The relationship between high school sociology teacher involvement in the MGMP and teacher's work commitment with its performance

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ARTICLE INFO	ABSTRACT
	This study aims to analyze and describe the relationship between the involvement of SMA sociology subject teachers in the subject teacher conference (X1) with performance (Y), work commitment (X2) with teacher performance sociology (Y) and describe and analyze relationships involvement of high school sociology subject teachers in subject teacher conference (X1) and work commitment (X2) together with performance (Y) in Serang Regency High School, Banten Province, Indonesia. The method used in this study is a quantitative method that aims to reveal the relationship between high school sociology subject teacher involvement in subject teacher conference (X1) and work commitment (X2) with their performance (Y) in SMA Serang Regency. Data was collected using a questionnaire. Analysis of the data used is an analysis of multiple correlations. The results of the study show: First, there is a positive and significant relationship between Teacher Involvement in the subject teacher conference and the performance of high school sociology teachers in Serang Regency . This is shown by testing the correlation coefficient between X1 and Y; the rcount value is 0.764. Second, there is a positive and significant relationship between teacher work commitment and the performance of subject teacher conference sociology teachers. This is indicated by the rcount value of 0.726. Third, there is a positive and significant relationship between teacher involvement in subject teacher conference and teacher commitment and the performance of high school sociology teachers in Serang Regency, with a correlation value of 0.764. This is shown through the calculated F value of 21.69.

INTRODUCTION

Teachers have a very strategic role in realizing educational goals, so they need to be developed as useful and professional professionals. Professional teachers will produce quality educational processes and outcomes to create intelligent, holistic, competitive Indonesian people. Disas (2017) said that teachers play a very strategic role in carrying out their functions and realizing national education goals. The role of the teacher can hardly be replaced by another, especially in a multicultural and multidimensional society (Hasibuan et al., 2023).

The role of the teacher in student-centered learning shifted from becoming a teacher to a facilitator (Kosasih, 2014). Facilitator is a person who gives facilities that provide convenience for students, so pros learning ice lasts specific is more accessible and pleasant (Fauzi & Mustika, 2022).

The Indonesian government has very clearly paid great attention to improving the quality of education by improving the quality of teachers. Qualified teachers have four competencies: pedagogical competence, professional competence, personal competence, and social competence (Pahrudin et al., 2016).

The existence of professional and competent teachers is a must to facilitate the achievement of learning objectives (Sobri, 2016). In realizing professional teachers, each party, in this case, the government, has a special role. The government has a role in improving the management and implementation of teacher management authority more precisely. It can facilitate competency improvement (KKG/MKKS/MGMP) revitalization, comprehensive technical guidance activities, provision of scientific media, competition vehicles, professional development groups, inherently developing the profession, adaptive, and continuous.

Teachers and lecturers (including education staff) are essential components of an education unit because they are active resources. In contrast, other components are passive, such as curriculum, funds, facilities, and infrastructure. Without the intervention of teachers and lecturers (thoughts, attitudes, integrity, etc.), the other components are meaningless (Danumiharja, 2012). Curriculum development in the Indonesian education system is an effort to strengthen teacher skills in carrying out various tasks to produce brilliant students from an academic point of view, where this matter is an important factor in the nation's development process. The 2013 curriculum is a competency-based curriculum designed by the Indonesian state to meet the needs of human capital in the 21st century, where the need for creativity and communication has become increasingly important (Said, 2019).

The successful implementation of the curriculum needs to be supported by a qualified teacher who can analyze, interpret, and actualize information contained in the curriculum document to the buyer's teachings. For teachers, the curriculum is a guideline for implementing the learning process. Therefore, however, ideally, the curriculum must be supported by the ability teacher to actualize and implement it. The curriculum will not mean it at all, and learning will not be effective. As the key to a successful implementation curriculum, teachers play a role in the learning structure (Saraswati et al., 2022).

Efforts to improve the quality of education cannot be separated from the participation of the community and the professional abilities of teachers as educators, especially sociology teachers. One activity that can improve teacher professionalism is subject teacher conference (Karimulah & Ummah, 2021). The subject teacher conference is an association or association for teachers of similar subjects which functions as a means of communicating with each other, learning, and exchanging ideas and experiences to improve teacher performance (Anwar, 2011). The activeness of teachers in participating in subject teacher conference activities is very important because it can increase their ability to carry out quality learning, namely learning that can achieve the objectives set. As a subject teacher organization, the subject teacher conference has many roles, including helping subject teachers develop themselves and their profession.

The subject teacher conference was originally called the Deliberation of Study Teachers (MGBS), an area non-structural teacher professional organization formed by teachers in secondary schools, both in junior and senior high schools, in an area as a vehicle for exchanging experiences in order to improve teacher skills and improve quality learning. The subject teacher conference can also be used as a discussion forum to solve all the problems teachers face, including those related to efforts to improve learning effectiveness by utilizing the school environment as a learning resource (Najri, 2020).

