Research Paper

The Influence of Organizational Culture, Emotional Intelligence and Learning Organizations on Teacher Professionalism at SMPN V Koto Kampung Dalam, Padang Pariaman

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ABSTRACT: *This study aims to determine how much influence organizational justice, organizational climate and competence, together and partially on work objectives. The research variables are organizational justice (X1), organizational climate (X2), competence (X3), and work goals (Y). Methods of collecting data through surveys and distributing questionnaires. The analytical method used is validity and reliability test, multiple regression analysis, for the hypotheses used are t test and F test. From the results of regression analysis obtained, then based on the partial test (t-test) obtained: (a) Organizational justice has a positive and significant effect on work goals. (b) Organizational climate has a positive and significant effect on work objectives. (c) Competence is positive and significant to job satisfaction. Then based on the joint hypothesis test (Test F) it can be seen that organizational justice, organizational climate, have a positive and significant effect on Work Competence. And based on the coefficient of determination test (R²), which is 0.715 or 71.5%, this shows that the contribution of the variable organizational justice, organizational climate and teacher competence, on the work variable, shows its influence and influence on other variables. Finally, the author suggests that the school can pay attention and improve in terms of organizational justice, competence and competence, so that work can improve work.*
KEYWORDS: *organizational justice, organizational climate, competence, job satisfaction*

I. INTRODUCTION

Every government institution plays an important role in carrying out the main tasks and functions according to the mandate that must be carried out based on the applicable laws and regulations. Employees as the spearhead of the implementation of administrative activities are human resources whose abilities must be improved in order to have good performance in order to achieve institutional goals. Therefore, employees must have good performance, professionalism in their field and can be relied on as individuals who have a passion for work. Because a reliable public bureaucracy has critical, precise and responsive power in handling work and adheres to the applicable rules in dealing with various problems by placing people according to their expertise, so that every important position is held by people who adhere to a professionalism-based ideology. on individual, group and organizational performance to create overall employee performance.

As stated by Bhagya (2020) reliable employee professionalism is an apparatus or employee who works in every government service unit at various levels, has expertise and skills based on certain knowledge in carrying out their work and has moral responsibility or professional ethics in carrying out their work. provide services to the public and the environment as part of its policy obligations. Furthermore, Abeng in Irawan and Laksono (2019) states that the professional definition consists of three elements, namely knowledge, skill and

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integrity, these three elements must be based on firm faith, good at being grateful, and a willingness to learn continuously. Employee work professionalism is equal treatment (equality), justice (equity), loyalty (loyalty) and responsibility (accountability). While Sitio (2018) says that a person is said to be professional if he fulfills three criteria, namely having the expertise to carry out tasks according to his field, carrying out a task or profession by setting standard standards in the field of the profession concerned and carrying out his professional duties by complying with established professional ethics. .

Besides professionalism which determines the improvement of organizational performance, cultural factors also influence the continuity of a good working atmosphere. Organizational culture is the result of a process of melting and fusion of the cultural style and or behavior of each individual that was brought before into a new norm and philosophy, which has the energy and pride of the group in dealing with certain things and goals (Edison in Ariani, 2016). . Organizational culture is a set of values that characterizes an organization (Labieq, 2019). Organizational culture is a basic assumption by a group of people before they study and convince various issues related to external adaptation and internal integration, so that the basic assumption pattern needs to be taught to new members as the correct way to adapt, think and express their feelings in relation to with organizational problems (Hardjadinata, 2020).

Another factor that can affect teacher professionalism is emotional intelligence. Emotional intelligence is a person's ability to manage feelings, among others, to motivate himself and others, to be strong in dealing with frustration, to be able to overcome primitive impulses and momentary satisfactions, to set a reactive mood, to be able to empathize with others (Alfian, 2017). Emotional intelligence is the ability to motivate oneself and survive in the face of frustration, controlling impulses and not exaggerating pleasure and one's ability to regulate one's emotional life with intelligence not based on one's intelligence (Santika, et al, 2019).

