

## **TEACHER'S COMMITMENT IN SUSTAINABLE PROFESSIONAL DEVELOPMENT**

**(Multi Case Studies at Public junior high school 1 and MTS Alkhairat Bintauna, North Bolaang  
Mongondow Regency)**

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### **ABSTRACT**

The aims of this study were (1) to describe the commitment to professional development of teachers at Public junior high school 1 and MTS Alkhairat, Bintauna District, North Bolaang Mongondow Regency. (2) To describe the commitment to scientific publication of Public junior high school 1 and MTS Alkhairat teachers, Bintauna District, North Bolaang Mongondow Regency. (3) To describe the commitment to the innovative work of Public junior high school 1 and MTS Alkhairat teachers, Bintauna District, North Bolaang Mongondow Regency. Researchers used a descriptive approach with a multi-case study type of research (Case Study). Based on the results of the research, it was concluded that: (1) Commitment to the professional development of teachers at SMPN 1 and MTS Alkhairat, Bintauna District, Bolaang Mongondow Utara Regency, was carried out by participating in several seminars, training and other activities such as seeking several sources of material through the teacher's media platform, through YouTube, through webinars and so on. (2) The commitment to scientific publication of Public junior high school 1 and MTS Alkhairat teachers, Bintauna District, North Bolaang Mongondow Regency is carried out by seeking information through social media, but applications in the form of research reports are still relatively lacking. Of the total respondents, there was only one person who conducted research, namely in the form of PTK (Classroom Action Research). school infrastructure. The commitment to work on teacher innovation in the form of innovation reports in the form of documents has not been implemented properly

**Keywords:** Teacher commitment, teacher competence, and elementary school teacher innovation

### **INTRODUCTION**

In fact, teachers are an integral part of the educational organization in schools as a whole. In order for an organization including educational organizations in schools to be able to deal with the changes and uncertainties that characterize modern life, it is necessary to develop schools as learning organizations. Among the main characteristics of learning organizations is always paying attention to internal and external changes followed by self-adjustment efforts in order to maintain their existence.

Mulyasa (2013: 7), in the context of schools, teachers individually and collectively with their professional community must be encouraged to become part of learning organizations through their conscious and voluntary and continuous involvement in various learning activities in order to develop their professionalism. Nurkolis (2014:15) Teachers as a profession have a major influence on children's learning outcomes. There are 5 (five) determinants of student learning outcomes, namely the characteristics of students (49%), teachers (30%), school environment, family environment, and peers, each of which has an influence (7%). This means that the teacher has a major influence on student success.

UU No. 2 of 2003 concerning the national education system and further explained in Government Regulation no. 19 of 2005 concerning National Education Standards. The quality of education is determined by the integral improvement of all educational components such as teacher quality, evenly distributed teachers, curriculum, adequate facilities and infrastructure, a conducive teaching and learning environment, and increased teacher quality supported by government policies. The teacher is the central point of improving the quality of education which is based on the quality of the teaching and learning process. Therefore, increasing the professional competence of teachers is a must.

Professional as a teacher is always measured by achievement in carrying out learning. The benchmark of the profession is performance. Djoko Susanto (2021) teacher performance can be said to be professional based on the tasks and obligations that have been completed. Every teacher must crave good professional values and achievements. Achievements will be able to give a separate predicate for teachers who achieve it. The more achievements you get, the better the impression the teacher will make in the eyes of other teachers or the school. The school will feel proud because it has a teacher who is able to produce an achievement. With the achievements achieved, a teacher is able to demonstrate his capacity as a teacher who has competence and quality that is not in doubt.

Commitment is an attitude possessed by a person towards the work he is doing with full attention and affection. This means that commitment is indeed born from an attitude that is driven by a feeling to give attention and affection to the object of the task or work being done. Without the desire to give attention and affection, commitment will never appear as an attitude that exists in every individual towards whatever tasks and work are carried out. Thus, commitment to improving their profession can influence a person to ensure that he is worthy of being proud of his teacher or not.

Based on the above opinion, it can be concluded that commitment is related to a feeling that is owned by someone to create a bond on the basis of identity as a teacher or loyalty to work. Thus, someone who has a commitment will always try to maintain his feelings in the form of high loyalty to his profession which displays the identity of work in it as a bond that is built.