Based on the problems encountered, it is necessary to continue striving so that the subject teacher conference can optimize this role by implementing various activities that can be carried out independently and proactively. Learning achievement is students' level of success in learning material at school in the form of scores obtained from tests regarding a certain amount of material (Nawawi, 1986).

This learning achievement in schools is commonly referred to as student learning achievement. However, the subject teacher conference activities were only used as ceremonial events. Many teachers do not carry out the procedures that should be carried out when carrying out the teaching and learning process (Sharan, 2010). There are many views from people who say that subject teacher conference activities are only activities that do not contribute too much to improving

the teaching quality of a teacher (Setiawan, 2021). The teachers get material and experience from these activities but have yet to be optimally applied in the learning process.

The results of Fatmawati et al. (2020) research show that: the impact of the implementation of subject teacher conference management on teacher professionalism has obstacles, namely teachers participating in subject teacher conferences lack discipline, the procession of subject teacher conferences has never involved experts or experts as resource persons, and the range of conference activities subject teachers are not yet fully funded. The solution offered is that there must be an administrator of the subject teacher conference who consolidates the principal's work conference so that there is a balanced role in opening awareness for teachers participating in the subject teacher conference, collaborating both institutionally and individually as experts in their fields, and undertake fundraising efforts.

Subject teacher conference as a forum/professional forum for teachers has yet to be effective in making changes to improve the quality of education. This is due to the not-yet-optimal subject teacher conference members participating in subject teacher activity programs. Stillmany teachers who are not interested in joining this program, the reason is that less attractive program, where you live far from the location of the event subject teacher conference, and there is no evaluation of teacher implementation in schools (Krismiati & Fernandes, 2020).

Currently, many teacher learning styles and strategies are used to encourage the creation of a conducive learning climate. A learning environment that gives freedom for students to make choices will encourage them to be physically, emotionally, and mentally involved in the learning process and, therefore, will be able to bring up creative-productive activities. That is why every student needs to be free to choose according to what he is able and wants to do.

It is necessary that the subject teacher conference can take a role both at the school, regional, city, and provincial levels. The subject teacher conference is very relevant in this context, namely deliberating/discussing various matters such as determining indicators of learning strategies and assessment systems. Subject teacher conferences can be important in the struggle for curriculum change. This professional, functional association of subject teachers is considered strategic for socializing and discussing various efforts to prepare and implement the curriculum.

Based on the research results of Maure et al. (2021) states that the sociology subject teacher conference plays an active role in improving the performance of sociology teachers. This is indicated by the role played by the sociology subject teacher conference, including conducting studies on innovative learning models and media, training in making learning tools, training, workshops, making test questions, training and deepening the 2013 curriculum along with its models and evaluations, and conducting limited guidance/alternating teaching exercises guided by senior teachers. Thus, the sociology subject teacher consultation increases teachers' professional competence. Wibowo and Jailani (2014) stated that subject teacher conference is a forum/container for the professional activities of subject teachers at SMP/MTs, SMPLB/MTsLB, SMA/MA, SMK/MAK, SMALB/MALB, which are in the same region/regency/city/sub-district/studio/school cluster.

Commitment is a concept that has three dimensions, namely (1) effective is the level of an employee who is emotionally attached to, knows, and is involved in the organization; (2) Continuance commitment is the perceived value possessed by employees based on what is gained and sacrificed both psychologically, socially, functionally and ritually; and (3) Normative commitment is the degree to which a person is psychologically bound to become an employee of an organization based on feelings such as loyalty, effectiveness, warmth, ownership, pride, pleasure, and others. These differences in motives are due to differences in determining factors and results in consequences (Sutrisno, 2019). Meanwhile, Coladarci (1992) defines teacher commitment as the psychological state of the teacher in carrying out his professional duties.

Teachers with good work ethics are extra diligent and committed to work. The teacher's commitment can birth responsibility and a responsive and innovative attitude toward developing science and technology. Furthermore, commitment can be measured by three indicators: affective commitment, continuing commitment, and normative commitment (Robbins & Judge, 2008). In addition, increasing teacher work commitment requires exemplary leadership (principal). Leaders must be an example and role models for their subordinates. With the leader's example, the teacher

will automatically follow his actions. One's behavior leader will be an example for the subordinates. When a leader does his job professionally, his subordinates will automatically be professional.

Leadership is an essential aspect of schools. Leadership is an organizational driving factor through handling, change, and management carried out so that the existence of a leader is not only a symbol that exists or not. It does not matter, but its existence positively impacts organizational development (Susanto, 2016). According to his understanding, the principal is a functional teacher with the additional task of leading a school where the teaching and learning process is held or where there is an interaction between the teacher who gives the lesson and the students who receive the lesson. As an educational leader, the principal has several heavy duties and responsibilities. To perform its functions optimally, the principal must apply the right leadership style (Ariyani, 2017).

