
Factor Determinants of Teacher Professionalism as Development of Student Learning Education at School of SMK PGRI in Tegal City, Indonesia



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Abstract

This study examines the professionalism of teachers with a variety of factors that influence it, so that the teacher's role can be identified significantly and able to develop the process of education in Vocational Schools can develop better. The research method used is quantitative, the study population of all teachers at School of SMK PGRI in Tegal City totaling 31 teachers. Study sample size is 31 teachers. The results of the study indicate that (1) The effect of principals' managerial competencies on teacher certification is proven and accepted. (2) The effect of teachers' social competencies on teacher certification is proven and accepted. (3) The effect of principals' managerial competencies on teacher professionalism is proven and accepted. (4) The effect of teacher social competencies on teacher professionalism is proven and accepted. (5) The effect of teacher certification on proven professionalism of teachers and acceptance of teacher certification is a mediating variable. The results show a positive and significant effect. Conclusions there are positive and significant influences on principal managerial competence, teacher social competence and teacher certification on teacher professionalism.

KeyWords:

principal managerial competence, teacher social competence, teacher certification and teacher professionalism

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INTRODUCTION

Professional teachers are teachers who are able to manage themselves in carrying out daily tasks. Teachers as professional educators have a very strategic role, function and position to realize the implementation of quality education (Republic of Indonesia Government Regulation Number 74 of 2008 concerning teachers). The teacher's professional ability is the role ability in carrying out tasks that are equipped with competencies (basic abilities). In the Regulation of the Minister of National Education Number 16 of 2007 concerning the standard of academic qualifications and teacher competency, it is stated that the teacher competency standards of the Elementary School class are pedagogical competencies, personality competencies, and professional competencies. A teacher must master the fields of science, technology and cultural arts which at least include mastery: (1) Subject matter broadly and deeply in accordance with the standard content of the educational unit, subjects, or subject groups to be taught, (2) Concepts and methods of relevant scientific, technological, or artistic disciplines that are conceptually overshadowing or coherent with the educational unit, subject or subject group to be taught (Agustini, R., & Suyatna, A.2018).

The role of the teacher basically has a large role in the progress of the nation which is one source of knowledge, as said by (Ungin, 2013) states that "the teacher is a human figure that must be taken care of and imitated", in the sense that the teacher is a figure which should be a role model for students (Abdurrahman, A., Saregar, A., & Umam, R. 2018). The Directorate of Basic Education develops five basic abilities that must be possessed by each primary school teacher, namely: (1) mastery of the curriculum, (2) mastery of the material in each lesson, (3) mastery of evaluation methods and techniques, (4) commitment to assignments and (5) discipline in the broadest sense. Professional teachers will always produce quality education processes and results in order to realize intelligent and competent Indonesian people, namely people who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens who democratic and responsible (Tee, T. K., et al (2014). Professional ability possessed by educators is one of the supporting elements in realizing work performance/performance. (Syazali, M. 2015). states that, the notion of professionalism is "a commitment to professional ideas." In line with that, Syahrir et al (2018) also said professional attitude is a part of professionalism.

Social competence becomes support for success in the learning process and every teacher is required to have social competence so that students get the desired results (Yamada R. 2015). But in reality there are still many teachers who have not implemented social competencies which have resulted in low student achievement. Based on previous research, in the ability to socialize teachers are advised to have good communication skills. Because communication is the key for a teacher to give

understanding to students. Not only that, social relations to principals, administrative staff, and even community members are important in improving teacher quality. Based on the description above, the teacher's social competence is reflected through indicators (1) teacher and student interaction, (2) teacher interaction with the principal, (3) teacher interaction with coworkers, (4) teacher and parent interaction, and (5) teacher and community interaction (Sagala, Umam, Thahir, Saregar, & Wardani, 2019).

