

The Influence of Education, Training, and Experience towards Teacher's Professionalism

by

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Abstract

This study aimed at determining whether there is an influence simultaneously on the level of education, training, and experience on the professionalism of teachers in Indralaya State Elementary School. This research uses quantitative methods. The study population was 20 people, teachers of Indralaya State Elementary School. Data collection techniques were using a questionnaire, requesting archives, and documentation. Data analysis was calculated using SPSS. The results of the study indicate that education can affect professional teachers. The higher the level of education, the more professional the level of teachers' professional competence. Training cannot be a guarantee for teacher professionals. The more frequent training can increase the experience of a teacher and add insight into both the social knowledge and personality of the teacher. Experience is not a guarantee for teacher's professional. The more experience the more lessons teacher can take. The more professional the teacher is, the better the quality of the teacher in teaching at school.

Keywords: Education, Training, Experience, Teacher's Professionalism

Introduction:

Education is very important for humans because it is one of the determinants quality of human resources. Factors that influence the quality of education include education staff, facilities and infrastructure, and costs. The education component that plays the most role is a professional educational staff. Professional education personnel need development through education, training, and teaching experience (Munirah, 2015; Andriani et al, 2018). This is consistent with the opinion of Sagala (2010: 14) which says that the teacher plays an important role in both planning and implementing the curriculum. It was further stated that the teacher is the planner, implementer, and curriculum developer for the class. The teacher as a professional educator has a very strategic role in improving the quality of education (Irmayani et al, 2018).

This is in line with the opinion of Imron (2011) which says that teachers need to be continuously supervised their professional abilities, because through continuous supervision they will update their professional abilities (Renata et al, 2018; Murtiningsih et al, 2019; Salwa et al, 2019; Khasanah et al, 2019). This is supported by the findings of Sahari (2015) which shows that education, training, and teaching experience have an important influence on teacher professionalism (Irmayani et al, 2018). In addition, simultaneously the three independent variables have an influence on teacher's professionalism as the dependent variable. The findings of Rakib, Rombe, and Yunus (2016) show that both partially and simultaneously, training and teaching experience have positive and important effects on teacher's professionalism. Based on Government Law No. 14 of 2005 concerning Teachers and Lecturers explained that the teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education through formal education, basic education, and secondary education. Professional educators are activities that require expertise, skills that meet quality standards and professional education (Apriana et al, 2019; Tobarri et al, 2018; Fitria et al, 2019; Kristiawan et al, 2019).

The principle of teacher's professionalism consists of nine personality characteristics 1) having talents, interests, vocations of the soul, and idealism; 2) have the quality and educational background in accordance with their field of work; 3) have the competencies needed in accordance with their area of work; 4) comply with the professional code of ethics; 5) has the rights and obligations in carrying out their duties; 6) get a fixed income in accordance with his work performance; 7) has the opportunity to develop his profession in a sustainable manner; 8) obtain legal protection in carrying out their professional duties; and 9) having a professional organization with a legal status.

In addition, a teacher must have academic qualifications, competencies, educator certificates, physically and mentally healthy, and the ability to meet academic qualifications obtained through higher education (bachelor or master) and diploma IV programs. Meanwhile, teacher's competencies include pedagogic, personality, social, and professional competencies obtained through professional education. Teachers who have competence in learning will become more meaningful (Wandasari et al, 2019; Lian et al, 2018). Facilities and infrastructure will be more optimally empowered and trigger experiences that shape students to be someone who is knowledgeable, responsible, and able to face challenges in the future. Teachers as educators are the most determining quality of education because in the hands of curriculum teachers are applied and developed (Kalu, Rede, & Mahpudz, 2016).

Teacher's competence is defined as a set of smart and responsible actions that a person has as a condition that is considered capable by the community in carrying out tasks that are appropriate to a particular job. Pedagogic competence is the mastery of teachers in how to teach effectively and manage the learning process (Agus, et al., 2016). If we consider carefully the duties and responsibilities of the teacher stated in the law, then it can be said the duties and responsibilities of the teacher are not that easy. Therefore, it is imperative for all teachers to always do so to improve themselves and their competencies, especially those related to teaching themselves. In general, competence can be defined as a set of knowledge, skills, attitudes, and values as performance influences one's role, actions, achievements and work (Yusnita, et al., 2018).

Professional teachers have the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education, formal education, basic education, and secondary education. In carrying out their duties, the teacher applies skills

that meet certain quality standards or norms obtained through professional education (Azahary, et al., 2018). Professional teachers are teachers who are able to manage themselves in carrying out their daily tasks. The professionalism referred to by them is a process that moves from ignorance to know, from immaturity to maturity (Fitriani, AR, & Usman, 2017).

Researchers carried out this research in SD Negeri 01 Indralaya, Ogan Ilir, South Sumatera. This school was chosen by the researcher because of several considerations. The school has adequate criteria for research: 1) the school has adequate facilities and infrastructure and can support research, 2) the primary school is an educational institution that has adequate teaching resources, 3) the school has adequate infrastructure that supports research, 4) the school has a support group to study, 5) the school has an accreditation C (Enough) so it is worthy of being examined.

