

The Effect of Education and Teaching Experience on the Professionalism of Elementary School Teachers

Rima Selly Novtantia^{1*)}, Happy Fitria², Achmad Wahidy²

¹SDN 1 Banyuasin III

²Universitas PGRI Palembang

*Corresponding author. Email: rima.selly.n@gmail.com

ABSTRACT

The purpose of this study is to define the important influence of education and teaching experience on the teacher's professionalism. The research was carried out in elementary schools in Banyuasin III District, Banyuasin Regency, located in Cluster 1. A quantitative approach was the analysis method used. Elementary school class teachers with civil servant status totalling 48 individuals were the study group. Using SPSS version 25.0.0, the data was analyzed using several linear regression formulas. The findings showed that: (1) education had a significant impact on teacher professionalism; (2) teaching experience had a significant impact on teacher professionalism, and (3) education and teaching experience combined had a significant impact on the professionalism of primary school teachers in Cluster 1 of Kecamatan Banyuasin III Banyuasin Regency. Teachers should enhance their professionalism by continuing to a higher level of formal education and allowing their teaching experience to find solutions to promote the success of their teaching duties, as suggested by this report.

Keywords: Education, Teaching Experience, Teacher Professionalism

1. INTRODUCTION

Professional teachers are required to achieve the goals of national education, so that education and learning can be of greater quality. In reality, it depends not only on the figure of the teacher, but as a framework in one school to achieve quality education and learning. The framework consists of numerous elements, including a curriculum for the introduction of learning, students, infrastructure and learning facilities, funds, community climate, and primary leadership. Improving the standard of education in elementary schools is very dependent on the level of teacher professionalism [1]. There is, therefore, one factor that most influences the level of learning, namely the teacher, among all the components of the learning system in elementary schools.

Four competency requirements for elementary school teachers are set out in Regulation No 16 of the Minister of National Education of 2007, namely pedagogical, personal, social and professional competence [2]. If the instructor masters the four competencies, it can be assumed that there is a national norm for a professional teacher.

Ki Hajar Dewantara said that education typically means promoting the creation of character (inner power, character), mind (intellect), and the body of children [3]. Education is a phase of growth and development as a result of human interaction with the social and physical environment that lasts from birth throughout life [4].

Education for primary school teachers in Indonesia is now required to qualify as a graduate. The teacher's own education dictates the outcomes obtained and the teacher can prevent errors in the workplace [5].

What is meant by education level is the level of education formally obtained as indicated by a formal diploma, a diploma is a symbol of recognition that someone has completed a certain educational program [5]. Because of this, to determine a person's skills, a certificate may be used.

In addition to curriculum, the teaching experience of teachers also influences the success of teachers in education. The greater the teacher's teaching experience, the more expertise one would have. If the working time rises, it is hoped that the mentor will have more interactions. Ideally, there should also be an increase in teacher professionalism as the amount of educational and teaching experience of teachers increases.

Experience is an occurrence encountered in a brief period of time [7]. Teaching, meanwhile, is a series of events that influence learners to learn in such a way that they find it easy to learn [8].

Meanwhile, teachers should recognize the ins and outs of schooling, because the degree of education is not the primary assurance of success in teaching, but a definitive experience [9].

Due to the three educational domains (cognitive, affective, and psychomotor) that each teacher has, different teachers may develop a new learning model from various experiences [10]. This will help the development of productive learning, so that teacher integrity can eventually be strengthened.

Teachers who have worked in the field of education for a long time must be more competent than teachers who have only served for a few years [11].

As an instructor, trained teachers can be seen through their roles in carrying out all their services. Skilled teachers will take on and fulfil their obligations to students, parents, community, world, nation and religion [12].

In the meantime, skilled human resources are teachers as educators and one of the determining factors for the achievement of educational objectives, because teachers who directly impact students have instruction, preparation, teaching and experience that will result in the anticipated graduation. It is hoped that the expertise of teachers would further increase with the level of education and teaching experience.

2. METHODS

2.1. Place and Time of Research

The research was carried out in 6 elementary schools located in Cluster 1, Banyuasin III District, Banyuasin Regency, from October to November 2020.

2.2. Type of Research

This research uses quantitative research methods. Quantitative methods of study can be characterized as a research method based on positivism theory, used to analyze certain populations or samples, sampling techniques are typically performed randomly, data collection uses research tools, data analysis is quantitative statistics to test predetermined hypotheses [13].

