

The Influence of Education, Training and Teaching Experience on the Professionalism of Public Primary School Teachers in Segeri Sub-District, Pangkep District

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Abstract

The objectives of this study are: (1) To explain the effect of education level on teacher professionalism. (2) To explain the effect of training on teacher professionalism. (3) To explain the effect of teaching experience on teacher professionalism. (4) To explain the effect of education, training and teaching experience on teacher professionalism in SDN Wilayah I, Segeri District, Pangkep Regency. Data collection used questionnaires, documentation, observation and interviews. The results of the research conducted show that (1) the level of education has a negative and significant effect on teacher professionalism in SDN Wilayah I, Segeri Subdistrict, Pangkep Regency. (2) There is a significant positive effect of training on teacher professionalism in SDN Wilayah I, Segeri Subdistrict, Pangkep Regency. (3) There is a significant positive influence between prosecution experience on teacher professionalism in SDN Wilayah I, Segeri Subdistrict, Pangkep Regency. (4) There is a simultaneous positive and significant influence between the level of education, training and teaching experience on teacher professionalism in SDN Wilayah I, Segeri Subdistrict, Pangkep Regency.

Keywords: Education, Training, Teaching Experience and Professionalism



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INTRODUCTION

Teachers are professional educators in their fields who have the main task of educating, teaching, guiding, giving direction, providing training, assessing, and evaluating students who pursue their education from an early age through formal government channels in the form of elementary schools to secondary schools. (Law No. 14 of 2005). Differences in the competence of teachers who have educational backgrounds, experience educational training and teaching experience, are absolutely a concern in improving the learning process and increasing teacher professionalism. For teachers who have never attended training and do not have sufficient teaching experience, this is also a consideration for improvement and evaluation. Through a series of evaluations and improvements, we hope to create education that is efficient, effective and achieves the targets demanded by the government. A teacher should have at least minimum standards. Training here is an appropriate solution to an organizational problem, in that it is intended to correct skill deficiencies. To improve teaching performance, teachers must realize the need to acquire new information or learn new skills, and the desire to learn must be maintained. In addition, the teacher is a figure who plays a strategic role, especially in shaping the character of students through personality development.

All components in the learning system are very important and determine the success of achieving educational goals. However, all these components will not be useful for students in seeking maximum learning experience, if they are not supported by the existence of professional teachers. So improving the quality of education in schools is highly dependent on the level of teacher professionalism. In Permendiknas No. 16/2007, there are four teacher competency standards, namely pedagogic, personality, social and professional competencies (Aqib: 2009). If teachers master these four competencies, they can be said to be professional

teachers with national standards. To be able to master these four competencies, teachers need to increase their level of education, because in 2007 the Minister of National Education through Permendiknas Number 16 of 2007 set standards for academic qualifications and teacher competencies. In order for teachers to become more professional, every teacher must attend training/instruction. For example, training on learning models, training on making teaching aids, training on syllabus development, and training on making materials. Through this training, new information and new teaching methods can be quickly received by teachers, so as to improve the ability and motivation of teachers to carry out their work. Meanwhile, teacher professionalism can be seen from their competence. Indicators of teacher competence are determined by the ability to convey material well, be able to keep up with increasingly advanced technological developments, and be able to apply these abilities in learning and teaching activities with a variety of appropriate methods and media, so that teaching material can be conveyed properly. Teachers are still lacking in participating in training. Training is only for formality. All the knowledge gained during the training has not been applied or applied in learning activities. Learning activities are teacher-centered. Teachers apply more lectures and assignments in class without involving student activeness. In addition, teachers still have difficulties in designing lesson plans, managing classes, monotonous use of learning resources and media. Therefore, a teacher must continue to improve his professionalism through various activities that can develop his ability to manage learning and other abilities in an effort to make students have learning skills.

RESEARCH METHODS

Data collection using questionnaires, documents and observations. The research method used is quantitative research, the tools used are questionnaires and documents. The population of this study were students of SDN Wilayah I, Segeri District, Pangkep Regency. Data collection using questionnaires, documentation, observation and interviews.

