

THE EFFECT OF TRAINING, WORK EXPERIENCE, AND WORK ENVIRONMENT ON SMA PROFESSIONALS IN DEPOK CITY

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Abstract

School as one element in the educational community is a place where national development goals are addressed and implemented. Education is held so that students have control, personality, intelligence, noble character, and skills. During online learning, the quality of education has decreased. This study was conducted to analyze the effect of training, work experience, and work environment on the professionalism of State Senior High School teachers in Depok City and the simultaneous effect of training, work experience, and work environment on the professionalism of State Senior High School teachers in Depok City. This study was also conducted to determine the effect of the variable partially on the professionalism of public high school teachers in Depok City. The population in this study were all 573 public high school teachers in Depok City with a total sample of 213 people. The data used in this study are primary data and secondary data. The primary data collection used is a questionnaire, while the secondary data collection is obtained through documentation/archives available on the website of the Education Office. Analysis of research data using multiple linear regression. Based on the results of the study, training has no effect on the professionalism of State Senior High School teachers in Depok City, work experience affects the professionalism of State Senior High School teachers in Depok City, the work environment affects the professionalism of State Senior High School teachers in Depok City. Simultaneously training, Work experience and work environment affect the professionalism of State Senior High School teachers in Depok City and training partially does not affect the professionalism of State Senior High School teachers in Depok City. This is possible because the research respondents have an average age of 46 years.

Keywords: Training, Work Experience, Work Environment, Professionalism.

1. INTRODUCTION

School as one element in the educational community is a place where national development goals are addressed and implemented. The success of the school in achieving its goals involves many factors, one of which is its human resources, namely the teachers in it (Widiansyah, 2018).

It is undeniable that the quality of education in Indonesia is still far from what is expected, especially when compared to the quality of education in other countries. Referring to the 2018 PISA results, Indonesia is ranked 39 out of for reading and math skills and 38 for science skills. This means that Indonesia occupies a low position at 74th out of 79 other countries in the survey. In other words, Indonesia is in the 6th lowest position compared to other countries. This is a very concerning condition (Kompas, 2019). The decline in the quality of education in Indonesia in general and the quality of education in schools in particular can be caused by the poor quality of the national education system and the lack of human resources.

Furthermore, schools as estuaries for human formation in accordance with national development goals and improving the quality of all advanced, modern Indonesian people based on Pancasila, require professional educators and have high discipline. So it can be concluded that educators are staff in charge of the education unit. Of course this makes the quality of the education unit dependent on the quality of its employees. The success of an educational unit is determined by two main factors, namely human resources or labor and supporting facilities and infrastructure or work facilities. Of the two main factors, human resources are more important than supporting facilities and infrastructure. However, despite all this,

Problems will be increasingly visible when the demands of the community, government and schools for teachers to always be able to adapt to developments in society continue to be echoed. With this challenge, teachers must be able to continuously develop their work professionalism. The teacher in carrying out his daily tasks in class is a single player. With a high commitment and professional spirit, they can guide and guide teachers to work professionally in accordance with the rules (Supriyadi et al., 2021). Correspondingly,

The government always answers problems, implements and improves policies in the field of education continuously. It is proven by the issuance of Law Number 14 of 2005 concerning Teachers and Lecturers by the Government of Indonesia which specifically focuses on increasing teacher professionalism. Furthermore, teacher professionalism is determined as a competency that meets professional education standards so that a teacher is required to have a qualified professional background and obtain consequences as a principle of professionalism. These competencies include 1) pedagogic competence, 2) personal competence, 3) social competence, and 4) professional competence (Deana & Suasti, 2020).

Teacher professionalism in the educational process has a very strategic role in guiding students towards maturity and maturity towards independence. Teachers not only act as teachers and deliver subject matter as a learning responsibility, but teachers must act as educators. In carrying out his duties, a teacher not only masters teaching materials and has the ability to teach educative techniques, but must also have a reliable personality and personal integrity so that he becomes a role model for students, families, and society (Suwartini Agustina, 2017).

Alamsyah, et al (2020) research with research results shows that academic qualifications and professional competence have a joint influence on teacher professionalism. Likewise, research conducted by Rahayu (Rahayu, 2011) concludes that academic qualifications affect teacher professionalism, where teacher professionalism is influenced by academic qualifications and teaching experience.

