

Teachers' Competence: Are Educational Background and Training Had Significant Effect?

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ABSTRACT

The purpose of this study is to examine the theories related to the competence of teachers, the educational background and training (Thompson and Zamboanga, 2004; Caccia et al, 1996; and Brocato; 2003) wherein the theory states that educational background and training involvement had positive relation with teachers competence. This study is explanatory research which aims to explain the relationship between variables, educational background, involvement in training and teacher competency. This research was conducted on economic teachers at Senior High School in Malang, with 35 sample. The data analysis used regression. The finding in this study indicate there are no significant evidence that educational background and training had influence to the competence of teachers. This study failed to prove that there was a positive correlation between educational background, training involvement and teachers competence.

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1. INTRODUCTION

There are so many teacher's competence studies have been conducted. There is correlation between competence and performance (Zaim et al, 2003; Ismail, R & Abidin, SZ, 2010; Arifin, 2015; Osei, AJ, 2015). Competence refers to the underlying characteristics of behaviors that describe the motives, personal characteristics (characteristics), self-concepts, values, knowledge or skills that is owned by a person who performs well (Spencer & Spencer, 1993).

There are many factors that influence teachers' competence (Djamarah, 2008), such as educational background (Thompson & Zamboanga, 2004; Schwartz et al, 2007), participation in training or seminar or workshop (Kilburg, 2000; Kampa- Kokesch & Anderson, 2001; Brocato, 2003; Quick & Macik-Frey, 2004; Paul F. Caccia et al, 1996).

From the studies in Indonesia, the research conducted by Naidah and Yanti (2017) on employees at the PT Pelabuhan Indonesia IV (Persero) Makassar office using simple linear regression analysis concluded that the regression equation obtained is $Y = 0.312 + 1.086 X$. Meanwhile, the results of the t test showed that t count = 8,218 with a significance value of $0.000 < 0.05$ then H_0 was rejected and H_1 was accepted, which means that there was a significant effect of training on employee performance.

There is a significant influence of each professional competence (pedagogic, personal, professional, and social) on teacher performance. Pedagogic competence is part of efforts to support the realization of sustainable education. Three important dimensions that must be integrated with each other to realize a sustainable school are the social, economic and environmental dimensions. However, in research (Gunansyah et al., 2021) the concepts applied in education in schools are still separate between environmental, social and economic aspects. The dominant factor that affects teacher performance is social competence (Taniredja & Abduh, 2016). In another finding, it is said that personality competence is very influential on teacher performance (Wardoyo, 2015). In terms of professional competence, it is found that the problem of communicative competence is considered the theme of the problem of professional competence. So the use of information and communication is very important in effective communication (Syamsinar & Jabu, 2016).

Based on our preliminary study which was conducted at Senior High School in Malang, we found something interesting. We found only few teachers who had enthusiasm to go to post graduate program, or getting involved with training or seminar or workshop. Something we found that interesting are the reasons of teacher who got post graduate and getting involved to the training or seminar, to obtain legitimacy on paper, for promotion / career, not for increasing the competence they had. These make us interested to examine whether educational background and training have a significant effect on teachers' competence?. This research was strongly recommended since the previous research found the correlation between educational background and training with teacher's performance.

Educational background is one of the benchmarks that a person can be said to be professional or not, the higher a person's educational background, it is expected that the higher the level of professionalism in the quality of education, because educational background determines a person's personality, including in this case mindset. and insight, these factors will greatly affect the teaching professionalism of a teacher. The quality of teacher education is very decisive in preparing reliable human resources (Siti, 2018).

Other definition stated that one of the common understandings about educational background is the level of education that has been followed by a person. If someone is asked to fill in the educational background in the curriculum vitae form, it will almost certainly be filled with the level of formal education that has been followed since Kindergarten to the highest education. Furthermore, for formal education will be filled with courses that have been followed. This understanding is certainly not wrong. A number of digital literatures define educational background as more related to education level (Shubchan and Rossa, 2021).

