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The Influence of Work Ethic and Organizational Culture on Teachers Professionalism and Organizational Support as Variable Moderating in Private Vocational High School (SMK) Muhammadiyah 5 Kisaran, Indonesia

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Abstract:

The purpose of this study is to know the influence of work ethic and culture organization to professional teachers and support organization as variable moderating in Private Vocational High School (Smk) Muhammadiyah 5 Kisaran. The research is kind of quantitative research with analytical descriptive study. The research is population research with a population of about 40 teachers productive. This research result indicate (1) there is the influence of work ethic on teacher professionalism with a path coefficient value of 0,033, (2) there is an influence of organizational culture on teacher professionalism with a path coefficient value of 0,488, (3) there is an influence of work ethic and organizational culture on teacher professionalism with a path coefficient value of 0,933, and (4) there is a positive and significant influence of organizational support to strengthen the work ethic and organizational culture towards teacher professionalism with a path coefficient value of 0,566 with variable conclusions acceptable.

Keywords: Work ethic, organizational culture, organizational support, and teacher professionalism

1. Introduction

The quality of education in Indonesia had our ups and downs. The development of the quality of education in Indonesia is still classified as low both in the world level and at the Southeast Asia. Even though there are activities, either by the central government and by the private sector to improve the quality of education. The stage of activity that has been done by the government of them: 1) amendments to the system of education over and over again, in regard to the material substance and organizations education; 2) increasing the quality of teachers educator or source of human resources through training courses; 3) procurement of matter and media; 4) improvement of infrastructure of learning; 5) efforts to improve the school management.

The role of human resources (resources) in an organization has the status important in the process of working organization and reaching its objectives organization. In doing so, people in this organization was a key element compared with other resources. Without any human resources, other resources of course will not be used. Many excellence owned organization, not be able to maximize productivity without develop a community employees who is expert, competent, dedicated high over organization as well as having optimal performance (Samsudin, 2006).

Teachers are the resources very decisive, educated at a school success because teachers were elements human very close relationship with students in an effort daily. Education in schools Teachers must have the necessary conditions that would teach and build in the classroom, teaching to be effective working in learning each other as to create a pleasing and respect each other (democratic), including: 1) Teachers must use more methods at the time of teaching, variations in methods result in the presentation of materials more interesting to students, easily accepted by students, so that classes become alive, monotonous learning methods will be boring for students; 2) Growing motivation, this is very instrumental in the progress, development of students. Furthermore, through the learning process, if the teacher's motivation is right and about the target will increase learning activities, with clear objectives, students will learn more diligently, actively and more excited bersemangat (Slamet, 2003:92).

Besides that, being a teacher should also have a high work ethic. Work ethic can be interpreted as a concept of work or work paradigm that is believed by someone or a group of good and right people who are manifested through their work behavior in a typical way (Sinamo, 2011). In this case the work ethic includes an attitude of respect for time, responsibility, orientation better than the past. Organizational culture is the norms and values that direct the behavior of members of the organization. In the world of education term organizational culture with the term Academic culture which basically regulates educators so that they understand how they should behave towards their profession, adapt to their

colleagues and work environment and apply reactive towards the policies of their leaders, so that a system of values, habits, academic images, work ethic that is internalized in their lives is formed so as to encourage their appreciation of the improvement in work performance both formed by the organization itself and organizationally strengthened by an academic leader policies received when someone enters the organization.

According to Rhoades and Eisenberger (2002) organizational support is divided into three main categories, namely: justice, superiors' support and organizational rewards / work conditions. After observations in January, February and March, it was found that the lack of organizational support in the field of awards in the form of promotions, salaries and training. Wages or salaries are given based on the workload carried by each teacher. Teacher's professional ability is the ability to carry out tasks, which are equipped with competencies (basic abilities). The Directorate of Basic Education (1994) developed five basic abilities that must be possessed by each teacher, including: (1) mastery of the curriculum; (2) mastery of the material of each subject; (3) mastery of evaluation methods and techniques; (4) commitment to the task; (5) discipline in the broadest sense. Professional ability is one of the supporting elements for teachers in realizing work performance (performance).

Someone said to be competent in a particular field is someone who has work skills, or special skills that are in accordance with the demands of the work field concerned. W.R. Houston (2012) revealed that: "Work skills are translated into actions that are meaningful, socially valuable, and economic, and meet certain standards (criteria) that are recognized and endorsed by the profession group or by citizens". In fact, competent people are able to carry out their duties in their fields effectively and efficiently. Competency levels not only refer to quantity but also point to the quality of work. So it can be said that competencies can be classified as follows: 1) basic competencies; 2) general competence; 3) technical competence / skills; 4) professional competence.

