embodies any circumstance that influences personal growth (Núñez et al., 2015).



Education, in its more restricted sense, pertains to formal schooling. It embodies organized instruction within schools, constituting formal education. It encompasses the influence wielded in schools over children and adolescents, imparting comprehensive capabilities and fostering a thorough awareness of social relationships and duties.

From the comprehension above, it can be deduced that the quality of education encompasses all forms of educational provisions directed towards users, in this context, the community, to cultivate students with sound competence who are highly competitive and primed to progress to advanced levels of education or to enter the workforce aligned with their fields. Quality holds immense significance in human life—individually, collectively, within society, at a national and state level. In the Indonesian-English Dictionary, "quality" signifies the level or extent of excellence, the value of something. Hence, quality represents the degree of excellence or goodness of an entity. The Comprehensive Indonesian Dictionary defines quality as a gauge of an object's goodness, badness, grade, or degree. This definition underscores quality as the measure of goods or services. Quality goods or services also denote superior quality. Sallis (2014) posits that quality is a dynamic concept, and its definition should not remain rigid as it would not serve a comprehensive understanding. He views quality as both an absolute and a relative concept. In common parlance, quality is often grasped as an absolute, akin to lavish restaurants or luxury automobiles. As an absolute concept, quality aligns with the ideals of being good, beautiful, and inherently virtuous; it is an ideal that cannot be compromised. When defined absolutely, quality denotes an exceptionally high standard that cannot be surpassed. Consequently, a "quality product" epitomizes flawless craftsmanship and excellence. Quality in this context denotes superiority of status and position, attainable by a select few. Mukhopadhyay (2020) defines quality as a dynamic condition associated with products and services, people, processes, and environments that either fulfill or surpass expectations. The dynamic condition implies an ongoing pursuit of perfection while meeting or exceeding expectations, which is tied to customer contentment formed upon the affirmation of product perception.

It can be inferred that quality can be assessed from two vantage points—absolute and relative—predominantly viewed from the perspective of service providers (goods or services) involving specified standards. Meanwhile, relative quality is gauged from the standpoint of service recipients (consumers), reflecting satisfaction with goods or service quality. Ultimately, both absolute and relative quality fundamentally concern customer satisfaction. This is because the quintessential criterion is essentially to provide customer satisfaction. Quality embodies complete customer satisfaction relating to products, personnel, processes, tasks, and environments that meet or surpass customer or consumer expectations. In a substantive sense, quality encompasses attributes and degrees. An attribute describes a state, while a degree indicates a position on a scale. (Combs, 2013) elucidates two perspectives on comprehending

the quality of education. First, an internal understanding pertains to the education system's structure, encompassing student learning outcomes as a consequence of Meaningful Learning rooted in the learning process. Second, an external perspective examines the compatibility of educational graduates with societal needs, focused on Learning Content. Based on the perspectives presented earlier, the quality of education can be gauged from both achievements and the educational process itself. Achievements encompass factors such as equitable human resources in terms of input, the production of abundant and high-quality outputs, and the relevance of these outputs to the community's needs. Meanwhile, the educational process can be observed through active learning and motivation, strong work enthusiasm, diverse stakeholder trust, adequate financing, and achieving significant outcomes within a reasonably short timeframe. Regarding education, Shah (2013: 10) defines it in a broader sense as a methodical process enabling individuals to acquire knowledge. Additionally, (Harahap Poerbakawatja, 1981) proposes that education is a deliberate effort by adults to enhance a child's maturation, interpreted as the child's capability to shoulder moral responsibilities for their actions. Adults, whether parents, school teachers, religious leaders, or community figures, are obligated to nurture and educate the younger generation. This definition underscores two central terms: "maturity" and "moral responsibility."

The necessity of education for human beings can be elucidated based on (Clifton et al., 2014) can be elucidated based into): (1) Cyclical Nature of Life: Life is a continual cycle of processes, moving from nothingness to existence and eventually back to nothingness. Education plays a pivotal role in aiding individuals to navigate this process of self-maturation, develop their potential, shape their careers and futures, and distinguish between right and wrong, good and bad, halal and haram. (2) Maturation and Morality: Education facilitates the journey of self-quality maturation, contributing to the formation of superior personalities and fostering noble morals. It also provides insight into the essence and essence of life. Historically, education has evolved from a broader meaning to teaching and further narrowed to knowledge transfer activities, ultimately leading to examination activities. Consequently, examinations are often perceived as the pinnacle of education, emphasizing the ability to answer questions. Fattah (2013) outlines the targets of education quality as: (1) Institutional Perspective: Referring to the quality of educational units and programs. (2) Process Perspective: The organization of formal, non-formal, and informal education units/programs. (3) Product Perspective: Concerning the quality of graduates or students.