In another context, the background educational background can also be understood as the experience of someone who has obtained from a learning program. The experience can be (a) knowledge, or relating to cognition, (b) attitude, and (c) behavior certain. Different cognitions put forward Krech, Crutchfield and Ballachey lead to ways of learning and think differently. Therefore It can be stated that the background Different education will cause the development of knowledge it's different where the development knowledge occurs according to learning experiences that have been obtained (Krech et al., 1983).

Training is a unified word that contains a meaning. To provide a theoretical overview of education and training, Sastrohadiwiryo (2002:200) suggested that training is a part of education that involves the learning process to acquire and improve skills outside the education system that applies in a relatively short time and with methods that prioritize practice rather than theory.

Carter V. Good (1959) stated that education contains the meaning as a : a) The process of developing one's skills in the form of attitudes and behaviors that apply in society, b) A social process in which a person is influenced by a guided environment so that he can achieve social skills and develop his personality. This understanding emphasizes that education is a process of developing one's skills which is influenced by the environment. While Hamalik (2001:10), explained that training is a process that includes a series of actions (efforts) that are carried out intentionally in the form of providing assistance to the workforce carried out by training professionals in a unit of time which aims to improve

the work ability of participants in the field of work". in order to increase the effectiveness and productivity in an organization.

According to Notoatmodjo (2009:9) that employee training is a human resource development activity to increase the total number of employees beyond the ability in the field of work or position held at this time. Employee Training is a training aimed at employees in relation to improving the ability of the current employee's job. According to Notoatmodjo (2009:9) that: employee training is a human resource development activity to increase the total number of employees beyond the ability in the field of work or position held at this time. Employee Training is a training aimed at employees in relation to improving the ability of current employees to work.

The Law of the Republic of Indonesia (UU-RI) Number 14 of 2005 concerning Teachers and Lecturers regarding the general provisions of Article 1 states that what is meant by: "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. (Verse 1). "Professional is a job or activity carried out by a person and becomes a source of income for life that requires expertise, proficiency, or skills that meet certain quality standards or norms and requires professional education." (Verse 4). Competence is a set of knowledge, skills and behaviors that must be possessed, internalized, and mastered by teachers or lecturers in carrying out professional duties."

Usman (2000) explained that teacher competence is the ability of a teacher to carry out obligations responsibly and appropriately. Meanwhile, McAshan (1981) in Mulyasa (2002) teacher competence is a knowledge, skills, and abilities or abilities that a person achieves, which becomes part of his or her being to the extent he or she can satisfactorily perform particular cognitive, affective, and psychomotor behaviors". Competence is defined as knowledge, skills and abilities that are controlled by someone who has become a part of him, so that he can perform certain behaviors, cognitive, affective and psychomotor as well as possible.

Competence is a set of knowledge, skills and behaviors that must be possessed, internalized, and mastered by a teacher or lecturer in carrying out professional duties. Teacher is a position or profession that requires special skills as a teacher. This work cannot be done by people who do not have the expertise to carry out activities or work as teachers. To become a teacher, special conditions are needed, especially as a professional teacher must master the ins and outs of education with various other sciences that need to be fostered and developed through a certain period of education or pre-service education (Usman, 2000:5).

There are four teacher competencies that must be possessed, including pedagogic competence, personality competence, social competence, and professional competence (Permendikbud No. 16 of 2007 concerning Teacher Competence, 2007). The results of Rosni's research (2021) show that teachers have applied pedagogic competence, personality competence, social competence, and professional competence in classroom learning but still need to be improved. This is indicated by the competency data for compiling the syllabus and lesson plans in the good category, but the competency in implementing it in learning is still in the poor category. It is suggested that teachers can improve their competence in classroom learning by participating in various competency development trainings.

2. METHODS

This study was explanatory research which was designed to explain the relationship between variables, educational background, involvement in training as independent variables and teacher competency as dependent variable. This research was conducted on economic teachers at Senior High Schools in Malang with 35 teachers as sample who taken by random sampling. Data were analyzed using multiple regression. The research instrument using four-point Likert-type questionnaire to assess teachers' competence, educational background and training.

