



A Study of Education Background and Teaching Experience on Teacher Performance of Senior High School in Implementing Curriculum 2013

Lenie Ratag, * Zuldesmi Mansjur, Jemmy Charles Kewas, Jenly Manongko

Mechanical Engineering and Education Department, Engineering Faculty, Universitas Negeri Manado, Manado, Indonesia

*Email: zuldesmi@unima.ac.id

ABSTRACT

The purpose of this research was to investigate the education background and teaching experience on teacher performance of senior high school in implementing of curriculum 2013. The study used survey research design. Data were collected through questionnaire and spread to all senior high school teachers in province of North Sulawesi with 115 teachers as respondents. Sample was taken with purposive sampling, so each regency, city and every subject could be represented. Then, data was analysed using descriptive chi-square and presentation. The analyzing variables were including: education background, teaching experience and teacher performance in implementing curriculum 2013. As results, there was positive and significant correlation between education background with teacher performance in implementing curriculum 2013 and also for teaching experience toward teacher performance also in implementing 2013 curriculum. However, as the average, the teacher performance that consist of introduction activity, main activity, and closing in implementing curriculum 2013 was still an unsatisfied category.

Keywords: *Education background, Teaching experience, Teacher performance, Curriculum 2013.*

1. INTRODUCTION

Education is an effort, an influence, a protection and a help that are given to children to become mature, in order to make them capable doing anything in their daily life [1, 2]. Improving the quality of education is the major factor that establish the success of national development. One of the main reasons that should be done in improving education is to improve teacher's performance in the class. By upgrading the quality of education, the quality of process and students learning outcomes will be improved. The improvement of education quality is also strongly related to teacher's competency and professionalism. The higher a teacher's professionalism, so it will be connected to the quality of education [3-5]. A professional teacher is someone who has consistency in finishing his job. It is related to his education background. Oemar Hamalik said that the professional teachers have to take a higher education and they will be different in competency and attitude compare with teachers with lower education [6]. It can be said that the higher education level, the higher of their competency level. A teacher must have an

education background in teaching and vocational educations [7].

Skill and teaching experience are needed to become a professional. Teaching experience is a period that spent for teaching process that can be seen from an amount of teaching year [8, 9]. However, someone's ability is not only can be detected from his job experience in a certain institution [10]. From any above opinions, it can be inferred that the experience is a factor that can affect to the competency of someone in performing his duty. Competency means the ability of teachers in carrying out their duty in teaching learning process. As consequence, teachers must have knowledge and skill corresponding to their professions, so they can do their responsibility properly.

In constructing a curriculum 2013, it focuses on simplicity and thematic-integrity. This new curriculum can solve the problems occurred on curriculum 2006, such as: too much content of curriculum, curriculum is not based on competency, no sensitiveness on social change in local, national and global conditions. In implementing curriculum 2013, the teacher's

performance becomes a crucial factor if it is followed by an acceptable competency. It can be denied that the curriculum 2013 is developed based on competency and needs a skill, readiness and competency of teachers for implement it.

Regarding to the above descriptions, this research has purpose to investigate the relationship among education background, teaching experience and teacher performance in implementing curriculum 2013. In addition, the performance of senior high school teachers in implementing curriculum 2013 are also studied.

2. METHOD

This is applied research which aims to understand something more practically in order to solve any problems. Besides, it also can be said as policy research because the result of this study is used for a basic decision making and a determination of policy. Population in this study is all teachers in Manado city. Because of greater population, it is impossible to investigate all of them, and for that reason, it only uses a sample in this research. Purposive sampling method is utilized in this research because there are many variations in this population. It is selected by considering that there will be a representative respondent of teachers in subject of Natural Science, Math, Social, Languages (Indonesian and English), Civic Education and Physical Education). Respondence in this study are senior high school’s teachers about 115 persons. In this research, a questioner is used as a major instrument in collecting data. This questioner consists of list of some questions that are arranged based on indicators and sub-indicators. A type of data in this research is a primary data which is shown by attitude of respondence that related to implementation of curriculum 2013. Another data is related to education and teaching time. Analysis method by quantitative analysis descriptive is a percentage table analysis that applied to discover a teacher’s condition empirically, in this case is in implementing curriculum 2013 (in teaching learning process). To know about the relationship among education background, teaching experience and teacher’s performance in implementing curriculum 2013, we use the chi-squared formula as below [11]:

$$\chi^2 = \sum_{i=1}^r \sum_{j=1}^k \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

where:

