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Analysis of Factors Affecting Professional Competences of High School Economic Teachers in East Java

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Abstract: Professional competence of the economic teachers yet to be optimal. The present study aims at determining the effect of profession commitment, educational background, participation in MGMP, the level of teachers' welfare on professional competence of high school economic teachers in East Java either partially or simultaneously. The study was designed as explanatory research. The population of the study on economic teachers of both state and private high school in East Java. Meanwhile, the sample were selected by employing random sampling technique. Then, it analyzed by multiple linear regression. The results of the study are explain as follows: (1) the effect of partially profession commitment and the level of teachers' welfare on professional competence of high school economic teachers in East Java; (2) the not effect of partially educational background and participation in MGMP on professional competence of high school economic teachers in East Java; (3) the effect of simultaneously profession commitment, educational background, participation in MGMP, the level of teachers' welfare on professional competence of high school economic teachers in East Java. It suggests that the Department of Education to develop sustainable economic development of the professionalism of teachers.

Key words: Profession commitment, educational background, participation in MGMP, the level of teachers' welfare, professional competence.

INTRODUCTION

Education plays an important role to grow and develop knowledge and skill, so that qualified human resources can be produced. Through education, people can enhance their role and contribution for the improvement of the quality of life at the level of the surrounding and on a broader scale (Triandis, 1994).

Qualified human resources, which is reflected in the productivity of human resources, innovation in business activities, work ethic, motivation to achieve welfare, urge in saving and investing, smart and careful in consuming and positive and critical response of the policies initiated by the government, only will be able to grow and develop in the community, if they have a good foundation of economic behavior, and good foundation of economic behavior can only be achieved through the implementation of good and qualified economic education (Wahyono, 2012).

The implementation of good and qualified economic education, then the teacher should get attention first, because the teacher is a key element in the educational system, especially in schools (Depdiknas, 2008). Mulyasa (2007: 5) argues that “teachers are the most influential component of the creation of process and the results of qualified education”. To achieve the results of qualified education, teacher performance is the major factor that needs to be improved to achieve a qualified education.

Professional competence is one aspect which needs to be considered to achieve the performance of teachers in doing their professional tasks. According to Sadono (2009: 3) “the ideal teacher is the teacher who has the educated and trained professional competence, and has work experience in their field”. Government Regulation No. 74 Year 2008 on Teachers Article 3 of paragraph 7 states: “the professional competence is teachers’ ability to master the fields of science, technology, art and culture they have, at least include mastery of subject matter broadly and deeply as well as the concepts and methods of scientific disciplines, technologies and relevant art.” Therefore, it can be concluded that professional competence is a prerequisite in carrying out duties as teachers, which is crystallized in learning activities to produce a performance as expected.

Study conducted Dinaloni (2015) found that their mastery of the material, structure, concept and mindset of economics is inadequate, even there was misconception which was found in several parts. There are many teachers who are less interested in reading the economic literature that becomes the basis of scientific. The subject matter is only developed on a reference contained in the text books that are not applicable in the everyday life of learners. Teachers haven’t been able to utilize new sources of knowledge which are widely available through internet, so that it gives an impact on economic learning which seems boring and less interesting. From these facts, it can be concluded that the professional competence of economics teachers was still not optimal.

Since professional competence of economics teacher is not optimal, hence the commitment of teachers to work as a teacher is required. Teachers who have a commitment to the profession will have strong feelings towards their job, so they will struggle to improve their professional competence to be better. Mulyani A.Nurhadi revealed that teachers in their profession should have a strong commitment to the profession that is being undertaken.

As a professional teacher, teacher should have a background in education which is suitable to his/ her profession. This is because teachers who have teacher education background would be easier to improve their quality because they have gained sufficient knowledge about classroom management, learning and teaching process and so on. Research which was conducted by Ari Fatmawati (2011) stated that the educational background has a significant influence on the professional competence of teachers.