Teachers always try to develop their competence through training, seminars, teacher training IHT workshops and/or other activities in the direction of increasing the competence of the teacher himself. Teachers do not only take part in the strategies carried out in teaching and educating. However, it is necessary to master the sources of information that can improve their professionalism. The initial real picture, the results of interviews and observations of several teachers and principals at SMPN 1 Bintauna, North Bolaang Mongondow Regency, show that the majority of teachers who have S1 qualifications (Strata 1) have carried out learning in accordance with the division of tasks given to them.

The average rank of teacher is group IV, but the promotion has not been supported by the ability to write scientific papers besides that, apart from that the commitment to utilize learning media by utilizing IT-based media is still low, even though schools have infrastructure facilities that support teacher professionalism in the IT field. In addition, continuous professional development activities are often obtained through MGMP (Subject Teacher Deliberations) activities which are often carried out at the school through workshops, technical guidance and school-based seminars.

In addition to the observations made at SMPN 1 Bintauna, the researchers also conducted observations and interviews with several teachers at MTS Alkhairat Bintauna, North Bolaang Mongondow Regency. The results of initial observations, some teachers who submitted promotion requirements but there were still a number of teachers who did not meet the requirements, even though the school programmed Sunday as a replacement for Friday for active learning.

The purpose of conducting this research was to describe the commitment to professional development of teachers at Public junior high school 1 and MTS Alkhairat, Bintauna District, North Bolaang Mongondow Regency. (2) To describe the commitment to scientific publication of SMPN 1 and MTS Alkhairat teachers, Bintauna District, North Bolaang Mongondow Regency. (3) To describe the commitment to the innovative work of SMPN 1 and MTS Alkhairat teachers, Bintauna District, North Bolaang Mongondow Regency

## RESEARCH METHODS

The location of this research was Public junior high school 1 and MTS Alkhairat Bintauna, North Bolaang Mongondow Regency, North Sulawesi province. with the research determination time planned for approximately 3 (three) months. The researcher uses a qualitative approach because the study which is a problem is obtained by the researcher only monitoring, observing, recording and documenting things in the research object in accordance with the research object to be studied. The object of research is Continuous Professional Development for teachers at Public junior high school 1 and MTS Alkhairat Bintauna. The type of research in this research is a multi-case study. The researcher concentrates intensively on a particular object studying a case with the following research procedures: (a) prepares several documents in the form of interview and observation instruments (b) conducts research in two stages, namely the initial stage by conducting direct interviews with teachers randomly and locking several respondents to serve as key respondents (c) verifying data and conducting data triangulation and (d) concluding the results of a research plan that focuses on the problem under study.

The presence of researchers in carrying out research as part of those directly involved in the implementation of continuous professional development. The data source for this research is the result of interviews conducted with respondents based on the description of the questions given. According to Miles and Huberman, 1992:2 data sources are in the form of humans and non-humans. Non-humans in the form of observational data that can support research while data in the form of humans are teachers and school principals, especially PNS teachers

Data collection techniques in this qualitative research can be done through techniques; (1) observation or observation (2) interviews (3) documentation (4) combination or triangulation (Sugiyono, 2013: 309). Data collection techniques used in this study were observation, interviews, data recording and direct activities of Online Teacher Performance Assessment, as well as documentation studies.

The data collection technique by interview used in this study put more emphasis on interview techniques, namely in-depth interviews with school principals and teachers based on the focus and sub-focus of this research. In the data analysis process in this study, it was started by examining available data from various sources, both from field observations, interviews and document analysis. The results of interviews with informants were analyzed qualitatively in order to reveal sustainable professional development.

To fulfill the data validity test (credibility, transferability, dependability and confirmability), researchers will take several steps, namely checking credibility (degree of trust) and auditability (auditability). The credibility way increases the probability that credible findings will be produced. There are three ways that can be done in this credibility, namely extended involvement, continuous observation, and triangulation. Checking the confirmability (compatibility) of data is a check of the firmness (findings). The documents reviewed include the completeness of the Continuing Professionalism Action

Plan, the implementation of input, and the results of the assessment. In this study, checking the credibility of the data used a triangulation technique, namely triangulation of sources, methods, investigators and theory. In this context, online teacher performance assessments are carried out using appropriate instruments for each

assessment. The stages in this study were carried out according to Moleong (2005) namely the pre-field stage, the research activity stage and the last stage of data analysis in the form of data organization.

## **RESEARCH RESULTS AND DISCUSSION**

### **1. Research Results**

#### **1) Data Exposure**

The data presented here is a description that is presented to determine the characteristics of the main data related to research conducted by researchers with topics according to the questions that researchers do and researchers observe in the research process. The data exposure the researcher obtained from the data sources that the researcher did, through interviews, observation and documentation.

a. Commitment to Teachers of SMPN 1 and MTS Alkhairat, Bintauna District, North Bolaang Mongondow Regency.