Teachers' competence: focus on the pedagogical competence including the ability to manage the learning of learners that includes the understanding of the learners, the design and implementation of

learning, evaluation of learning outcomes, and the development of learners to actualize various potentials they have (Teachers and Lecturers Law No. 14 of 2005). Educational background: viewed from the background level of education of teachers and also the suitability between the knowledge they had and the subject that they teach, in this case is economics subject. Involvement in training, it will be viewed from any involvement or participation in the trainings that had relevance with economics subject on one last year.

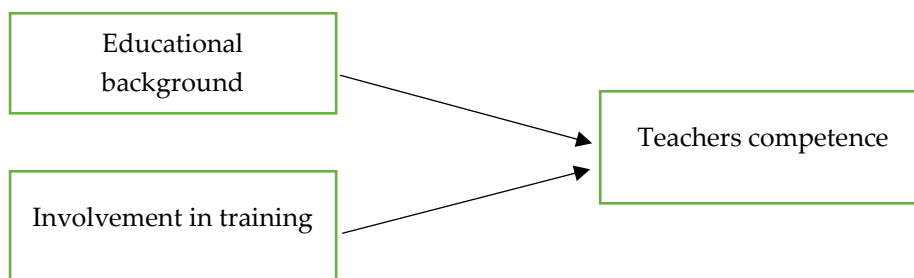


Figure 1. Research Design

3. FINDINGS AND DISCUSSION

3.1 Findings

Educational Background and Involvement in Training

The result of descriptive analysis shows that of 35 economic teachers who are the subject of this study, viewed from the educational background, 33 (95%) people are undergraduate (S1) and 2 (5%) masters (S2), with 34 (97%) people had economics background, these mean matching with the subject (economics subject), and 1 (3%) person from others background (accounting).

Viewed from the training that has been followed in the last year, either seminars or workshops that are relevant, only 19 persons (55%) had involved to the seminar or workshop. It can be seen in the following figure.