Given that the strategic role of teachers in improving the quality of education, the participation of teachers in MGMP is a need. MGMP is a forum where teachers can exchange ideas and help each other to

solve problems; even they can teach and learn from the others. Therefore, the problems can be solved, including how to anticipate the competencies described in the curriculum and look for the alternative learning which is appropriate and find a wide variety of methods and a variety of media to improve the quality of learning (Mulyasa, 2007: 236).

A teacher is a social creature who needs to fulfill their life needs. If the need of the life of a teacher is fulfilled, teacher will be more focus to work as a teacher, so it will bring optimal results in achieving qualified education. The level of teachers' welfare is important to support the capability and quality as a teacher.

Therefore, this study wants to answer some of the following research problems is there any influence of the commitment to profession, educational background, participation in MGMP, the level of teachers' welfare on the professional competence of high school economics teacher in East Java either partially or simultaneously.

This research study is also required to find answers of the problems about the performance of high school economics teacher in East Java which is still not optimal, although many things are done by the government to improve the performance of teachers.

URGENCY OF COMMITMENT TO PROFESSION

Economics teachers are economics educators who have professional competence in carrying out their duties and responsibilities in accordance with the demand as teachers of economics. In carrying out their duties and responsibilities in accordance with the demands of being economics teacher, commitment from teachers is required. Commitment is the action that is taken to support a particular choice of action, so that the choice of actions can be run steadily and wholeheartedly.

Commitment is something that is very important, as it will encourage self-confidence and spirit of teachers. The values of commitment of teachers to the profession is what will determine how much the efforts of teachers will improve their quality, so that teachers will be able to carry out duties as economics teachers well, which is indicated by their loyalty to the teaching profession and their understanding to the profession they do. Teachers who have a high commitment to their profession are responsible for the profession they have. They also would struggle to improve their quality to be better, and conversely, if a teacher has a low commitment to his/ her profession, then teachers will be reluctant in carrying out its duties especially to develop himself/ herself to be better. Mulyani A. Nurhadi revealed that in doing their profession, teachers should have a strong commitment to the profession that is being undertaken.

According to Lee *et al.* (2000), an understanding of the commitment to profession in this regard is that the profession of teacher is very important for several reasons: (1) the work is a significant focus for some people. This is due to the increased level of work that is more specified; (2) a commitment to profession is an attachment between work and organization membership; (3) commitment to the profession is important because it has a relationship with work performance and commitment to the work is important because it gives contribution about how some people develop, integrate commitment which is related with the work in organization limit.

URGENCY OF EDUCATIONAL BACKGROUND

Educational background is one of the key requirements. The educational background of teachers can be seen from the correspondence between the fields of science pursued with field of tasks and the levels of education. Teachers who have a background in teacher education of course will not have a difficulty in improving their quality because they have gained sufficient knowledge about classroom management, teaching and learning process and so forth, and while teachers who have not obtained the provision of teacher education will find it difficult to improve their quality. Based on this, it can be concluded that teachers should be derived from teacher education institutions. It is because problems arise when they become teacher with no supplies in the form of educational theory and pedagogy (Djamarah, 1997: 17). This is also reinforced by a research which was conducted by Ari Fatmawati (2011) which states that the educational background has a significant influence on the professional competence of teachers.

URGENCY OF PARTICIPATION IN MGMP

Given that the strategic role of teachers in improving the quality of education, the professionalism training of economics teachers is a necessity. The means of professional development of teachers that has been formed in Indonesia is Deliberation of Subject Teacher (MGMP). MGMP is a mean of association for subject teachers that serves as a mean to communicate, learn and exchange ideas and experiences so the problems can be overcome.

Dr. Fasli Jalal, PhD., Director General of Quality Improvement of Education and Educators (PMPTK) Ministry of National Education (2007) even once said that training through MGMP is what can be possible to realize the professional teachers and also to lead the quality of education which is always increasing.

