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THE EFFECT OF SELF DEVELOPMENT, TEACHING EXPERIENCE, TEACHERS CERTIFICATION, INFRASTRUCTURE AND FACILITIES ON CLASS TEACHER'S PROFESSIONALISM AT MIN JEMBER

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Abstract

This research aims to determine the Influence of Self-Development Training, Teaching Experience, Teacher Certification, and Infrastructure Facilities on Teacher Professionalism in State Elementary Islamic Schools (MIN) throughout Jember Regency. This research employs a quantitative approach. The population in this study comprises all teachers in MIN throughout Jember Regency, totaling 58 teachers, while the sample consists of 58 individuals. Data were collected through questionnaires distributed over a period of 3 months. Subsequently, the data were analyzed using multiple regression. The research findings indicate that self-development training and teaching experience have a positive influence on teacher professionalism. Meanwhile, teacher certification and infrastructure facilities do not have a significant effect on the level of professionalism among teachers in MIN throughout Jember Regency.

Keywords: self-development training, teaching experience, teacher certification, infrastructure facilities, professionalism of teachers.

INTRODUCTION

Class Teacher at the State Islamic Elementary School (MIN) is a keyholder that will define the success of goals achievement in the learning outcome. It is necessary to select a suitable learning strategy for the students to optimize the learning goals achievement.

Learning is essentially a complex activity since many aspects are interrelated. Various components are related to each other. Among the several learning components, learning model (strategy and method) has the most strategic position and role that further becomes a factor that determine the quality of learning process and outcome (Arikunto, 1995).

The other essential components that also affect the education success in Indonesia are teaching experience, education training that they have joined before, school facilities and infrastructure, and human resource. Further, the growth of this attractiveness will be able to affect/improve the quality of the learners' motivation and passion during the learning process. Along with the increasing quality of the learners' motivation and passion during the learning

process, it is expected that the learning outcome will also increase. Until now, the education sector in Indonesia is still facing various problems related to its low quality.

The low-quality education can be indicated by the inadequate understanding and consolidation towards the concepts of a certain material. Eventually, this will affect the education goals achievement. According to the survey conducted by Political and Economic Risk Consultant (PERC), Indonesia's education quality belongs to the 12th place of 12 Asia countries (Rosyada, D, 2004).

A teacher or educator is a professional that plans and conducts a learning process, evaluates the learning outcome, conducts consultation and training, as well as conducts a research and community service. The Republic of Indonesia owns a vision to educate the life of the nation which is written on the Opening of the 1945 Constitution. The Law of National Education System Number 20 of 2003 also states that National Education is aimed to develop the learners' potential to be human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens in order to educate the life of the nation (Mulyasa 2011 : 7).

There are 6 MINs within the Ministry of Religious Affairs Office of Jember Regency. Class teacher takes an important role in determining the goals of each MIN since class teacher becomes the main driving force to achieve it. Beside the class teachers, there are also teachers in these three subjects; Physical Education, English Language, and Arabic Language. Meanwhile, the other subjects are taught by the class teacher.

Based on the Employee Performance Goals (SKP) of the Office Head of Ministry of Religious Affairs of Jember Regency and the Head of Islamic School Education Section, there are still several goals in the MIN within the Ministry of Religious Affairs Office of Jember Regency that have not yet been achieved such as:

1. The number of students has not yet met the target made by each MIN; The number of students targeted by each MIN are approximately 90%, the ideal number of students in one class are 28, meanwhile, there are still several classes at MIN that have less students than the ideal number, and only MIN 3 Jember that received an overloaded number of students that they had to decline some new applicants.

2. The number of MIN's graduates that are accepted in the State Islamic Junior Highschool (MTsN) or Excellent Junior Highschool (SMPN Unggulan) have not yet met the target; There are only 70% graduates that accepted in MTsN or SMPN from the 90% target.

Class Teacher Professionalism

Professionalism can be defined as a skill and ability of an individual to perform task in their respective field and level. Professionalism involves compatibility of the ability owned by the bureaucracy and the task requirement as required to be a professional apparatus.