Private Vocational High School (SMK) Muhammadiyah 5 Kisaran is one of the schools that has considerable human resources (teachers) located at Jalan Madong Lubis No.8 Kisaran, with two classes offered, namely Accounting and Office Administration. According to the data collected by researchers in the field, there are 40 teachers who work as educators on duty at the Muhammadiyah Private Vocational School 5 Kisaran. The level of education of the teachers on duty is those who have a Bachelor's degree (S1) and some are Master (S2). Some have the status of permanent teachers of the foundation (GTY) and some are only honorary teachers (GTT). According to the observations of researchers conducted in the field while on duty, teachers who worked at the Private Vocational High School (SMK) Muhammadiyah 5 Kisaran still had a low work ethic. This shows how a teacher who teaches comes in time (late) from the time determined by the school. If a teacher has a high work ethic, it will not come late from the specified time. The teaching pattern is still very minimal, lack of optimizing knowledge to students. If a teacher has a high work ethic, the teacher will teach with enthusiasm and pleasure so that he can teach optimally. In addition, the phenomenon seen in the field regarding the lack of work ethic for the teachers on duty is loss to attitudes and their lack of discipline towards the regulations that have been made by the school, such as if they are not present, they must give news and leave material for students. In fact, based on the data obtained from the research sites, there are still many teacher absentee levels without information, this is what will later become the target of researchers regarding the work ethic of teachers who are in the Private Vocational High School (SMK) Muhammadiyah 5 Kisaran. The following are data on absenteeism of teachers serving in the at the Private Vocational High School (SMK) Muhammadiyah 5 Kisaran based on the latest 2016/2017 data presented in the following Table:

No	Month	Without Explanation	Sick	Permission
1	July 2017	5 teacher	1 teacher	1 teacher
2	August	0 teacher	1 teacher	0 teacher
3	Sept	4 teacher	2 teacher	0 teacher
4	Oct	2 teacher	0 teacher	3 teacher
5	Nov	4 teacher	2 teacher	0 teacher
6	Dec	0 teacher	0 teacher	0 teacher
7	January 2018	6 teacher	3 teacher	0 teacher
8	February	7 teacher	0 teacher	5 teacher
9	March	2 teacher	1 teacher	3 teacher
10	Apr'	8 teacher	0 teacher	2 teacher
11	May	3 teacher	0 teacher	7 teacher
12	June	0 teacher	0 teacher	0 teacher

*Table 1: Attendance Data of 40 Teachers in 2017/2018
Private Vocational High School (SMK) Muhammadiyah 5 Kisaran*

All data were obtained from the Muhammadiyah 5 Kisaran Private Vocational High School. Based on the above data, it is clear that there are still many teachers who do not realize that their duties as a teacher are very important if there is a high sense of ethos. This actually contradicts the organizational culture in the Muhammadiyah 5 Kisaran Private Vocational High School.

The lack of organizational support is also seen in the professionalism of teachers working in the Private Vocational High School (SMK) Muhammadiyah 5 Kisaran. According to Rhoades and Eisenberger (2002) organizational support is divided into three main categories, namely: justice, superiors' support and organizational rewards / work conditions. After observations in January, February and March, it was found that the lack of organizational support in the

field of awards in the form of promotions, salaries and training. Wages or salaries are given based on the workload carried by each teacher. In 2014 until 2016 the amount of wages paid was Rp. 28000, for one hour of teaching burden. Only in January 2017 did you get a salary increase of IDR 2000,- every one hour teaching load for teachers who have been on duty for less than ten years on duty, and those with more than ten years of work experience a wage increase of IDR 4000 per hour teach. This of course is felt to be very lacking in seeing the professional demands of a teacher. Moreover, there is no clear job promotion or career path at Private Vocational High School (SMK) Muhammadiyah 5 Kisanan For teachers who work, whether or not a teacher is diligent in teaching is also never given an additional reward other than just a monthly salary based on the hours taken. The lack of training given to teachers also looks like the phenomenon of the application of the 2013 Curriculum. Training was only given to a few teachers but after not being socialized to teachers who did not receive special training, here lies the lack of organizational support for teacher professionalism. According to the above data it is concluded that the hypothesis of this study are as follows:

- H1. There is an influence Work Ethic on Teacher Professionalism in Private Vocational High School (SMK) Muhammadiyah 5 Kisanan
- H2. There is an influence of Organizational Culture on Teacher Professionalism in Private Vocational High School (SMK) Muhammadiyah 5 Kisanan
- H3. There is the influence of Work Ethics and Organizational Culture on Teacher Professionalism in Private Vocational High School (SMK) Muhammadiyah 5 Kisanan.
- H4. Organizational Support moderates the influence of Work Ethics and Organizational Culture on Teacher Professionalism in Private Vocational High School (SMK) Muhammadiyah 5 Kisanan