The teacher's work commitment is also influenced by the upgrading program he/she participates in. To become a professional teacher, teachers must have adequate academic skills and be able to apply their knowledge to students to improve student learning outcomes. This determines the teacher's ability to determine how to deliver material and manage learning interactions. For this reason, teachers need to take part in upgrading programs.

To achieve the desired goals, efforts to increase teacher work commitment must hold subject teacher conference activities. Subject teacher conference for teachers is a process of deepening specific knowledge, creativity, and attitudes so that teachers are getting better according to standards. In the series of activities carried out by the subject teacher conference, it is necessary to have quality standards for activities. The quality of the subject teacher conference activities will increase teachers' work commitment to carrying out their duties.

Efforts to improve teacher performance, especially in public and private Senior High Schools (SMA) in the Serang Regency, Banten Province, Indonesia are still being carried out through various strategies to overcome the declining quality of education. For this reason, researchers limited only three variables that needed to be questioned whether the teacher's work commitment, guidance, and subject teacher deliberation activities significantly influenced teacher performance.

Performance is a measure of a teacher's success in carrying out his duties. Teachers with good performance can be sure to carry out their duties as a teacher successfully. However, many facts reveal that teacher performance in general still seems less than optimal, so it needs to be improved and improved. Teacher performance could be more optimal because teachers carry out their duties only as routine activities, lacking creativity. Innovation for teachers is relatively closed, and creativity is separate from achievement (Sagala, 2010). Teachers with high work ethics are extra diligent and committed to work. The teacher's commitment can birth responsibility and a responsive and innovative attitude toward developing science and technology.

In facing the ASEAN Economic Community (AEC), good Human Resources (HR) must be prepared, especially to prepare good quality students, so the potential of teachers needs to be developed. Therefore, from the beginning, the world of education had to prepare itself, especially teachers, with the quality and capabilities that could be implemented at the regional and national levels (Wardani & Indriayu, 2015). Through subject teacher conference activities, teachers will be able to improve their abilities in the learning process. All difficulties encountered in the field will easily be solved by teachers participating in the subject teacher conference and supervisors.

Anwar (2011) in his research, stated that the progress of the subject teacher conference, especially the high school level subject teacher conference in general, still needed to run optimally as expected. In fact, this has yet to work in several places, especially at the district/city and provincial levels. This fact is made possible by coordination barriers between high school-level MGMP administrators or the subject teachers themselves and the need for more support from policymakers at the school level (Principal), District/City (Dinas), Province, and even the central level. Therefore, to re-optimize the role of the SMA level subject teacher conference as a forum for coordination between subject teachers in schools, a program that supports the management of the SMA level subject teacher conference is very important.

Various problems were found by researchers in the field indicating that teacher performance was not optimal, so the commitment and benefits of teacher involvement in subject teacher performance activities became the answer to improving teacher performance. Teachers are required to improve their performance to carry out learning optimally. Teacher performance assessment is

carried out to see the extent to which the competence possessed by a teacher is supported by the teacher's commitment and involvement in subject teacher performance activities. This test must be carried out according to the criteria, especially for teachers who already have adequate abilities and deserve to be called teachers.

Differences in each educational background owned by sociology teachers in Serang Regency with the subjects they teach will certainly cause various problems in the learning process due to the lack of teaching competence possessed by sociology teachers. Therefore, the sociology subject of teacher performance plays an important role as a forum for improving teacher competence. However, the sociology subject teacher performance in Serang Regency could have run better due to various obstacles that caused the subject teacher performance to run less effectively. Based on this background, conducting an in-depth study of the relationship between high school sociology teacher involvement in the subject teacher conference and teacher work commitment to their performance in the region of Serang Regency, Banten Province, is necessary.

METHOD

The research was carried out in quantitative field research, while the method used was correlational. Survey research takes samples from a population and uses a questionnaire as the principal data collection tool (Singarimbun & Effendi, 2008). Based on this understanding, the researcher concludes that the correlational survey method is suitable for use in this study because it follows the aims and objectives of the research, namely to obtain an overview of the relationship between high school sociology subject teacher involvement in the subject teacher conference ($X1$) and work commitment ($X2$). Together with teacher performance (Y) in public and private high schools in Serang Regency, Banten Province, Indonesia.