To become a professional teacher in the world of education, of course, very much depends on the expertise and training of the teacher he takes, because the position of teacher is one of the professional positions. Professional refers to a job or position that requires expertise, responsibility, and professional loyalty. A profession in theory can not be done by just anyone who is not trained. In addition to education and training, the teaching experience of teachers also determines the quality of teachers in teaching. The more experience the teacher has in teaching, the more knowledge he has. The longer the working period, it is expected that the teacher will have more experiences. Furthermore, the environment in which the teacher works also has an important factor in the success of the teacher in carrying out his duties. Thus, ideally when teacher training,

2. METHODOLOGY AND TECHNIQUES USED

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This research is a quantitative method. According to Sugiyono (2013:37) quantitative research is carried out by testing hypotheses or solving problems based on theoretical deduction using statistical data measurements. The population of this study were all public high school teachers in Depok City who had obtained educator certificates. The description of the research population can be seen in Table 2. 1.

Table 2.1. Number of State High School Teachers in Depok

No	School name	Total number of teachers
1.	SMA Negeri 1 Depok	41 People
2.	SMA Negeri 2 Depok	37 People
3.	SMA Negeri 3 Depok	56 People
4.	SMA Negeri 4 Depok	59 People
5.	SMA Negeri 5 Depok	47 people
6.	SMA Negeri 6 Depok	50 People
7.	7 Depok State High School	37 People
8.	Depok 8 Public High School	45 People
9.	SMA Negeri 9 Depok	37 People
10.	SMA Negeri 10 Depok	48 People
11.	SMA Negeri 11 Depok	31 people
12.	SMA Negeri 12 Depok	27 people
13.	SMA Negeri 13 Depok	48 People
14.	SMA Negeri 14 Depok	9 people
15.	SMA Negeri 15 Depok	1 person
Total Population		573 People

Source: <https://schooldata.kemendikbud.go.id/>

The sample in this study was determined using a table developed by Issac and Michael in the book Sugiyono (2011: 87) so that the sample was 213 studies with a significance level of 5%. The sampling technique used is a purposive sampling technique, which is a sampling technique based on certain criteria (Sugiono, 2017). The purpose of this method is to obtain samples that match the predetermined criteria. The criteria for

determining the sample are teachers who are already professional. According to the Law on Teachers and Lecturers, professional teachers are teachers who have received certification allowances or have completed PLPG (Teacher Professional Education and Training) or PPG (Teacher Professional Education).

The data used in this study are primary data and secondary data. The primary data used in this study used a questionnaire. In addition to primary data, this study uses secondary data. Secondary data is data collected or obtained through documentation/archives available on the website of the Education Office to support primary data. The research question indicators for the training variables (X1), work experience (X2), work environment (X3), and teacher professionalism (Y) are described in table 2.2.

Table 2.2 Research Indicators

No	Variable	Definition	Indicator	No
1.	Teacher Training (X1)	National Job Training System, Job training or training is all activities to provide, obtain, improve, and develop work competence, productivity, discipline, attitude and work ethic at a certain skill and expertise level in accordance with the level and qualification of the position or job (Government Regulation number 31 of 2006 concerning the National Job Training System)	Teacher training period	1
				2
			Training Level	3
				4
			Training Relevance	5
				6
				7
				8
				9
2.	Work Experience (X2)	Teaching experience is what has been experienced in teaching in the organization with respect to that time period (Idris & Lindrayeni, 2019)	The period or length of time the teacher teaches	10
				11
			Teacher knowledge and skill level	12
				13
			Mastery of work and equipment	14
				15
			3.	Work Environment (X3)
17				
Social	18			
	19			
Social	20			

No	Variable	Definition	Indicator	No
			System	21
			Culture	22
				23
4	Teacher Professionalism (Y)	Professional teachers have indicators or competencies, namely pedagogic competence, personality competence, social competence, and professional competence (Teachers and Lecturers Law Number 14 of 2005)	Pedagogic competence	24
				25
			Personal competence	26
				27
			Social competence	28
				29
			Professional competence	30
				31

This study uses primary data, namely data obtained directly from research respondents through a closed questionnaire as many as 31 items. The questionnaire was calculated using a Likert scale in the form of a checklist and the research subject's answer score was based on the following provisions:

5 = strongly agree

4 = agree

3 = neutral

2 = disagree

1 = strongly disagree

3. CASE STUDY

According to Hasan Basri and Rusdiana(2015)that education and training are one unit. Education and training is an effort to develop human resources, especially for the development of aspects of intellectual abilities and human personality. Training is part of the educational process whose main purpose is to improve the specific skills of a person or group of people. According to Government Regulation No. 31 of 2006 concerning the National Job Training System, job training or training is all activities to provide, obtain, improve, and develop work competencies, productivity, discipline, attitudes and work ethic at certain levels of skills and expertise according to levels and qualifications. position or job.

