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## TEACHER WORKING GROUP PARTICIPATION ON TEACHER PROFESSIONALISM

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**Abstract:** This study aims to determine the effect of supervision, education and training, and participation in working groups on the professionalism of public junior high school teachers in Lanrisang District, Pinrang Regency, both partially and simultaneously. This study uses a quantitative approach with multiple linear regression analysis methods. The research sample was 76 teachers selected from public junior high schools in Lanrisang District. The research instrument was tested using validity and reliability tests, as well as classical assumption analysis. The results showed that supervision, education and training, and participation in teachers' working groups partially and simultaneously had a positive and significant effect on teacher professionalism. The findings reinforce the importance of the role of school principals, training institutions, and teacher professional communities in improving the quality of teachers as professional educators.

**Keywords:** Supervision, Education and Training, KKG Participation, Professionalism

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### A. Introduction

Teaching profession is not just vehicle For distribute hobby or as work part-time, will but is work to be done pursued For realize skill professionalism in a way maximum. As power professional, teacher holds role important in implementation of learning and achievement programs objective education in schools (Aqib, 2012). In context education nationally, teachers bear the burden not quite enough answer big to success objective education, because teachers are end spear in implementation of learning programs. Teachers don't only transfer knowledge, but also form character and moral values of participants educate.

Therefore that, the increase teacher professionalism becomes very important For ensure quality education. In various reports and results study mentioned that quality education in Indonesia is still low. One of the the indicators is Indonesia's position is still is below the average for developing countries in index development Human Development Index, namely the quality of Indonesian human resources is ranked ranked 109th in the world ( Tilaar, 2014). One of the reason main low quality education is low teacher quality, as indicated by the lack of professionalism in carry out task as educators. The Department of National Education has identify various problem



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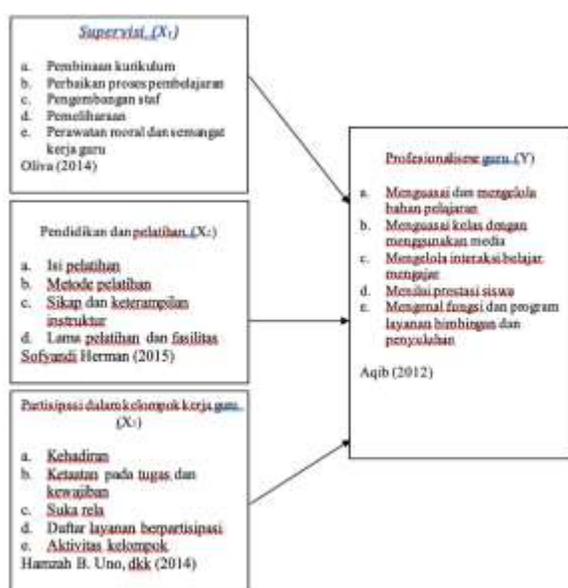
education that includes efficiency, relevance, low quality and management education (Depdiknas, 2010). According to survey Political and Economic Risk Consultant (PERC), quality Indonesia's education ranking is ranked 12th out of 12 countries in Asia, below Vietnam. Reported data The World Economic Forum Sweden (2000), Indonesia has Power low competition, namely only occupy ranked 37th out of 57 countries surveyed in the world. And still according to survey from the same institution Indonesia only predicated as followers No as leader technology from 53 countries in the world (Al Jawi, 2006). In frame overcome problem In this regard, various strategies are implemented, including through improvement teacher quality with approach supervision, education and training (diklat), as well as improvement participation in group teacher work (KKG).

Purwanto (2012) stated that supervision is something activity planned development For help teachers and staff school other in do work they in a way effective. Sahertian (2012) objectives supervision is give services and assistance For increase quality teaching teachers in class who in turn can increase quality Study students. Not only repair ability teaching, but also for development potential and quality of teachers. Head school as a supervisor has role important in help teachers overcome difficulty learning through systematic and sustainable approach. Good supervision will give clear motivation and direction for teachers to develop ability teach him. Besides supervision, education and training for teachers it is also form intervention strategic aim increase knowledge, skills, and attitudes in operate task professional. Training can organized by various institution start from government until institutions education private sector activities like training, workshops, guidance technical, and seminars play a role