It means, the apparatus' skill and ability reflect the direction and goals that are going to be achieved by an organization (Kurniawan, 2005:74). The Law of The Republic of Indonesia Number 14 of 2005 concerning Teacher and Lecturer as mentioned in Chapter 1 Article 1 stated that a professional is an occupation or activity conducted by an individual and

become the source of income that requires expertise, skill, or capability that meet a certain standard or norms, as well as a professional education.

There are four characteristics that supposed to represent the professionalism: (1) a highly valued skill based on the theoretical and systematic knowledge, (2) the provision of altruistic service that is oriented to the public interest above personal interest, (3) strict supervision on the worker's behaviour through internalizing the code of ethics in the process of professional socialization, and (4) a remuneration system (in the form of money, promotion, and honour) that represents a work achievement (Harefa, 2004).

From the statements above, it can be concluded that teacher's professionalism is the teacher's commitment to improve their professional skills and continuously develop the strategies in doing their tasks. It means, teacher's professionalism is a teacher that could execute their task professionally.

Next, Hamalik (2008) proposed an additional knowledge regarding employee or worker professionalism. He stated that, essentially, a worker involves several aspects such as:

a.. Potential Aspect; that each worker has dynamic hereditary potentials that can be developed. Those potentials are: memorizing ability, thinking ability, talent and interest, motivation, and other potentials.

b.. Professionalism or Vocational Aspect; that each worker has an ability and work skill or integrity which they could use to dedicate themselves in a certain field and create a good and optimum result.

c.. Functional Aspect; that each worker executes their task appropriately based on their designated job and function in their respective field. For example, someone that is skilled in electronic field should work as an electrician rather than being a carpenter or construction worker.

d.. Operational Aspect; that each worker could utilize their ability and skill in the process and procedure for implementing the work they are engaged in.

e.. Personal Aspect; that each worker shall own a personality that supports their work, such as independent and tough, responsible, persistent and diligent, devoted to their work, disciplined, and highly devoted.

f.. Productivity Aspect; that each worker shall own a motive to have an achievement, make an effort to succeed, and present their best at work either in terms of quantity or quality.

Self-Development

Chayyi Fanani (2003) stated that self-potential development is developing any potentials within an individual in order to improve the thinking and working potentials as well as to improve the intellectual capacity obtained through various activities. According to Marmawi (2009), self-development is a process of improving skills or potentials, personality, and social-emotional of an individual so that it will continue to grow. Tarmudji (1997) said that self-potential development means developing the talent that someone already had, realizing the dreams, improving the confidence, being strong in facing trials, and maintaining a good relationship with others. This could be reached through learning from the experience,

receiving feedback from other people, practicing awareness on an individual self or others, studying the conscience, and believing the wholehearted effort.

Based on the Law Number 5 of 2014 concerning Civil Servant (ASN), self-development is the realization of self-actualization. It is a process to realize the best version of an individual self that is in line with their potential and ability. Each individual has a power coming from their own self. However, many people perceive themselves as someone who does not have any ability, is useless and incapable in achieving self-actualization for their organization/work unit.

Each worker shall have 3 (three) basic confidences for their self-development; they are willing to change, they have to change, and they could change for the development and productivity of their work unit. However, many people perceive themselves as someone who does not have any ability, is useless and incapable in achieving self-actualization. Training is aimed to help in improving employee's ability in executing the current task, while self-development is oriented to improve the employee's work productivity in the future. However, those differences do not necessarily to be highlighted since those two understandings are commonly used simultaneously.

Training is a process to teach an expertise and provide knowledge to gain and improve the skill related to their work so that they can execute their task based on the standard. The common objectives of training according to Moekijat as quated by Vicklund (2009) are: (a) to develop the skill, so that the task will be finished more quickly and effectively. (b) to develop the knowledge, that the task can be finished rationally. (c) to develop the attitude, that they could cooperate with their peers and the leaders.

Teaching Experience

Teaching experience is a factor that determines the success of an education. In this case, teaching experience is the working period as Class Teacher. The working period duration will provide different experience among teachers. Longer period means more experience gained, that the senior teacher will be different from the junior one. A teacher's seniority is measured by the working period as a teacher after more than five years. A teacher that has a relatively longer teaching experience will have a higher ability and more work achievement as a teacher. This comes naturally since a teacher will experience a learning process while carrying out the task as a class teacher.