Gaspertz (1991) developed a business management concept concentrating on customer satisfaction. This concept encompasses various aspects, including visionary transformation, infrastructure, the need for improvement, customer focus, empowerment, new perspectives on quality, and top management commitment. While this management concept was designed for

businesses, it can also be applied to education. To synthesize the discussion above, the quality of education in this context refers to the degree of excellence exhibited by educational institutions in terms of their institutional legality and accreditation, the process of implementing learning, and the caliber of their graduates. As adapted from Gaspertz (1991), the dimensions for measuring educational quality encompass (1) Visionary Transformation: The ability to enact transformative changes in the educational environment. (2) Infrastructure: The availability and adequacy of resources to support education. (3) The Need for Improvement: The commitment to continuous enhancement in all aspects. (4) Customer Focus: Prioritizing the satisfaction and needs of students and stakeholders. (5) Empowerment: Fostering an environment that empowers all educational community members. (6) New Views on Quality: Embracing innovative perspectives to elevate quality standards. (7) Management Commitment (Leadership): Ensuring robust and dedicated leadership towards quality education.

## Methods

The present study employs a non-experimental ex post facto design. The term "non-experimental" is chosen because the research does not manipulate variables but examines existing and already performed events by research subjects. "Ex post facto" design signifies a systematic empirical investigation where the researcher lacks direct control over the independent variable due to its occurrence or inherent characteristics that cannot be altered. The chosen research methodology is the survey method, which involves direct fieldwork to collect data from events occurring during the research period and subsequent quantitative data analysis. The descriptive research design aims to provide a systematic, factual, and accurate understanding of the characteristics and facts about specific populations or regions. The target population for this study encompasses all teachers in Private Vocational Schools within Indramayu District, Indramayu Regency. The district comprises three private vocational schools with a total of 59 teachers. A closed questionnaire (structured questionnaire) was employed, prompting respondents to select a single answer corresponding to their characteristics or experiences by marking a cross (X). The questionnaire follows a forced-choice format.

Questionnaires were distributed to all private vocational schools within the Indramayu District. Indicators, which elaborate on the variables of teacher professionalism, school culture, and education quality, are integrated into a set of questions or statements within the questionnaire. The Likert scale was utilized to construct the question items, involving five alternative answers ranging from 1 to 5. The alternative answers for each variable encompass: "very correct," "correct," "hesitant," "incorrect," and "very incorrect." The data selection process occurs after successful data collection to prepare the data for further analysis. This selection process involves reviewing the distribution of questionnaires, examining how respondents

answered, and checking for questionnaire completeness. It was determined that 60 questionnaires were distributed, resulting in 59 completed questionnaires. The Excel Program, SPSS Program, or a combination of both software tools were utilized to test and calculate research outcomes. Data input was executed twice, involving different data sets using the same methodology. The initial input was drawn from trial questionnaire data for validity and reliability testing. The second data input incorporated actual research questionnaire results. The latter data input table was employed for normality and linearity tests and other statistical processing for analyzing research results.

## Results And Discussion

### Results

**Table 1.** Significance of the Effect of Variable X1 on Y

ANOVAa						
Model		Sum of Squares	df	Mean Square	F	Itself.
1	Regression	4978.317	1	4978.317	62.015	.000b
	Residual	4575.717	57	80.276		
	Total	9554.034	58			

a. Dependent Variable: Mutu\_Pendidikan\_Y  
b. Predictors: (Constant), Profesionalisme\_Guru\_X1

The results of the ANOVA test indicate that the calculated F value is 62.015, and the corresponding significance value is 0.000, which is less than the significance level of 0.05. Consequently, the null hypothesis (Ho) is rejected. It implies a significant influence of teacher professionalism on the quality of education at private vocational schools in Indramayu District, Indramayu Regency.

**Table 2.** The Magnitude of the Effect of the Variable X1 on Y

Model Summary				
Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.722a	.521	.513	8.960

a. Predictors: (Constant), Profesionalisme\_Guru\_X1

The table above reveals that the coefficient of determination (R Square) is 0.521. This value signifies that the proportion of education quality influenced by the teacher professionalism variable is 52.1%. Consequently, other factors not examined in this study impact the remaining 47.9% of education quality.

**Table 3.** Significance of the Effect of Variable X<sub>2</sub> on Y

ANOVAa						
Model		Sum of Squares	df	Mean Square	F	Itself.

1	Regression	4596.287	1	4596.287	52.844	.000b
	Residual	4957.747	57	86.978		
	Total	9554.034	58			

a. Dependent Variable: Mutu\_Pendidikan\_Y

b. Predictors: (Constant), Budaya\_Sekolah\_X2

According to the ANOVA test results table, the calculated F value is 52.844, and the significance level is 0.000, less than 0.05. As a result, the null hypothesis (Ho) is rejected. It implies that the influence of school culture on the quality of education in Private Vocational Schools within the Indramayu District, Indramayu Regency, is indeed significant.