Furthermore, another component that affects the professionalism of teachers is the learning organization. A learning organization is an institution or organization that carries out activities to increase learning knowledge in groups with enthusiasm and does not stop in adding, organizing, and applying the knowledge it has for the progress of the company (Purnamasari, 2019). Learning organizations are behaviors that are committed to exchanging information and learning, to be even better in the future (Wollah, 2020). Learning organizations are able to motivate all employees to be willing and able to improve their daily behavior, which is reflected in improving the paradigm (point of view and way of thinking), as well as increasing intelligence (balance between intellectual, emotional, and spiritual intelligence) as well as expanding the horizons of its employees (Widodo , 2018)

Based on observations that took place at the research location, several problems related to the professionalism of teachers at SMPN in District V Koto Kampung Dalam emerged and could be observed with the five senses. Among them the application of organizational culture that is still weak, discipline is still lacking. This can be seen from the presence of teachers who are often not on time. There are still many teachers who abdicate responsibilities, smoke in the school area, do not obey the rules that require teachers to wear uniforms. It seems clear that the teacher's awareness is still lacking during work. Therefore, the researchers conducted an initial survey by distributing questionnaires to find out the phenomena that occurred related to teacher professionalism. The following initial survey data can be seen in the table. 1 below;

Table 1
Job Satisfaction Pre-Survey Questionnaire Results

No	Aspek Penilaian	Answer%	
		Good	Not Good
1	Professionalism	40	60
2	Service	34	66
3	Work Culture	56	44
4	Discipline	40	60
5	Emotional	54	46
6	Ability	50	50
7	Technology	48	52
8	Policy	74	26

Sumber : Survei Pendahuluan 2021

Based on the table. 1 above, it can be seen from the results of the preliminary survey that the teacher's professionalism is low, the service is not optimal, the culture is not conducive, the discipline is still low, the emotions are not stable, the ability is not optimal and the mastery of technology is not optimal. This is the basis

for researchers that professionalism in schools in District V Koto Kampung Dalam is low. Based on the phenomena that occur at the research location, this study is important to do in order to explore the problems that occur and find the best solution for these problems.

II. RESEARCH METHODS

The study was conducted at a State Junior High School in District V Koto Kampung Dalam, Padang Pariaman Regency. This type of research is descriptive quantitative with the variables studied are; Organizational Culture (X_1), Emotional Intelligence (X_2) Learning Organizations (X_3), Teacher Professionalism (Y). The data used are primary data and secondary data. The population in this study were teachers of SMPN in District V Koto Kampung Dalam, amounting to 54 people. While the sample in this study used total sampling where the entire population was taken as a sample of 54 respondents. The research data was collected using library research techniques, field research, and distributing questionnaires. The research instrument uses a questionnaire with a linkert scale to measure the attitudes and opinions of respondents. With the weight of points as follows; 1 for the category Strongly Agree (SS), 2. Agree (S), 3. Neutral (N), 4. Disagree (TS), 5. Strongly Disagree (STS), Ghozali (2016). Data analysis was performed with Multiple Linear Regression.

III. RESULT AND DISCUSSION

3.1. Descriptive statistics

Based on the findings of the following research data, descriptive data of the respondents, consisting of gender, age, education, years of service and class, is shown. The description can be seen in the table. the following ;

3.1.1. Characteristics of Respondents by Gender

The following is the data of research respondents based on gender as listed in the table. 2 below:

Table. 2
Respondent data by gender

No	Gender	Frequency	Percentage (%)
1	Man	24	44,4
2	Woman	30	55,6
Total		**54**	**100**

Source: primary data (processed)

Based on the sex of the respondents, the dominant female was 55.6%. While the male amounted to 44.4%. From these data it can be concluded that the teaching profession is more in demand by women. The nature of women who have a special type as educators, starting from education for the family, makes women more interested and passionate as teachers.

3.1.2. Characteristics of Respondents by Age

Strong spirit and physique cannot be separated from the age factor. The older a person is, of course, the physical and spirit that is in a person has begun to decrease. The following is the data of research respondents based on gender as listed in the table. 3 below:

Table. 3
Respondent data by Age

No	Age (year)	Frequency	Percentage (%)
1	17-30	3	5.6
2	30-40	26	48,1
3	40-50	12	22,2
4	>50	13	24,1
Total		**54**	**100**

Source: primary data (processed)

From Table. 3 it can be seen that the age of the respondents is mostly in the range of 30-40 years with a percentage of 48.1%. At this age the respondent is experienced enough and in terms of employment, the respondent is of a productive age. So that physical abilities in general are still strong and psychologically stable. While those aged over 40 years ranged from 46.6%, those aged over 40 years had begun to decrease physically, their abilities, enthusiasm and energy. For this reason, special attention needs to be paid so that the

professionalism of teachers continues to increase. In order for the goals of the institution to be achieved, teacher performance can still be maintained at an optimal level.