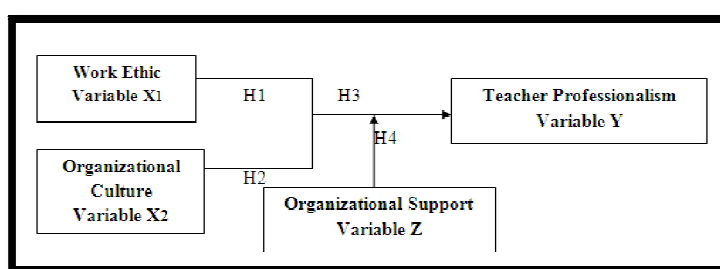


Figure 1: Research Hypothesis

3. Methodology Research

The method used in this study is descriptive method, namely research that aims to describe or describe systematically, factually and accurately about the facts and characteristics of an object or a particular population (Sinulingga, 2015: 31). In this study the researcher will describe systematically, the influence of the teacher's work ethic, organizational culture, and organizational support on the professionalism of teachers working in the Private Vocational High School (SMK) Muhammadiyah 5 Kisanan. The researcher will gather the facts and the characteristics of the object here, which is the teacher's professionalism which will be more specific into descriptive survey research (Survey Research). This survey method will later use questionnaire instruments filled out by the respondents, and analyzed and conducted observations or observations of the object of research.

Determination of the sample in this study is to use nonprobability sampling techniques and the type is saturated sampling. So the number of samples in this study is the same as the population of 40 teachers who work in Muhammadiyah 5 Kisanan Private Vocational Schools. This study uses a Likert scale as a measurement scale in a questionnaire (questionnaire) with five choices of scales, namely: Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. Uji Instruments in this study include: validity test, reliability. The data analysis technique in this study uses descriptive statistical analysis, path analysis with path coefficients and classic assumption tests.

4. Research Result

Statistics of description of work ethic variables measured by using 18 questions provide information that overall the level of work ethic of the average teacher working in Muhammadiyah 5 Private Vocational Schools as summarized from the respondents' answers is included in the "good" category with an average value of 4.02. Almost all the average values of each indicator ≥ 4.0 , except for the 3rd indicator, indicator 4, indicator 12, indicator 14, and indicator 17. This shows that there are still some working teachers who feel that the work ethic in Muhammadiyah Private Vocational Schools still not good. Statistics on the description of organizational culture variables measured by 13 questions state that overall the level of organizational culture on average for teachers working in Muhammadiyah 5 Kisanan Private Vocational Schools is in the "high" category with an average value of 4.82. All average values of each indicator are more or equal to 4.0 and not less than 3.00. This shows that the organizational culture of teachers working in Muhammadiyah Private Vocational School 5 range plays an important role or influences how a teacher works. Statistics of variable description of organizational support are measured using 9 items of statements providing information that overall the level of organizational support received by the average teacher working in Muhammadiyah Private Vocational School 5 Kisanan as summarized from the answers of respondents included in the category of "good" with an average value 3.07. This shows that working teachers agree to need organizational support in doing work and craving for something from the school where they work from the results of their work, which will make it a motivation for work. Statistics

description of teacher professionalism variables uses 19 items of statement and provides information that overall the level of professionalism of teachers working in Private Vocational High School (SMK) Muhammadiyah 5 Kisaran the range as summarized from respondents' answers is in the "good" category with an average value of 3.67.

Path analysis is used to determine the influence between variables both directly and indirectly. Where in this analysis used 3 sub-models of data analysis namely: 1) Sub Model 1, Sub-model 1 in this study will explain the influence of independent variables namely X1 (Work Ethic) and X2 (Organizational Culture) on Z (Organizational Support) . The data analysis model can be described as follows:

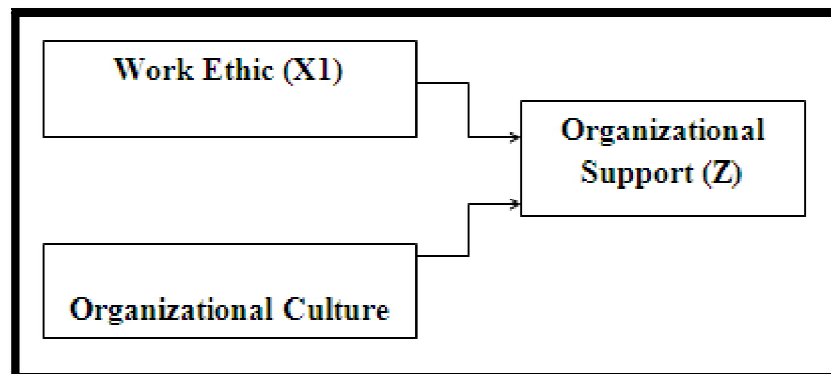


Figure 2: Sub-Model Data Analysis Model 1

The results of testing the determination coefficient value of sub-model 1 for this study are presented in the following table:

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.486 ^a	.236	.220	2.17609	.236	14.824	4	36	.000	1.598

Table 2: Sub-Model 1 Determination Coefficient

a. Predictors: (Constant), Work Ethic, Organizational Culture

b. Dependent Variable: Organizational Support

Where the adjusted R-square value (R²) of 0.220 means that the variables X1 (work ethic) and X2 (organizational culture) are able to explain 22% of the variance of the dependent variable to Z (organizational support). While the remaining 78% is explained by other factors not examined in this research model. Furthermore, the influence of the two variables X1 (work ethic) and X2 (organizational culture) together on variable Z (organizational support) can be explained in the following table:

ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	140.397	4	70.198	14.824	.000 ^a
	Residual	454.593	36	4.735		
	Total	594.990	40			

Table 3: Test F (Anova) Sub-Model 1

a. Predictors: (Constant), Work Ethic, Organizational Culture

b. Dependent Variable: Organizational Support

From the table above it can be seen that the significance of F = 0,000 or less than 0.05. It can be explained that together variables X1 (work ethic) and X2 (organizational culture) have a significant effect on variable Z (organizational support).While the partial influence of the two independent variables (X1 and X2) on the dependent variable Z can be explained through the following table:

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.561	3.182		6.776	.000
	Work Ethic	.015	.041	.033	.371	.002
	Organizational Culture	.313	.057	.488	5.443	.000

Table 4: Sub-Model 1 Regression Path Coefficient
 a. Dependent Variable: Organizational Support

The table above provides information that the significance of t on the X1 variable (work ethic) is 0.002 or less than 0.05 means that the work ethic has a significant effect on organizational support in Muhammadiyah Private Vocational School 5 Range with a beta coefficient value of 0.033. The significance of t on the X2 variable (organizational culture) is 0,000 or less than 0.05, meaning that organizational culture has a significant effect on organizational support in Muhammadiyah Private Vocational School 5 Range with a beta coefficient of 0.488. From the information in table 4.13 the regression equation model is obtained for sub-model 1, namely:

$$Z = 0,033 X_1 + 0,488 X_2 + e_1$$

Can be interpreted if the work ethic has increased then organizational support will also experience an increase, on the contrary if the work ethic decreases then organizational support also decreases. Whereas if the organizational culture has increased then organizational support will experience an increase as well, conversely if the organizational culture has decreased then organizational support has also decreased. For the classic assumption test sub model one uses a normality test where data distribution in the sub-model 1 regression model follows a diagonal line and is not far from the line. This shows that the data is normally distributed and can be shown in the normal image of the p-plot residual sub-model 1 below:

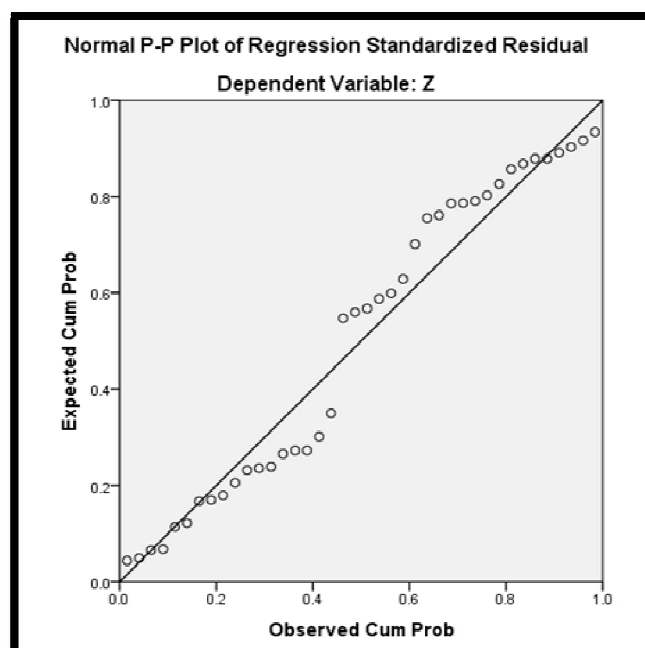


Figure 3: Normal P-Plot Residual Sub-Model 1

To test data normality data can be seen with a normal curve. The normal curve is a curve that has special characteristics, one of which is that: mean, mode, and median in the same place, so the distribution of data will form a histogram (resembling a bell) presented in the figure below:

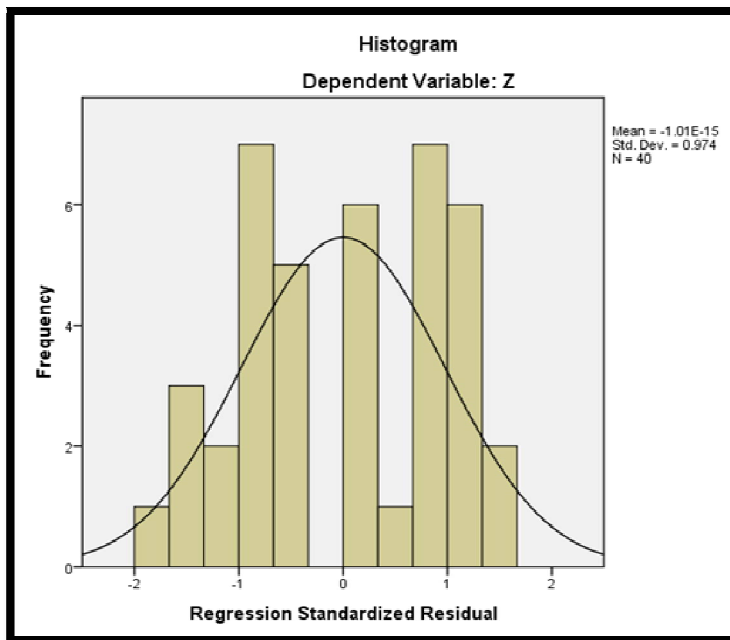


Figure 4: Graph of the Su-Model 1 Normality Test Histogram

Multicollinearity test is intended to test the correlation between independent variables in a regression model, namely the correlation matrix. A good regression model should not have multicollinearity between the independent variables. The multicollinearity test in sub-model 1 can be seen in the following table:

Coefficients ^a			
Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Work Ethic	.999	1.001
	Organizational Culture	.999	1.001

Table 5: Collinearity Statistics Sub-Model 1
a. Dependent Variable: Organizational Support

The table above provides information that all tolerance values > 0.1 means that there are no symptoms of multicollinearity. Similarly, the overall VIF (Inflation Factors Variance) value < 5.0 means that there are no symptoms of multicollinearity in sub-model 1.

Heterocedasticity test will see how much the role of independent variables on the dependent variable. A good regression model is homocedasticity that is variance from one observation to another observation is fixed. The way to detect it is to look at the plot graph between the predictive value of the dependent variable, ZPRED and the residual value SRESID. The plot graph for sub-model 1 is as follows:

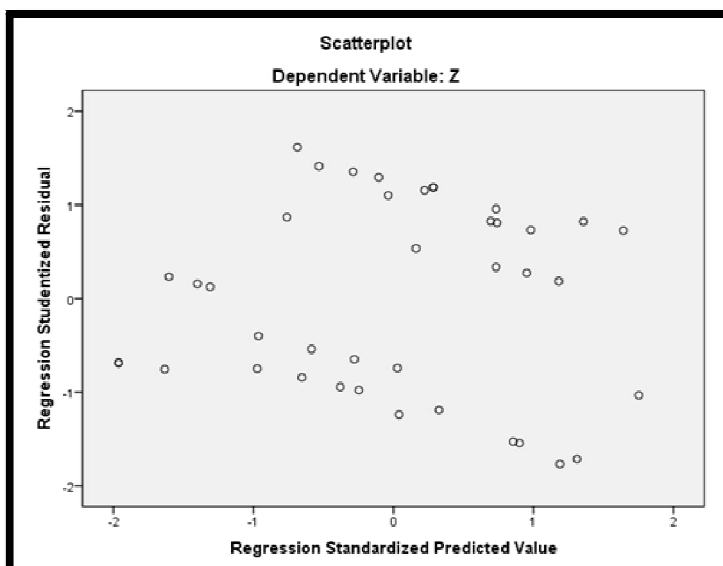


Figure 5: Graph of Sub-Model Heteroscedasticity Test Plots 1

2) Sub-Model 2, Sub-model 2 in this study will explain the effect of independent variables namely X1 (work ethic) and X2 (organizational culture) on the dependent variable Y (teacher professionalism) both directly and through the moderating variable Z (organizational support). The data analysis model can be described as follows:

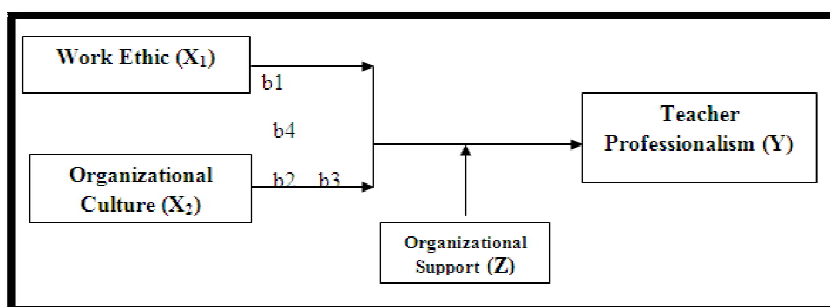


Figure 6: Sub-Model 2 Data Analysis Model

Regression analysis was conducted to determine the effect between variables both together (F test) and partially (t test). The results of the regression test sub-model 2 are explained through the following table:

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.595 ^a	.354	.333	2.24792	.354	17.340	2	38	.000	1.280

Table 6: Sub-Model 2 Determination Coefficient

a. Predictors: (Constant), Organizational Support, Work Ethic, Organizational Culture
 b. Dependent Variable: Teacher Professionalism

The table above provides information about the value of R-Square (R²) of 0.333 or it can be interpreted that the variables X1 (work ethic) and X2 (organizational culture) and the variable Z (motivation) are able to explain 33.3% of the dependent variable Y (teacher professionalism)) While the remaining 66.7% is explained by other factors not examined in this research model.

ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	262.861	2	87.620	17.340	.000 ^a
	Residual	480.048	38	5.053		
	Total	742.909	40			

Table 7: Test F (Anova) Sub-Model 2

a. Predictors: (Constant), Organizational Support, Work Ethic, Organizational Culture
 b. Dependent Variable: Teacher Professionalism

From the table above it can be seen that the significance of F = 0,000 or <0.05. Then it can be explained that together the variables X1 (work ethic), X2 (organizational culture) and variable Z (organizational support) have a significant effect on variable Y (teacher professionalism). While the partial influence of variables X1, X2 and Z on the dependent variable Y can be explained through the following table:

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.233	3.997		.058	.954
	Work Ethic	.154	.043	.299	3.610	.000
	Organizational Culture	.243	.068	.339	3.580	.001
	Organizational Support	.633	.105	.566	6.001	.000

Table 8: T Test and Sub-Model 2 Path Coefficient

a. Dependent Variable: Teacher Professionalism

The table above provides information that partially that X1 (work ethic), X2 (organizational culture) and variable Z (organizational support) have a significant effect on the Y variable (teacher professionalism) where t significance values are 0,000; 0,001 and 0,000, which means less than 0.05. Variable X1 (work ethic) and variable Z (organizational support)

have a positive effect on variable Y (teacher professionalism) because the beta value obtained is positive. While the X2 variable (organizational culture) has a negative influence because the beta value obtained is negative. Based on the coefficient value, the equation is obtained as follows:

$$Y = 0,299 X_1 + 0,339 X_2 + 0,566 Z + e_2$$

The above equation shows that the variables X1 (work ethic) and variable Z (organizational support) have a positive influence on the variable Y (teacher professionalism), meaning that if there is an increase in the teacher's work ethic and organizational support it will lead to increased professionalism of teachers working in Private Vocational High School (SMK) Muhammadiyah 5 Kisaran. While the variable X2 (organizational culture) has a positive influence on the variable Y (teacher professionalism), meaning that if there is an increase in organizational culture it will cause an increase in the professionalism of teachers working in Private Vocational High School (SMK) Muhammadiyah 5 Kisaran

To find out whether the variable Z (organizational support) is a moderating variable for variables X1 (work ethic) and X2 (organizational culture) on the Y variable (teacher professionalism) then an analysis of the direct and indirect effects of these variables is performed as shown in the following Table this:

Independent Variable	→	Mediasi →	Dependent Variable	Direct Effect	Indirect Effect	Total Inluence
Work Ethic (X ₁)	→	-	Organizational Support (Z)	0,033	-	0,033
Organizational Culture (X ₂)	→			0,488	-	0,488
Organizational Support (Z)	→	-	Teacher Professionalism (Y)	0,566	-	0,566
Work Ethic (X ₁)	→	Organizational Support (Z)		0,299	0,019	0,318
Organizational Culture (X ₂)	→			0,339	0,276	0,615

Table 9: Direct and Indirect Effects

The table above explains that the work ethic variable (X1) has a positive and significant influence on organizational support (Z) with a large influence of 0.033. While the organizational culture variable (X2) has a negative and significant effect on organizational support variables (Z) with a large influence 0.448.

