

THE EFFECT OF PROFESSIONAL DEVELOPMENT ON TEACHER PERFORMANCE IN THE IBTIDAIYAH MADRASAH IN BANDARLAMPUNG CITY

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Abstract

The purpose of the study was to examine the effect of professional development on teacher performance at MIN Bandarlampung City. This type of research is associative research with an ex post facto approach. A sample of 132 teachers was taken randomly from the 317 population of teachers in MIN. The data collection technique used a questionnaire which was then analyzed using simple linear regression statistical techniques and multiple regression with SPSS version 20.0. The results of the study had a positive and significant effect on self-confidence on teacher performance at MIN Bandarlampung City.

Keywords: *professional development, teacher performance*

Abstrak

Tujuan dari penelitian ini adalah untuk mengkaji pengaruh pengembangan profesi terhadap kinerja guru MIN di Kota Bandarlampung. Jenis penelitian ini adalah penelitian asosiatif dengan pendekatan ex post facto. Sampel 132 guru diambil secara acak dari 317 populasi guru di MIN. Teknik pengumpulan data menggunakan kuesioner yang kemudian dianalisis menggunakan teknik statistik regresi linier sederhana dan regresi berganda dengan SPSS versi 20.0. Hasil penelitian tersebut memberikan efek positif dan signifikan terhadap kepercayaan diri terhadap kinerja guru MIN di Kota Bandarlampung.

Kata kunci: *pengembangan profesional, kinerja guru*

PRELIMINARY

The development of the world of education today is not only limited to providing teaching and lessons for students and more than just providing the learning material. One of the development is by linking the teaching team with the school for teaching effectiveness. Education is how the process of linking the relationship between teachers and schools which plays a very important role in the effectiveness of education ([Sweetland and Hoy., 2000](#)). In its application, in the world of education, the involvement of teachers and school principals in the world of education has a very large role in efforts to increase resources, where involving teachers and principals will have a positive impact on educational institutions. ([Midthassel., 2004](#))

Improvements in the world of education are also influenced by the level of primary and secondary education. Education policy should start from primary and secondary schools that aims to improve formal education ([Matsuoka., 2019](#)). One of the most important parts of a 12-year basic education program is a system where admissions are open and not centered on the amount of time students spend studying ([Liu., 2015](#)).

Madrasah as educational institutions in formal form have been known since the 11th or 12th century AD (5th-6th century Hijriah). Madrasah is as a formal institution in Islamic education in Indonesia. Madrasah is defined as a general educational institution characterized by Islamic primary and secondary levels ([Basri., 2017](#)). Implementation of Madrasah education is stated in the Ministry Regulation which regulates that the level of Madrasah education consisting of early childhood education, namely Raudatul Atfal (RA) which is taken for 1 or 2 years, basic education namely Madrasah Ibtidaiyah (MI) which is taken for 6 years and Madrasah Tsanawiyah (MTs) is taken for 3 years, and secondary education, namely Madrasah Aliyah (MA) and Vocational Madrasah Aliyah (MAK) taken for 3 years (PMA No. 90 Years (2013).

One of the interesting aspects to be studied from the figure of a teacher is the aspect of performance, because the teacher's performance is the most important input in the implementation of education (Nadeem & et.a.l, 2011). Phenomena in the world of education are increasingly developing and complex. This also creates attractive competition between Madrasa as educational institutions that need to learn and have the initiative to improve teacher performance for student satisfaction, because education is a circular process that influences each other and is sustainable. Therefore, a strategy is needed to win the competition between Madrasah and to increase the acceleration of improving the quality and professionalism of Madrasah teachers.

Education is perhaps one of the most important social activities in human life. Teachers and educators play an important role in supporting and motivating students. They must always improve themselves to be visionary and good in the field they teach. They have to be disciplined at work (Ninlawan, 2015). The conditions that occur in Madrasah are considering the conditions of Madrasah with diverse teacher backgrounds causing them to prepare themselves in an increasingly advanced and complicated community life. Professional development is very important in order to improve teacher performance to carry out their duties. There are some cases of several teachers at Madrasah Ibtidayah in Bandar Lampung City who do not completed administration of learning tools, namely syllabus, lesson plans, and analysis of tests only as a routine and just abort obligations as a teacher.

The government emphasizes in government regulation (PP) Number 19 of 2005 concerning National Education Standards (SNP) that teacher educators must have competence as learning agents at the primary and secondary education levels as well as early childhood education. The normative directive which states that the teacher as a learning agent shows expectations, and the teacher is the most responsible party for transferring knowledge to students.

Teachers are a key element in the education system to create quality human resources (Laeli., 2015). The quality of the learning process is closely related to teacher performance, because teachers directly deal with students in the implementation of education ([Sardirman., 2006](#)). The teacher is one of the human components in the teaching and learning process who plays a role in efforts to form potential human resources in the field of development; therefore, teachers must play an active role and can be a professional in accordance with the demands of a growing society.

