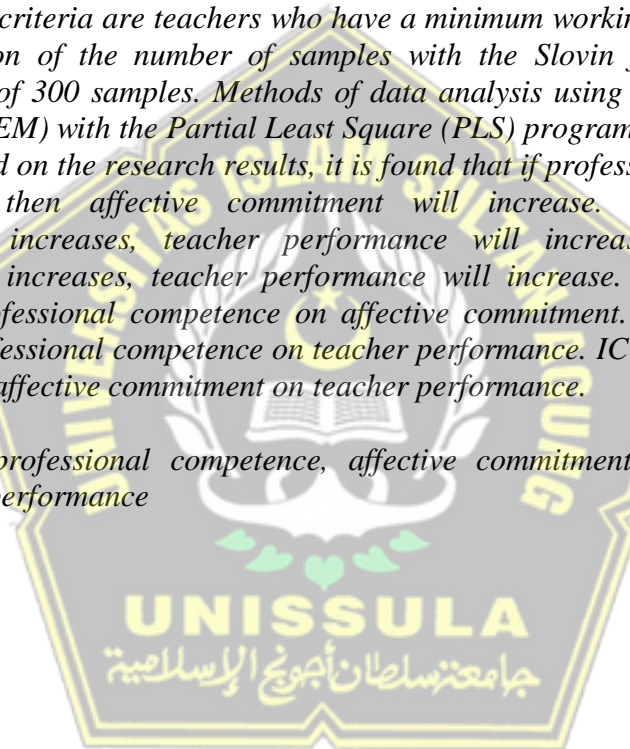# ABSTRACT

The research objective was to describe and analyze the effect of professional competence on affective commitment. To describe and analyze the effect of professional competence and affective commitment on teacher performance. To describe and analyze the effect of professional competence on affective commitment as moderated by ICT. To describe and analyze the influence of professional competence and affective commitment on teacher performance as moderated by ICT.

The population used is junior high school teachers in Demak Regency, amounting to 992 teachers. The sampling technique used purposive sampling, namely taking samples with certain criteria in the population to be selected as the sample. The criteria are teachers who have a minimum working period of 3 years. Determination of the number of samples with the Slovin formula obtained a sample size of 300 samples. Methods of data analysis using Structural Equation Modeling (SEM) with the Partial Least Square (PLS) program.

Based on the research results, it is found that if professional competence is increasing, then affective commitment will increase. When professional competence increases, teacher performance will increase. When affective commitment increases, teacher performance will increase. ICT moderates the effect of professional competence on affective commitment. ICT moderates the effect of professional competence on teacher performance. ICT does not moderate the effect of affective commitment on teacher performance.

Keywords: professional competence, affective commitment, ICT and teacher performance

ABSTRAK

Tujuan penelitian untuk mendeskripikan dan menganalisis pengaruh kompetensi profesional terhadap komitmen afektif. Untuk mendeskripsikan dan menganalisis pengaruh kompetensi profesional dan komitmen afektif terhadap kinerja guru. Untuk mendeskripsikan dan menganalisis pengaruh kompetensi profesional terhadap komitmen afektif yang dimoderasi oleh ICT. Untuk mendeskripsikan dan menganalisis pengaruh kompetensi profesional dan komitmen afektif terhadap kinerja guru yang dimoderasi oleh ICT.

Populasi yang digunakan adalah guru Sekolah Menengah Pertama di Kabupaten Demak yang berjumlah 992 guru. Teknik penentuan sampel menggunakan *purposive sampling* yaitu pengambilan sampel dengan kriteria tertentu pada populasi untuk dipilih sebagai sampel. Kreteria tersebut guru yang memiliki masa kerja minimal 3 tahun. penentuan jumlah sampel dengan rumus Slovin diperoleh jumlah sampel sebesar 300 sampel.Data yang digunakan data primer berbentuk kuesioner. Metode analisis data menggunakan *Structural Equation Modeling* (SEM) dengan program *Partial Least Square* (PLS)

Berdasarkan hasil penelitian diperoleh bila kompetensi profesional semakin meningkat, maka komitmen afektif semakin meningkat. Bila kompetensi profesional semakin meningkat, maka kinerja guru semakin meningkat. Bila komitmen afektif semakin meningkat, maka kinerja guru semakin meningkat. ICT memoderasi pengaruh kompetensi profesional terhadap komitmen afektif. ICT memoderasi pengaruh kompetensi profesional terhadap kinerja guru. ICT tidak memoderasi pengaruh komitmen afektif terhadap kinerja guru.

Kata kunci : kompetensi profesional, komitmen afektif, ICT dan kinerja guru