χ^2 = chi squared

E_{ij} = observed value at i row and j column

O_{ij} = expected value at i row and j column

Before displaying the data, measurement and categorization method that used are:

- a. The background education of teacher was categorized in three level: linear (high), similar (middle) and non linier (low).
- b. The teaching experience was classified in three classes: length of teaching 0-5 years (low), 6-10 years (middle), more than 10 years (high).
- c. The teacher performance was list in three groups: score < 25 (low), score 25-34 (middle), score > 34 (high).

3. RESULTS AND DISCUSSIONS

3.1. Relationship between education background and teacher’s performance in implementing Curriculum 2013

The following table shows the data tabulation of education background and teacher performance in implementing curriculum 2013.

Table 1. The characteristic of respondent based on education background and teacher performance

Education background	Teacher performance			
	High	Middle	Low	Total
High	20	16	2	38
Middle	15	18	6	39
Low	10	6	22	38
Total respondents	45	40	30	115

It can be seen in table 1 that the teachers with high education background exhibit the high performance in implementing curriculum 2013. Meanwhile, the low performance is showed by the teacher with low education background.

Regarding to data analysis by chi-squared test, it can be detected that education background has a significant correlation with the teacher’s performance in implementing curriculum 2013 with χ^2 calculated of 32.11 > χ table of 9.49. This result shows that education background hopefully can be solved the teacher problems in implementing curriculum 2013. This result in line with several previous studies that also discuss about relationship between education background and teacher performance [12-20].

Education background is an education that someone takes it which involved a formal and an informal education. Formal education is the structural education

that consists of an elementary school, junior and senior high schools and a higher education. A teacher has to undertake a formal education until a higher education in university.

An education level shows the competency of some one where the higher of education level of teachers, their competency level also become higher. In contrast, by lowering of the teacher educations, it will be reduced their capabilities. Appropriateness between subject in education background and teaching field will affect the teacher's competency. The teachers with a vocational education background are more capable in applying their profession as an educator. It is easier for them to adapt with the school environment, so the teachers can perform their duty well. A teacher should have a higher education background (Strata 1) which must be appropriated to their teaching subject. The knowledge during education is a very important factor because it can be affected to the teacher's competency, especially in implementing curriculum 2013. The informal educations that include any courses and trainings will be affected to make a teacher more professional in teaching process. Therefore, the ability of teachers on teaching materials must be followed by their capability in information and technology such as computer, internet and etc. It can be predicted that the higher of teacher's education background, so the higher competency and professionalism of them. In a contrary, the lower of education background, the teacher's competency will be reduced certainly.

3.2. Relationship between teaching experience and teacher's performance in implementing curriculum 2013

The following table shows the data tabulation of teaching experience and teacher performance in implementing curriculum 2013.

Table 2. The characteristic of respondent based on teaching experience and teacher performance

Length of teaching	Teacher performance			
	High	Middle	Low	Total
High	23	15	4	42
Middle	12	16	8	36
Low	10	9	18	37
Total response	45	40	30	115

Table 2 shows that the teachers with high length of teaching (more than 10 years) demonstrate the high

performance. On the other side, teachers with low the length of teaching reveal the low performance

By using Chi-Kuadrat test, it is attained that the teaching experience has a notable relation with the teacher's performance in applying curriculum 2013, where χ^2 calculated of 18.30 > χ table of 9.49. This result provides us a conviction that experience has an important function in figuring out of the teacher's obstacles. In line with the research that was conducted by Nurul, the results of the correlation analysis, which means that there is a fairly strong influence between teaching experience on teacher's performance [21].