According to ([Sutisna., 2012](#)), there are requirements to bring effective performance, such as physical health conditions in accordance with the demands of their duties, the required formal education, sufficient knowledge of organizations that are able to drive existing activities, self-confidence, high creativity to solve various problem, stamina and great enthusiasm. ([Wahab., 2011](#)) explained the factors that influence teacher performance, namely personality and dedication, professional development, teaching abilities, and relations with the community.

Many efforts have been made to improve teacher performance in Madrasah as a logical consequence of the government's goal of improving the quality of education. However, based on the field data, these efforts have not shown optimal result. This very worrying phenomenon is the responsibility of various parties, including principal in Madrasah, teachers, supervisors, the community and the government.

The purpose of this study in general is to examine the effect of professional development on teacher performance in MIN Bandar Lampung City.

LITERATURE REVIEW

(Sofia., 2010) stated that performance is related to completing tasks for an individual. According to (Supardi., 2014), performance is an activity carried out to carry out the duties and responsibilities in accordance with the expectations and goals that have been set. While, according to (Kirom., 2010), performance is an achievement in order to strive for the achievement of predetermined goals and targets. Based on this opinion, what is meant by teacher performance is an activity carried out by a teacher to carry out duties and responsibilities in accordance with the expectations and goals that have been set, and as a result of the evaluation of the work done compared to the criteria or standards that have been set.

(Robbins, 2006) stated that evaluating a person's performance can be done by using three kinds of criteria, namely: (1) task results, (2) behavior and (3) individual traits. Assessing the quality of performance can be seen from several indicators which include: (1) performance, (2) mastery of the teaching material, (3) professional mastery of teacher and education, (4) mastery of ways of adjustment, and (5) personality to carry out their duties well.

Professional competence is the ability of educators which includes mastery of learning materials broadly and deeply so as to enable them to guide students to obtain predetermined competencies, mastery and appreciation of educational foundations and insights, as well as mastery of educational processes (Linda., 2013). One of the factors that influence teacher performance is professional development, according to ([Saondi dan Suherman., 2010](#)), is professional development of the organizing learning process to improve the mastery of knowledge or management ability along with its implementation strategy, and being able to improve better performance. This professional development determines the teacher's ability to deliver material and interactions in teaching and learning process.

RESEARCH METHODS

This research was done through quantitative approach. Quantitative method can be defined as a research method based on the philosophy of positivism, which is used to examine a particular population or sample. This type of research is associative research with an ex post facto approach. Associative research aims to determine the influence or relationship between two or more variables, while ex post facto research is research conducted to examine events that have occurred and then trace back to find out the factors that can cause these events (Sugiyono., 2008). Ex-post facto research is research where the independent variable has occurred when the researcher begins by observing the dependent variable in a study (Prajitno, S. B., 2013). Quantitative research is closely related to social survey techniques including interviews, questionnaires and others. Data was collected using a questionnaire, then data analysis was carried out using the SPSS version 20 program. This study aims to examine the effect of the independent variable (X) and the dependent variable (Y) namely professional development as (X) and teacher performance as (Y).

The population in this study were all State Islamic Elementary School teachers in Bandar Lampung City with a total of 317 teachers from 12 MIN in Bandar Lampung City. In

this study, the sampling technique used was a random sampling technique namely the cluster sampling technique, which is a sampling where the sample elements are cluster elements (Sukardi., 2003). Based on this technique, the research sample was 5 Madrasah with a total sample of 132 MIN teachers in Bandar Lampung City.

Data collection techniques used in this research were questionnaires and documentation. Questionnaire technique used to determine professional development and teacher performance. Before collecting data, the research instruments were tested including validity and reliability tests.

The results of the validity test of the research instrument on teacher professional development and the teacher's performance from the validity test results were all valid. This was because the calculated r value was greater than the r table value (0.468). The results of the reliability test of research instruments for all research instruments on teacher professional development and teacher performance proposed in this study were reliable because the calculated r value was greater than the r table value, so that the items of the research instrument were reliable and could be used as a valid or valid measuring instrument. They were suitable to collect information about the variables of teacher professional development, and teacher performance at MIN Bandar Lampung City in this study.

Hypothesis testing used statistical techniques simple linear regression equation. To assist the calculations in analyzing the data by using these various formulas, the researcher used the SPSS 20.0 statistical program application.

RESULT AND DISCUSSION

Before testing the hypothesis, the analysis requirements test was first carried out, namely the classical assumption test. Because this study used inferential analysis with regression techniques, it must meet the classical assumption test which includes normality test, multicollinearity test, and heteroscedasticity test. The results of the normality test for the variables of teacher professional development and teacher performance can be seen in the table below.

Table 1
Normality Test Results

Research variable	Kolmogorov-Smirnov(a)		
	Statistic	Df	Sig.
Teacher Professional Development	0,077	132	0,052
Teacher Performance	0,076	132	0,060

Source: Results of data processing through SPSS version 20, 2019

Based on the table, it showed that the calculated r value of the teacher professional development variable (0.052) and teacher performance (0.060) were greater than the level of α used (0.05). It means that the data on the variables of teacher professional development and teacher performance were normally distributed and could be used to test hypotheses about the correlation between variables.