RESEARCH RESULTS AND DISCUSSION

Effect of Teacher Education Level on the Professionalism of Elementary School Teachers in Region I, Segeri District, Pangkep Regency

In the t test with a significance level of 0.05, the t table = - 2.570 was obtained. The t test results show that the education variable (x_1) is -2.570. Because $t_{\text{count}} < t_{\text{table}}$ or or sig value < 0.05 ($0.028 < 0.05$), it can be said that there is a significant but negative effect between the level of education on teacher professionalism at SDN Region I, Segeri District, Pangkep Regency. The results of this study are also in accordance with the results of research conducted by Yulita Evlyn Anggraeni (2008) entitled "The Effect of Educational Background, Teaching Experience, and Completeness of Learning Facilities on Teacher Professionalism at SMP Muhammadiyah 5 Surakarta". Based on the results of research conducted by Yulita Evlyn, it is convincing that the level of education has a significant influence on Teacher Professionalism. The results of this study have also been strengthened by scientific journals published by Eliyanto and Udik, which explain that the level of education and training each has an insignificant influence on teacher professionalism at Muhammadiyah High School in Kebumen Regency. While teaching experience has a positive and significant influence on teacher professionalism. education and training have no significant influence on teacher professionalism. Based on the results of research and field observations, the level of education is not the main factor in improving the professionalism of educators but has a significant influence on the professionalism of educators. The higher the level of teacher education, the broader the teacher's insight which has an impact on the way and method of teaching students. However, based on the results of

the interview with the question, what is your motivation to continue studying at a higher level? According to the respondents, continuing to study is only to improve the rank and class of educators who are civil servants.

The Effect of Training on the Professionalism of Elementary School Teachers in Region I, Segeri District, Pangkep Regency

At the 0.05 level of significance, the t table is 2.314. For $t_{count} = 2.313$ or sig value $< 0,05$ ($0.043 < 0.05$) which can be said that there is an effect of Teacher Training on Teacher Professionalism) Teachers of SDN Wilayah IKabupaten Pangkep. The results of this study are also in accordance with the results of research conducted by Rina Wahyuningtyas (2010) entitled "The Effect of Education Level, Training, and Teaching Experience on the Professionalism of Economics Teachers in High Schools in Probolinggo City". This study also concluded that training has a significant influence on teacher professionalism. Based on the results of research and field observations, it can be concluded that teachers in improving professionalism should often attend training. This is considered important so that teachers can improve their quality in preparing learning tools based on the applicable curriculum. In addition, teachers who often participate in training will indirectly be facilitated to obtain teacher certification which is believed to improve teacher professionalism. The results of this study are in accordance with the research of Rina Wahyuningtyas (2010) entitled "The Effect of Education Level, Training, and Teaching Experience on the Professionalism of Economics Teachers in High Schools in Probolinggo City". The study used a descriptive correlational research method using a quantitative approach. The variables in the study were the level of education (X1), training (X2), teaching experience (X3), and teacher professionalism (Y). For the training variable $t_{itung} = 2.982$ and partial regression coefficient of 2.276, meaning that if the condition X2 (training) increases by 1 unit, then Y (teacher professionalism) will increase by 2.276 units. Based on the results of interviews with the question, do you think Teacher Training is very important in improving teacher professionalism?, the respondents' answers said that training will indirectly improve teacher professionalism, this is based on the fact that an educator will get a Professional Teacher Certificate (teacher certification) if he can meet the requirements for teacher professionalism, one of which is the number of trainings attended. So that the more often teachers attend training, the more the potential for teacher professionalism will increase which will have a positive impact on teacher professionalism.

The Effect of Teaching Experience on the Professionalism of Elementary School Teachers in Region I, Segeri District, Pangkep Regency

The decision-making criteria for the t test are, if $t_{count} \leq t_{table}$, then H_0 is accepted and if $t_{count} > t_{table}$, then H_0 is rejected. At a significance level of 0.05, the t table = 3.791 is obtained or the sig value < 0.05 ($0.004 < 0.05$) which can be said that there is an effect of Teaching Experience (x3) on the Professionalism of Elementary School Teachers in Region I, Segeri District, Pangkep Regency. The results of this study are also in accordance with the results of research conducted by Rina Wahyuningtyas (2010) entitled "The Effect of Education Level, Training, and Teaching Experience on the Professionalism of Economics Teachers in High Schools in Probolinggo City". This study also concluded that Teaching Experience has a significant influence on Teacher Professionalism. Based on the results of research and field observations, it can be seen the difference in the quality of teachers who have long teaching experience compared to new teachers. Teachers with long teaching experience tend to have the confidence to face students in class. This is because teachers who have been teaching for a long time are used to preparing learning tools.