URGENCY THE LEVEL OF TEACHERS' WELFARE

According to W.J.S Poerwodarminto, welfare is a condition of someone, which is safe, tranquil and prosperous, in which case they have fulfilled their basic needs such as food, clothing and shelter as well as the fulfillment of the minimum requirements of a person.

The level of teachers' welfare is a factor that affects the professional competence of economics teachers, due to the economic welfare improvement which will raise the morale of teachers, and economics teachers' commitment is expected to rise. Conversely, if the level of teachers' welfare is insufficient, then they will try to find another job. If this is done, their duties and responsibilities as teachers will not be optimal because their attention is divided, and economics teachers do not have enough opportunities to increase knowledge and to support their ability and potential. Therefore, teachers will never reach the level of professional skills properly if it is not supported by a good level of welfare.

RESEARCH METHOD

This study was conducted to economics teacher from various public and private of high schools in East Java. This study analyzes the factors that influence the professional competence of high school economics teacher in East Java by considering the commitment to the profession, educational background, participation in MGMP and the level of teachers' welfare.

By considering the subject in the population that is considered the same, thus the determination of research samples was conducted by using random sampling techniques. For the purposes of this study, the samples are those who teach in the Madiun, Malang, Sampang, Tuban, Kediri, Mojokerto, Sidoarjo and Bondowoso regency, as many as 201 teachers with details as in Table 1.

Table 1
Distribution of Research Samples

<i>Location</i>	<i>Type of School</i>		<i>Total</i>
	<i>State</i>	<i>Private</i>	
Madiun	14	12	26
Malang	22	7	29
Sampang	7	14	21
Tuban	15	10	25
Kediri	17	10	27
Mojokerto	7	18	25
Sidoarjo	7	20	27
Bondowoso	8	13	21
Total	97	104	201

Source: Research document, processed by researchers

To obtain the data about the commitment to the profession, educational background, the participation in MGMP, the level of teachers' welfare and professional competence of economics teachers, questionnaires with Likert models of four scale were distribute. The result of the questionnaire was then converted into four categories. The lowest and highest score are 1 and 4. Commitment to the profession, educational background, participation in MGMP, the level of teachers' welfare and professional competence of high school economics teachers in East Java is conversed in category: Strongly Agree (SS), Agree (S), Disagree (TS) and Strongly Disagree (STS). Validity and reliability test of questionnaire was conducted with Cronbach alpha test by using SPSS software.

The data was analyzed by using descriptive analysis to describe the activities in the form of data collection, data preparation, data management and presentation of data in tables to provide aregular, clear and concise image about a situation or event, and multiple linear regression analysis by using SPSS software for windows, to analyze the influence of various independent variables that include the commitment to profession, educational background, participation in MGMP, the level of teachers' welfare to the dependent variable, which is the professional competence of high school economics teacher in East Java, either partially or simultaneously.

RESEARCH FINDINGS AND DISCUSSIONS

Description of the results of this research on the commitment of profession, educational background, participation in MGMP, the level of teachers' welfare and professional competence of high school economics teacher in East Java are as follows:

(a) Variable of Commitment to Profession

Based on the indicators that are discussed in 10 statements of research questionnaire, and each statement is measured with the score of 1-4, it can be arranged a table of frequency distribution of commitment to profession that is described in table 2.1

Table 2.1
Frequency Distribution of Commitment to Profession

No.	Score Interval	Criteria	Frequency	
			F	%
1.	38-44	Very High	69	35%
2.	31-37	High	85	49%
3.	24-30	Low	37	15%
4.	17-23	Very Low	10	1%

Based on the results of data processing in descriptive statistics, it can be seen that the commitment to the profession of high school economics teachers in East Java, including the category of very high by 69 or 35%, category of high by 85 or 49%, category of low by 37 or 15% and the category of very low by 10 or 1%. Thus, in general it can be stated that the commitment to profession of high school economics teachers in East Java economy is high.