If the elementary school teacher meets these requirements, the programs mentioned above can be achieved easily. However, in the observation of researchers in the implementation, several obstacles were found, including 1) there were teachers who did not have sufficient competence to teach, 2) the placement of teachers did not match their educational background or expertise; and 3) teacher's quality is still low and does not meet requirements, 4) high teacher workload. Based on the description above in an effort to improve the quality of education, especially elementary school education at SD Negeri 01 Indralaya Ogan Ilir, a problem related to the ability of teachers through education, training and teaching experience with teacher professionalism is detected, so it is very important to conduct research to test whether there is an effect of education, training and experience level on the teacher's professionalism of SD Negeri 01 Indralaya.

Methods:

The method used in this research was the quantitative correlational method. Quantitative research is research that does not focus on data depth, but can record as much data as possible from a large population. Although the research population is broad, it can be analyzed easily, both through statistical and computer formulas. In this study, researchers identified whether there was an influence of education, training and teaching experience on teacher professionalism at SD Negeri 01 Indralaya. The population taken here is elementary school teacher 01 Indralaya Ogan Ilir Regency. Determination of the number of samples using the Probability Sampling Technique. According to Arikunto (2009: 198) if subjects are less than 100, it is better to take all of them, then if the number of subjects is more than 100 can be taken 10% -15% or 20% -25% of the total population, then all 20 people are taken all. To obtain empirical data about the observed variables, this study uses an instrument in the form of a questionnaire. Data collection was carried out by questionnaire and documentation.

In compiling a research instrument in the form of a questionnaire, it is necessary to test the content validity. In addition to the content validity test, the questionnaire also needs to be tested for construct validity and reliability. For both tests, before the questionnaire sheet is given to the respondent, it needs to be tested on someone else (not the research respondent). A trial questionnaire sheet will be given to Primary School class teachers whose status is Civil Servants at SD Negeri 01 Indralaya Ogan Ilir. Test the construct validity and reliability in this study using a statistical data computer program, namely SPSS (Statistical Product and Service Solutions) version 23.0. The analysis prerequisite tests used in this study are the Normality Test, Linearity Test, Multicollinearity Test and Heteroscedasticity Test.

Results and Discussion:

Distribution of the number of respondents to teachers in SD Negeri 01 Indralaya totaling 20 teachers. Distribution of Respondents by Education Level.

Table 1. Distribution of Respondents by Education Level

No	Level of Education	Amount	Category	Percentage (%)
1	SPG	2	Enough	10
2	D3	1	Low	5
3	S1	17	Highest	85
4	S2	0	Low	0
	Total	20		100

Based on Table 1 shows that the educational qualifications of SPG graduates were 2 people (10%), D3 graduates were 1 person (5%), S1 graduates were 17 people (85%), and there was no S2. So the qualifications of teacher education in SD Negeri 01 Indralaya most of the graduates are 17 people (85%). This is supported by the findings of Ninlawati (2015) which shows that education is one of the most important social activities in human life. The teacher plays an important role in supporting and motivating students in learning. A teacher must always improve themselves into professional competencies. According to Putri an Imaniyati (2017) good quality of education is influenced by the performance of teachers in carrying out their duties in order to improve the quality of education of the teacher's professional competence. Distribution of respondents by training frequency as below.

Table 2 Distribution of Respondents by Training Frequency

No	Frequency	Amount	Category	Percentage (%)
1	1-7	5	High	25
2	8-14	8	Highest	40
3	15-21	4	High	20
4	22-28	3	Enough	15
	Total	20		100

Based on Table 2 shows that respondents who have attended 1-7 times as many as 5 people (25%), 8-14 times as many as 8 people (40%), 15-21 times as many as 4 people (20%), and 22-28 times as many as 3 people (15%). So most of the teachers at SD Negeri 01 Indralaya have attended 8-14 times training as many as 8 people (40%). This is supported by the theory of Yuniarti and Lingga (2019) stating that training is a learning process that involves the acquisition of skills, concepts, regulations, or attitudes to improve the performance of the teacher workforce to become professional. According to Rusdi (2017) training is coaching skills, skills, dexterity in the implementation of tasks. Training concerns the learning process to acquire and improve skills outside the applicable education system in a relatively short time with methods that prioritize practice rather than theory. Conceptually the training is intended to improve the work skills or

abilities of a person or group of people. Distribution of respondents by years of service (teaching experience) as below.

Table 3. Distribution by Work Period (Experience)

No	Teaching Experience	Amount	Category	Percentage (%)
1	1-9	5	High	25
2	10-18	3	Enough	15
3	19-27	2	Enough	10
4	28-36	10	Highest	50
	Total	20		100

Based on Table 3 shows that respondents who have worked between 1-9 years are 5 people (25%), 10-18 years are 3 people (15%), 19-27 years are 2 people (10%), and 28-36 10 years (50%). So most of the teachers at SD Negeri 01 Indralaya have a working period of 28-36 years, namely 10 people (50%). This is supported by Prayitno (2019) work experience as one of the factors supporting the implementation of teaching and learning activities. Work experience possessed by a teacher determines the achievement of learning outcomes to be achieved by students. The goals to be achieved by the school can be achieved. The teacher's work experience itself is the teacher's working period in carrying out his duties as an educator in certain education units in accordance with the assignment letter from the authorized institution.