The teacher's competency in implementing curriculum 2013 will be improved by increasing of their experiences. The teachers can conduct their duty well if they have many experiences in teaching learning process, and so do in contrary. By a longer of the teaching period, the mastery of teaching material become get larger. As result, the teachers can present a good achievement in performing their responsibility.

3.3. Teachers' performance in implementing curriculum 2013

Teacher's performance describes how a teacher open a class in teaching learning process that is called an introduction, how to explain the material in main activity and how to close the activity. In the descriptive result, it can be noticed that from all of the processes (introduction, main and closing activities), the teacher's performance still in unsatisfied category. Almost in every item of questioners, the average answer of response is still in occasionally. It can be summarized that the teacher's performance in implementing curriculum 2013 is still weak. This result can be understood because only a few numbers of teachers who get training about curriculum 2013 and infrastructures for teaching learning process that related to curriculum 2013 are exist. There are some basic changes used in School Level Curriculum (KTSP) which applied in curriculum 2013, and they are needed to be socialized and trained for all teachers. However, since the government plans to apply this new curriculum in a beginning of academic year 2013-2014, probably the teachers are not ready to do it. Teaching with old curriculum is still making any problems. Of course, the teachers will be faced more difficulties when the new curriculum is implemented. The changes in subject contents and subject numbers for each unit lesson need the teachers' willingness to accept those changes.

Curriculum 2013 also use evaluation system for looking a successfulness of teaching learning outcomes. Until now, test was a dominant variable in evaluating, but in the new curriculum, it will be combined with Porto folio.

Once again, training is important method, especially to know how to do the comprehensive evaluation using Porto folio. In implementing curriculum 2013, it is needed to do reorganizing in capacity improvement and teacher's professionalism. For that, it should be prepared a tool for measuring of teacher's performance. It will be used for enhancing of carrier and teacher's prosperity. The complete triangles of a teacher are capacity-professionalism, performance, and carrier-prosperity. Teachers must be trained, and they are successful keywords in implementing curriculum 2013.

4. CONCLUSIONS

From the above results, it can be concluded that:

1. There is a positive and significant relationship between education background and teacher's performance in implementing curriculum 2013. By higher education background, the competency of teacher is also become higher in applying curriculum 2013. The teacher's education background is included a linearity of teaching subject with study program of their scholarly.
2. There is a remarkable correlation between teaching experience and teacher's performance in implementing curriculum 2013. It is proved by Chi-Kuadrat test. By increasing the teaching experience of teachers, there is an increment of the teacher's competency in applying curriculum 2013.
3. In average, the teaching performances of senior high school teachers in Manado city in implementing curriculum 2013 that involve of introduction, main, and closing activities are still in an unsatisfied category.

AUTHORS' CONTRIBUTIONS

Leni Ratag: Writing – review & editing, Writing – original draft, Investigation, Data curation, Conceptualization. Zuldesmi Mansjur: Writing – review & editing, Writing – original draft, Investigation, Data curation. Jemmy Charles Kewas: Writing – review & editing. Jenly Manongko: Investigation, Conceptualization, Editing.

ACKNOWLEDGMENTS

We are a grateful to the academic staff at Universitas Negeri Manado, for their assistance in completing this study.

