

The Role of Teachers' Professional Competence in Implementing School Based Management: Study Analisis at Secondary School in Parepare City of South Sulawesi Province-Indonesia

Syahrudin¹, Andi Ernawati², Mohd. Anuar B. Abdul Rahman³, Ahmad Johari B. Sihes⁴

Faculty of Education, Universiti Teknologi Malaysia

e-mail: syaherna_66@yahoo.co.id¹, esyahrudin72@yahoo.com², mahargandk@yahoo.com³, p-joha@utm.my⁴

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ABSTRACT

The relationship between the role of professional competence of teachers and the implementation of School-based Management (SBM) is investigated in this study. Survey and interviews had been done to 325 respondents consisted of 13 principals, 226 teachers, and 86 school committee members of public secondary schools (SMPN) in Parepare, South Celebes, Indonesia in this mixed-method study. The results showed that there is a significant relationship between the teachers' professional competence and the implementation of SBM. In other words, the increase of the teachers' professional competence is significantly related to the increase of the implementation of SBM. Furthermore, the results also indicated that teachers' professional competence significantly affect the implementation of SBM. Additionally, the qualitative results from the interviews indicated that teachers' professional development in the form of performance, commitment, and motivation improvement can be considered as an important strategy to improve the quality of SBM.

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Corresponding Author:

Syahrudin
Faculty of Education
Universiti Teknologi Malaysia
81310 Skudai, Johor, Malaysia Tel: +607-5534404/07-5534347
email: esyahrudin72@yahoo.com

1. INTRODUCTION

Political reformation in 1998 triggered fundamental changes in education system and schools in Indonesia. One of the changes is the switch from centralized education management into district-based education management [1]. Accordingly, it led to the implementation of school-based education management [2, 3]. Furthermore, there can be at least two expected results from the application of school-based management (SBM); first, a better management, and second, a more successful teaching and learning process. This model of management is also expected to increase the quality of education.

The head of secondary education general directorate, a body within the Ministry of Education in Indonesia stated that the average score of teachers' competence evaluation (UKG) in South Celebes was nationally ranked 13, with 39.40%, which was below the national average, which is 42.25%. [4]. The average score of professional competence of the mentioned teachers group was 40.16%, while the national average was 44.05% [4]. In other words, continuous attention is required in order to improve the teachers' competence in the mentioned area of Indonesia. On the other hand, quality teachers are required to develop a successful education system in a country [5, 6, 7, 8]. Thus, despite of their qualities, teachers hold significant roles in the improvement of education quality.

Furthermore, several factors might lead to the low quality of education in Parepare [9]. One of them is teachers' pedagogical and professional competences; it was indicated that only 77.6% of the teachers (554 out of 752) hold proper credential and bachelor certifications. Another factor is that teachers' organizations and groups, such as subject teachers groups, are not functioning well. Moreover, school facilities do not meet the minimum national standard of education [10].

The aforementioned background indicates that there is a lot of room for improvement in the application of SBM in Parepare, where the current research was conducted. Aim of this research is to explore about the role of teachers' professional competence (TPC) in the application of SBM in Parepare. Thus, this current study attempted to provide answers to the following questions:

- a. What is the level of TPC in Parepare?
- b. Is there any correlation between TPC and the application of SBM in Parepare?
- c. Is there any influence of TPC on the application of SBM in Parepare?

Therefore, apart from answering the question number 1, the following null hypotheses were tested in this current study.

- a. There is no significant correlation between TPC and the application of SBM in Parepare
- b. TPC has no significant influence on the application of SBM in Parepare

2. TEACHERS' PROFESSIONAL COMPETENCE IN SBM

The improvement of education relies on the teaching and learning management, which is related to the professional aspects of teachers [11, 12, 13]. Teachers' competence affects the value, behavior, communication, goals, and the teachings, as well as supporting curriculum and professional development [14]. Professional competence can be defined as the teachers' capability to master their subjects in-depth and the way to appropriately deliver it to the students [15, 16, 17]. Apart from teaching, teachers should possess the capability to diagnose students' initial behavior, develop lesson plans, administration, communicate, and develop themselves as well as the students' potential [17]. In order to play those particular roles, teachers should rely on their educational background and experiences [18].