**Table 4.** The Magnitude of the Effect of the Variable X2 on Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.694a	.481	.472	9.326

a. Predictors: (Constant), Budaya\_Sekolah\_X2

Based on the provided table, the R Square value is 0.481, indicating that the coefficient of determination (KD) is calculated by multiplying R<sup>2</sup> by 100%. In this case, the calculation would be  $0.481 * 100\% = 48.1\%$ . It suggests that 48.1% of the variance in education quality can be attributed to the influence of school culture variables. The remaining 51.9% of the variance is influenced by other factors not examined in this study.

**Table 5.** Significance of the Effect of Variables X1 and X2 on Y

ANOVAa						
Model		Sum of Squares	df	Mean Square	F	Itself.
1	Regression	5428.699	2	2714.349	36.846	.000b
	Residual	4125.335	56	73.667		
	Total	9554.034	58			

a. Dependent Variable: Mutu\_Pendidikan\_Y

b. Predictors: (Constant), Budaya\_Sekolah\_X2, Profesionalisme\_Guru\_X1

Based on the provided ANOVA test results table, the F value is 36.846, and the significance level is 0.000, less than 0.05. As a result, the null hypothesis (Ho) is rejected. It implies that the combined influence of teacher professionalism and school culture on the quality of education at Private Vocational Schools in Indramayu District, Indramayu Regency, is statistically significant.

**Table 6.** The Magnitude of the Effect of Variables X1 and X2 on Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.754a	.568	.553	8.583

a. Predictors: (Constant), Budaya\_Sekolah\_X2, Profesionalisme\_Guru\_X1

Based on the ANOVA test results table provided, the R Square value is 0.568. It implies that the coefficient of determination (KD) can be calculated as follows:  $KD = R^2 \times 100\% = 0.568 \times 100\% = 56.8\%$ . approximately 56.8% of the variance in education quality is influenced by the variables of teacher professionalism and school culture combined. The remaining 43.2% is attributed to other factors not considered in this study. The study focused on three main variables: teacher professionalism, school culture, and education quality. The research problem aimed to investigate whether teacher professionalism influences the quality of education in Private Vocational Schools in Indramayu District, Indramayu Regency. The study's empirical findings can be summarized as follows: (1) Teacher professionalism significantly influences the quality of education in private vocational schools in Indramayu District, Indramayu Regency. (2) The extent of the influence of teacher professionalism on the quality of education is demonstrated through dimensions of teacher professionalism adapted from Usman (2011), including aspects like mastering educational foundations, teaching materials, developing teaching programs, implementing teaching programs, assessing learning outcomes and processes, and adhering to a code of ethics in performing duties. These dimensions have significant implications for education quality, as measured by dimensions adapted from (Gaspertz, 1991), such as vision transformation, infrastructure, need for improvement, customer focus, empowerment, new perspectives on quality, and management commitment (leadership). In conclusion, the study finds that teacher professionalism significantly impacts the quality of education in Private Vocational Schools in Indramayu District, Indramayu Regency. The combined influence of teacher professionalism and school culture explains a substantial portion of the variance in education quality. It is important to note that while these variables play a significant role, other factors not included in the study contribute to education quality.

## Discussion

Indeed, the quality of education in private vocational schools in Indramayu District, Indramayu Regency, is influenced by various factors and not solely by teacher professionalism and school culture. Additional factors, denoted as "epsilon" in statistical terms, were not examined in this study but could contribute to the overall quality of education. Dewi and Khotimah's (2020) research also supports the idea that teacher professionalism positively influences education quality. Their research underscores the importance of continually enhancing teacher professionalism to optimize education quality further, aligning with the expectations of school leadership and parents. In light of the empirical results indicating a significant impact of teacher professionalism on education quality, the study yields several insights: (1) Teacher professionalism in private vocational schools in Indramayu District, Indramayu Regency, holds sway over education quality. (2) Improving teacher professionalism is

a viable strategy for elevating these schools' education quality. (3) The regression equation  $y = 16.655 + 0.794X_1$  illustrates that a one-unit change in teacher professionalism ( $X_1$ ) is associated with an estimated 0.794-unit change in education quality ( $Y$ ) in the same direction. To summarize, the study's empirical findings emphasize the meaningful influence of teacher professionalism on education quality in private vocational schools. It implies that the schools can enhance their education quality by fostering more excellent teacher professionalism. However, it is essential to acknowledge that other unexamined factors can also contribute to education quality, and thus, further research may be required to understand all contributing elements comprehensively.