(b) Variable of Educational Background

Based on the indicators that are discussed in 10 statements of research questionnaire, and each statement is measured by the score of 1-4, it can be arranged a table of frequency distribution of educational background that is described in table 2.2

Table 2.2
Frequency Distribution of Educational Background

No.	Score Interval	Criteria	Frequency	
			F	%
1.	47-53	Very High	41	20%
2.	40-46	High	93	50%
3.	33-39	Low	67	30%
4.	26-32	Very Low	0	0%

Based on the results of data process in descriptive statistics, it can be seen that educational background of high school economics teachers in East Java, including the category of very high by 41 or 20%, category of high by 93 or 50%, category of low by 67 or 30%, and the category of very low by 0 or 0%. Thus, in general it can be stated that the educational background of high school economics teacher in East Java is high.

(c) Variable of Participation in MGMP

Based on the indicators that are discussed in 15 statements of research questionnaire, and each statement is measured with the score of 1-4, it can be arranged a table of frequency distribution of participation in MGMP that is described in table 2.3.

Table 2.3
Frequency Distribution of Participation in MGMP

No.	Score Interval	Criteria	Frequency	
			F	%
1.	52-65	Very High	37	12%
2.	38-51	High	63	32%
3.	24-37	Low	77	48%
4.	10-23	Very Low	24	8%
			201	100

Based on the results of data process in descriptive statistics, it can be seen that the participation of high school economics teachers in East Java in MGMP, including the category of very high by 37 or 12%, category of high by 63 or 32%, category of low by 77 or 48%, and the category of very low by 24 or 8%. Thus, in general it can be stated that the participation of high school economics teachers in East Java in MGMP is low.

(d) Variable The Level of Teachers' Welfare

Based on the indicators that are described in 15 statements of the research questionnaire, and each statement is measured by a score of 1-4, it can be arranged a table of frequency distribution of the level of teachers' welfare that is described in table 2.4.

Table 2.4
Frequency Distribution The Level of Teachers' Welfare

No.	Score Interval	Criteria	Frequency	
			F	%
1.	53-64	Very High	60	28%
2.	41-52	High	75	46%
3.	29-40	Low	56	25%
4.	17-28	Very Low	10	1%
			201	100

Based on the results of data process in descriptive statistics, it can be seen that the level of teachers' welfare of high school economics teachers in East Java which are in the category of very high by 60 or 28%, in the category of high by 75 or 46%, in category of low by 56 or 25%, and in the category of very low by 10 or 1%. Thus, in general it can be stated that the level of teachers' welfare of high school economics teachers in East Java is high.

(e) Variable of Professional Competence of Economics Teachers

Based on the indicators which are described in 20 statements of the research questionnaire, and each statement is measured by the score of 1-4, it can be arranged a table of frequency distribution of professional competence of economics teacher which is described in table 2.5

Table 2.5
Distribution Frequency of Professional Competence of Economics Teachers

No.	Score Interval	Criteria	Frequency	
			F	%
1.	77-92	Very High	42	15%
2.	61-76	High	73	40%
3.	45-60	Low	86	45%
4.	29-44	Very Low	0	0%
			201	100

Based on the results of data processing in descriptive statistics, it can be seen that the professional competence of high school economics teachers in East Java that is the category of very high by 42 or 15%, category of high by 73 or 40%, category of low by 86 or 45%, and the category of very low by 0 or 0%. Therefore, in general it can be stated that the professional competence of high school economics teachers in East Java is low.

