

Pedagogical, Personality, Social and Professional Competence in Correlation with Teachers' Performance (Correlational Study of Junior High School Teacher at SMPN 3 Purwokerto)

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Abstract

The purpose of this research was: (1) to determine the effects of each professionalism competence (pedagogical, personal, professional, and social competency) on the teachers' performance at SMP Negeri 3 Purwokerto Junior High School; (2) to determine the effects of overall professionalism competence (pedagogical, personal, professional, and social competency) on the teachers' performance at SMP Negeri 3 Purwokerto Junior High School; and (3) to determine the most significant factor of pedagogical, personal, professional, and social on teachers' performance at SMP Negeri 3 Purwokerto Junior High School. The subject of this study was all teachers of SMP Negeri 3 Purwokerto Junior High School consisting of 39 teachers. A questionnaire was used to collect the data and diagram track/path diagram was used to analyze the data. The results of the study showed that there were significant effects of the pedagogical, personal, professional and social on teachers' performance at SMP Negeri 3 Purwokerto Junior High School; and among all competences, the dominant factor in the teachers' performance at SMP Negeri 3 Purwokerto Junior High School was the social competence.

Keywords: Pedagogical, personal, professional, social, teachers, performance.

1. Introduction

The quality of education is indicated by the quality of teachers. Ideally, teachers should have a good pedagogical competence as well as show their good personalities and social competence. Good pedagogical competence can be examined from the teaching and learning process conducted by the teachers. Teaching and learning process should be suitable with the students' condition and facilitated by an innovative teaching method.

In order to carry out their duties properly, teachers should also have a good, stable, and mature personality (Mulyasa, 2007). Teachers should have a good role and involvement in their surrounding by actively joining the social organization. In addition, teacher should also be able to make decisions related to their professional work.

The ideal conditions, however, are still far from the fact found out in schools in Indonesia. Less than 50% of teachers in Indonesia were evidenced to have the appropriate quality of National Education Standards. Human Development Index (HDI) also indicated the low quality of the Indonesian teachers. Moreover, the phenomenon of the criminality conducted by teachers has been the spotlight. The Directorate General of Education Quality Improvement and

Education Personnel, Fasli Jalal, said that some teachers obtained zero score for the assessment on their respective subject matter. This fact can be examined from a competency test carried out in 2004. Result showed that the teachers' competence on the subject matter was less than 50% of total competence. Teachers of PPKn, History, Indonesian, English, Mathematics, Physics, Chemistry, Economics, Sociology, Geography, and Art Education only obtained scores approximately 20 with a range between 13 to 23 out of 40 questions. It means that the average score was 30 to 23 from 46 with the highest score of 100 (Tempo Interactive, 5th January 2006, in the teachers certification committee, Rayon 12 LP3 Unnes Semarang).

Based on the background, this study was conducted to determine the effect of pedagogical, personal, professional, and social on the teacher performance at SMP Negeri 3 Purwokerto Junior High School as well as to determine the most influential variable in the pedagogical, personal, professional, and social on teacher performance at SMP Negeri 3 Purwokerto Junior High School.

2. Research Methods

2.1 Research Method, Location, and Population

The correlational study was designed to conduct this research at SMP Negeri 3 Purwokerto Junior High School in the academic year of 2015/2016. The subject of this study was the entire teachers of SMP Negeri 3 Purwokerto which consisted of 39 educators.

2.2 Instrument Development

a. Validity

To test the validity of the research instrument, a product moment correlation or Pearson method was applied, with the formula as follows:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

b. Reliability

To measure the constancy of the research instrument in measuring the data, Formula Alpha can be applied (Sudjana, 2001). The alpha formula in this analysis was as follows:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum S_i^2}{S_t^2} \right)$$

2.3 Data Collection

Questionnaire was used to collect the data by digging technique in measuring the individual's attitudes or beliefs, called as the scale of opinion or the scale of attitudes (Best, 1977:191-192). This study also used the items' scale, in the form of a scale of attitudes, namely Likert scale. Likert scale inquired the respondents as individual to answer the questions in the parameter of: strongly agree (SS), agree (S), undecided (N), disagree (TS), and strongly disagree (STS). Each answer was then converted into number or value, for example, SS = 5, S

= 4, N = 3, TS = 2, and STS = 1 for a statement which supported positive attitudes and SS = 1, S = 2, n = 3, TS = 4 and STS = 5 for a statement that supported negative attitudes.