The organizational support variable (Z) also has a positive and significant influence on the teacher professionalism variable (Y) with a large influence of 0.566. Furthermore, it can be seen the direct and indirect effects of the variables X1 and X2 on the dependent variable Y and variable Z as variables that moderate X1 and X2 against variable Y. The normality test is intended to see the distribution of residual data in regression. If the residuals are normally distributed, the results of the predictions in the regression model will produce a model that approaches the actual conditions can be seen in the graph below:

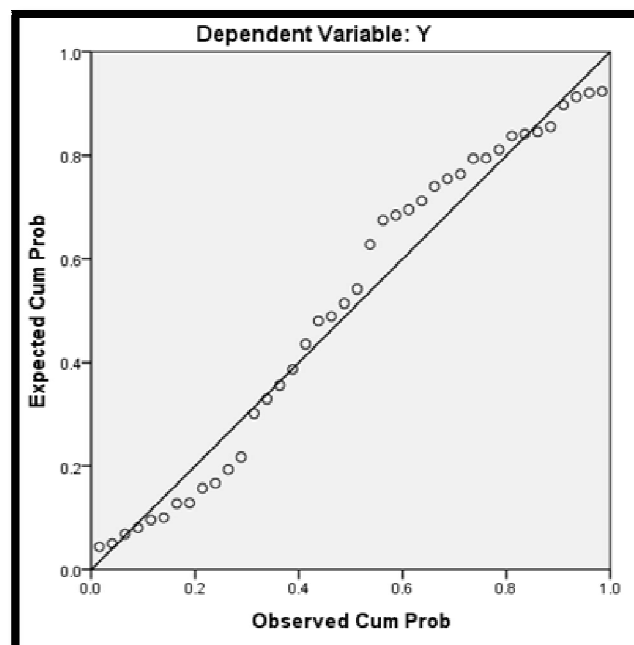


Figure 7: Normal P-Residual Plot Sub-Model 2

The graph in Figure 6 explains that the distribution of data in the sub-model 2 regression model follows a diagonal line and is not far from the line. This shows that the data is normally distributed. To test data normality data can be seen with a normal curve. The normal curve is a curve that has special characteristics, one of which is that: mean, mode, and

median in the same place, so that the distribution of data will form a histogram (resembling a bell). The curve is formed from the sub-model 2 research model as shown below:

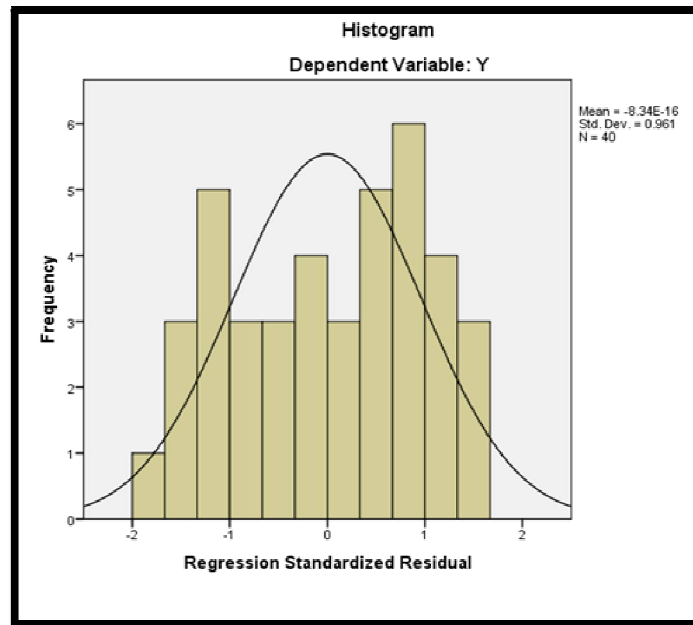


Figure 8: Histogram of Sub-Model 2 Normal Curves

The picture above shows that the distribution of histograms from residual data follows the distribution pattern of normal distribution where the histogram formed approaches the bell shape, this further supports the distribution of residual sub-model 2 normality data. Thus, based on graph testing and histogram the residual model is normally distributed. Multicollinearity test is intended to test the correlation between independent variables in a regression model, namely the correlation matrix. A good regression model should not have multicollinearity between the independent variables. The multicollinearity test in sub-model 2 can be seen in Table 10 below:

Coefficients ^a			
Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Work Ethic	.990	1.010
	Organizational Culture	.757	1.320
	Organizational Support	.764	1.309
a. Dependent Variable: Teacher Professionalism			

Table 10: Collinearity Statistics on Sub-Model 2

The table above provides information that the tolerance value > 0.1 means that there are no symptoms of multicollinearity. Likewise the value of VIF (Inflation Factors Variance) < 5.0 means that there are no symptoms of multicollinearity. The heterocedasticity test will see how much the role of the independent variable is on the dependent variable. The way to detect it is to look at the plot graph between the predictive value of the dependent variable, ZPRED and the residual value SRESID. The plot graph for sub-model 2 is as follows:

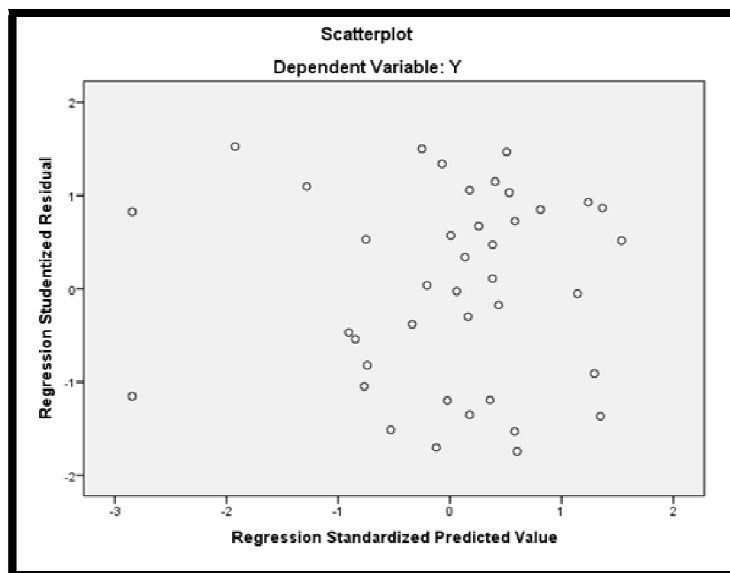


Figure 9: Plot Graph Heteroscedasticity Test of Sub-Model 2

The picture above provides information that the distribution of residual data is homoclassical in nature where the graph shows the distribution of residual data evenly throughout the place without forming a certain pattern. Thus it can be said that the regression model in sub-model 2 is a good model and free from the problem of heterocedasticity. Based on the testing of results through sub-lines 1 and sub-lines 2, the hypothesis results are as follows:

No	Hypothesis	Path Coefficient	Sig.	Conclusion
H ₁	There is a positive and significant influence on the Work Ethic on Teacher Professionalism Private Vocational High School (SMK) Muhammadiyah 5 Kisaran.	0,033	0,002	Accepted
H ₂	There is a positive and significant influence of Organizational Culture on Teacher Professionalism in Private Vocational High School (SMK) Muhammadiyah 5 Kisaran.	0.488	0,000	Accepted
H ₃	There is a positive and significant influence on Work Ethics and Organizational Culture on Teacher Professionalism in Private Vocational High School (SMK) Muhammadiyah 5 Kisaran.	0.933	0,000	Accepted
H ₄	Organizational Support strengthens positively and significantly the influence of Work Ethics and Organizational Culture on Teacher Professionalism at Private Vocational High School (SMK) Muhammadiyah 5 Kisaran.	0,566	0,000	Accepted

Table 11: Testing of Research Hypotheses

The table above shows that work ethic has a positive and significant effect on teacher professionalism, so Hypothesis 1 is accepted. This means that if the Private Vocational High School (SMK) Muhammadiyah 5 Kisaran range increases the work ethic of working teachers, the professionalism of the working teachers will also increase. Directly the organizational culture has a significant effect on teacher professionalism, so Hypothesis 2 is accepted. This means that the current organizational culture of Private Vocational High School (SMK) Muhammadiyah 5 Kisaran has had a direct positive impact on teacher professionalism. Work ethic and organizational culture influence teacher professionalism, so Hypothesis 3 is accepted. This means that if the Private Vocational High School (SMK) Muhammadiyah 5 Kisaran is able to improve the teacher's work ethic and organizational culture, the level of teacher professionalism will be higher.

Furthermore, there is a positive and significant effect of organizational support variables that strengthen the influence of work ethic and organizational culture on teacher professionalism, so that Hypothesis 4 is accepted. This shows that with good organizational support able to improve work ethic and organizational culture of Private Vocational High School (SMK) Muhammadiyah 5 Kisaran will be able to improve the professionalism of working teachers.

The table also provides information that both variables both work ethic and organizational culture have a significant indirect effect on teacher professionalism through organizational support as a moderating variable, so that the hypothesis of this study is acceptable.

5. Conclusion

Based on the results of the research that has been carried out, it is able to answer the hypothesis proposed with the following conclusions:

- There is a positive and significant influence between the Work Ethic on the Professionalism of Teachers who work in Private Vocational High School (SMK) Muhammadiyah 5 Kisaran.
- There is a positive and significant influence of Organizational Culture on Teacher Professionalism at Private Vocational High School (SMK) Muhammadiyah 5 Kisaran.
- There is a positive and significant influence on Work Ethics and Organizational Culture on Teacher Professionalism in Private Vocational High School (SMK) Muhammadiyah 5 Kisaran.
- There is a positive and significant influence of Organizational Support to strengthen the Work Ethic and Organizational Culture of Teacher Professionalism at Private Vocational High School (SMK) Muhammadiyah 5 Kisaran.
- The hypothesis used in this study was received positively and scientifically significant with the results of the calculations performed.
- Organizational support needs to be increased so that teacher professionalism is higher.

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