3.1.3. Characteristics of Respondents by level of education

A person's ability to work is influenced by the level of education he undergoes. In the educational process, abilities can be improved, so that they are able to carry out the tasks assigned to them. The following is the data of research respondents based on education level as listed in the table. 4 below:

Table. 4
Respondent Data Based on Education Level

No	Pendidikan	Frequency	Percentage (%)
1	D3	14	25.9
2	S1	37	68.5
3	S2	3	5.6
Total		**54**	**100**

Source: primary data (processed)

Characteristics of respondents based on education level as listed in the table. 4 above, shows that ; most of the respondents already have an adequate background. Respondents are already highly educated at the undergraduate level. This indicates that the respondents already have broad insight, critical thinking, able to adapt and the ability to work. So that the respondent's ability to excel is not in doubt.

3.1.4. Characteristics of Respondents by Length of work

A person's experience in working determines the skills possessed to complete work on time and with excellent quality. The length of time in the job shows that the person enjoys the work being done. Work done regularly will certainly improve the ability to work, minimize errors that occur. The following is the research respondent's data based on the length of work as listed in the table. 5 below:

Table. 5
Respondent Data Based on Length of Work

No	Length of work	Frequency	Percentage (%)
1	<1 tahun	3	5.6
2	1-5 tahun	14	25.9
3	>5 tahun	37	68.5
Total		**54**	**100**

Source: primary data (processed)

Based on Table 5 above, it can be concluded that the respondents already have sufficient experience in their job positions. This is indicated by the length of time the respondents have worked, most of the respondents have worked for more than 5 years. It can be concluded that the respondents already have sufficient experience in carrying out daily tasks.

3.1.5. Characteristics of Respondents by Group

The rank or position is part of the process undertaken by a person as evidence that the ability to be in that position has met the required competencies. Only the right people can occupy certain positions and positions. This is certainly motivated by various experiences and abilities possessed.The following is the data of research respondents based on groups as listed in the table. 6 below:

Table.6
Respondent Data by Group

No	Category	Frequency	Percentage (%)
1	III A	8	14.8
2	III B	8	14.8
3	III C	13	24,07
4	III D	10	18,52
5	IV D	12	22,22
6	IV E	5	9,26

No	Category	Frequency	Percentage (%)
	Total	**54**	**100**

Source: primary data (processed)

Most of the research respondents still have groups and ranks that are at level III A to III D. This shows that the ability of teachers must be further improved in order to reach a higher rank. To achieve this need to be supported by adequate competence. Teachers must improve their competence to be able to obtain positions and positions that are more profitable for future careers.

3.1.6. Characteristics of Respondents Based on Certification

Teacher certification is part of the competencies that teachers must have through an ability test carried out. Certification shows the professionalism of a teacher in carrying out his service duties that have been measured and directed according to the provisions of the legislation. The following shows data related to teacher certification in table 7

Tabel.7
Certification

No	Sertifikasi	Frekuensi	Persentase (%)
1	Already	40	74,1
2	Not yet	14	25,9
	Total	**54**	**100**

Source: primary data (processed)

Most of the respondents already have a certificate as a professional teacher, which is 74.1%. The remaining 25.9% have not passed the certification. This phenomenon shows that based on the results of the competency test followed by certification, most of the teachers are worthy and become professionals in their fields. There should be no more problems related to the professionalism of the teacher.

3.1.7. Respondent Achievement Rate (TCR)

Based on the answers from the research respondents who have been grouped according to the indicators studied, the criteria for the respondents' answers are compiled based on the values chosen by the respondents. These criteria are scored and arranged in such a way as to show the overall achievement value of the respondent which is called the total respondent's achievement or TCR. The following is the level of achievement of respondents' answers to research variables, namely Organizational Culture (X1), Emotional Intelligence (X2), Learning Organizations (X3) and Teacher Professionalism (Y) based on the TCR formula can be seen in the table. 8 below:

Tabel .8
Tingkat Pencapaian Jawaban Responden Terhadap Variabel Penelitian

No	Variabel	Mean	Maksimum	TCR	Ket
1	Organizational culture	46.09	56	82,3%	Baik
2	Emotional Intelligence	41.35	50	82,7%	Baik
3	Learning Organization	52.46	60	87,43%	Baik
4	Teacher Professionalism	42.04	50	84,1%	Baik

Source: primary data (processed)

From Table 8 above, it can be seen that from the sum of the question items from each research variable, the average result (mean) of each variable is divided by the maximum result multiplied by 100%, so that the respondent's level of achievement (TCR) is obtained. The TCR result of the organizational culture variable is 82.3% which is categorized as good, this means that employees feel the maximum with the organizational culture that applies in District V Koto Kampung Dalam. This means that the organizational culture in the district of V Koto Kampung Dalam is good and meets the expectations of employees. TCR on emotional intelligence variable is 82.7% in good category. This means that the emotional intelligence of employees in the district of V Koto Kampung Dalam is good and meets the expectations of employees. The TCR on the learning organization variable is 87.43%, this means that employees will continue to increase with broad ideas and ideas. The TCR of the teacher professionalism variable is 84.1% with a good category, this means that the professionalism of teachers in the V Koto Kampung Dalam sub-district is in good condition.

3.2. Validity dan Reliability Test
3.2.1 Validity Test

In order to obtain valid and reliable data, the validity of the research instrument was tested through validity and reliability tests. A good research instrument must be tested for the level of validity and reliability so that the data obtained is accurate.The following are the results of the validity test for the organizational justice variable shown in the table. 9 following:

Table. 9
Organizational Culture Variable Validity Test Results (X_1)

Variable	Item	r_{count}	$r_{table} = 5\%$	Status
		N = 54	N-2= 52	
Organizational Culture (X_1)	1	0.621	0,268	Valid
	2	0.772	0,268	Valid
	3	0.556	0,268	Valid
	4	0.791	0,268	Valid
	5	0.600	0,268	Valid
	6	0.600	0,268	Valid
	7	0.745	0,268	Valid
	8	0.633	0,268	Valid
	9	0.329	0,268	Valid
	10	0.329	0,268	Valid
	11	0.418	0,268	Valid
	12	0.418	0,268	Valid

Source: primary data (processed)

From the table above, it can be explained that based on the SPSS 24.0 calculation, each item of each variable shows rcount > r table with a significant (P) 5% and n - 2 = 52 which shows the number 0.268 from the comparison, all of the items are from the Justice variable. Organizational culture declared valid. Furthermore, the results of the validity test for emotional intelligence variables are shown in the table. 10 of the following:

Tabel. 10
Emotional Intelligence Variable Validity Test Results (X_2)

Variable	Item	r_{count}	$r_{table} = 5\%$	Status
		N = 54	N-2= 52	
Emotional Intelligence (X2)	1	0.949	0,268	Valid
	2	0.757	0,268	Valid
	3	0.775	0,268	Valid
	4	0.888	0,268	Valid
	5	0.348	0,268	Valid
	6	0.630	0,268	Valid
	7	0.896	0,268	Valid
	8	0.877	0,268	Valid
	9	0.896	0,268	Valid

Source: primary data (processed)

From the table above, it can be explained that based on the SPSS 24.0 calculation, each item of each variable shows r count > t table with a significant (P) 5% and n - 2 = 52 which shows the number 0.268 from the comparison, then all the items from emotional intelligence variables are declared valid. Furthermore, the results of the validity test for the Learning Organizations variable are shown in the table. 11 of the following:

Table. 11
Learning OrganizationsVariable Validity Test Results (X₃)

Variable	Item	r_{count}	r_{table} = 5%	Status
		N = 54	N-2= 52	
Learning Organizations (X3)	1	0.874	0,268	Valid
	2	0.938	0,268	Valid
	3	0.958	0,268	Valid
	4	0.966	0,268	Valid
	5	0.630	0,268	Valid
	6	0.775	0,268	Valid
	7	0.946	0,268	Valid
	8	0.940	0,268	Valid
	9	0.594	0,268	Valid
	10	0.594	0,268	Valid
	11	0.442	0,268	Valid
	12	0.442	0,268	Valid

Source: primary data (processed)

From the table above, it can be explained that based on the SPSS 24.0 calculation, each item of each variableshows r count > t table with a significant (P) 5% and n - 2 = 52 which shows the number 0.268 from the comparison, then all the items from Learning Organizations
variable is declared valid. Furthermore, the results of the validity test for the teacher professionalism variable are shown in the table. the following 12:

Table. 12
Teacher Professionalism Variable Validity Test ResultsY)

Variable	Item	r_{count}	r_{table} = 5%	Status
		N = 54	N-2= 52	
Teacher Professionalism (Y)	1	0.636	0,268	Valid
	2	0.805	0,268	Valid
	3	0.600	0,268	Valid
	4	0.441	0,268	Valid
	5	0.805	0,268	Valid
	6	0.839	0,268	Valid
	7	0.839	0,268	Valid
	8	0.569	0,268	Valid
	9	0.839	0,268	Valid
	10	0.839	0,268	Valid

Source: primary data (processed)

From the table above, it can be explained that based on the SPSS 24.0 calculation, each item of each variable shows r count > t table with a significant (P) 5% and n - 2 = 52 which shows the number 0.268, from the comparison, all the items of the teacher professionalism variable is declared valid.

3.2.2. Reliability Result Test
Furthermore, the reliability test was carried out in order to obtain the results that the questionnaire used to obtain the data was tested for reliability. The following reliability test results can be seen in the table. 11 below;

Table. 13
Research Instruments Reliability Test Results

Variable	Number of question items	*Cronbach alpha*	Rule of Thumb	Decision
Organizational Culture (X_1)	12	0,775	0,6	Reliabel
Emotional Intelligence (X_2)	10	0,946	0,6	Reliabel
Learning Organizations (X_3)	12	0,936	0,6	Reliabel
Teacher Professionalism (Y)	10	0,926	0,6	Reliabel

Source: primary data (processed)

From the table above, it can be seen that all instruments based on reliability analysis of research variables show that Cronbanch's alpha value for all variables is above 0.6, for that all variables can be said to be reliable (reliable). Reliable test results on each variable indicate that the measuring instrument for the research instrument used is feasible.

3.3. Classic Assumption Test Results
3.3.1. Normality test

The normality test aims to test whether in the regression model the confounding or residual variables have a normal distribution. Normality testing aims to determine the diversity of data that supports each research variable used. When the diversity of the data formed is relatively constant, it shows data that supports normally distributed variables (Ghozali and Latan, 2015).
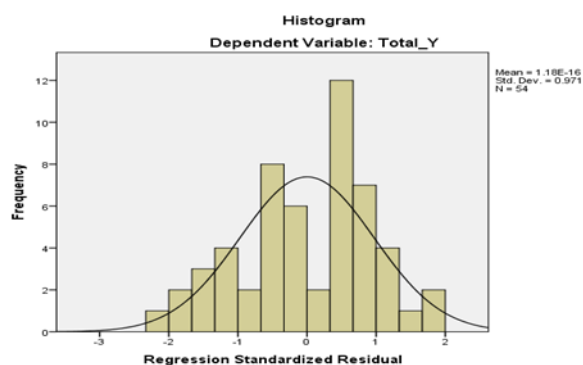
Figure, 1. Normality Test Results

Based on the histogram graph, it can be seen that the observation data is normally distributed where the curve is normal. Therefore the normality test is met.

3.3.2. Multikolinearity Test
Multicollinearity test aims to test whether the application of the regression model in the study found a correlation between independent variables. The results of the multicollinearity test can be seen in the table. 14 following:

Table. 14
Multikolinierity Tes Result

| Model	Collinearity Statistics	
	Tolerance	VIF
Organizational Culture (X_1)	0.998	1.002
Emotional Intelligence (X_2)	0.998	1.002
Learning Organizations (X_3)	0.999	1.001

Source: primary data (processed)

From the table above, it can be seen that all tolerance values > 0.10 and the calculation results of the VIF value < 10 means that there are no symptoms of multicollinearity between independent variables. Thus it

can be concluded that the regression equation used as a prediction in this study is free from classical assumptions.