2.4 Data Analysis

Diagram track or path diagram was used to analyze the data. This analysis was to determine the effects between the variables. Diagram path consisted of a substructure which was also a complete structure formed of 4 (four) exogenous variables (X1, X2, X3 and X4) and an endogen variable (Y).

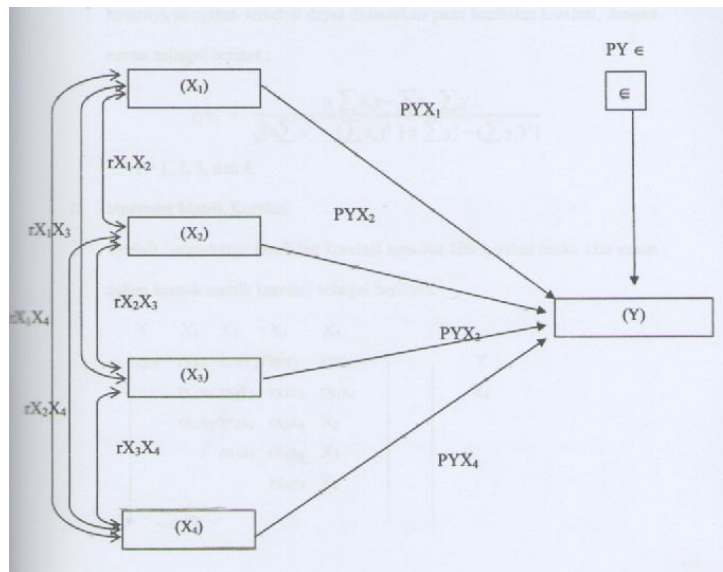


Figure 1. The structural correlation between X1, X2, X3, X4, and Y.

3. Results And Discussion

3.1 Results

The results of the questionnaire indicated the teacher professionalism is presented in Table 1.

Table 1. The descriptive study of teacher professionalism competence.

NO	X1	X2	X3	X4	Y
1	35	46	39	42	40
2	43	50	47	48	47
3	47	47	47	47	47
4	35	46	46	50	48
5	43	41	43	45	49
6	34	47	43	47	47
7	45	42	46	40	44
8	45	39	43	50	48
9	38	35	48	36	39
10	41	46	37	43	39
11	39	40	42	35	37
12	35	37	37	41	40

13	38	44	37	36	44
14	43	50	46	47	44
15	40	36	38	34	39
16	47	46	48	47	48
17	42	45	45	46	46
18	49	49	49	50	48
19	36	40	49	42	43
20	40	45	38	36	44
21	47	43	44	42	45
22	44	39	42	41	40
23	21	18	18	16	19
24	42	49	48	50	47
25	48	49	46	46	45
26	35	38	44	44	44
27	45	45	46	42	46
28	38	43	47	50	42
29	40	46	43	41	38
30	40	49	45	41	40
31	39	47	46	45	47
32	41	46	47	48	48
33	45	47	47	47	42

Description: X1: pedagogical competence, X2: personality competence, X3: professional competence, X4: social competence, and Y: teacher performance.

3.2 Hypothesis Testing

The result of the tested hypothesis were as follow:

1. Hypothesis 1: There was a significant effect of each professionalism competence (pedagogical, personal, professional and social competence) on the teachers' performance at SMP Negeri 3 Purwokerto Junior High School. Based on the data analysis or findings, the value of the correlation coefficient was $> r_{table}$ ($0.047 > 0.039$), thus, the null hypothesis was rejected and alternative hypothesis was accepted.
2. Hypothesis 2: There was a significant effect of the overall professional competence (pedagogical, personal, professional, and social competence) on the teachers' performance at SMP Negeri 3 Purwokerto Junior High School. Based on the analysis of data, the significant value was 0.000. So that the null hypothesis was rejected and alternative hypothesis was accepted.
3. Hypothesis 3: Among the variables of pedagogical, personal, professional, and social competence, the most influential variable on the teacher's performance at SMP Negeri 3 Purwokerto Junior High School was the social competence.

Based on the analysis of collected data, the r value or correlation coefficient of each variable was as follows:

1. Pedagogical competence : 603
2. Personal competence : 743
3. Professional competence : 789
4. Social competence : 865

3.3 Discussion

1. The Correlation between the Pedagogical Competency and the Teacher's Performance

Based on the findings of research, there was a significant correlation between the teachers' pedagogical competence and the teachers' performance. Significant correlation between the pedagogical competence and the teachers' performance is reasonable, because the pedagogical competence is the ability to manage the learning process of the students that included an understanding of the students, learning designing, implementation, and evaluation.