Before conducting data analysis about the relationship of data variables, data analysis techniques using inferential statistics using simple correlation and multiple correlations, partial correlation, and simple regression and multiple regression. Correlation requires at least two variables, while multiple correlations require three variables. In this study, the independent variable is the involvement of high school sociology teachers in subject teacher conferences ($X1$) and work commitment ($X2$). In contrast, the dependent variable is teacher performance (Y), illustrated in Figure 1.
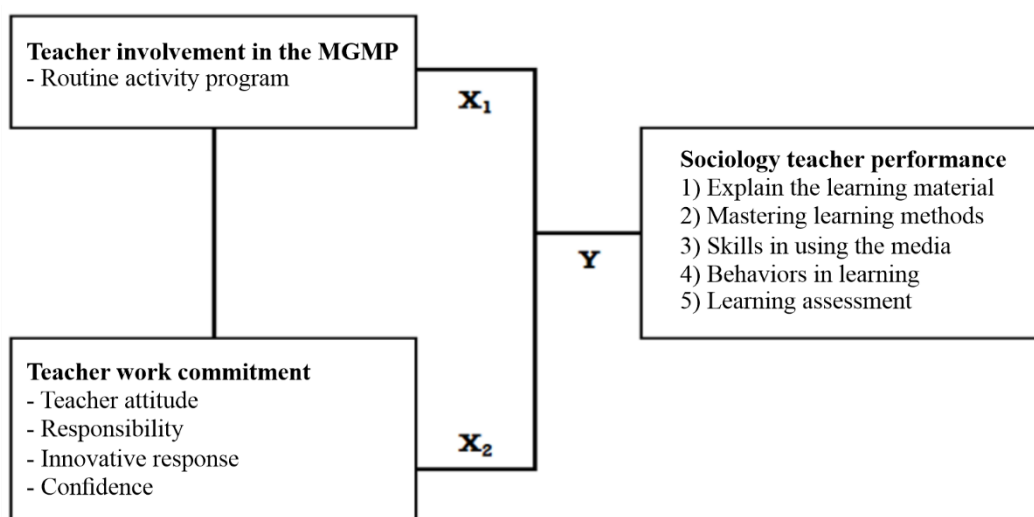
Figure 1. Constellation of the Relationship Between the Independent Variables X1, X2 and the Dependent Variable Y

RESULT AND DISCUSSION

Research Instrument Test

Following the research procedure put forward, namely research using correlation and multiple regression (multiple correlation multiple regression), a calibration test was first carried out before the questionnaire was distributed to the sample. In carrying out this calibration test, a sample of 34 people was determined. Objects that are used as calibration test samples are objects that come from the actual population.

In practice, the respondents who were used as research test samples were taken from the subject population, namely subject teacher conference sociology teachers at a high school in Serang Regency, a total of 34 respondents, aiming to analyze the level of validity (validity) and reliability (reliability) of the questionnaire). From these results, the sample set was 34 people, and the number of respondents selected as the sample was also included in the object for testing the research instrument.

Instrument Validity Variable X1 (Teacher Involvement in Subject Teacher Conference)

Based on the calculation of the validity test of the 20 questionnaire statement items given to 34 teachers as the test group for teacher involvement instruments in the subject teacher conference, 19 statement items met the criteria or were valid, the 19 statement items were instrument numbers: 1, 2, 3. , 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, while there is 1 item statement that does not meet the criteria or is invalid, namely instrument no 4.

Instrument Validity Testing Variable X2 (Teacher Commitment)

Based on the calculation of the validity test of the 20 questionnaire statements given to 34 teachers as the test group for the analysis of the Teacher Commitment instrument, 15 statements met the criteria or were valid. The 15 statement items are instrument numbers: 1, 2, 4, 5, 6, 7, 8, 10, 11, 13, 14, 15, 17, 18, and 19, while 5 statement items do not meet the criteria or are invalid, namely instruments nos 3, 9, 12, 16, and 20.

Items that are not valid for the teacher involvement questionnaire in the subject teacher conference and teacher commitment should be included in the analysis test to get statement items and produce the expected value in determining the magnitude of the relationship and influence of the research variables.

Instrument Reliability Testing Variables X1 (Teacher Involvement in Subject Teacher Conference) and X2 (Teacher Commitment)

Likewise, with the reliability test, the authors use SPSS software with Croncbach's Alpha if Item is Deleted. The value of Cronbach's Alpha, based on standardized items, is the value of the reliability of the test as a whole. The greater the value, the more reliable it is.

Table 1. Composite Reliability

Variable	Croncbach's Alpha	Information
X_1_KT	0,925	Degree of Reliability is very high
X_2_KOM	0,819	Degree of Reliability is very high
Y_KIN	0,915	Degree of Reliability is very high

Table 1 shows that each variable has a value of Croncbach's Alpha above 0.7, which indicates internal consistency from the dependent variable, teacher involvement in subject teacher conference, and teacher commitment. The independent variable, teacher performance, has a very high degree of reliability. The test results look for the reliability of the teacher's involvement variable in the subject teacher conference (X1) obtained Pearson's r value of 0.925. According to Guliford, if the price of the reliability coefficient is 0.925, it is included in the group with a very high degree of reliability (Suherman, 2001).