Teacher Certification

Certification is a process of awarding the educator certificate for teachers and lecturers. An educator certificate is a formal proof as an acknowledgement awarded to the teachers and lecturers as professional workers (UU RI No 14 of 2005 in Depdiknas, 2004). Based on the description above, it can be concluded that teacher certification is a process of giving acknowledgement that someone has the competency to provide educational services in a certain educational institution after passing the competency test conducted by the certification body. In other words, teacher certification is a process of competency test designed to show an individual competence as the fundamental of educator certification awarding (UU RI No 14 of 2005 in Depdiknas, 2004). Certification is a process of awarding the educator certificate for teachers. Certification for the in-service teacher is conducted by

the Educational Institution for Educational Staff (LPTK) that has been accredited and appointed by the government. Certification process for the in-service teacher, based on the Minister of National Education Regulation No 18 of 2007, is in the form of portfolio (Samani, 2007).

Teacher certification is a strategic policy since it is aimed to improve teacher's quality, make sure that they are competent, and raise their degree and dignity that the will be acknowledged well and to improve the education quality in Indonesia (Sanaky, 2004). According to Mulyasa (2007), teacher certification is a process of competency test for teacher candidates or general teachers to obtain an acknowledgement and or improve their competency in their desired field. A representative for fulfilling the competency standard that has been defined in the teacher certification is the educator competency certificate. This certificate is an acknowledgement of the teacher candidate or the in-service teacher's competence that pass the standard to serve as teacher in a certain education type and level. In other words, teacher certification is a necessary fulfilment to improve the professional competency. Thus, certification process is an essential part as an effort to obtain certificate of competence based on the designated standard. National Commission on Education Services (NCES) provides a more general understanding regarding teacher certification. Teacher certification is a procedure to decide whether a teacher is eligible for being awarded by a permit or authority to teach. It is quite necessary since the graduates of either the public or private educational institution are varied (NCES in Mulyasa, 2007).

In its implementation, teacher certification is consisted of 2 (two) types (Dasuki et al, 2008), such as:

1.. Certification for the pre-service teacher is conducted through professional education at LPTK that has been accredited and appointed by the government and competency test at the end.

2.. Certification for the in-service training is conducted based on the Minister of National Education Regulation Number 18 of 2007, in the form of portfolio (Samani, 2007).

According to the Law of the Republic of Indonesia Number 14 of 2005 concerning Teacher and Lecturer Chapter IV Article 8 and 13 (in Komara, 2007) that the teacher certification will examine several aspects such as academic qualification, competence, physical and mental health, and ability to realize the national education goals. McAshan (in Komara, 2007) stated that competency is a set of knowledge, skill, and ability or capability owned by an individual as the part of themselves that colours their cognitive, affective, and psychomotor behaviour.

METHODS

This research used quantitative approach. The research duration was from November 2023 until January 2024, located at 6 Islamic Elementary Schools (MIN) in Jember Regency.

It is a total sampling research where the whole population was taken as sample. The population was the class teachers at MIN in Jember Regency. There were 58 teachers that have teacher certification. The method used in this research was Saturated Sampling.

The data was collected through questionnaire that contained a number of written questions to obtain information from the respondents concerning self-development training and education, teaching experience, teacher certification, infrastructure and facilities, and class teacher professionalism.

Meanwhile, the instrument in this researched was formulated through several steps: (1) formulating research variable; (2) formulating research variable indicator; (3) formulating instrument grid; (4) testing the instrument; and (5) testing the instrument validity and reliability.

Data Analysis Technique

An analysis requirement test in the form of data normality test was taken before conducting data analysis. This is to test the data from each variable to find out whether the data was distributed normally or not.

Normality Test

It is to find out whether the data was distributed normally or not. The ideal regression model shall have normally distributed data. The data normality test in this research used the Kolmogorov Smirnov method in SPSS.