To conduct regression analysis and hypothesis testing, testing of the analysis requirements of the teacher professionalism (Y), education (X1), training (X2), and teaching experience (X3) variables are first tested. The analysis requirements referred to in this study are requirements that must be met so that regression analysis and hypothesis testing can be carried out. In this study there are 5 analysis prerequisite tests that must be met before conducting multiple regression analysis. The results of the analysis prerequisite test will be explained as follows.

Normality test:

Normality test aims to determine whether the data is normally distributed or not. A good regression model has normal distribution data. The data normality test in this study used the SPSS version 23.0 program with the KolmogorovSmirnov method.

Linearity Test:

Linearity Test aims to determine whether the two variables to be performed regression analysis shows a linear relationship or not. The decision making method for the linearity test, if the significance at Linearity > 0.05, then the relationship between two variables is not linear, if the significance at Linearity < 0.05, then the relationship between the two variables is declared linear. The results of the linearity test in this study using SPSS version 23.0 Test for Linearity method can be seen in Table 4.5. Based on the significance value (Sig): from the above output, the value of Deviation from Linearity Sig. is 0.689 greater than 0.05. Then it can be concluded that there is a significant linear relationship between the educational variable with the professional variable. Based on the significance value (Sig): from the above output, the value of

Deviation from Linearity Sig. is 0.849 greater than 0.05. So it can be concluded that there is a significant linear relationship between the training variables with professional variables. Based on the significance value (Sig): from the above output, the value of Deviation from Linearity Sig. is 0.798 greater than the value of α 0.05. Then it can be concluded that there is a significant linear relationship between the experience variable with the professional variable.

Multicollinearity Test:

The multicollinearity test aims to see whether there is a high correlation between the independent variables in a multiple linear regression model. If there is a high correlation between the independent variable, then the relationship of the independent variable to the dependent variable is disturbed. A good regression model requires no multicollinearity problems. To detect the presence or absence of multicollinearity, this study uses a method by comparing the r^2 value with the 2R regression results. The results of multicollinearity test in this study using SPSS version 23.0 can be seen in Table 4.6. From table 4.6 above it can be seen that all independent variables have a VIF value <10 , it can be concluded that there is no multicollinearity.

Heteroscedasticity Test:

The Heteroscedasticity Test aims to see whether there is an unequal variance of the residuals in the regression model. Regression models that meet the requirements that there is a similarity in variance from one observation residual to another fixed observation or called homoscedasticity. For heteroscedasticity test, in this study using SPSS. The results of multicollinearity test in this study using SPSS version 23.0 can be seen in Table 4.7. Based on the above output, the significance value (Sig.) For the Education variable is known to be 1,000. Meanwhile, the significance value (Sig.) For the Training variable is 1,000. While the significance value (Sig.) For the Experience variable is 1,000. Based on the above data it can be concluded that the three variables above are greater than 0.05 then according to the basis of decision making in the glacier test it can be accepted.

Hypothesis Testing Results:

Based on the results of the partial test (t), the results of the hypothesis that we propose in this study are H_1 or the first hypothesis: there is an influence of education on teacher professionalism; H_2 or the second hypothesis: there is an effect of training on teacher professionalism; H_3 or the third hypothesis: there is an influence of experience on teacher professionalism; H_4 or fourth hypothesis: there is a professional influence on education only, while there is no effect on training and experience on teacher professionalism.

Based on the above table, it is known that the t value of the education variable is 0,990. Because the t value is $0.990 > \alpha$ value 0.05, it can be concluded that H_1 or the hypothesis is accepted. This means that there is an influence of education on teacher professionalism. While based on the value of t training count is -2.245. Because the t value is $-2.245 < \alpha$ value of 0.05, it can be concluded that H_2 or the second hypothesis is rejected. This means that there is no influence of training with teacher professionals. The results of the t value of experience count is -141. Because the value of t $-141 < \alpha$ value of 0.05, it can be concluded that H_3 or the third hypothesis is rejected. This means that there is no influence of experience on teacher

professionalism. While based on H4 or the hypothesis of the professional t-test results is equal to 42,624, it can be concluded that there is an influence on professionals with education.

Conclusion:

Based on the discussion and research theory foundation that has been presented in the previous chapter, in this chapter several conclusions: there is an influence of education on the professional teaching of SD Negeri 01 Indralaya; there is no influence of training with professional teachers at SD Negeri 01 Indralaya; there is no influence of experience on teacher professional SD Negeri 01 Indralaya; and there is an influence on professionals with education.

Acknowledgment:

We would like to express our special thanks and gratitude to Rector Universitas PGRI Palembang and Universitas Bengkulu, Director of Graduate Program Universitas PGRI Palembang who gave us the support to do this wonderful project. This project was funded independent. Secondly, we would also like to thank our friends in Management of Education who helped us a lot in finalizing this project within the limited time frame.

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