The test results look for the reliability of the teacher's commitment variable (X2) obtained from Pearson's r value of 0.819. If the price of the reliability coefficient is 0.819, then it is included in the group with a very high degree of reliability.

Testing the Validity of the Instrument Variable Y (Teacher Performance)

Based on calculating the validity test of the 20 questionnaire statement items given to 34 teachers as the teacher performance instrument analysis test group, 18 statements meet the criteria or are valid. The 18 statement items are instrument numbers: 1, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20 at the same time, 2 statement items do not meet the criteria or are invalid, namely instruments no 2 and 3. Items that are not valid for teacher performance tests are not part of the hypothesis testing instrument, so the magnitude of the relationship and influence of the research variables is generated.

Testing the Reliability of Instrument Variable Y (Teacher Performance)

In testing the reliability of the instrument used the reliability coefficient formula Croncbach's Alpha (Sugiyono, 2018):

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

According to Guilford, the analysis results obtained the price of reliability r2 = 0.915. If the reliability coefficient price is 0.915, it is included in the group with a very high Degree of Reliability (Suherman, 2001).

Description of Research Variables

The description of each variable in this study is teacher involvement in the subject teacher conference (X1), teacher commitment (X2), and teacher performance (Y) in the year the research was conducted can be seen from the results of the descriptive analysis of frequency.

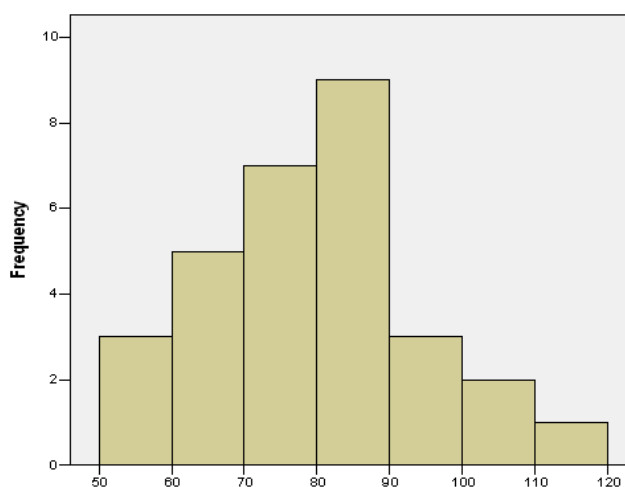### Teacher Involvement in the Subject Teacher Conference

Data regarding teacher involvement was collected using a Likert model scale questionnaire whose scale ranges from 1 to 5. The number of statement items in this rating scale is 20, so theoretically, the maximum score is 100, and the minimum score is 20. Based on an analysis of the teacher's involvement variable in the subject teacher conference, the highest score was 91, and the lowest was 37. From a large range of 54, the calculated mean was 75.91, the variance was 191.78, the standard deviation was 13.85, the mode was 84, and the median was 80.

The results of this analysis contain meaning that the involvement of teachers in the subject teacher conference in sociology subject teacher conference teachers of SMA in Serang Regency can be categorized as positive because the average score achieved is 75.91, which is closer to the theoretical average of 46. The findings of this study indicate that, in general, the involvement of SMA sociology teachers in subject teacher conference in the Serang Regency has a high category. The description of the teacher involvement variable data in the subject teacher conference (X1) can be seen in Table 2 and Figure 2.

The histogram from the analysis of the teacher's involvement variable in the subject-teacher conference obtained the highest score of 91 and the lowest score of 37, from an extensive range of 54 and a count of 75.91.

Table 2. Descriptive Statistics on Teacher Involvement in the Subject Teacher Conference

No.	Descriptive statistics	Value
1	N	34
2	Mean	75.91
3	Median	79.50
4	Mode	84.00
5	Standard Deviation	13.85
6	Variance	191.78
7	Range	54.00
8	Minimum	37
9	Maximum	91
10	Sum	2581

Figure 2. Histogram of Teacher Involvement variable in Subject Teacher Conference (X1)
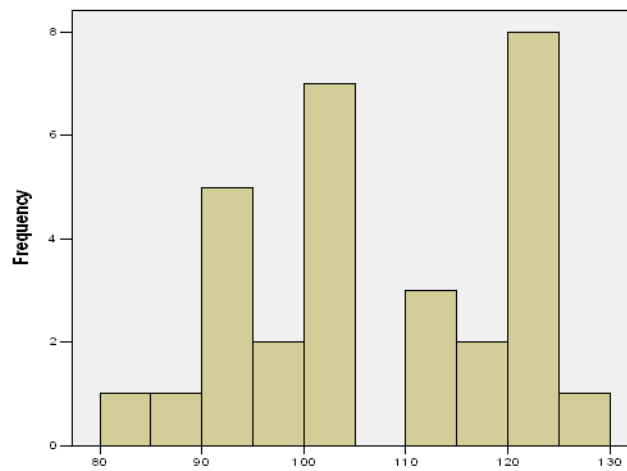
Teacher Commitment

