The Analysis of Global Worldview Mediation Variables in Identifying the Correlation of Teacher Personality and Competence in Empowering E-Learning

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ABSTRACT

Observing the change of the digital education system in this pandemic of Covid-19 becomes a big opportunity for teachers and students to use technology in depeloving learning proccess, especially the teachers are asked to take this oppotunity to improve the view and find the new knowledge in order to have teacher's good personality and competency as a main thing in empowering a good E-learning. The objective of the study is to examine the correlation between predictor variable, namely Personality (P), and Competency (C) on the criterion variable, namely E-Learning (EL), which is factored by the mediation variable as Global Woldview (GW). To achieve the objective, this study was conducted by using statistical method, that is Partial Least Squares Path Modeling (PLS-PM) using a STATCAL statistics application program. The results can be proven that global worldview is important in mediating a teacher, both in personality and competence, to carry out learning tasks using EL. The reason can be seen based on the correlation between variables seen if P and C are only able to influence GW, it is only by 29.69%, while the correlation between P and C on EL mediated by GW will increase by 35.71%. Furthermore, the indirect correlation of P to EL through GW is 0.099 (9.9%) and C to EL through GW is 0.050 (5%). The conclusion of this study shows that there is a direct correlation between personality and competency with E-learning otherwise the indirect correlation through Worldview that has a very significant result.

Keywords: personality, competence, global worldview, e-learning

1. INTRODUCTION

The progress of the world in technology has been proven in the era of the 4.0 industrial revolution, from the young age to the elderly, technology, especially mobile phone and computer become a part of their life. The technology determines the quality of education in most parts of the world today. The presence of the Covid-19 pandemic case has made all elements of education, the government, teachers, students, education providers, and the community experience a change in the learning culture towards online learning called E-learning. Even though the E-learning process has been going on for about 6 months, no one has not been dared to say that the presence of E-learning at all school levels has succeeded in encouraging the improvement of the education quality, especially in our country, Indonesia. However, some people are enthusiastic about this change, but they are stuck in difficulty of ability. The determining aspects of the success of E-learning, teacher is the main aspect either personality or competence that show readiness in implementing E-learning at their school. Focus on the teacher's personality is aimed at a cognitive perspective in a teacher who assumes that mental representation, thought, and attitude are important factors in a teacher's personality [1] because cognitive can produce an action with representation of its situation which is seen in the form of rational action of the program, the way to achieve the desired goal. Furthermore, Competence is an important attribute for someone, especially for a teacher, because it involves knowledge, skill, or ability [2]. Because competence is a combination of knowledge, tacit and explicit behavior and skill that give a person the potential to do a given task effectively [3]. So, it is clear that this competency is important for a teacher as a personal character that affects behavior and performance

[4]. The second aspect is the view of the world progress comprehensively that plays a role in strengthening teachers by implementing E-learning. Therefore, the teacher's personality and competence in collaboration with his view, are thought to be able to determine the quality of learning through E-learning. The thought of the researcher is focused on conducting research about the issue of E-learning, but he also experienced difficulties in the previous research. Even though the researcher tried to do a simple study. It is hoped to be able to encourage and motivate every teacher to have the personality and the competence equipped by the global worldview as new knowledge in order to do the optimal and comprehensive E-learning.

2. METHOD

The study used a statistical method called Structural Equation modeling based on partial least squares (PLS-SEM). SEM is a statistical procedure used to explain the correlation between several variables. The variable test used the outer model (measurement model) and the inner model (structural model). The outer model is a measurement model to assess the validity and reliability of the model. Meanwhile, the inner model is a structural model to predict the causality correlation between latent variables. Especially in this correlation study, the outer model used the loading value to describe the correlation between latent variables and their indicators with the formula loading value> 0.7. Whereas in the inner model to examine the correlation of P, C, and GW variable to EL at a significant level of 5%. A correlation is said significantly if there is a range of the paths perc interval. 0.25 and paths. perc. 975 contains no zero (0) value. This study also exemined the direct correlation and indirect correlation in measuring the correlation between the exogenous latent variables and the endogenous latent variables with the mediation variable.

3. RESULT AND DISCUSSION

Through this research, it can be proven, they are:

a.   Outer Model Testing (Measurement Model)

The value used for testing the outer model is the loading value on the condition that the correlation between the latent variable and the indicator is the loading value> 0.7 = acceptable.[5] The higher the loading value, the better the correlation between the latent variable and the indicator.