Multi-co-linearity Test

Multi-co-linearity test is the correlation value between independent variables equal to zero. A way to test the multi-co-linearity problem is by paying attention to the tolerance and variance inflation factor (VIF) values. Both values can show if there is any independent variable that is explained by the other independent variables. The reference value used to show multi-co-linearity is tolerance ≥ 0.10 or VIF value ≤ 10.

Heteroscedasticity Test

Heteroscedasticity Assumption test in a linear regression model is important to find out whether the residual value that comes out in the population regression function has the same variance or homoscedastic (Gujarati, 1997). Detecting heteroscedastic assumption deviation can be found out through the plotting graph of residual squared value. If the residual squared values form a systematic pattern, it can be concluded that heteroscedasticity has occurred. Besides, Glesjer test is also applicable. Glesjer test could be applied by regressing the residual absolute value μi from the regular smallest squared regression on variable X (Gujarati, 1997). The Glesjer hypotheses are as follows:

H0: There is no heteroscedasticity problem

H1: There is a heteroscedasticity problem

Hypothesis Testing

a.. Partial Test (t Test). Basically, t test shows how far an independent variable individually explains the dependent variable. If t count > t table, then H0 is rejected.

b.. Simultaneous Test (F Test). The F test showed whether the independent variables inputted in the model have simultaneous effect to the dependent variable. If F count > F table, then H0 is rejected.

RESULT AND DISCUSSION

Normality Test

It is to find out whether the data was distributed normally or not. The ideal regression model shall have normally distributed data. The data normality test in this research used the Kolmogorov Smirnov method in SPSS.

Table 1. Data Normality Test Result
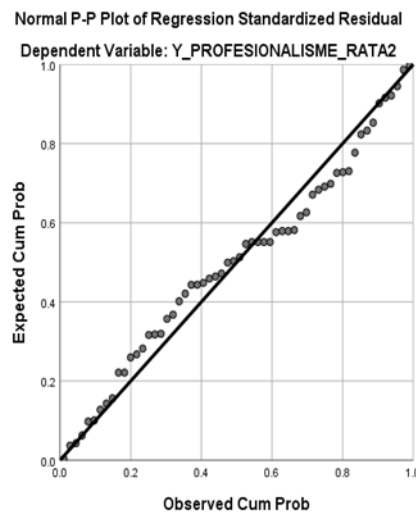
From the table above, it can be concluded that H0 was accepted and the distribution pattern was normal where the data distributed around its diagonal line or histogram graph. It means the regression model fulfilled the normality assumption.

Multi-co-linearity Test

This test is aimed to find out if there is any relation among the independent variables and if there is any multi-co-linearity occurred. This test can be conducted after fulfilling some requirement such as in the following table:

Table 2. Multi-co-linearity Test

Coefficientsa

| Model	Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	T	Sig.	Correlations Zero-order	Correlations Partial	Correlations Part	Collinearity Statistics Tolerance	Collinearity Statistics VIF
1 (Constant)	-.231	.313		-.740	.463					
X1_DIKLAT	.456	.090	.412	5.074	.000	.741	.572	.303	.540	1.851
X2_PM	.629	.091	.630	6.916	.000	.836	.689	.413	.430	2.325
X3_SG	-.080	.088	-.085	-.913	.366	.652	-.124	-.054	.414	2.415
X4_SARPRAS	.047	.065	.057	.726	.471	.609	.099	.043	.576	1.738

a.. The VIF (Variance Inflation Factor) coefficient; since the VIF coefficient of variable Education and Training (X1) was 1.851, variable Learning Experience (X2) was 2.325, variable Teaching Experience (X3) was 3.415, variable Infrastructure and Facilities (X4) was 1.738, and all of them were smaller than 10, multi-co-linearity did not occur.

b.. The Tolerance value; since the tolerance coefficient of variable (X1) was 0.540, variable (X2) was 0.430, variable (X3) was 0.414, variable (X4) was 0.576, and all of them were more than 0.10, multi-co-linearity did not occur.

Heteroscedasticity Test

This test was used to find out whether the confounding variables in the regression equation have the same variance or not. To find out whether heteroscedasticity occurred, pay attention to the pattern of the dots in the scatter plot below.