3.3.3. Heteroscedasticity Test

Heteroscedasticity testing is carried out to test whether in the regression model there is an inequality of variance from the residuals of one observation to another observation or the pattern of data diversity that supports each variable. When the pattern of data distribution is relatively constant, it shows that there are no symptoms of heteroscedasticity. Heteroscedasticity testing was carried out using a scuttterplot. Based on the results of the processing that has been carried out, a summary of the results can be seen in Fig. 2 below:
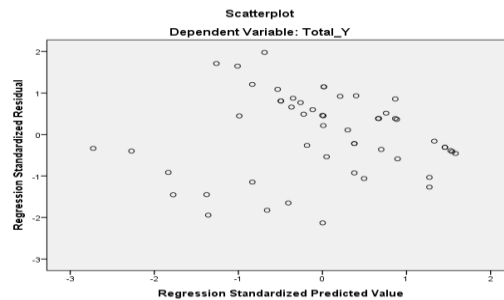
Picture. 2. Heteroscedasticity Test Results

From the graph above, it can be seen that there is no heteroscedasticity in the regression model because there is no clear pattern and the points spread above and below the number 0 on the Y axis. So it can be said that the heteroscedasticity test is fulfilled.

3.4. Multiple Linear Regression Analysis

To prove the influence of the dependent variable on the independent variable, it is necessary to test statistically through multiple linear regression formulas. The results of this test are expected to be an important point for formulating the right policies within the organization. The following shows the results of the statistical calculation of multiple linear regression in Table 15 below;

Table. 15
Multiple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	**Std. Error**	**Beta**		
Constant	-1.663	5.699		-.292	.772
Organizational Culture (X_1)	.630	.080	.711	7.888	.000
Emotional Intelligence (X_2)	.194	.064	.273	3.029	.004
Learning Organizations (X_3)	.126	.062	.183	2.034	.047

Source: primary data (processed)

Based on the table above, the regression equation can be formed, namely:

Y = -1,663 + 0,630 X1 + 0,194 X2 + 0,126 X3 + e

From the regression equation above, it can be concluded that:
1. The constant of -1.663 means that if there is no Organizational Culture, Emotional Intelligence and Learning Organization, then Teacher Professionalism remains -1.663 units.
2. The coefficient of 0.630 means that if the Organizational Culture is increased by one unit with the assumption that Emotional Intelligence and Learning Organizations are ignored, it will result in an increase in Teacher Professionalism by 0.630 units.
3. The coefficient of 0.194 means that if Emotional Intelligence is increased by one unit with the assumption that Organizational Culture and Learning Organizations are ignored, it will result in an increase in Teacher Professionalism of 0.194 units.
4. The coefficient of 0.126 means that if the Learning Organization is increased by one unit with the assumption that Organizational Culture and Emotional Intelligence are ignored, it will result in an increase in Teacher Professionalism of 0.126 units.

3.5. Hypothesis testing
3.5.1. T Test (Partial)

1. The Influence of Organizational Culture (X1) on Teacher Professionalism (Y). From table 15 above, it can be seen that the significance level of Organizational Culture is 0.000 which is smaller than alpha (0.000 < 0.05). From the comparison results, it can be concluded that partially there is a positive and significant influence between Organizational Culture on Teacher Professionalism. Thus Ho is rejected and H1 is accepted.
2. Effect of Emotional Intelligence (X2) with Teacher Professionalism (Y). From table 15 above, it can be seen that the significant level of Employee Emotional Intelligence is 0.004 less than alpha (0.004 <0.05). From the comparison results, it can be concluded that partially there is a positive and significant influence between Emotional Intelligence on Teacher Professionalism. Thus Ho is rejected and H2 is accepted.
3. The Influence of Learning Organizations (X3) on Teacher Professionalism (Y) From table 15 above, it can be seen that the significance level of Learning Organizations is 0.000 less than alpha (0.047 <0.05). From the comparison results, it can be concluded that partially there is a positive and significant influence between Learning Organizations on Teacher Professionalism. Thus Ho is rejected and H3 is accepted.

3.5.2. F Test

The F test was conducted to determine how far the independent variables together influence the dependent variable. Based on the results of the simultaneous statistical test or F test, the data obtained are as listed in the table. 14 of the following:

Table. 16
Hypothesis Testing Together (F Test)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1322.049	3	440.683	24.431	.000[b]
Residual	901.877	50	18.038		
Total	2223.926	53			

Source: primary data (processed)

From table 16 above, it can be seen that this test was carried out by comparing the value of the significance level of 0.000 less than 5%. Then it is obtained that Ho is rejected and H4 is accepted, which means that this is done jointly between Organizational Culture, Emotional Intelligence and Learning Organizations that affect Teacher Professionalism.