The theoretical framework of this analysis is as follows:

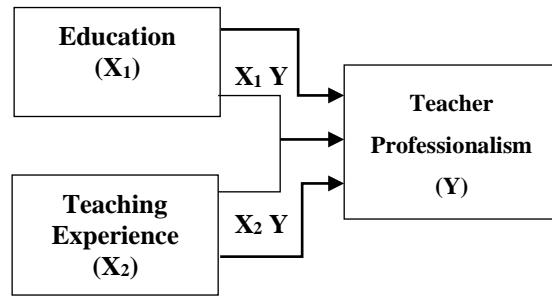


Figure 1. Constellation of Effect between Variables

Information:

—————> Influences

X₁ : Education

X₂ : Teaching Experience

Y : Teacher Professionalism

Figure 1 explains how the impact of education (X₁) on teacher professionalisme (Y), the impact of teaching experience (X₂) on teacher professionalism (Y), and the combined impact of education (X₁) and teaching Experience (X₂) on professionalism (Y).

2.3. Research Subjects and Data

The population in this study were elementary school class teachers with the status of Civil Servants (PNS) in Cluster 1, Banyuasin III District, Banyuasin Regency. Researchers used total sampling as a sampling technique for the research sampling process. Therefore, 48 teachers who worked in Cluster 1, Banyuasin III District, Banyuasin Regency were the sample taken in this analysis. Data collection methods used in this research were documents for the collection of teacher education and teaching experience data and a questionnaire for the collection of teacher professionalism data in this study.

The research instrument was obtained after checking the instrument's validity and testing the instrument's reliability. SPSS version 25.0.0 has been used to evaluate the validity and reliability checks. It is important to perform a prerequisite analysis test before performing variable analysis. The normality test, linearity test, multicollinearity test, heteroscedasticity test, and autocorrelation test are included in the prerequisite research test. Further statistical testing, called hypothesis testing, is carried out after the findings of the analytical requirements test indicate that they satisfy the requirements. The testing of hypotheses uses simple regression analysis (t test) and multiple regression analysis (F test) to test the partial and simultaneous effect of each independent variable (X) on the dependent variable (Y).

3. RESULTS AND DISCUSSION

3.1 Hypothesis 1

In order to determine the impact of education on teacher professionalism, data analysis performed in this study starts with testing hypothesis 1. The hypothesis test is carried out on the basis of the number of questionnaire scores obtained from 48 respondents for the variables of education and teacher professionalism using simple linear regression analysis. With SPSS version 25.0, the table of simple linear regression coefficients for these variables is as follows.

Table 1. Simple Linear Regression Coefficient for Educational Variables (X1) and Teacher Professionalism (Y)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	105.344	9.531		11.053	.000
	Education (X1)	8.562	3.285	.359	2.606	.012

a. Dependent Variable: Professionalism of teachers(Y)

Based on the table above, the t value is 2.606. Then the t table value is sought in the t statistical table with $\alpha = 0.05$ and degrees of freedom (df) $n-2$ or $48-2 = 46$ (n is the amount of data), the t table results are 2.010. So, the value of t count ($2.606 > 2.010$) is rejected and H_{a1} is accepted, so that H_{o1} is rejected. A significance value of 0.012 was then obtained for the significance test determined by the SPSS version 25.0 application software. This value is less than 0.05, causing H_{o1} to be rejected and H_{a1} to be accepted.

3.2 Hypothesis 2

In order to assess the influence of teaching experience on teacher professionalism, the next data study is hypothesis test 2. Using basic linear regression analysis based on the number of questionnaire scores collected from 48 respondents for teaching experience and teacher professionalism variables, hypothesis testing is carried out.

Based on the simple linear regression test, the t-count value is 2.707. Then the t table value is sought in the t statistical table with $\alpha = 0.05$ and degrees of freedom (df) $n-2$ or $48-2 = 46$ (n is the amount of data), the t table results are 2.010. So, the value of t count ($2.707 > 2.010$), so that H_{o1} is rejected and H_{a1} is accepted. A significance value of 0.09 was then obtained for the significance test determined by the SPSS version 25.0 application software. This value is less than 0.05, so it rejects H_{o1} and accepts H_{a1} .

With SPSS version 25.0, the table of simple linear regression coefficients for these variables is as follows.

Table 2. Simple Linear Regression Coefficient for Teaching Experience Variables (X2) and Teacher Professionalism (Y)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	118.036	4.734		24.932	.000
	Teaching Experience (X2)	.476	.176	.371	2.707	.009

a. Dependent Variable: Professionalism of teachers (Y)

3.3 Hypothesis 3

Testing Hypothesis 3 is to test the influence of education and teaching experience on teacher professionalism jointly (simultaneously) with multiple linear analysis using the SPSS version 25.0 program. The study of the hypothesis uses the F test or simultaneous regression coefficient test to jointly assess the same (simultaneous) effect between the educational variables and teaching experience on teacher professionalism by comparing the measured F value with the results of the F table. In the following table, the results of the account can be seen.