Table 2
Multicollinearity Test

Model	Tolerance	VIF
Teacher Professional Development	0,923	1,084

Source: Results of data processing through SPSS version 20, 2019

Based on the results above, it can be concluded that the tolerance value on the teacher professional development variable had a tolerance value of $0.923 > 0.10$, and a VIF value of $1.084 < 10.00$. Based on the results above, it can be concluded that the data above shows that there was no multicollinearity.

Table 3
Heteroscedasticity Test

Model	Significance
Teacher Professional Development	0,353

Source: Results of data processing through SPSS version 20, 2019.

Based on the test results above, it can be concluded that the teacher professional development variable had a significance value of $0.353 > 0.05$, so there were no signs of heteroscedasticity because the significance value was > 0.05 .

The results of hypothesis testing in the study found that there was a significant positive and significant effect of professional development on teacher performance at MIN Bandar Lampung City which was significant as shown in the following table.

Table 4
Test Results Significance of the Effect of Professional Development on Teacher Performance

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	1882,963	1	1882,963	687,527	0,000 ^b
Residual	356,037	130	2,739		
Total	2239,000	131			

Dependent Variables. Teacher Performance

Source: Results of data processing through SPSS version 20 (2019)

Based on the results of the calculation of the regression significance test with the SPSS version 20 program in the table, it is known that the value was smaller than the level α used (ie 0.05) or $0.000 < 0.05$ so that the hypothesis in this study was accepted. The calculated F value was also greater than the table F value, which was $687,527 > 1,000$. Thus, it can be interpreted that there was a positive and significant influence of professional development on teacher performance in MIN Bandar Lampung City. In other words, professional development and teacher performance at MIN Bandar Lampung City had a positive correlation, where if the level of teacher professional development was good, then teacher performance would increase.

The findings of this study are in accordance with the statement of (Soewarni., 2004) which stated that the development of the teaching profession is directed at professional

quality, performance appraisal and achievement. It means that through the development of the teacher's profession, it also aims to improve the performance and work performance of the teacher. The results of this study are also relevant to the results of the study by (Putri., 2017) who found that teacher professional development has a positive effect on teacher performance by 21.6%. The study by (Fadili, dkk., 2018) also found that there was a correlational relationship between the training and human resource development variables which allowed for a path relationship of the three variables studied. The direct and indirect correlation of human resource development is higher than the effect of training on employee performance in the company.

Research result (Kudsi., 2017) also found that career development and incentives had a significant positive effect on employee performance by 0.353 or 35.3%. Research by Fauziah, et al. (2016: 43) also found that there is a very strong relationship between career development and employee performance at PT. Pandu Siwi Sentosa Samarinda. Efendi's research (2015: 9) found that competency-based resource development has a positive impact on improving the organizational performance of the Bandar Lampung City Government. This is also supported by the results of research (Katou., 2009) which stated that human resource development has a positive impact on organizational performance.

Based on the findings and relevant research results, it can be concluded that professional development carried out by relevant educational institutions, schools, and by the teachers themselves have an impact on improving teacher performance. Schools that always strive to develop the teaching profession will increase teacher competence and increase teacher performance by having the ability to carry out their duties and responsibilities more professionally and responsibly.

Based on the results of these studies, it can be understood that the performance of teachers can increase to be more optimal if the development of the teaching profession increases. Therefore, there are factors that can affect teacher performance, namely the development of the teaching profession. Thus, improving teacher performance is done by developing professional skills as a teacher, because it positively has a significant influence on teacher performance, especially in MIN Bandar Lampung City.

Limitations in this study included (1) the data collection to determine the effect of professional development on teacher performance at MIN Bandar Lampung City was only using questionnaire and not supported by other data collection techniques such as interviews and observations, so that the results obtained had a tendency to not describing the actual situation. Therefore, it is necessary to conduct future research on the effect of professional development on teacher performance at MIN Bandar Lampung City by instruments in the form of observations or interviews. (2) This research was only carried out in MIN or State Madrasah Ibtidaiyah and not included private Madrasah Ibtidaiyah, so the results obtained tended to only describe the effect of professional development on teacher performance in public school. Therefore, it is necessary to develop research subjects not only in state Madrasah Ibtidaiyah or MIN, but also in private Madrasah. (3) There was a lack of thoroughness of the research, so it is necessary to conduct a more extensive and in-depth research using research instruments which are more complete and varied. (4) In addition to professional development, there are many other factors that affect teacher performance, so research on other factors still needs to be done.

CONCLUSION

Based on the results of research and discussion, it can be concluded that there was a positive and significant effect of professional development on teacher performance at MIN Bandar Lampung City because the t-count value was greater than the t-table value, namely $26,221 > 1.960$ so that the hypothesis in this study is accepted. When professional development increases, it will be followed by an increase in teacher performance at MIN Bandar Lampung City.

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