Teaching experience is described by Permendiknas RI No.18 of 2007 concerning Certification for Teachers in Position as "the period of service of teachers in carrying out

their duties as educators in certain educational units according to the assignment letter from the authorized educational institution." Furthermore, Muhammad Idris (Idris & Lindrayeni, 2019) argues that teaching experience is what has been experienced in teaching in organizations with respect to that time period. In addition to being oriented when teachers/lecturers are involved in their profession, teaching experience also contains the assumption of increasing the competence of educators/lecturers in accordance with the length of time that educators/lecturers carry out their profession. So that the teaching experience is an understanding of the time and process of a teacher in carrying out tasks that can support teacher professionalism.

In the world of work at a company or agency, there are many supporting aspects that support the running of an agency, for example, employees, work equipment and others. These things need to be considered so that the achievement of goals in the institution can run well. What we will discuss here is the problem of the work environment where the work environment is very influential on the state of employees in an agency. By paying attention to the work environment, it is expected to increase enthusiasm for work. If employee morale increases, employee productivity will also increase (Widyaningrum, 2019). If this can run well then the achievement of the goals of an agency will run well and smoothly.

Based on the above framework, the research model was created because training, work experience, and work environment affect teacher professionalism. The research model is presented in Figure 3.1.

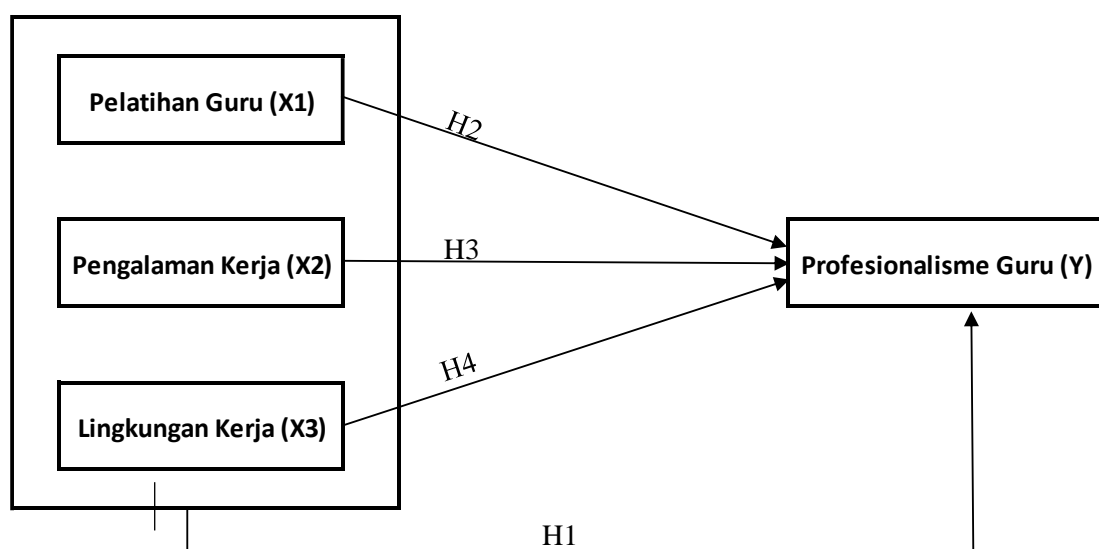


Figure 3.1. Research Model

4. RESULTS AND DISCUSSION

This study was conducted to determine whether the existing hypothesis has a positive or negative contribution. Through the existing hypotheses, it is determined which one has the greatest influence on the professionalism of State Senior High School teachers in Depok City. Based on the results of the questionnaires filled out by 213 respondents, the demographics of the respondents are presented in table 4.1.

Table 4.1 Number of Respondents

Gender	Number of Respondents	Percentage
Man	63	30%
Woman	150	70%
TOTAL	213	100%

The data shows that there are 63 male respondents with a percentage of 30% and 150 female respondents with a percentage of 70% so that more respondents are female. Analysis of the data description will describe the respondents' answers to the questions posed on each variable. The results of the coefficient of determination test are used to determine how much the independent variable explains the dependent variable. The results of the coefficient of determination test are presented in table 4.2.