The pedagogical competence included: (1) identifying the students; (2) mastering the pedagogical knowledge; and (3) understanding the various models of learning (Suparno, 2002:52). Moreover, Sagala (2009: 32) asserted that the pedagogical competence is the ability to manage the learners in which it covers: (1) understanding the diversity of learners, (2) developing curriculum/syllabus both in the form of documents and implementation of learning experiences; (3) preparing the lesson plans and strategies based on the standards of competence; (4) carrying out the teaching and learning process with interactive and dialogic atmosphere, to encourage active, innovative, creative, effective and fun learning process; (5) evaluating the learning outcomes in compliance with the required procedures and standards; and (6) developing the students' talents and interests through intra-curricular and extra-curricular activities to actualize various potentials.

According to Suparno (2002: 52), the pedagogical competence is the ability in learning or education that includes: to understand the characteristics of the students and their development, to understand various concepts of education that are useful to assist the students, to master several methodologies in accordance with the teaching materials and student development, as well as to master the appropriate and constructive evaluation system that are able to enhance the student's ability.

2. The Correlation between the Personality Competency and the Teacher's Performance

Based on research findings, there was a significant relationship between the personal competence and the teacher performance. Personal competence refers to the individual to give appearance and impression to the other individuals. In daily life, the personality is described into three things: (1) the identity of a person; (2) the person's general impression on oneself or others; (3) the functions of a healthy or unhealthy personality, as he/she is kind or he/she is mean (Yusuf and Nurihsan, 2007: 3). According to the Article 28 paragraph 3 point B of the National Education Standards, the personal competence is the ability of personality steady, stable, mature, wise and dignified, as being an example for the students. Teacher's personality in the world of education is very important, because understanding personality, according to Allport (in Koswara, 1991: 11), is a dynamic organization of psychophysical individuals system that determine the individual behavior and thinking, or a dynamic organization of psychophysical individuals system that determine the individual typical behavior and thinking.

Mulyasa (2009: 117-118) emphasized that every teacher is required to have sufficient personal competence, even these competencies will underlie or be the basis for other competencies. Teachers are not only required to have a capacity to interpret the learning, but the most important is how they make learning as a venue for the establishment and improvement of the quality of personal competence of the students. Mulyasa (2009: 119) also emphasized

that teachers should dare to be different and distinctive from the others' appearances. Therefore, the appearance of teachers should encourage the students to be convenient in learning and make the students feel comfortable in the classroom, otherwise, the students will feel inconvenient and uncomfortable in attending the learning process. It was the main reason in which the teacher must be different in order to be imitated and emulated by the learners.

The personal competence also included: (1) the whole personality comprising of virtuous, honest, mature, faithful, and moral; (2) the ability of such self-discipline, responsibility, sensitive, objective, flexible, and insightful; (3) the ability to communicate with others; (4) the ability to develop the profession, such as creative thinking, critically reflective, willing to learn, decision making. Thus, the personal skills are related mainly with the identity of teacher as a good, responsible, open-minded person with high motivation for the development.

To measure the performance of teachers, according to Riduwan (2002), the parameter should cover: (a) mastering and applying the foundations of education and teaching; (b) making preparation for the teaching; (c) mastering the subjects; (d) employing a variety of teaching methods; (e) employing the medium of instruction; (f) presenting the lessons systematically; (g) evaluating the student learning outcomes; (h) having interaction with the students; (i) being discipline in monitoring the student's assignments; (j) encouraging the students' creativity; (k) assisting colleague teachers in solving the difficulties of teaching; and (l) helping to create a good relationship among the school components.

3. The Correlation between the Professional Competency and the Teacher's Performance

Based on research, there was a significant relationship between the professional competence and the teacher's performance. Professional competence is the ability of mastering the learning materials comprehensively to assist the students in meeting the competency standards set out in National Standard of Education (Explanation of Article 28 paragraph (3) item c the National Standards). Professionalism can be examined from two contexts, the first is an indicator of the ability which is observable, and the second is a concept that includes the cognitive aspect and affective implementation phase (Sardiman, 2001).

Profession is a position or a job that requires skills (expertise) of the members. The professional capabilities include: (a) mastery of the subject matter; (b) control of a foundation and insight appreciation of education and teacher training; and (c) control of education processes. Professional competence in general can be identified and summarized on the scope of professional competence of teachers that includes: (1) understand and can apply the foundation of education; (2) understand and can apply the theory of learning in accordance with the level of students' development; (3) capable to handle and develop a field of study based on their expertise; (4) understand and can apply a variety of learning methods; (5) capable to develop and employ a variety of relevant tools, media and learning resources ; (6) capable to organize and implement the learning programs; (7) capable to carry out the evaluation of students' learning outcomes; (8) capable to cultivate the personality of the learner (Mulyasa, 2007).