From the research of Rina Wahyuningtyas (2010) entitled "The Effect of Education Level, Training, and Teaching Experience on the Professionalism of Economics Teachers in High Schools in Probolinggo City". The study used a descriptive correlational research method using a quantitative approach. The variables in the study were the level of education (X1), training (X2), teaching experience (X3), and teacher professionalism (Y). This study is in accordance with the research of Yulita Evlyn Anggraeni (2008) entitled "The Effect of Educational Background, Teaching Experience, and Completeness of Learning Facilities on Teacher Professionalism at SMP Muhammadiyah 5 Surakarta". The results of research and calculations that have been carried out show the equation $Y = 15.550 + 0.399X1 + 0.715X2 + 1.244X3 + e$. This means that educational background, teaching experience, and completeness of learning facilities affect teacher professionalism. Based on the results of interviews with the question, do you think teaching experience is very important in improving teacher professionalism? Respondents' answers said that teaching experience will indirectly improve teacher professionalism, this is based on the fact that an educator who has long teaching experience will have a variety of experiences and the right formulation in solving various problems in school activities.

The Effect of Level of Education, Teacher Training and Teaching Experience on the Professionalism of Primary School Teachers in Region I, Segeri District, Pangkep Regency

The simultaneous test (F test) basically shows whether all the independent variables included in the model have a joint influence on the dependent variable. The decision-making criteria for the F test are, if $F_{count} \leq F_{table}$, then H_0 is accepted and if $F_{count} > F_{table}$, then H_0 is rejected. The results of the F test in this study using SPSS version 17.0 show that $F_{hitung} = 11.964$. Because $F_{count} > F_{table}$ or $36.994 > 7.946$, then H_0 is rejected. So, it can be concluded that education, training, and teaching experience together have a significant effect on the professionalism of SDN teachers in Region I, Segeri District, Pangkep Regency. Based on the results of research and field observations, the three independent variables in this study greatly influence teacher professionalism. This is because the higher the level of education will affect teacher confidence in the classroom. Likewise with training, teachers who often attend training will find it easy to prepare learning tools and be able to analyze the affective, psychomotor and cognitive conditions of students in the classroom. Similarly, with teaching experience, teachers with a high level of teaching experience will find it easier to manage the class, starting from the ability to compile tools and determine learning models that are tailored to the character of students in each class.

Based on the results of research conducted at SDN Wilayah I, Segeri District, Pangkep Regency, it was found that teaching experience is the most dominant variable in improving teacher professionalism. This finding is in line with the results of research by Rakib et al. (2017) who also found that teaching experience has a very strong influence on teacher professionalism. The high t value and very small significance in Rakib et al.'s study indicate that the longer the teaching experience of a teacher, the higher the level of professionalism. This reinforces the conclusion that practical experience in the field is very important in shaping teachers' professional attitudes and competencies. However, the results of this study are slightly different from Wiranti's (2021) findings, which state that teaching motivation is a more dominant factor than teaching experience in improving teacher professionalism. In Wiranti's study, the contribution of teaching experience to teacher professionalism was only 33.6%, while teaching motivation reached 57.9%. This difference may be caused by contextual factors, such as work culture, teacher development system, and education policy in each region. Thus,

although teaching experience is very important, other factors such as motivation still need to be considered in an effort to improve teacher professionalism.

In addition, research by Alamsyah et al. (2020) and Jurnal Kebangsaan (2021) also emphasize the importance of academic qualifications and teaching experience as factors that simultaneously influence teacher professionalism. However, in research conducted in Segeri, academic qualifications were found to have a negative influence on teacher professionalism. This suggests that an increase in the level of formal education is not always followed by an increase in professionalism, especially if it is not matched by adequate teaching practice experience. Therefore, teacher professional development should not only focus on improving academic qualifications, but also on improving field experience. Overall, a comparison of the results of this study with various theories and previous studies shows that teaching experience remains one of the key factors in building teacher professionalism. However, it is also important to consider other factors such as motivation and continuous training to optimize teacher professional development. This finding indicates the need for more contextualized policies, such as mentoring programs between senior and junior teachers, and strengthening experiential training based on practice in schools. Thus, efforts to improve teachers' professionalism will be more effective and have a direct impact on the quality of education in schools.

CONCLUSION

The results of this study concluded that the level of education has a negative and significant effect on improving teacher performance. However, to test the regression coefficient value, if the level of education is increased by 1 level of education, it tends not to affect teacher performance by 7.84%. The results of this study conclude that training has a significant effect on teacher performance. In addition, the value of the regression coefficient, if training is increased by 1 unit, then teacher performance will increase by 8.72%. The results of this study concluded that teaching experience has a significant effect on teacher performance. Similarly, with the regression coefficient value, if the teaching experience is increased by 1 unit, the teacher's performance will increase by 10.82%. The level of education, training, and teaching experience together have a significant effect on the performance of teachers at SMP Negeri 3 Segeri, Pangkep Regency.

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