The study results indicate a significant influence of school culture on the quality of education in private vocational schools in Indramayu District, Indramayu Regency. The magnitude of this influence is demonstrated through the research findings that a high school culture, encompassing dimensions adapted from Luthans (2006: 320), such as rules of conduct, norms, dominant values, philosophy, regulations, and organizational climate, has noteworthy implications for education quality. These implications align with dimensions adapted from (Gaspertz, 1991), which include vision transformation, infrastructure, the need for improvement, customer focus, empowerment, a new view of quality, and management commitment (leadership). The research findings by Sukadari (2020) support the notion that a conducive school culture fosters a positive school environment, enabling the realization of quality education in line with the school's vision and mission. It optimizes the performance of teachers, principals, employees, and students to achieve outcomes that meet expectations. The research conducted by Mustowiyah and Sunanda (2017) reveals that school culture significantly impacts the quality of education in public junior high schools. The study indicates that school culture contributes 82.8% to the quality of education in this context, while other factors influence 17.2%. The results of this study suggest that an improved school culture in private vocational schools in the Indramayu District, Indramayu Regency, is associated with higher education quality. This relationship can be represented by the regression equation  $y = 30.848 + 0.643X_2$ . This equation suggests that a one-unit change in school culture ( $X_2$ ) corresponds to an estimated 0.643-unit education shift quality ( $Y$ ) in the same direction. Based on these empirical findings, the study offers several insights: (1) School culture in private vocational schools in Indramayu District, Indramayu Regency, holds sway over education quality. (2) Enhancing or improving school culture is a potential strategy for enhancing education quality. (3) The influence of school culture on education quality is estimated to be 48.1%, while the remaining 51.9% is attributed to other unexamined variables (epsilon) beyond the scope of this study.

The study results indicate a significant simultaneous influence of teacher professionalism and school culture on the quality of education in private vocational schools in Indramayu

District, Indramayu Regency. The research findings demonstrate the extent of this influence that teacher professionalism, measured by dimensions adapted from Usman (2011), and school culture, measured by dimensions adapted from Luthans et al. (2021), have notable implications for education quality. These implications align with dimensions adapted from Gaspertz (1991), including vision transformation, infrastructure, the need for improvement, customer focus, empowerment, a new view of quality, and management commitment (leadership). It is acknowledged that the quality of education in private vocational schools in Indramayu District, Indramayu Regency, is influenced by teacher professionalism, school culture, and other factors (epsilon), which were not studied in this research. The research findings reveal an improved joint influence of teacher professionalism and school culture in private vocational schools in Indramayu District, Indramayu Regency, is linked with higher education quality. This relationship is expressed through the regression equation  $\hat{Y} = 15.951 + 0.507X_1 + 0.314X_2$ . This equation suggests that a one-unit change in teacher professionalism scores ( $X_1$ ) and a one-unit change in school culture scores ( $X_2$ ) corresponds to estimated changes of 0.507 and 0.314 units, respectively, in education quality ( $Y$ ) in the same direction. Based on these empirical findings, the study provides several insights: (1) Both teacher professionalism and school culture in private vocational schools in Indramayu District and Indramayu Regency jointly influence education quality. (2) Enhancing education quality in these schools can be achieved by concurrently improving teacher professionalism and school culture. (3) The combined influence of teacher professionalism and school culture on education quality is estimated at 56.8%, while the remaining 43.2% is attributed to other variables not studied in this research (epsilon).

## Conclusion

After conducting an extensive research process, which involved literature reviews, empirical observations, proposal seminars, and analysis spanning approximately six months, the following conclusions can be drawn: Teacher Professionalism and Education Quality: (1) Teacher professionalism has been found to have a positive and significant impact on the quality of education in Private Vocational Schools in Indramayu District, Indramayu Regency. The statistical calculations reveal that teacher professionalism influences education quality by 52.1%. It is important to note that the remaining 47.9% of education quality is influenced by factors beyond the scope of this study, which do not include school culture variables. (2) School Culture and Education Quality: The study has also demonstrated that school culture plays a positive and significant role in shaping the quality of education in Private Vocational Schools in Indramayu District, Indramayu Regency. The statistical calculations indicate that school culture contributes to education quality by 48.1%. Similarly, 51.9% of education quality is influenced by variables not addressed in this research, excluding teacher professionalism. (3) Combined



Influence of Teacher Professionalism and School Culture: The combined influence of teacher professionalism and school culture on the quality of education in private vocational schools in Indramayu District, Indramayu Regency, is also positive and significant. The statistical calculations reveal that teacher professionalism and school culture jointly affect education quality by 56.8%. The remaining 43.2% of education quality is shaped by factors not examined within this study's scope. In essence, this research underscores the importance of teacher professionalism and school culture in enhancing the quality of education within private vocational schools. The positive and significant effects discovered in this study provide valuable insights for educational institutions and policymakers aiming to improve the quality of education. It is essential to recognize that while teacher professionalism and school culture are influential factors, other variables beyond the scope of this study also contribute to education quality.

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