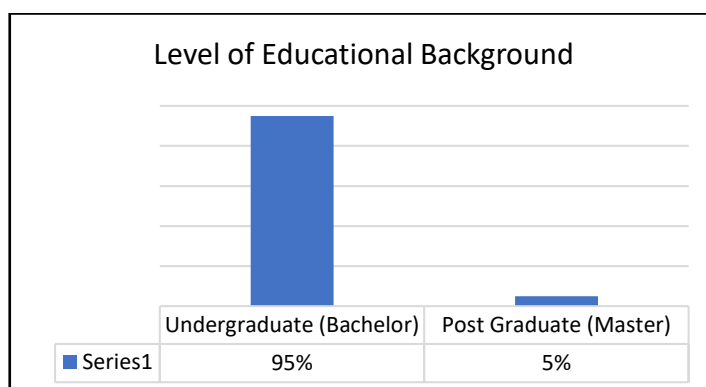


Fig. 1 Level of Educational Background

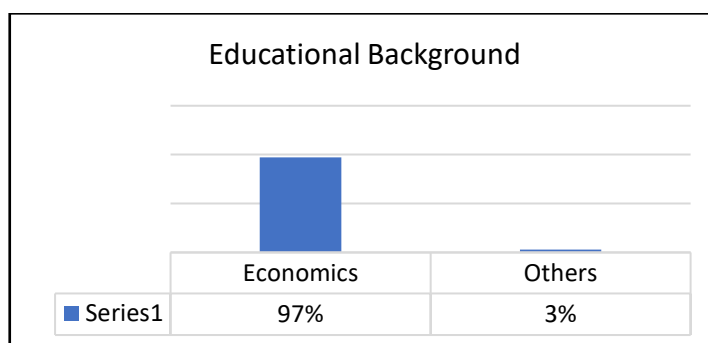


Fig. 2 Educational Background

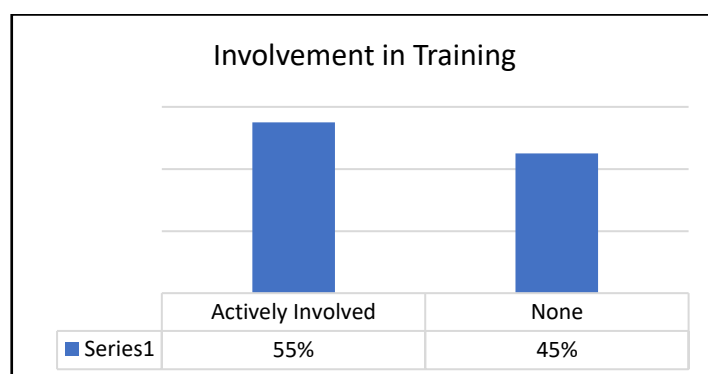


Fig. 3 Involvement in Training

Teachers' Competence

The result of descriptive data analysis shows that 15 (40%) had very low competence, 13 (37%) had low competence, 6 (17%) had high competence and only 2 (6%) had very high competence. It can be seen in the following figure.

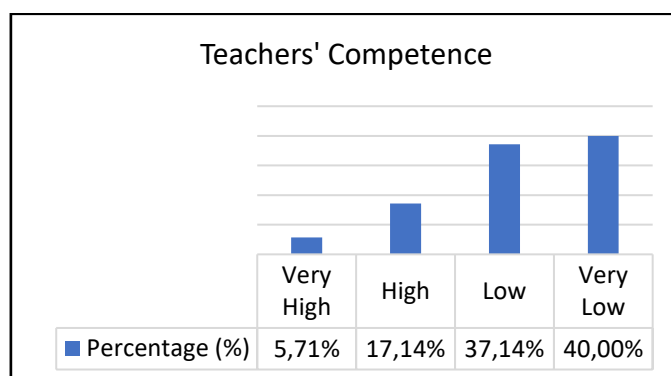


Fig. 4 Teachers' Competence

Educational Background and Involvement in Training toward Teachers' Competence

The results of data analysis using multiple regression with IBM SPSS 23 showed that the educational background has a coefficient 0.936 (with α 0.128), involvement in training has a coefficient 1.046 (with α 0.162). These mean there are no significant evidence of the effect of educational background and involvement in training toward teachers' competence.

Table 1. Output of Regression

		Coefficients ^a			
		Unstandardized	Standardize		
		Coefficients	d		
		B	Std. Error	Beta	t
Model					Sig.
1	(Constant)	1.924	19.874		.097
	Educational Background	.936	.600	.298	1.562
	Involvement in Training	1.046	.730	.273	1.432

a. Dependent Variable: Teachers' Competence
Article I.

3.2 Discussion

The findings showed that there were no significance evidence found in this study. This was contrary to the previous findings that educational background and involvement in training had correlation with the performance (Thompson & Zamboanga, 2004; Schwartz et al, 2007; Kilburg, 2000; Kampa- Kokesch & Anderson, 2001; Brocato, 2003; Quick & Macik-Frey, 2004; Paul F. Caccia et al, 1996).

These findings absolutely surprising us. So, we were looking for the answer by conducting interviews with our respondents. We found the majority of the respondents had appropriate background to the teaching subject (bachelors of economics), but most of them graduated in the late 1980's and early 1990's. We also found many of them had no interest to go to post graduate. They said the post-graduate only for those who are interested to be headmaster. Therefore, they have no significant update to the latest growth of science.

The findings also showed us only 55% of our respondents involving to the seminar or workshop. But, the results of the interview found that their motivation only to collect the certificate, instead to get new update information and new knowledges of the science. Furthermore, they also engage to the irrelevant seminar.

These were perhaps consider as the answers to the findings of this study contrary to the previous findings or theory. But, we suggest that our findings should be examined further to see in other school or institution..

4. CONCLUSION

This study failed to prove that educational background and involvement in training have an effect on teachers' competence. We also suggest to the further study to examine our findings using qualitative approach so that can be confirmed or rejected..

The recommendation of further research should be the analysis of other factors that can influence the teacher's competence. Some of them like teacher's competence, leadership, reward and compensation.

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