Exemplary teachers are teachers who are skilled in education and have extensive knowledge in teaching who are creative teachers. even though they live in remote areas, teachers must have the competence to hone and improve the quality of their students to be able to compete with children from urban areas. Social competency is the ability of teachers to communicate and interact effectively and efficiently with students, peers/professionals, parents/guardians of students, and the community and does not discriminate between ethnicity, race, and language. Competence is a teacher's ability to adjust to the demands of work and the environment when carrying out his duties as a teacher (Agustini, R., & Suyatna, A. 2018).

Improving the quality of teachers through certification programs as an effort to improve the quality of education. The rationale is if teacher competency is good followed by good income, it is expected that the performance is also good. If the teacher's performance is good, the Teaching and Learning Activities (TLA) is also good. Good teaching and learning is expected to produce quality education. Thought is the underlying reason that teachers need to be certified (Muslich, 2007). The certification program is a program of giving certificates to teachers who have fulfilled a number of requirements towards professional teachers. Teachers who have obtained a professional certificate will receive a number of rights, which include professional allowances equal to one time the teacher's basic salary. This certification program is a necessity for the Indonesian people in addition to the consequences of the legal products above, as well as the inherent essence of all the nation's components who want to improve the quality of education in this country. The teacher must have in order to be able to carry out the duties of a teacher well (Tran, V. D., Giang, A., & Giang, A. 2014).

For teachers at School of SMK PGRI in Tegal City who teach class teachers and subject teachers when supervised by the principal or supervisor, they are usually asked first about teaching administration. Because teaching administration is one component of the professionalism of a teacher. The professionalism of a teacher can be seen from arranging/making teaching administration. If teaching administration is made complete, the teacher can say that his professionalism is good, but if the teaching administration is incomplete, the teacher is lacking in professionalism (Untari, E. 2017).

From the description above, it can be said that the professionalism of teachers at School of SMK PGRI in Tegal City in terms of learning planning, implementation of learning and administrative learning is still not optimal. The results of preliminary observations that have been made obtained data with the results of supervision and monitoring of the 2018/2019 school year show that class teachers and subject teachers, both those who are civil servants and non-civil servants are still not professional, this can be seen from among other things learning plans routinely every time they will teach, using less effective learning time, not preparing teaching aids, lacking improvement and enrichment and classroom management are still less active and other indicators are not maximized.

METHOD

This study uses a quantitative approach because the research data is in the form of numbers. While this study uses descriptive because its activities include data collection in order to test hypotheses or answer questions that concern the situation at the time that is running. This study is quantitative, descriptive and associative. The quantitative approach was used because the approach used in the research proposal, process, hypothesis, down to the field, analyzing data and conclusions of the data up to the writing uses measurement, calculation, formula and certainty of numerical data. This research is a descriptive study because it aims to make hostage/painting/description of the facts and the characteristics of a particular population or area systematically, factually and thoroughly (Ginting, 2008). Whereas it is said to be associative research because this research connects two or more variables (Ginting, 2008).

The population in this study were all School of SMK PGRI teachers in Tegal city with a total teacher of 31 teachers. The technique of finding sample size in this study used sample random sampling. Every member of the population has the same opportunity and has the same opportunity to be chosen as a sample. The sample used in this study is 31 teachers.

There are six variables that will be examined in this study. These six variables can be grouped into two, namely dependent variables and independent variables. The dependent variable is the variable that is affected. The independent variable is the variable that affects. The dependent variable in this study is teacher professionalism that is given the symbol Y. The three independent variables in this study are school organizational culture (X1), principal managerial competence (X2), teacher social competence (X3) and teacher certification.

The research instrument was used to collect data from the field, both data on organizational culture variables, teacher compensation, teacher pedagogical competence, academic supervision and teacher work motivation and teacher performance using questionnaires / questionnaires. Questionnaire as a measuring

device for variables X1, X2, X3 and Y is used to measure the teacher's perception of these variables. The reason for the use of questionnaires is that the questionnaire has the ability to uncover the potential of the respondent and provide uniform instructions for the respondents (Arikunto, 2010).