Exposure to the data obtained based on the results of the interviews obtained data that the teacher's commitment in improving his professional abilities. Namely developing professional competence. The most important thing is to implement it in their daily activities as a teacher which is their professional responsibility, namely, planning lessons, educating and evaluating learning outcomes as well as carrying out Bimtek training and education both online and offline. The results of observations on the increase in the professional skills of teachers and several other supporters at the school. Teachers also use media and applications according to their abilities.

Presentation of data on teacher self-development, school support, teacher commitment, applications used and teacher abilities in Bintauna and MTS Bintauna North Bolaang Mongondow Regency, researchers also want to know the benefits of media and other teacher development. The benefits of developing media and applications for teachers are inherent in their professionalism, so the impact varies widely, which can be taken from Google and YouTube making it easier for teachers to convey material to students, besides that teachers know more about the many electronic media and their applications so as to add insight into new knowledge for them. Teacher

Based on the teacher's observations, most of them have Android and there are also some teachers who have laptops. In addition, the teacher also enters the class by preparing video material on the teacher's laptop and displays it on the projector screen in class. In addition, there are class and subject groups in which there are teachers and students, many videos and teaching materials are sent by the teacher to the study group. In another observation, there are billboards that read IHT (In House Training) to increase the professional competence of teachers in the hall. Furthermore, I also visited the computer laboratory, there were many computers neatly arranged with several teachers working on computers. In addition, the school has school wifi.

Based on the results of interviews and observations on teacher commitment at SMP Negeri 1 and MTS Alkhairaat, Bintauna District, Bolaang Mongondow Utara Regency, the researchers can conclude as follows: (1) Self-development of teachers to always be committed to improving professional abilities is through some self-study through YouTube channel, through training, seminars, IHT and several other activities such as participating in school programs that support teacher professional development. (2) Most of the teachers at SMPN 1 Bintauna and MTSS Alkhairat Bintauna are supported by the school, in this case the principal and teachers in developing their abilities. professionalism and to communicate with each other to always be committed to carrying out their duties. (3) All teachers feel satisfied and happy about what is being developed, towards increasing their competence. (4) school support for teacher professional development in each school is good. What happened to teachers and students at SMPN 1 Bintauna can be anticipated by using messengers

which can be accessed free of charge, whereas at MTSS Alkhairat they have not used the application so the problem lies with teachers and students having sufficient data credit. (4) Most of the teachers have supporting learning tools such as having Android and laptops, so their commitment to carrying out learning is quite good.

b. Improvement of Scientific Publications for Teachers of SMPN 1 and MTS Alkhairat, Bintauna District, North Bolaang Mongondow Regency.

Based on the presentation of research data based on the research focus, the researcher determined several indicators that included all interview items which led to a research focus on increasing the scientific publications of SMPN 1 teachers. learning environment at SMPN 1 Bintauna.

To find out the exposure of data regarding the development of the use of educational information technology and what are the follow-up actions as a teacher after attending seminars, training or what form it takes. The results of the interviews regarding the focus that can be explained in this study, the researchers conducted interviews with teacher informants and school principals on the research object, the researchers concluded that, at MTS Alkhairat, there had not been a single teacher who had written research to improve their competence.

Based on the presentation of research data at SMPN 1 and MTS alkhairat Bintauna, North Bolaang Mongondow district, based on existing interviews and observations, the researchers concluded several things, including the following (1) Teacher commitment in following developments in the use of educational information technology in accordance with various professions. Teachers attend seminars, training, webinars, some also through the teacher's media platform and learn self-taught through YouTube, and other social media. (2) Follow-up as a teacher after attending seminars, training, or whatever form it takes after being at school is to apply what is learned to students and daily tasks at school. (3) The teacher's commitment to conducting research is related to increasing competence as a teacher. To make research in the form of innovation and scientific work, most have not implemented it. Of the two schools that were the object of the interviews and observations, there was only one teacher, namely PTK (Classroom Action Research). MTS Alkhairat not a single teacher has ever written research to improve their competence. Whereas in SMPN 1 Bintauna, out of 38 teachers, only one teacher has ever written research related to research that can increase teacher competence ().