**Table 1.** The loading value for every indicator on each latent variable

Name	Block	Loading
P1	P	0.9379
P2	P	0.9613
P3	P	0.9316
C1	C	0.9534
C2	C	0.9702
C3	C	0.9281
GW1	GW	0.956
GW2	GW	0.9687
GW3	GW	0.9635
EL1	EL	0.9622
EL2	EL	0.973
EL3	EL	0.9608

The Table I above shows that the latent variable P has 3 indicators with a loading value > 0.7, likewise C, GW and EL latent variable have a loading value > 0.7. The result of the research indicates that all variables have met the requirement for acceptance.

b.   Inner Model Testing (Structural Model)

In the inner model test, it would be tested whether P, C and GW have a significant correlation on EL at a significant level of 5% and a correlation is said to be significant if the interval range values are parths.perc.025 and parths.perc.975 and do not have zero value.[5].
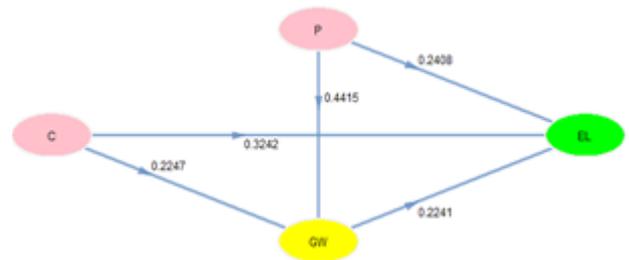
Figure 1 Path Coefficient

And, It is recorded in the table:

Table 2. Significance test of influence

Influence	paths.Original	paths.perc.025	paths.perc.975	R-Square
P -> GW	0.4415	0.2441	0.5827	0.2969
C -> GW	0.2247	0.0009	0.4587	
P -> EL	0.2408	0.0171	0.4378	0.3571
C -> EL	0.3242	0.1602	0.4688	
GW -> EL	0.2241	0.0117	0.3976	

Based on the results of the significance test on Table II and Fig. 1, they are:

- P has a positive correlation on GW with a path coefficient value of 0.4415. It is known that the paths.perc.025 0.2441 and paths.perc.975 0.5827

intervals do not contain zero, so P has a positive and significant correlation on GW.

- C has a positive correlation on GW with a path coefficient value of 0.2247. It is known that the paths.perc.025 0.0009 and paths.perc.975 0.4587 intervals do not contain zero, so that C has a positive and significant correlation on GW.

- P has a positive correlation on EL with a path coefficient value of 0.2408. It is known that the paths.perc.025 0.0171 and paths.perc.975 0.4378 intervals do not contain zero, so that P has a positive and significant correlation on EL.

- C has a positive correlation on EL with a path coefficient value of 0.3242. It is known that the paths.perc.025 0.1602 and paths.perc.975 0.4688 intervals do not contain zero, so that C has a positive and significant correlation on EL.

- GW has a positive correlation on EL with a path coefficient value of 0.2241. It is known that the paths.perc.025 0.0117 and paths.perc.975 0.3976 intervals do not contain zero, so that GW has a positive and significant correlation on EL.

- It is known that P and C are able to correlate with GW by 29.69%, while P, C and GW are able to correlate with EL by 35.71%.

c. Direct and Indirect Correlation

In the last part is to see the direct correlation between P and C on EL and the indirect correlation P and C on EL by GW. The research results show that:

Table 3. Direct and indirect correlation

Direct Correlation		Indirect Correlation	
P -> GW	0.442	P -> GW -> EL	0.422 x 0.224 = 0.099
C -> GW	0.225	C -> GW -> EL	0.225 x 0.224 = 0.050
P -> EL	0.241		
C -> EL	0.324		
GW -> EL	0.224		

Based on the Table III above shows:

- The indirect correlation P on EL by GW is 0.442 x 0.224 = 0.099.

- The indirect correlation C on EL by GW is 0.225 x 0.224 = 0.050.

From this study, it can be seen that the effort of a teacher in empowering the E-learning is supported by teacher's personality that always improve himself through knowledge, experience, and can adapt with the progress of modern era so that the teacher is more open-minded and has global worldview. The willingness of a teacher to learn and obtain some new information then the view of the teacher will improve and be richer on new knowledge globally in order to create the teacher's personality and competence. The learning process in Covid-19 era, as known as E-learning, can be seen explicitly that good teacher performances are produced from the teacher's personality and competence. It is much needed. If the teacher's personality and competence can be relied then the teacher is proficient, skillful, and knowledgeable in using the technology as a means to improve the global worldview of the teacher as called the information and knowledge seeker. The improvement of global worldview will be an important indicator of the teacher performance in order to empower and improve E-learning.

4. CONCLUSION

The results of the correlation test between all variables in this study, it shows that there is a significant correlation. Teachers at school must have a good personality so that teachers can adapt and be accepted by students, as well as competence must be improved continuously by developing the worldview in advance of the science and the technology, so that they have the ability as good as the change and the progress of this era, especially the utilization of the technology to facilitate, smoothen, and even to improve the quality of learning. Therefore, teachers must develop their knowledge by learning continuously. They must observe and adapt to the progress of this era as a source of new knowledge in order to give some contribution to students.

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