The results of multiple linear regression analysis to analyze the influence of independent variables (commitment to the profession, educational background, participation in MGMP and the level of teachers' welfare) on the dependent variable (the professional competence of economics teachers) either partially or simultaneously are as follows:

(a) t Test

Calculation results of t test can be seen in table 2.6

Table 2.6
Results of t Test
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	,880	,980		,898	,370		
Teachers' commitment	,946	,048	,895	19,778	,000	,680	1,470
Educational background	,061	,048	,052	1,275	,204	,842	1,188
Participation in MGMP	-,025	,030	-,038	-,840	,402	,698	1,433
The level of teachers' welfare	-,081	,039	-,093	-2,091	,038	,697	1,434

a. Dependent Variable: Teachers' professional competence

Terms of decision making: if sig value ≤ 0.05 , then the independent variables affect the dependent variable.

From the sig value of coefficients table above, it can be concluded that:

- Variable of commitment to profession affects professional competence of high school economics teachers in East Java.
- Variable of educational background does not affect teachers' professional competence of high school economics teachers in East Java.
- Variable of participation in MGMP does not affect professional competence of high school economics teacher in East Java.
- Variable of the level of teachers' welfare affects the professional competence of high school economics teacher in East Java.

(b) F Test

Calculation results of F test can be seen in table 2.7

Table 2.7
Results of F Test

		<i>ANOVA^a</i>				
<i>Model</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	265,996	4	66,499	130,593	,000 ^b
	Residual	99,805	196	,509		
	Total	365,801	200			

a. Dependent Variable: Teachers' professional competence

b. Predictors: (Constant), The Level of Teachers' Prosperity, Educational Background, Participation in MGMP, and Teachers' Commitment.

From ANOVA table above, the value of $F_{count} = 130.593$ and sig value = 0,000 (close to zero) were obtained. Hypothesis:

H_0 = There is no simultaneous influence of independent variables (commitment to the profession, educational background, participation in MGMP and the level of teachers' welfare) on the dependent variable (the professional competence of high school economics teachers) in the regression model

H_1 = There is simultaneous influence of independent variables (commitment to the profession, educational background, participation in MGMP and the level of teachers' welfare) on the dependent variable (the professional competence of high school economics teachers) in the regression model

Because $0,000 \leq 0.05$ then H_0 is rejected and H_1 is accepted

Conclusion: Four independent variables (commitment to the profession, educational background, participation in MGMP and the level of teachers' welfare) simultaneously influence the dependent variable (the professional competence of economics teachers) in the regression model.

(c) Equations or Regression Model

From column B in the Coefficients table above, it can be obtained the equation or regression model as follows:

$$Y = 0,880 + 0,946 x_1 + 0,061 x_2 - 0,025 x_3 - 0,081 x_4$$

(d) Determinant Coefficient

The result of determination coefficient can be seen in table 2.8

Table 2.8
The Determination Coefficient
Model Summary^b

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>	<i>Durbin-Watson</i>
1	,853 ^a	,727	,722	,714	1,239

a. Predictors: (Constant), Level of teachers' welfare, educational background, participation in MGMP, Teachers' commitment

b. Dependent Variable: Professional competence of teachers

In the table of Model Summary, because the number of independent variables is more than 2 in the regression model, so that the determination coefficient is $0.722 \times 100\% = 72.2\%$, which means that commitment to profession, educational background, participation in MGMP and the level of teachers' welfare can explain the variable of professional competence of high school economics teachers by 72.2%. While 27.8% of professional competence of teachers can be explained by other variables which are not examined in this study.

CONCLUSIONS AND SUGGESTIONS

This research resulted in several conclusions as follows: (a) commitment to profession affects the professional competence of high school economics teachers in East Java; (b) educational background does not influence the professional competence of high school economics teachers in East Java; (c) participation in MGMP does not affect the professional competence of high school economics teachers in East Java; (d) the level of teachers' welfare affects the professional competence of high school economics teachers in East Java; (e) commitment to profession, educational background, participation in MGMP, the level of teachers' welfare jointly affect professional competence of senior high school economics teachers in East Java.

Based on the conclusion of the study, then some suggestions the Department of Education to develop sustainable economic development of the professionalism of teachers.

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