. support increasing teacher commitment in carrying out research relevant to the profession of a teacher.

c. Increasing the Innovative Work of Alkhairat Middle School 1 and MTS Teachers, Bintauna District, North Bolaang Mongondow Regency

At this stage the researcher wanted to know the exposure of the data regarding the teacher's commitment to continuous professional development with the sub-focus on Increasing the innovative work of SMPN 1 and MTS Alkhairat teachers, Bintauna District, Bolaang Mongondow Utara Regency. The researcher made a questionnaire of 6 questionnaire items. The questionnaire items lead to the focus and sub-focus of the research itself.

Based on the exposure to data obtained from interviews and observations at Public junior high school 1 Bintauna and MTS Alkhairat Bintauna, the researchers concluded that: (1) Most teachers know what innovation is and how innovation benefits. (2) Most teachers have not made reports on innovation work. (3). In addition, teachers know the benefits of innovation for teachers and students, but as a follow-up, what the teacher does is not in accordance with reality. (4) The presentation of this data is proof that the commitment of teachers in making innovation reports is still low, especially for teachers at Public junior high school 1 and MTS Alkhairaat Bintauna, North Bolaang Mongondow Regency.

In qualitative research, data analysis is a useful stage for processing data that has been obtained from several informants who have been selected during the research. In addition, it is also useful to explain and ensure the

truth of research findings. This data analysis has been carried out since the beginning and simultaneously with the data collection process in the field. Based on the results of research on a multi-case study at Public junior high school 1 and MTS Alkhairat Bintauna, North Bolaang Mongondow Regency regarding teacher commitment to continuous professional development, the research can be described as follows:

d. Findings of Commitment in Public junior high school 1 and MTS Alkhairat Teachers, Bintauna District, North Bolaang Mongondow Regency

The teacher's commitment to improving individual teacher abilities was found in several ways by teachers at Public junior high school 1 and MTSS Alkhairat Bintauna in improving individual abilities related to professional development. Teachers at SMPN 1 Bintauna and MTS Bintauna develop themselves by always being committed to improving their professional abilities. The way to do this is by self-study through the YouTube channel. In addition, teachers also consciously and voluntarily participate in training, seminars, IHT and several other activities such as participating in school programs that support teacher professional development.

The teacher's commitment to using online and offline learning applications was obtained based on interviews and observations. The researchers found that teachers were able to use applications or media if there was facility support from the school. The finding is that schools really support all facilities for teachers' abilities to use applications and other positive media.

The use of media and learning applications for teachers in the two schools is different. Most of Public junior high school 1 Bintauna use messenger as the main application for online learning activities. Whereas at MTS Alkhairat they have not used the application so that the problem lies with teachers and students in having sufficient data pulses.

The applications used by teachers at Public junior high school 1 Bintauna and MTSS Alkhairat vary. Some only use messengers and also use other applications such as zoom, Google meet WhatsApp and other media such as PDFs taken from Google as material. The ability of the teacher according to the application used. The more applications the teacher uses to teach, the greater the teacher's ability to use the application.

The teacher's commitment to using media and applications to achieve learning goals is that the teacher knows the usefulness of media and application platforms in achieving learning goals. So that the android owned by the teacher can be used as a learning tool. Likewise with teacher laptops and school facilities. All used for the benefit of learning. In the practice of implementing learning in class, the teacher has prepared material in the form of a video on the teacher's laptop and displays it on the projector screen in class.

e. Research findings regarding the increase in scientific publications for SMPN 1 and MTS Alkhairat teachers, Bintauna District, North Bolaang Mongondow Regency

The research findings relate to the research focus on increasing the scientific publications of teachers of SMPN 1 and MTS Alkhairat, Bintauna District, North Bolaang Mongondow Regency, researchers have several indicators that summarize the results of interviews and observations. First, researchers found commitment in following developments in the use of educational information technology in accordance with the profession. Second, commitment to conducting research as part of the follow-up of training, seminars and others. Third, the application of what has been followed by teachers and principals is implemented in classroom learning. Fourth, find out how schools support the development of teacher professionalism.

Teachers' commitment to following developments in the use of educational information technology in accordance with their profession, researchers obtained research findings, most teachers have participated in several seminars, training and other activities such as looking for several sources of material through the teacher's media platform, via YouTube, through webinars and so on.

Teacher commitment in conducting research as part of follow-up from training, seminars and others, it was found that teachers were still low in conducting research. Of all the respondents, only one person had ever conducted research. Therefore, these findings become information for schools in order to make activities, both training and IHT, to minimize teacher problems in conducting research.