School-based quality management is a model in educational management that emphasizes in creativity, without being actually attached to any educational institution. This concept was led by the theory of effective school, which is more focused on the improvement of education process [19]. Few situations that indicated this concept's characteristics are as follows: School has quality vision, mission, and goals; clear and effective programs, quality-focusing education and transparent in conducting education. Therefore, it can be concluded that the effort to improve the quality of the teaching and learning process through improving the TPC would likely to maximize the output.

3. METHODS

Mixed method was employed in this current study; survey questionnaire sets were distributed to 325 participants, consisted of 13 principals, 266 teachers, and 86 school committee members. Interviews were conducted to 21 participants consisted of 7 principals, 7 teachers, and 7 school committees. The data collection was conducted in Parepare, South Celebes. In the total of 7 districts in Parepare, at least one or two public junior-high schools (SMPN). There are 13 SMPN, hence 13 principals, followed by 562 teachers and 117 school community/ PIBG [20]. Random convenience sampling was conducted in this study [21]. Codes such as AA/I-PS, AA/I-GS, dan AA/I-PIS were used in order to maintain the confidentiality of the participants. AA refers to the schools' code, I refers to interview, and PS represents principals, GS represent teachers, and PIS represents school committees. Statistical software was employed to analyze the quantitative data while qualitative data processor was employed to analyze the qualitative. Table 1 shows the demographic factors among the participants.

4. RESULTS AND DISCUSSIONS

4.1. Teachers' Professional Competency and the Application of School-based Management

Based on the descriptive analyses, it can be explained that TPC scored (mean) 3.03/5.00 according to the participants' responses It indicates that somehow TPC in Parepare has some rooms for improvements. Table 2 illustrates the descriptive analyses of this study.

As seen in Table 2, only 4.9% of the participants strongly agreed that TPC is satisfactory and only 5.8% of them strongly against the idea. Those numbers are relatively small compared to those who agreed (38.8%) and disagreed (34.2%). This finding is considerably vague because a significant difference did not seem to occur between the two ends of the line.

Table 1. Demographic Factors

No	Description	Frequency	Percentage
1	Principal		
	Gender		
	-male	11	84.6
	-female	2	15.4
	Qualification		
	-Bachelor degree	5	38.5
	-Master	8	61.5
	Time served		
	-1-10 years	1	7.7
	-11-20 years	3	23.1
	-21-30 years	8	61.5
	-31-40	1	7.7
	Leadership training		
	-Have attended	13	100.0
-Have not attended	0	0	
2	Teacher		
	Gender		
	-male	102	45.1
	-female	124	54.9
	Qualification		
	-Diploma	5	2.2
	-Bachelor Degree	212	93.8
	-Master	9	4.0
	Time served		
	-1- 10 years	88	38.9
	-11-20 years	92	40.7
	-21-30 years	43	19.0
	-31-40 years	3	1.3
	Subject		
	-Math	30	13.3
	-Bahsa Indonesia	32	14.2
	-English	39	17.3
	-Science	35	15.5
	-Social Science	49	21.7
-Civics and Moral	10	4.4	
-Others	31	13.7	
3	Community/PIBG		
	Gender		
	-male	59	68.6
	-female	27	31.4
	Qualification		
	-Diploma	22	25.6
	-Bachelor Degree	61	70.9
	-Master	3	3.5
	Service in the schools'		
	-1-3 years	30	34.9
	-4-6 years	49	57.0
	-7-9 years	3	3.5
	-10-12 years	4	4.7
	Position		
-Head	13	15.1	
-Setiausaha (?)	13	15.1	
-Treasurer	13	15.1	
-Member	47	54.7	

Table 2. Distributions of the Data

Konstruk	N	Mean	SD	Frekuensi dan Persen									
				D		I		A		SA			
				f	%	f	%	f	%	F	%		
TPC	325	3.03	1.078	19	5.8	111	34.2	53	16.3	126	38.8	16	4.9

Correlation between variables was analyzed by employing Pearson correlation, and the results are displayed in Table 3. It is indicated that TPC and SBM application are significantly correlated to each other ($p=.000$).

Table 3. Correlation between Variables

Variable	TPC	SBM Application
TPC	Person Correlation Sig. (2-tailed)	1
SBM Application	Person Correlation Sig. (2-tailed)	.228** .000

The results depicted in Table 3 indicated that when the TPC is improved, MBS application will as well be improved. Furthermore, null hypothesis 1 is rejected.