The data analysis used was descriptive analysis to determine the managerial competence of the principal, the teacher's social competence and teacher certification and teacher professionalism at School of SMK PGRI in Tegal City. The data obtained will then be analyzed statistically with regression techniques using multiple regression techniques, because there is one independent variable and five dependent variables. But before analysis with multiple regression techniques these data must go through the requirements testing phase. This needs to be done as a requirement for multiple regression analysis, as revealed by (Sugiyono, 2016) that, the data to be analyzed using parametric statistics is at least normally distributed and linearity assumptions must be met.

RESULTS AND DICUSSION

The results of the descriptive statistical analysis of research variables are intended to describe all the variables studied before being analyzed by path analysis models, the results of the description of the overall research variables can be seen in Table 1 below.

Table 1.

Results of Descriptive Statistics Analysis of Research Variables

	Descriptive Statistics				
	N	Min	Max	Mean	Std. Deviation
Teacher Professionalism	31	47,00	85,00	66,7638	6,91216
Principal Managerial Competence	31	56,00	95,00	75,9606	6,52014
Teacher social competence	31	38,00	60,00	44,1063	4,30191
Teacher certification	31	25,00	45,00	36,9409	3,68959
Valid N (listwise)	31				

Based on Table 1 it can be explained that the teacher professionalism variable obtained a mean of 66.7638 with a standard deviation of 6.91216, the managerial competency variable of the principal obtained a mean of 75.9606 with a standard deviation of 6.52014, the teacher's social competency variable obtained a mean of 44 1063 with a standard deviation of 4.30191, the teacher certification variable obtained a mean of 36.9409 with a standard deviation of 3.68959.

Effect of Principal Managerial Competence on Teacher Certification at School of SMK PGRI in Tegal City

In examining the magnitude of the influence of principals' managerial competencies on teacher certification partially used linear regression analysis with the help of SPSS for Windows Release 19 software program. Before determining the magnitude of influence of principal managerial competency variables on teacher certification, it was analyzed first about the closeness of the relationship of two variables that is. Based on computer output regarding regression coefficients, obtained the magnitude of the regression coefficient affects the managerial competence of the principal towards teacher certifications of 0.296 or equal to $(0.296) (0.296) = 0.0876$ or 8.76% and these coefficients are positive.

The Influence of Teacher's Social Competence on Teacher Certification at School of SMK PGRI in Tegal City

The results of the analysis testing the influence of teacher social competence on teacher certification partially used linear regression analysis with the help of computer software program SPSS for Windows Release 19 with computer output. Before determining the magnitude of the influence of teacher social competency variables on teacher certification motivation, then analyzed the relationship between the two variable. Based on computer output on regression coefficients, obtained the magnitude of the regression coefficient affects the social competence of teachers to teacher certification of 0.801 or equal to $(0.801) (0.801) = 0.6416$ or 64.16% and this regression coefficient is positive.

Effect of Principal Managerial Competence on Teacher Professionalism

Based on the results of the path analysis test, the direct and indirect effects of principals' managerial competencies on teacher professionalism through teacher motivation can be seen as follows.

Direct influence	= (0,442) (0,442)	= 0,1954 or 19,54%
Indirect influence	= (0,296) (0,650)	= 0,1924 or 19,52%
Total influence	= 0,3878 or 38,76%	

The effect of principals' total managerial competency on teacher professionalism through teacher certification showed results of 38.76% at SMK PGRI in Tegal City. The effect is positive and significant. In the data above, the role of the principal is quite influential on the professionalism of the teacher. This is in line with Nurhalimah's research (2018: 1) which was concluded that principals as managers carry out their duties well towards increasing teacher professionalism in terms of how principals conduct their strategies to improve teacher professionalism. The results of the above mentioned study are strengthened in Wahyono's research (2015: 1) which states that managerial competencies that must be mastered by principals to become quality schools are school program planning, management of teacher

resources, management of facilities and infrastructure, and curriculum management. Therefore, the role of principals as managers in managing schools is a key factor in the success of schools including increasing teacher professionalism. As explained by Suhardi (2018: 32) In its function as a driver of the teacher, the principal must be able to move the teacher to constantly develop their abilities and improve their performance, because the teacher is the spearhead to create quality human beings. The teacher will work optimally if supported by several factors including the leadership of the principal.