Data regarding teacher commitment was collected using a Likert scale questionnaire whose scale ranged from 1 to 5. The number of statement items on this rating scale was 20, so theoretically, the maximum score was 100, and the minimum score was 20. Based on the teacher's commitment variable analysis, the highest score was 91, and the lowest was 37. From an extensive range of 54, the mean was 74.85, the variance was 107.89, the standard deviation was 10.39, the mode was 84, and the median was 80. The results of this analysis contain meaning that the commitment of teachers to subject teacher conference sociology SMA teachers in Serang Regency can be categorized as good because the achieved average score of 74.85 is closer to the theoretical average score of 46.

The findings of this study indicate that teacher commitment to high school sociology subject teacher conference teachers in Serang Regency is in the high category. The data description of the teacher commitment variable (X2) can be seen in Table 3 and Figure 3. The histogram of the analysis of the teacher commitment variable results obtained the highest score of 91 and the lowest score of 37. From the large span of 43, the calculated mean was 74.85.

Table 3. Descriptive Statistics of Teacher Commitment (X2)

| No.	Descriptive statistics	Value
1	N	34
2	Mean	74.85
3	Median	77.50
4	Mode	83.00
5	Standard Deviation	10.39
6	Variance	107.89
7	Range	43.00
8	Minimum	37
9	Maximum	91
10	Sum	2581

Figure 3. Histogram of Teacher Commitment Variables

Teacher Performance (Y)

Data regarding teacher performance was collected using a Likert scale questionnaire whose scale ranged from 1 to 5. The number of items in this assessment was 20, with a theoretical score of 0-100. Based on the findings of the data collected from the 34 people who were the sample, after calculating, the highest score was 90, and the lowest score was 42. From a range of 48 scores, the calculated mean was 76.41, the standard deviation was 12.45, the mode was 86, and the median was 81. Results of analysis This implies that the work performance of high school Sociology teachers in Serang Regency can be categorized as high because the average score achieved is 76.41, above the theoretical average score of 45.

The description of teacher performance variable data (Y) can be seen in Table 4 and Figure 4. Histogram of data from 34 people where the highest score is 90, and the lowest score is 42. From a range of 48 scores, the mean count is 76.41, the standard deviation is 12.45, the mode is 86, and the median is 81.

Table 4. Teacher Performance Descriptive Statistics (Y)

No.	Descriptive statistics	Value
1	N	34
2	Mean	76.41
3	Median	80.50
4	Mode	86.00
5	Standard Deviation	12.45
6	Variance	155.10
7	Range	48.00
8	Minimum	42
9	Maximum	90
10	Sum	2598
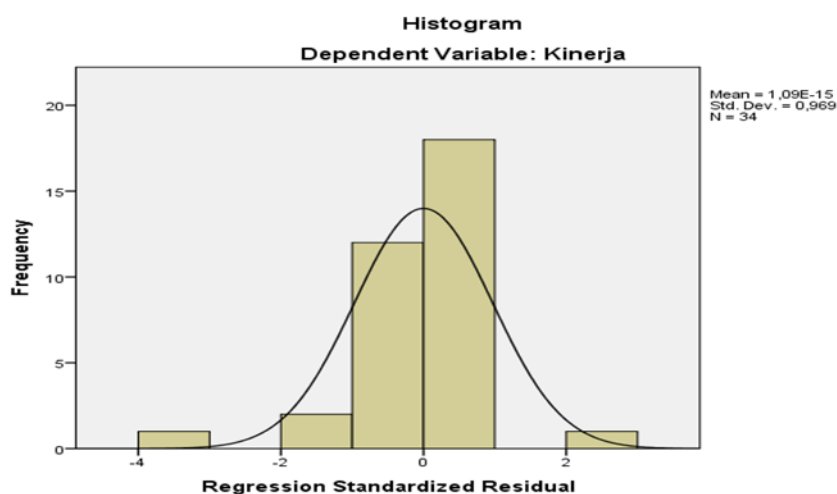
Figure 4. Histogram of Teacher Performance Variables (Y)

Test Hypothesis Requirements

Before testing the hypothesis, testing the requirements of the hypothesis test are carried out first. Testing the intended hypothesis testing requirements tests the normality and homogeneity of variants. The normality test used in this study is Kalmogorov-Smirnov, with a significant level of α = 0.05. The hypothesis in testing the normality of the data is as follows: H0: Samples are normally distributed, and Ha: Samples are not normally distributed.