**Table 4.2
Determination Test Results**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.890 ^a	0.792	0.789	2.209
a. Predictors: (Constant), Lingkungan Kerja, Pengalaman Kerja, Pelatihan				
b. Dependent Variable: Profesionalisme Guru				

Based on table 4.2, it is known that the Adjusted R² value is 0.789, meaning 78.9%. This Adjusted R Square value shows that the variables of training, work experience and work environment have an influence on the teacher professionalism variable of 78.9%. While the

rest is the possibility that there are other aspects that have an influence on the variable of teacher professionalism.

The F test is intended to determine the effect of simultaneous (simultaneous), independent variables (training, work experience, and work environment) on the dependent variable (teacher professionalism). The results of the F test are presented in table 4.3.

Table 4.3. F . test

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3878.891	3	1292.964	264.955	.000 ^b
	Residual	1019.907	209	4.880		
	Total	4898.798	212			
a. Dependent Variable: Profesionalisme Guru						
b. Predictors: (Constant), Lingkungan Kerja, Pengalaman Kerja, Pelatihan						

Based on table 4.3 it can be seen that the ANOVA test or F test is known to have a significant value for the effect of training, work experience and work environment on teacher professionalism is $0.000 < 0.05$ so H_a is accepted meaning that the independent variables of training, work experience and work environment have a simultaneous effect or together on the dependent variable of teacher professionalism.

The t-test was used to determine whether each independent variable (training, work experience, work environment) had a significant effect on the dependent variable (teacher professionalism). The way to determine the effect of each variable is significant or not, the method used is to look at the significance value. The results of the t test are presented in table 4.4.

Table 4.4. T Uji test

Coefficients^a			
Model		t	Sig.
1	(Constant)	2.992	0.003
	Pelatihan	-1.554	0.122
	Pengalaman Kerja	10.304	0.000
	Lingkungan Kerja	10.418	0.000
a. Dependent Variable: Profes			

Based on table 4.4. explained that:

- 1) Based on the significance value (Sig.) of the training X1 variable of 0.122. Because the value of Sig. $0.122 > 0.05$, it can be concluded that training has no effect on teacher professionalism.
- 2) Based on the significance value (Sig.) of the X2 work experience variable of 0.000. Because the value of Sig. $0.000 < 0.05$, it can be concluded that work experience has an effect on teacher professionalism.
- 3) Based on the significance value (Sig.) of the X3 variable, the work environment is 0.000. Because the value of Sig. $0.000 < 0.05$, it can be concluded that the work environment affects the professionalism of teachers.
- 4) Based on the constant, the significance value (Sig.) of the variables of training, work experience, and work environment is 0.003. Because the value of Sig. $0.003 < 0.05$, it can be concluded that together the independent variables affect the dependent variable.

5. CONCLUSIONS AND RECOMMENDATIONS

Based on the research results, the training variable has no effect on teacher professionalism. This is indicated by the value of the t test results in table 4.4 which shows that the training variable is negative -1.554. This is possible because the respondents in this study are 46 years old on average, which means that at the age of 46 years, the training carried out will not have a significant effect on changes in the professionalism of public high school teachers in Depok City. Coupled with the views of the respondent's working period of more than 10 years with the number of respondents 182 teachers. Based on the research results, the work experience variable has the most dominant value which has a positive and significant effect on the professionalism of State Senior High School teachers in Depok City. The longer a teacher teaches, it will further analyze in depth about his work, so as to avoid mistakes that may occur during the educational process he faces. Based on the results of the study, the work environment variable has a positive and significant effect on the professionalism of State Senior High School teachers in Depok City. The work environment is one of the determining factors for good or bad teacher performance. This is because with the existence of a good working environment between the principal, teachers, students and the community around the school, indirectly teachers will feel happy to come to school which of course indirectly performance can be better.

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The results of this thesis research can be used as information for teachers to learn more. To improve professionalism and performance, teachers should continue to improve their skills, insight, and experience in teaching and increase their activeness in participating in teacher development activities for the teaching and learning process. Teachers are also required to continue to strive to improve their professionalism as a means to improve the educational process, student achievement, and to increase their commitment and motivation as teachers. For supervisors, improving the professionalism and performance of teachers needs to be supported by motivation from supervisors, so that teachers can apply the skills, knowledge, and knowledge that are mastered well so that teachers can carry out their duties as educators well and professionally. For future researchers, this study provides information that training, work experience and work environment simultaneously (simultaneously) affect the professionalism of public high school teachers in Depok City. For this reason, further research is needed on factors or variables that can improve teacher professionalism apart from the three factors that have been discussed in this study.

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