Effect of Teacher's Social Competence on Teacher Professionalism

Based on the results of the path analysis test it can be seen the direct and indirect effects of academic supervision on teacher professionalism through teacher certification as follows.

Direct influence	= (0,484) (0,484)	= 0,2343 or 23,43%
Indirect influence	= (0,801) (0,650)	= 0,5207 or 52,07%
Total influence	= 0,7550 or 75,50%	

The effect of total academic supervision on teacher professionalism through teacher certification shows results of 75.50% at School of SMK PGRI in Tegal City. The effect is positive and significant.

Effects of Teacher Certification on Teacher Professionalism

The results of the analysis show that the effect of teacher certification on teacher professionalism is $(0.650) (0.650) = 0.4225$ or equal to 42.25%, at SMK PGRI in Tegal City. The effect is positive and significant by obtaining t count of 12.401 which is greater than table t = 1.645 or the result of Sig 0,000 < from alpha ($\alpha = 0.05$).

From the results above, the teachers at School of SMK PGRI in Tegal City are advised to improve teacher social competencies and improve teacher professionalism through teacher certification so that teacher professionalism is very likely to be owned by the teacher concerned. This is in line with the research (Kartowarigan, 2011), which is based on the assessment of principals, personality and social competencies of teachers who have passed certification and have received excellent professional goals. So that the influence of socialization and certification skills possessed by a teacher can influence the level of teacher professionalism. The current teacher problem is the lack of professionalism at all levels of both elementary, middle and high school. In addition, a low level of income and little appreciation received by the teacher results in a decrease in the performance and level of professionalism of the teacher. This statement is reinforced by research conducted by Saregar, A., Latifah, S., & Sari, M. (2016) who stated that reward and punishment for teachers has not been the focus of important attention by the Education Office, so that it impacts on the motivation and performance of teachers as professional educators and instructors. As stated by Lubis (2017) that school

teachers are expected to improve students' emotional intelligence. In addition, teachers are not only assigned to transfer or channel knowledge and skills to students, but also must be able to become leaders, educators, and mentors for all students.

CONCLUSION

Referring to the report of the research results related to the influence of the principal managerial competencies, the teacher's social competence and teacher certification on the professionalism of teachers at the SMK PGRI in Tegal City. Then conclusions can be taken as follows:

1. Based on the analysis of the principal managerial competency variables consisting of the School Plan, Organization, Leading and Managing/Hub influencing teacher certification at School of SMK PGRI Tegal City. The effect is positive and significant based on enhancement the value of total influence (38,76%) on effect of principal managerial competence on teacher professionalism.
2. Based on the analysis of teacher social competency variables consisting of Interaction with students, Interaction with Principals, Interaction with colleagues, Interaction with parents of students and Interaction with the community influences teacher certification in SMK PGRI Tegal City. The effect is positive and significant.
3. Based on the analysis of the principal managerial competency variables consisting of School Plans, Organizations, Leading and Managing/Hub influences the professionalism of teachers in SMK PGRI Tegal City. The effect is positive and significant.
4. Based on the analysis of teacher social competency variables consisting of Interaction with students, Interaction with Principals, Interaction with colleagues, Interaction with parents of students and interaction with the community influences the professionalism of teachers in SMK PGRI Tegal City. The effect is positive and significant.
5. Based on the analysis of teacher certification variables consisting of academic qualifications, education and training, the experience of teaching and planning and implementation of learning influences the professionalism of teachers in SMK PGRI Tegal City. The effect is positive and significant.

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research will continue to more in-depth studies of the teaching profession and management of education in Indonesia.

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