The commitment of teachers and school principals in implementing applications and media in classroom learning found that teachers have participated in several seminars, training and other activities such as looking for several sources of material through the teacher's media platform, via YouTube, through webinars and so on. The application of what has been followed by teachers and principals is implemented in classroom learning.

School support for the development of teacher professionalism in schools, both at MTS Alkhairat and at SMPN 1 Bitaua, greatly supports the development of teacher professionalism. Schools facilitate the existence of facilities and infrastructure, such as the availability of computer laboratories and providing wifi for teachers who carry out online learning. In addition, the school also organizes workshops in the form of IHT (In-house Training) for teachers with the aim of improving their profession.

f. Findings Increased innovative work of Public junior high school 1 and MTS Alkhairat teachers, Bintauna District, North Bolaang Mongondow Regency

Based on interviews and observations, the researchers found an increase in the innovative work of teachers at Public junior high school 1 and MTSS Alkhairat Bintauna as follows; (1) the teacher knows the benefits of innovation for students but has not yet conducted an innovation research report, (2) of all informants at Public junior high school 1 and MTSS Alkhairat Bintauna only one teacher has ever carried out an innovation and made a report on the results of innovation (3) the teacher actually knows what innovation is through social media but still minimal in publicizing the innovations made. And (4) students are homesick and enthusiastic and can learn well if the teacher makes innovations in learning.

## DISCUSSION

### **a. Commitment in the teachers of Public junior high school 1 and MTS Alkhairat, Bintauna District, North Bolaang Mongondow Regency.**

The role of the teacher in Law Number 14 of 2005 concerning teachers and lecturers Article 1 is stated as follows "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education formal education, primary education, and secondary education. A teacher can be measured through the professional performance that has been shown. The teaching profession is inseparable from various duties and obligations that must be carried out and completed properly and correctly.

The results of completion in the form of quality and quantity of a task or obligation carried out will describe how the performance condition of a teacher is. The form of teacher work results is usually achieved by an achievement measure in the form of achievement. Performance can also be said as a person's real achievements seen through the tasks and obligations that have been completed. Every teacher must crave the achievements obtained. Achievement will be able to provide a separate predicate for the teacher.

Professional teachers, of course, teachers who have the ability to carry out their duties related to planning and carrying out the learning process, assessing learning outcomes. The ability to carry out this task not only makes the teacher a professional, but also a qualified teacher. Qualified teachers are teachers who are professional, competent, and effective. Suyanto et al (in Yohanes Sukamto, Parjono 2016)

Teachers who are able to carry out their duties well are certainly teachers who are able to commit to their duties. Teachers who are able to carry out their duties are certainly teachers who have responsibility for the tasks assigned to them. As a teacher who has responsibilities, of course the teacher must fulfill several tasks and responsibilities specifically in the implementation of learning.

Commitment is an attitude possessed by a person towards the work he is doing with full attention and affection. This means that commitment is indeed born from an attitude that is driven by a feeling to give attention and affection to the object of the task or work being done. Without the desire to give attention and affection, commitment will never appear as an attitude that exists in every individual towards whatever tasks and work are carried out. Thus, the teacher's commitment to his professionalism is whether he has to increase his competence sincerely or not.

The commitment of teachers at SMPN 1 and MTSS Alkhairat Bintauna in improving their profession by studying on their own through the YouTube channel. In addition, teachers also consciously and voluntarily participate in training, seminars, IHT and several other activities such as participating in school programs that support teacher professional development.

#### **b. Improvement of Scientific Publications for Teachers of SMPN 1 and MTS Alkhairat, Bintauna District, North Bolaang Mongondow Regency**

One of the goals of teacher professional development activities is to improve the quality of teachers so that they are more professional in carrying out their duties and responsibilities. Every professional teacher is required to carry out activities in carrying out his duties and responsibilities, including carrying out professional development activities. Teacher professional development is teacher activity in the context of practicing science, technology and skills to improve quality, both for the teaching and learning process and the professionalism of other educational staff as well as in the context of producing something that is beneficial to education and culture.

The professional development activities in question are; (1) Writing scientific papers/works in the field of education. (2) Finding technology in education. (3.) Creating props/learning tools or guidance tools. (4). Creating scientific papers and participating in curriculum development activities (Ministry of National Education, 2001: 1-2).

Improving and developing the quality of competence by teachers as professionals, including in the form of writing scientific papers. Scientific work and teacher professionalism are something that cannot be separated, because teachers are said to be professional. According to Jaedun (2011: 5) suggests that writing scientific papers is very important for professional teachers not only to obtain credit scores, promotion or for certification purposes through portfolios, but even more so it needs to be done in order to improve the quality of classroom management, the quality of services to students, and also to increase the professionalism of the teachers themselves.