REFERENCES

- [1] Hasbullah, Dasar Ilmu Pendidikan. Penerbit: PT Raja Grafindo Persada Jakarta, 2005.
- [2] A. Arsyad, Media Pembelajaran, Jakarta: PT. Raja Grafindo Persada, 2006.
- [3] Hamalik, Oemar, Media Pendidikan. Citra Aditya Bakti. Bandung, 1994.
- [4] W. Dick, and L. Carey, Sistematis Design of Instruction: Third Edition, Glenview, Illionis: Scott, Foresman and Company, 1990.
- [5] H. Uno, Profesi Kependidikan. Jakarta: Bumi Aksara, 2008.
- [6] Jalaludin, Kapita Selektta Pendidikan. Jakarta: Kalam Mulia, 1990.
- [7] Made, Pidarta. Landasan Kependidikan. Jakarta: Rineka Cipta, 2007.
- [8]. M. Muslich, Sertifikasi Guru Menuju Profesionalisme Pendidik. Jakarta: PT. Bumi Aksara, 2007.
- [9]. P. Sahertian, Profil Pendidik Profesional. Yogyakarta: Andi Offest, 1994.
- [10]. D.S. Richen, and L.H. Salganik, Key Competencies for a Succesful Life and Well-Functioning Society, Göttingen, Germany : Hogrefe & Huber, 2003.
- [11]. S. Siegel, NJ. Castellan, Jr. Nonparametric Statistics for the Behavioral Sciences. McGraw-Hill; New York, 1988.
- [12]. D. M. Dwijyanthi, and I. B. Dharmadiaksa, Pengaruh Insentif, Tingkat Pendidikan, Pelatihan Dan Pengalaman Kerja Terhadap Kinerja Individu Pengguna Sistem Informasi Akuntansi SKPD DISPENDA Kota Denpasar. E-Jurnal Akuntansi Universitas Udayana, 4(2), 2013, pp. 332–344.
- [13]. R. Mamahit, Tingkat Pendidikan, Pelatihan Dan Kepuasan Kerja Pengaruhnya Terhadap Kinerja Pegawai Di Badan Penanggulangan Bencana Provinsi Sulawesi Utara. Jurnal Riset Ekonomi, Manajemen, Bisnis dan Akuntansi, 1(4), 2013, pp. 936–945. <https://doi.org/10.35794/emba.v1i4.2830>.
- [14]. E. Eliyanto, and U. B. Wibowo, Pengaruh Jenjang Pendidikan, Pelatihan, Dan Pengalaman Mengajar Terhadap Profesionalisme Guru Sma Muhammadiyah Di Kabupaten Kebumen. Jurnal Akuntabilitas Manajemen Pendidikan, 1(1), 2013, pp. 34–47. <https://doi.org/10.21831/amp.v1i1.2321>.
- [15]. J.O. Kapahang, C. Kojo, Y. U., Pendidikan, Pengalaman Kerja Dan Kompetensi Pengaruhnya Terhadap Kinerja Karyawan Pada Pt. Pln (Persero) Wilayah Suluttenggo. Spectrum Groupe FR, 2(4),

2014, pp. 503–513.

<http://www.spectrumgroupe.fr/product/microsoft-teams/>.

- [16]. L. Mananeke, S. Mandey, and M. Mufidah, Analisis Tingkat Pendidikan, Kompetensi Dan Kompensasi Terhadap Kinerja Karyawan Pada Pt. Asuransi Jasaraharja Putera Manado. *Jurnal Riset Ekonomi, Manajemen, Bisnis dan Akuntansi*, 2(2), 2014, pp. 1339–1348. <https://doi.org/10.35794/emba.v2i2.4726>.
- [17]. B. A. Junjuran, and D. Suwanda, Integrated career pattern hope of bureaucracy in the future. *International Journal of Scientific and Technology Research*, 8(5), 2019, pp. 96–106.
- [18]. K. M. H. Indiyansih, A. Murdyastuti, and Z. Puspitaningtyas, Effect of human resource competency, work culture and utilization of information technology to performance of employees. *International Journal of Scientific and Technology Research*, 9(4), 2020, pp. 3636–3641.
- [19]. F. Adam, and J. Kamase, The effect competence and motivation to satisfaction and performance. *International Journal of Scientific and Technology Research*, 8(3), 2019, pp. 132–140.
- [20]. S. Bahri, S. Basalamah, J. Kamase, and J. Bijang, The effect of Islamic leadership, competence and compensation on work discipline and teacher performance of madrasah aliyah in Makassar city. *International Journal of Scientific and Technology Research*, 7(12), 2018, pp. 137–143.
- [21]. Q. Nurul, The Effect of Education, Training and Competency on Teacher Performance, *International Journal of Business and Management Invention (IJBMI)*, 9 (10), 2020, pp. 14–20.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