The normality test is used to test whether the distribution of the dependent variable for each value of a certain independent variable is normally distributed. In the linear regression model, this assumption is shown by the error values normally distributed or close to normal, so it is feasible to carry out statistical tests. It tested the normality of the data using Test Normality Liliefors in the SPSS program. The results of testing with SPSS obtained data as in Table 5.

Table 5. Lilefors Test

Variabel	α	n	mean	s	Lo	Ltabel	Conclusion
X_1_KT			75,91	13,85	0,145	0,15	normal.
X_2_KOM	0,05	34	74,85	10,39	0,142	0,15	normal.
Y_KIN			76,41	12,45	0,138	0,15	normal.

Based on Table 5, the column contains the result in the output. It can be interpreted that if the value is Lo < Lt, then the data distribution meets the assumption of normality, and if the value is Lo > Lt, then it is interpreted as abnormal. In the table above, the Lo value for teacher involvement in subject teacher conference is normally distributed, teacher commitment is normally distributed, and only the teacher performance variable is normally distributed.

The next hypothesis testing is the regression formula hypothesis test. The test used in this study is the Multiple Regression Test using the SPSS 22 application. From the results of testing the hypothesis regarding teacher involvement in the subject teacher conference (X1), teacher commitment (X2), and teacher performance (Y), the data is obtained as in Table 6.

Table 6. Correlation Coefficient

Model Summaryᵇ					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.764ª	0.583	0.556	8.296	2.143

a. Predictors: (Constant), Commitment, Engagement
b. Dependent Variable: Performance

According to Riduwan (2010), the interpretation of the multiple regression results contained in the Table 6 is as follows: (1) Presenting teacher involvement variables in subject teacher conference (X1); teacher commitment (X2) and teacher performance variable (Y); and (2) Descriptive results of teacher involvement variables in subject teacher conference (X1); teacher commitment (X2) and teacher performance (Y).

Hypothesis Test

After testing the requirements of the hypothesis (normality), testing the hypothesis is then carried out. To test the hypothesis (significance test) is done first to find out the relationship between variables.

Testing the Relationship between Teacher Involvement in the Subject Teacher Conference (X1) and Teacher Performance (Y)

Determine the relationship variable X1 with Y, which indicates the magnitude of the relationship between the variables of teacher involvement in the subject teacher conference (X1) with teacher performance (Y). The results of calculating the correlation coefficient between X1 with Y obtained a value rcount of 0.764. Significant correlation if the price rcount > rtable. At the significance level α = 0.05 with n = 34 where df = n-2, namely 32, the rtable value is 0.349, so rcount is 0.764> rtable is 0.349. It can be concluded that there is a positive relationship between teacher involvement in subject teacher conference with teacher performance in high school sociology subject teacher conference teachers in Serang Regency.

Testing the Relationship between Teacher Commitment (X2) and Teacher Performance (Y)

Determine the relationship between X2 and Y variables, namely the number that states the magnitude of the relationship between the teacher commitment variable (X2) and the teacher performance variable (Y). Results are obtained with the correlation coefficient between X2 and Y, with a rcount of 0.726. Significant correlation if the price rcount> rtable. At the significance level α = 0.05 with N = 34, the rtable value is 0.349, so that rcount is 0.726 > rtable 0.349. Thus it was concluded that there was a relationship between teacher commitment and the performance of high school Sociology teachers in Serang Regency.

Correlation test of Teacher Involvement in Subject Teacher Conference (X1) with Teacher Commitment (X2) with Teacher Performance (Y)

Determine the relationship between X1 and X2 variables, namely the number that states the magnitude of the relationship between the variable teacher involvement in the subject teacher

conference (X1) and teacher commitment (X2) with the results of calculating the correlation coefficient between X1 and X2 obtained a rcount of 0.949. Significant correlation if the price rcount> rtable. At the significance level α = 0.05 with n = 34 where df = n-2, namely 32, the rtable value is 0.349, so that rcount is 0.949 > rtable 0.349. So it can be concluded that there is a very strong relationship between the variables of sociology subject teacher involvement in the subject teacher conference with the work commitment of high school teachers in Serang Regency.