Table 3. Heteroscedasticity Test
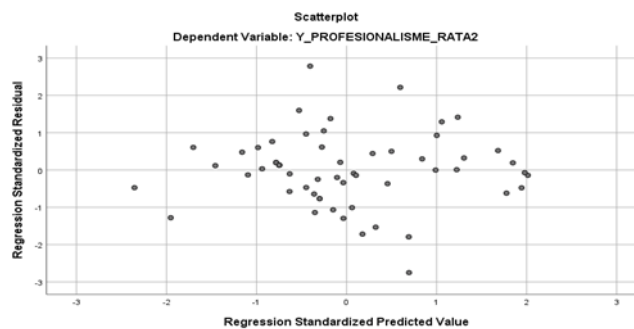
Since there was not any obvious pattern and the dots were scattered above and below the number 0 on the Y axis, it means heteroscedasticity did not occur.

Hypothesis Test

Hypotheses in this research were tested through multiple linear regression tests either simultaneously or partially. Here is the result of the hypothesis in details:

Partial Test (t Test)

The second hypothesis stated that variable Self Development Education and Training (X1), Learning Experience (X2), Teacher Certification (X3), Infrastructure and Facilities (X4) partially affected the Class Teacher Professionalism (Y). To check the validity, a partial test through t test was required where the t test was aimed to find out whether the independent variables partially had a significant effect on the dependent variable. The recap of the hypothesis test was shown in the table below:

Table 4. The Effect of Independent Variables on Dependent Variable

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.231	.313		-.740	.463
	X1_DIKLAT	.456	.090	.412	5.074	.000
	X2_PM	.629	.091	.630	6.916	.000
	X3_SG	-.080	.088	-.085	-.913	.366
	X4_SARPRAS	.047	.065	.057	.726	.471

a. Dependent Variable: Y_PROFESIONALISME

t tabel =TINV(0,05;53) = 2.00575

Self-development (X1) t count was 5.074 and the significance value was 0.000. Teaching Experience (X2) t count was 6.916 and the significance value was 0.000. Teacher Certification (X3) t count was -0.913 and the significance value was 0.366. Infrastructure and Facilities (X4) t count was 0.726 and the significance value was 0.471.

Here is the provision in deciding whether the hypothesis is accepted or rejected:

H0 is accepted if t count < t table (not influential)

Ha is accepted if t count > t table (influential)

1.. Variable X1: t count 5.074, t table 2.005 and sig. value < 0.05. t count > t table, it means self-development education and training had a significant effect on class teacher professionalism.

2.. Variable X2: t count 6.916, t table 2.005 and sig. value < 0.05. t count > t table, it means teaching experience had a significant effect on class teacher professionalism.

3.. Variable X3: t count -0.913, t table 2.005 and sig. value < 0.05. t count < t table, it means teacher certification did not have a significant effect on class teacher professionalism.

4.. Variable X4: t count 0.726, t table 2.005 and sig. value < 0.05. t count > t table, it means infrastructure and facilities had a significant effect on class teacher professionalism.

Simultaneous Test (F Test)

F test, known as simultaneous or Anova test, is aimed to see the influence of all independent variables on the dependent variable simultaneously.

Table 4. Anova

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.265	4	2.066	56.913	.000^b
	Residual	1.924	53	.036		
	Total	10.189	57			

a. Dependent Variable: Y_PROFESIONALISME

b. Predictors: (Constant), X4_SARPRAS, X1_DIKLAT, X2_PM, X3_SG

f hitung = 56.913

f tabel = 2.546

From the data above, there found that F count was bigger than the F table (56.913 > 2.546) and the significance value 0.000 < 0.05. it can be concluded that the independent variables; Self-Development Education and Training (X1), Teaching Experience (X2),

Teacher Certification (X3), and Infrastructure and Facilities (X4) simultaneously affected the dependent variable Class Teacher Professionalism (Y).