Relating to the professional competence, according to Samana (1994), in pursuing and developing the career, the teachers should have ten basic teacher competencies or capabilities which include: (1) mastering the teaching materials; (2) being capable to manage the teaching and learning program; (3) being capable to manage the classroom; (4) being able to use the media and teaching resources; (5) mastering the foundations of education; (6) being able to manage the interaction of teaching and learning; (7) being able to assess the student achievement for the benefit of teaching; (8) understanding the functions and programs, guidance and counseling services; (9) understanding and being able to participate in the school

administration; (10) understanding the principles of educational research and being able to interpret the results of educational research for the benefit of teaching.

Houle in Suyanto (2005: 14) affirmed that professionalism has several characteristics of: (1) a strong knowledge base; (2) individual's competence base; (3) system of selection and certification; (4) cooperation and healthy competition among the peers; (5) high awareness of the profession; (6) ethical principles; (7) system of professional sanctions; (8) non-individual militancy; and (9) professional organization.

According to Slamet (Sagala, 2009: 39-40), the professional competencies consisted of: (1) the sub-competency to understand the lesson that had been prepared to teach; (1) the understanding of the standards of competence and the lesson content standards set out in the ministerial regulation as well as the teaching material in the educational unit level curriculum; (3) the understanding of the structure, concepts, and methods of scientific teaching materials; (4) the understanding of the relationships between the concepts or related subjects; and (5) the application of the concepts of science in daily life.

4. The Correlation between the Social Competency and the Teacher's Performance

Based on the research findings, there was a significant relationship between the social competence and the teacher's performance. Moreover, the social competence was the most influential competence on the teacher's performance. Competence is defined as ownership, control, skills and abilities required of one's position, then the teacher must possess the competence of teachers, so that they can carry out their professional authority, one of which is social competence. Relating with social competence, teachers must master several characteristics such as: (1) Inclusive, to act objectively and non-discriminative related to gender, religion, race, physical condition, family background, and socioeconomic status; (2) Effective in communication, empathetically and polite with other educators, staff, students' parents and the community; (3) Adaptive at the duty in the entire territory of the Republic of Indonesia with diverse social and cultural backgrounds; (4) Communicative within the internal professional communities and other professions both orally and written or other forms (Mulyasa, 2007).

There were 7 (seven) social competencies that must be owned by teachers in order to communicate and interact effectively, both at school and in the community. Those competencies included: (1) having a good knowledge of social customs and religion; (2) having knowledge of the culture and traditions; (3) having knowledge of the democratic essence; (4) having knowledge of aesthetics; (5) having an appreciation and social awareness; (6) having the right attitude towards knowledge and work; and (7) having faithfulness to human dignity.

The social competencies for a teacher also included: (1) having empathy for others; (2) having a tolerance to others; (3) having a positive attitude and personality as well as attached to each other competencies; and (4) being able to cooperate with others. To develop the teacher's social competence, the formulation derived from 35 life skills was arranged as follows: (1) teamwork; (2) looking at opportunities; (3) role in group activities; (4) responsibilities as citizens; (5) leadership; (6) social volunteers; (7) creative maturity; (8) sharing; (9) empathize; (10) concern for others; (11) tolerance; (12) the solution to the conflict; (13) receives the difference (14) cooperative, and (15) communicative (LP3 Unnes 2007: 7). All parts of the items were associated with the social competence to support the teacher's performance.

4. Conclusions and Recommendations

4.1 Conclusions

Based on the findings of the study, the conclusions were:

1. There was a significant effect of each professional competence (pedagogical, personal, professional, and social) on the teachers' performance at SMP Negeri 3 Purwokerto Junior High School.
2. There was a significant influence of the overall professional competence (pedagogical, personal, professional, and social) on the teachers' performance at SMP Negeri 3 Purwokerto Junior High School.
3. Among the pedagogical, personal, professional, and social competence, the most dominant factor that affected the teachers' performance was the social competence.

4.2 Recommendations

Based on the research findings, the advices were:

1. The teachers should improve their pedagogical, personal, professional, and social competencies continuously.
2. The schools should encourage the development of teachers' performance to become qualified schools.
3. The teachers should emphasize their social competence development as it was the most influential competence among others.

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