Muslich (2008: 18) explains that at this time teachers deserve to be given high appreciation in developing professionalism such as teachers being active actors in the formation of knowledge (knowledge construction) including by conducting research, writing and scientific meetings, these three things are the teacher's efforts in forming that science. From this opinion it is explained that scientific work and teacher professionalism are inseparable parts, both of which have a very close relationship with one another.

Teachers can be said to be professional if teachers can carry out scientific activities such as conducting research, writing and scientific meetings as an effort to develop knowledge. Besides that, scientific work which is the embodiment of professionalism for teachers will provide convenience when teachers will obtain credit



scores, propose promotions or positions, certification, and even improve the quality of service to class management and students.

The schools at MTS Alkhairat and at SMPN 1 Bitauana really support the development of teacher professionalism. schools facilitate the existence of facilities and infrastructure, such as the availability of computer laboratories and providing wifi for teachers who carry out online learning. In addition, the school also organizes workshops in the form of IHT (In-house Training) for teachers with the aim of increasing their professionalism including facilitating teachers to write scientific papers.

The results of the study showed that teachers were still low in conducting research. Of all the respondents, only one person had ever conducted research. Therefore, these findings become information for schools in order to make activities, both training and IHT, to minimize teacher problems in conducting research.

### **c. Increasing the Innovative Work of Alkhairat Middle School 1 and MTS Teachers, Bintauna District, North Bolaang Mongondow Regency**

Yuliana Dita et al (2019) PKB for teachers consists of 3 (three) groups of activities, namely self-development, scientific publications, and innovative works. Self-development activities aim to improve teacher competency. Scientific publication activities to fulfill activities to improve the learning process, and innovative work activities aim to apply competence with respect to the use of media and or tools in learning.

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education (Depdiknas, 2005). In order to successfully carry out these tasks, it is expected that the teacher has the ability to make it happen.

A professional teacher is a teacher who can demonstrate the attainment of a credit score that satisfies each level. Thus the position of a professional teacher is equivalent to the achievement of the rank he gets. This innovative work includes a) Invention of appropriate technology in the category of complex and or simple; b) Discovery creation or development of complex and or simple works of art; c) Making modifications to learning tools or visual aids or practicum in complex and or simple categories; and d) Formulation of standards, guidelines, questions and the like at the national and provincial levels.

Implementation of innovations carried out at SMPN 1 and MTSS Alkhairat in learning by practicing directly in class using several available media. The teacher uses media that suits the teacher's needs but to make innovation reports has not been carried out properly. Teachers know the benefits of innovation for students but have not yet conducted innovation research reports.

Aprilia H. (2021) Innovation means changing a system from an existing bad system to a better system. While learning is a series of activities designed to teach students according to the goals to be achieved. So learning innovation is a learning process for students that is designed, developed, and managed creatively and applies various approaches in a better direction to create an atmosphere and learning process that is conducive to students.

A teacher needs to innovate in learning. With learning innovations, learning will become more meaningful. A teacher must have the will and ability to create innovations in learning. This will be very beneficial for students and for the teacher himself. Teachers will understand more and have broad insight into new learning methods, teaching techniques, approaches to students, etc. which in the end will all increase teacher competence to become quality teachers, Aprilia H.

Teachers know the benefits of innovation for students at SMPN 1 and MTS Alkhairat Bintauna. However, concrete evidence in innovation reports has not yet been implemented. This is the responsibility of the school in an effort to minimize the increase in the professionalism and commitment of the teacher himself.

## CONCLUSION

Based on the data exposure and research findings, the following conclusions can be obtained:

1. The commitment to professional development for SMPN 1 and MTS Alkhairat teachers, Bintauna District, Bolaang Mongondow Utara Regency is carried out by participating in several seminars, training and other activities such as seeking several sources of material through the teacher's media platform, via YouTube, through webinars and so on.
2. The commitment to scientific publication of SMPN 1 and MTS Alkhairat teachers, Bintauna District, North Bolaang Mongondow Regency is carried out by seeking information through social media, but applications in the form of research reports are still relatively lacking. Of all the respondents, there was only one person who did the research, namely in the form of PTK (Classroom Action Research).
3. Commitment to the innovative work of SMPN 1 and MTS Alkhairat teachers, Bintauna District, Bolaang Mongondow Utara Regency as a whole, teachers have carried out learning practices well and are supported by school facilities and infrastructure.

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