Dominant Variable Test

The most dominant variable can be seen in the table below:

Table 5. Dominant Variable

		X1_DIKLAT	X2_PM	X3_SG	X4_SARPRAS	Y_PROFESIONALISME
X1_DIKLAT	Pearson Correlation	1	.561**	.639**	.525**	.741**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	58	58	58	58	58
X2_PM	Pearson Correlation	.561**	1	.702**	.606**	.836**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	58	58	58	58	58
X3_SG	Pearson Correlation	.639**	.702**	1	.546**	.652**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	58	58	58	58	58
X4_SARPRAS	Pearson Correlation	.525**	.606**	.546**	1	.609**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	58	58	58	58	58
Y_PROFESIONALISME	Pearson Correlation	.741**	.836**	.652**	.609**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	58	58	58	58	58

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the value above, all variables had significant correlations with Class Teacher Professionalism since all variables' significance were smaller than 5%. Consequently, variable that has the highest correlation was X2 (83,6%), X1 (74,1%), X3 (65.2%), and X4 (60,9%).

From the data above, it was found that variable X2 (Teaching Experience) was the most dominant where it could explain the Y variation for 0,836 or 83,6%. In conclusion, the H3 hypothesis stated that "Teaching Experience had a dominant effect on Class Teacher Professionalism level" was accepted.

DISCUSSION

Based on the previous explanations, in this discussion part, I would like to elaborate the research analysis result and findings, either theoretically or practically, that has the correlation to this research. By using SPSS, the primary data of this research results were

processed and analyzed through multiple linear regression analysis. See explanation below to find out how far the independent variables affected the dependent variable.

1.. The Effect of Self-Development Education and Training on Class Teacher Professionalism

Based on the regression analysis, self-development education and training affected the class teacher professionalism. The result of data testing and analysis showed that self-development education and training affected the class teacher professionalism in the State Islamic Elementary School in Jember Regency. It means H1 was accepted. This can be caused by the aspects related to the self-development education and training that gave an impact to the class teacher professionalism. Those aspects were: content of the training, method, willingness to join the training, expertise and skill.

2.. The Effect of Teaching Experience on Class Teacher Professionalism

Based on the regression analysis, teaching experience affected the class teacher professionalism. The result of data testing and analysis showed that teaching experience affected the class teacher professionalism in the State Islamic Elementary School in Jember Regency. It means H2 was accepted. This can be caused by the aspects related to the teaching experience that gave an impact to the class teacher professionalism. Those aspects were: teacher's ability in planning the learning program, ability to identify the student's characteristics and interact with them, as well as the ability to manage the learning process.

3.. The Effect of Teacher Certification on Class Teacher Professionalism

Based on the regression analysis, teacher certification did not affect the class teacher professionalism. The result of data testing and analysis showed that teacher certification did not affect the class teacher professionalism in the State Islamic Elementary School in Jember Regency.

4.. The Effect of Infrastructure and Facilities on Class Teacher Professionalism

Based on the regression analysis, infrastructure and facilities affected the class teacher professionalism. The result of data testing and analysis showed that infrastructure and facilities affected the class teacher professionalism in the State Islamic Elementary School in Jember Regency. It means H4 was accepted. This can be caused by the aspects related to the infrastructure and facilities that gave an impact to the class teacher professionalism. Those aspects were: the availability of learning facilities in the form of modern technology, props, school library that provides complete set of supporting books, and a well-managed laboratory.

CONCLUSION AND SUGGESTION

Conclusion

This research aims to analyze the effect of self-development education and training, teaching experience, teacher certification, and infrastructure and facilities on class teacher professionalism in the Islamic Elementary School in Jember.

From the data analysis, it can be concluded that:

1.. Self-development training and teaching experience partially affected the class teacher professionalism in the Islamic Elementary School, while teacher certification and infrastructure did not have an effect on class teacher professionalism.

2.. Simultaneously, self-development training, teaching experience, teacher certification, and infrastructure had significant effect on Class Teacher in Jember Regency.

3.. Teaching experience is the most dominant variable that affected Class Teacher Professionalism.

Suggestions

Based on the conclusion above, here are several points that I could suggest:

1.. For the Islamic Education Section

It is expected that the Islamic Education Section conducts more self-development training to increase the class teacher's knowledge in managing the learning activity. The training shall not only include the theory, but also practical lesson, especially the innovative and creative learning model and methods.

2.. For Future Researcher

It is expected that the future researcher could study further concerning other variable that could affect the class teacher professionalism such as learning supervision and learning plan that could possibly increase the professionalism.

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