Table 3. Simultaneous Calculation Results of the Effect of Education and Teaching Experience on Teacher Professionalism

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2918.437	2	1459.219	8.509	.001 ^b
	Residual	7717.042	45	171.490		
	Total	10635.479	47			

a. Dependent Variable: Professionalism of teachers (Y)

b. Predictors: (Constant), Teaching experience (X2), Education (X1)

From the Anova test above, it is obtained that F count is 8.509. Then the value of the F table is sought in Table F Statistics with a significance level of $\alpha = 0.05$, df_1 (number of variables - 1 = 2), df_2 at $nk-1$ ($48-2-1 = 45$), obtained F table of 3.20. By comparing the calculated F value and F table, it is known that the calculated F value and F table, it is known that the calculated F value ($8.509 > 3.20$), so that H_{o3} is rejected and H_{a3} is accepted. Then for the significance test the Sig value is obtained. of 0.001. This value is less than 0.05, so that H_{o3} is rejected and H_{a3} is accepted.

The next study is the Adjusted R2 analysis or the determination coefficient analysis to determine the contribution of educational factors and teaching

experience together to the variable professionalism of teachers. In the following table, the results of the calculations are presented.

Table 4. Coefficient of Determination of Educational Variables and Teaching Experience on Teacher Professionalism

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2918.437	2	1459.219	8.509	.001 ^b
	Residual	7717.042	45	171.490		
	Total	10635.479	47			
a. Dependent Variable: Professionalism of teachers (Y)						
b. Predictors: (Constant), Teaching experience (X2), Education (X1)						

Based on Table 4 above, it can be seen that the contribution of educational variables and teaching experience to teacher professionalism can be obtained from the R Square value of 0.274. Then the coefficient of determination is 27.4%. This indicates that the percentage of the contribution of the effect on the professionalism of elementary school teachers in Cluster 1, Banyuasin III District together of the educational variables and teaching experience is 27.4% and the remaining 72.6% is affected by other factors not explored in this report.

4. CONCLUSION

Based on data analysis and hypothesis testing, the following conclusions can be drawn, (1) there is a significant effect of education on the professionalism of public elementary school teachers in Cluster 1, Banyuasin III District, Banyuasin Regency. This is based on the results of the t test, the value of t table is greater than t table, which means that Ha1 is accepted; (2) there is a significant effect of teaching experience on the professionalism of SD Negeri teachers in Cluster 1, Banyuasin III District, Banyuasin Regency. This is based on the results of the t test, the value of t table is greater than t table which means that Ha2 is accepted; (3) there is a significant effect of education and teaching experience together on the professionalism of SD Negeri teachers in Cluster 1, Banyuasin III District, Banyuasin Regency. This is based on the results obtained from the F test that the F count is greater than the F table, meaning that Ha3 is accepted. The determination coefficient was 27.4% . It shows that in Cluster 1, Banyuasin III District, Banyuasin Regency, the percentage of the effect of the education variable and teaching experience on the professionalism of public elementary school teachers together is 27.4% and the remaining 72.6% is affected by other variables not examined in this report.

As suggested by this report, teachers should enhance their professionalism by continuing to a higher level of formal education and allowing their teaching experience to find solutions to promote the success of their teaching duties.

REFERENCES

- [1] Bafadal, I. (2008). *Peningkatan Profesionalisme Guru Sekolah Dasar*. Jakarta: Bumi Aksara.
- [2] Aqib, Z. (2009). *Menjadi Guru Profesional Berstandar Nasional*. Bandung: Yrama Widya.
- [3] Munib, A. (2007). *Pengantar Ilmu Pendidikan*. Semarang: Unnes Press.
- [4] Sadulloh, U. (2014). *Pengantar Filsafat Pendidikan*. Bandung: Alfabeta.
- [5] Kunandar. (2011). *Guru Profesional Implementasi KTSP dan Sukses dalam Sertifikasi Guru*. Jakarta: Rajawali.
- [6] Buchori, M. (1994). *Spektrum Problematika Pendidikan di Indonesia*. Yogyakarta: Tiara Wacana.
- [7] Notosudirjo, S. (1990). *Kosakata Bahasa Indonesia*. Yogyakarta: Kanisius.
- [8] Sugandi, A. (2004). *Teori Pembelajaran*. Semarang: PT Unnes Press.
- [9] Yamin, M. (2008). *Paradigma Pendidikan Konstruktivistik*. Jakarta: Gaung Persada Press.
- [10] Perdana, M. R., Wahidy, A. (2020). *Inovasi Pembelajaran Pendidikan Kreatif*.
- [11] Zen, M. (2010). *Kiat Sukses Mengikuti Sertifikasi Guru*. Malang: Cakrawala Media Publisheer.
- [12] Fitria, H., Kristiawan, M., & Rahmat, N. (2019). *Upaya Meningkatkan Kompetensi Guru Melalui Pelatihan Penelitian Tindakan Kelas*.
- [13] Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.