A regression analysis had been done in order to test the null hypothesis 2, and the results are depicted in Table 4. It was indicated that null hypothesis 2 is rejected ($p=.000$).

Table 4. Influence of TPC on SBM Application

Independent variable	β	t	Sig
TPC	.145	2.556	.000
Dependent variable: SBM Application			
$\alpha = 2.262$		adjR ² = 0.096	
R = .324		F = 12.518	
R ² = .105		sig = .000	

As illustrated in Table 4, TPC significantly affected the application of SBM ($p=.000$; $t=2.556$; $\beta=.145$). In other words, it can be said that TPC affected 14.5% of the application of SBM in Parepare. Therefore, it can be concluded that it is important to improve TPC in order to improve the effectiveness of SBM application in junior high school in Parepare.

4.2. Qualitative Data Analyses

Results of the interviews indicated that one of the important strategies in improving the quality of SBM is the professional development of the teachers, because it is evident that such development might enhance teachers' motivation, commitment and performance. As stated by one of the participants:

"Problems with teachers' performance appraisal have been announced, Sir... well, it was supposed to be that way... How can a school be good if the teachers are... you know, not so motivated. For instance, teachers are appraised based on the students, instead on the authentic data... so... it is definitely problematic." (AC/I-GS).

a. Potential Identification

Potential identification is one of the effective strategies to improve the quality of human resources. Included in potential development are: the improvement of teachers' IT skills in developing teaching materials. In terms of the students, they are able to perform well academically or non-academically through effective potential development activities. This is concluded from the statement of the principals, represented by the following sample excerpt:

"Thus, every stakeholder can identify each others' respective potentials and include them to the school program. That drove them to be... sincerely working for the school." (AC/I-PS).

At schools, potential development is a common responsibility for any stakeholder and society members in order to develop effective human resources, which sequentially leads to a better education quality.

b. IT and Teaching Media Development

IT and teaching media development is necessary to improve schools' innovation in many aspects, such as science competitions, IT-based learning media development, etc. It is represented by the following sample excerpt from a participating teacher:

"As a teacher, we have to be motivated to update ourselves, especially related to IT development nowadays, Sir. Previously, we used manual or traditional method, now we should do it IT-based." (AI/I-GS).

Followed by the next statement:

"In the future, Sir... curriculum programming, including how to develop learning media such as Camtasia Studio® where we can record teachers' voice and combine it with a powerpoint-like presentation. It's called Camtasic System. So... as teachers we should be motivated to update and be more qualified as educators" (AI/I-GS).

The aforementioned excerpt samples indicated that IT-based learning media development is a significant requirement related to human resource quality improvement. This finding is in line with the previous studies related to realistic goal settings, motivating students, using various teaching methods and materials, optimizing teaching-learning periods for the students, monitoring students' performance, setting marking schemes, and giving feedbacks to the students [22, 23, 24, 25]. Additionally, understanding students' diversity is another factor that determines teachers' success [26].

c. Workshops and Training Programs

Workshops and training program are included in the schools' strategy to improve academic knowledge and skills of the teachers and students. As mentioned in the excerpt samples as follows:

"In this school, Sir... Every month we have IT workshop and training. Last time, it was about how to peer-share our knowledge in creating learning media." (AI/I-GS)

"There are many strategies and steps we can do in the future in order to improve our educational quality... including teachers' quality. It's true that we have to do many workshops, trainings, especially related to the use of technology. There, we can obtain new knowledge and information." (AG/I-GS).

The reported samples of the excerpt indicated that workshops and trainings enriched teachers with relevant new information and knowledge related to their subjects. Eventually, the strategy will improve the education quality. In line with the study of Caldwell and Spink [27] and Musfah [25] which stated that independent learning, group-discussions, and workshops are required to improve teachers' capabilities.

5. CONCLUSION

It can be concluded that TPC has a significant moderate relationship with the implementation of SBM in junior high school in Pare-pare. In other words, when the PTC gets better, the implementation of SBM will follow. Furthermore, PTC has a significant influence on the implementation of SBM, where the β value was recorded as .145, which means that 14.5% of the increment of implementation of SBM is contributed by PTC in this research model. From the interview data analyses, it was discovered that teachers' professional development should be considered as an important factor in elevating the implementation of SBM.

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