3.5.3. Determinative Coefficient Test (R^2)

The coefficient of determination (R^2) essentially measures how far the model's ability to explain the variation of the dependent variable is. The value of the coefficient of determination is between zero and one. A small R^2 value means the ability of the independent variables to provide almost all the information needed to predict the variation of the dependent variable (Ghozali, 2013: 97). The results of the coefficient of determination (R^2) test in this study are presented in the table. 16 following:

Table. 17
Determinative Coefficient Test (R^2)

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.771[a]	.594	.570	4.247
a. Predictors: (Constant), Organizational Culture (X_1), Emotional Intelligence (X_2), Learning Organizations (X_3)				
b. Dependent Variable : Teacher Professionalism (Y)				

Source: primary data (processed)

Based on the table. 17 above, the Adjusted R Square number is 0.570, this shows that the contribution of the variables of Organizational Culture, Emotional Intelligence and Organizational Learning is 0.570 or 57.0% while the remaining 43.0% is influenced by other variables not examined in this study.

3.5.4. Discussion of Research Results
1. The Influence of Organizational Culture on Teacher Professionalism

Based on the results of multiple linear regression, organizational culture factors have a significant effect on teacher professionalism. This is in line with what was stated by Hardjadinata (2020); Organizational culture is a basic assumption that is shared by a group of people before they study and convince various issues related to external adaptation and internal integration, so that the pattern of these basic assumptions needs to be taught to new members as the correct way to adapt, think and express their feelings in an organization. related to organizational issues. Then reinforced by ; Edison in Ariani (2016) that, organizational culture is the result of a process of melting and fusing the cultural style and or behavior of each individual that was brought before into a new norm and philosophy, which has the energy and pride of the group in dealing with things and goals. certain (Edison in Ariani, 2016). Apriyeni (2021), explains that organizational culture has a significant effect on employee performance.

2. The Effect of Emotional Intelligence on Teacher Professionalism

Based on the results of multiple linear regression, the Emotional Intelligence factor has a significant effect on Teacher Professionalism. While emotional intelligence is; A person's ability to manage feelings, among others, motivates himself and others, is strong in dealing with frustration, is able to overcome primitive impulses and momentary satisfactions, regulates reactive moods, is able to empathize with others (Alfian, 2017). Emotional intelligence is the ability to motivate oneself and survive facing frustration, controlling impulses and not exaggerating pleasure and one's ability to regulate one's emotional life with intelligence not based on one's intelligence (Santika, et al, 2019). Therefore, it is necessary to train and improve and strive for a better teacher's Emotional Intelligence. It is intended that teachers become more proficient in dealing with students. With a variety of student behavior that can not be separated from the profession of a teacher.

3. The Influence of Learning Organizations on Teacher Professionalism

Based on the results of multiple linear regression test, learning organization factors have a significant effect on teacher professionalism. This is in accordance with Purnamasari (2019). A learning organization is an institution or organization that carries out activities to increase learning knowledge in groups with enthusiasm and unceasingly in adding, organizing, and applying its knowledge for the advancement of the company. Learning organizations are behaviors that are committed to exchanging information and learning, to be even better in the future (Wollah, 2020). Learning organizations are able to motivate all employees to be willing and able to improve their daily behavior, which is reflected in improving the paradigm (point of view and way of thinking), as well as increasing intelligence (balance between intellectual, emotional, and spiritual intelligence) as well as expanding the horizons of its employees (Widodo , 2018). Therefore, learning organizations must be managed as well as possible, so that they have a role to support the birth of competent human resources. Teachers are the main driving factor for the birth of students who are intelligent, ethical, cultured and have high competence for future development.

IV.   CONCLUSION

Based on the results of the study, it can be concluded that;
1. Organizational Culture has a positive and significant effect on the professionalism of employee teachers
2. Emotional Intelligence has a positive and significant effect on the variable of Teacher Employee Professionalism
3. Learning Organization has a positive and significant effect on the Professionalism of Employee Teachers
4. Organizational Culture, Emotional Intelligence and Organizational Learning together have a positive and significant effect on Teacher Professionalism. The most dominant variable influencing teacher professionalism is Organizational Culture. Variables Organizational Culture, Emotional Intelligence and Learning Organizations contribute to Teacher Professionalism by 57.0% the rest is influenced by other variables not examined in this study.

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