Multiple Correlation Testing

Determine multiple correlations, namely the number that states the magnitude of the relationship between the two independent variables (X1 and X2) with one dependent variable with Formula 1.

$$R_{X1X2Y} = \sqrt{\frac{r_{X1Y}^2 + r_{X2Y}^2 - 2(r_{X1Y})(r_{X2Y})(r_{X1X2}^2)}{1 - r_{X1X2}^2}} \qquad (1)$$

Significance Test

After obtaining the R value from the multiple correlation then testing the significance of these variables with the Formula 2. The significance test to find out whether the relationship in question is significant is done by comparing Fcount with Ftable with the following criteria: (1) if Fcount ≥ Ftable, then reject Ho means significant; and (2) If Fcount ≤ Ftable, then accept Ho means it is not significant.

$$F_{count} = \frac{\frac{R^2}{k}}{\frac{(1-R^2)}{n-k-1}} \qquad (2)$$

The results of the calculation of the Significance Test between X1 and X2 with Y obtained the value of Fcount as much as 21.69. The correlation is significant when the price of Fcount > Ftable at the significance level α = 0.05 with n = 34 (df1 = 2 and df 2 = n-k-1 = 31) the value Ftable 3,30, up to Fcount = 21,69 > Ftable 3.30. Thus there is a relationship between the involvement of sociology teachers in the subject teacher conference and the teachers' commitment and teacher performance in Serang District. In other words, personnel with positive teacher involvement in the subject teacher conference and high teacher performance will also get high teacher performance. On the other hand, personnel with low teacher involvement in the subject teacher conference and low teacher commitment will also get low teacher performance.

Determinant Coefficient Test

From the results of testing the determinant coefficient, it can be concluded that there is a strong relationship between the variables of teacher involvement in the subject teacher conference and teacher commitment to teacher performance of 58,4%. In comparison, other variables influence the remaining 41.60%.

Multiple Regression Equation Testing

The next step is to do a regression test, and this is done to find out whether sociology subject teacher Involvement in the subject teacher conference and teacher commitment can affect teacher performance. Testing is done by testing the regression coefficient of each variable using the following.
Y = a + b1X1 + b2X2
Y = 23,972 + 0,676 + 0,015
From the results obtained, namely a = 23.972 and because b2 = 0.015 is smaller than b1 = 0.676 with a total Y = 23.972 + 0.676 + 0.015, it can also be interpreted that if the teacher's

involvement in the subject teacher conference is increased so that it gets a value of 100 (strongly agree on answers from 20 instruments x number of respondents = 5 x 20 = 100). Also, the teacher's commitment is increased to a score of 100 (responses strongly agree from 20 instruments x number of respondents = 5 x 20 = 100), then Y = 23.972 + 0.676 (100) + 0.015 (100) = 23.972 + 67.621 + 1.479 = 24.633 meaning that teacher performance (Y) will reach a maximum value = 24.633. To find out whether the variables affect the dependent variable, it can be determined by looking at the following Table 7.

Table 7. Regression Coefficient

		Coefficients^a				
	Model	Unstandardized Coefficients		Standardized Coefficients	t	sig.
		B	Std. Error	Beta		
1	(Constant)	23,972	12,224		1,961	0,059
	Keterlibatan	0,676	0,332	0,752	2,037	0,050
	Komitmen	0,015	0,443	0,012	0,033	0,974

a. Dependent Variable: Y
b. Regression Value

Hypothesis Testing

The hypothesis based on the probability test is formulated statistically as follows Ha: Pyx1 ≠ 0, and Ho: Pyx1 = 0. Sentence form hypothesis: Ha: Teacher involvement in subject teacher conference and teacher commitment there is a relationship between teacher performance, and Ho: Teacher involvement in the subject teacher conference and teacher commitment have no significant effect on teacher performance

Decision Rule

If Fcount ≥ Ftable, reject Ho means significant; if Fcount ≤ Ftable, then accept Ho means it is not significant. The value obtained from the significance test is obtained Fcount equal to = 21.69, then compared with Ftable at the significance level α = 0.05 with n = 34 (df1 = 2 and df 2 = n-k-1 = 31), it turns out that the value of Ftable 3.30 to Fcount =21,69 > Ftable 3.30, then Ho is rejected and Ha is accepted, which means it is significant. It is proven that teacher involvement in the Subject Teacher Conference and Teacher Commitment significantly affects teacher performance. Thus there is an influence of teacher involvement in the subject teacher conference and teacher commitment and performance.

CONCLUSION

Based on the results of data processing and testing of the research hypothesis on the involvement of high school sociology subject teacher conference teachers in Serang Regency, a conclusion was obtained that There is a relationship between teacher involvement in subject teacher conference and the performance of high school sociology teachers in Serang Regency. Thus the involvement of high school sociology teachers in the subject teacher conference is high, so the teachers' performance in Serang Regency will also be high. A positive relationship exists between teacher commitment and performance in high school sociology subject teacher conference teachers in Serang Regency. Thus, if teacher involvement is high, the performance of high school sociology teachers in Serang Regency will be high. As well as, there is a positive relationship between teacher involvement in the subject teacher conference and teacher commitment and teacher performance in subject teacher conference sociology high school teachers in Serang Regency. The higher the teacher's involvement in the subject teacher conference and the commitment of the teacher, the higher the performance of the high school sociology subject teacher conference teachers in Serang Regency.

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