important in increase teacher competency. Group Teacher Work (KKG) is prepared container For push participation active teachers in development his profession. Director General Elementary and Secondary Education The Ministry of National Education (2010) defines KKG as receptacle meeting professional for junior high school teachers to discuss problem learning with principle from teachers, by teachers, and for teachers (Al Rasyid, 2015). KKG is very important Because give room to the teacher to Keep going learn and grow in a way collective. Teacher professionalism, as arranged in Law No. 14 of 2005 concerning Teachers and Lecturers, includes competence pedagogical, personality, social, and professional. Professional teachers is those who have ability technical and academic, as well as moral integrity in operate task as educators (Kunandar, 2007). Therefore that, teacher professionalism is very influenced by support from environment school, training received, and participation in community profession such as KKG.

However in in practice, it was found that various effort improvement teacher quality through supervision, training, and KKG have not been fully succeed increase teacher professionalism in general evenly distributed. Many activities training that is not in accordance with actual teacher needs, supervision that is of a nature formality without action carry on training real, and KKG participation is not optimal (Nurmala, 2019). Hasibuan (2014) training is an educational process organized, so that employee Study knowledge, technique teaching and expertise For objective certain. This is show that there is gap between policy improvement teacher quality with its implementation in the field. The phenomenon This become attention important Because teacher professionalism is very related direct with quality education. Therefore that, is necessary approach

empirical For measure to what extent does it influence supervision, education and training, and participation in group teacher's work towards teacher professionalism in general real in the field. Based on the description above, then framework conceptual about influence supervision, education and training, and participation in Group Teacher Work Group (KKG) towards professionalism of public junior high school teachers in the sub-district Lanrisang Regency Pinrang as following.



Gambar 1. Kerangka Konseptual

As for the hypothesis study based on formulation problems that have been described is as following;

- Supervision, education and training as well as Participation in group influential teacher work positive and significant in a way partial to professionalism of public junior high school teachers in the sub-district Lanrisang Regency Pinrang.
- Supervision, education and training as well as Participation in group influential teacher work positive and significant in a way simultaneous to professionalism of public junior high school teachers in

the sub-district Lanrisang Regency Pinrang.

- Variables participation in group the most dominant work of teachers influential to professionalism of public junior high school teachers in the sub-district Lanrisang Regency Pinrang.

## B. Materials and Methods

Study This use approach quantitative with type study descriptive correlational research conducted in the District Lanrisang Regency Pinrang, with object study all 76 teachers of State Middle Schools. Because the population relatively small, then technique taking samples used is saturated sampling, namely all over population made into as sample. Data collection was carried out with spread questionnaire closed shaped Likert scale that has been tested validity and reliability. Questionnaire consists of from the question items that measure variables supervision, education and training, participation in group teacher work, as well as teacher professionalism. For ensure feasibility of the analysis model, assumption testing is carried out classical tests that include normality, multicollinearity, and heteroscedasticity tests. Data analysis using multiple linear regression For know the influence of each variable free to variables tied, good in a way partial and simultaneous. Data is processed using SPSS software version latest. Statistical test results in the form of mark coefficient regression, value significance (p-value), t-test, F-test, and coefficient determination (R<sup>2</sup>) is presented For answer objective study.

## C. Result and Discussion

### Result

Study This aim For test influence supervision (X<sub>1</sub>), education and training (X<sub>2</sub>), and participation in group teacher work (X<sub>3</sub>) towards teacher professionalism (Y) in general partial and simultaneous analysis done use technique multiple linear

regression on the data obtained of 76 respondents of public junior high school teachers in the sub-district Lanrisang, Regency Pinrang. Here This is description complete from results data processing:

### Validity and Reliability Test

Before done analysis regression, validity and reliability tests were carried out to instrument study. Testing validity done For know whether instrument questions used truly reliable and valid for used as tool

measure. Validity test in study This done with use technique Pearson Product Moment correlation, namely with correlate between item score with total score of the variable. Instrument is said to be valid if mark  $r$  count more big from  $r$ table at the level significance of 5% with amount respondents ( $n = 76$ ), where  $r$ table of 0.223. Results testing validity carried out with using the SPSS program are described respectively as following.

Table 1 Validity Test Results on Variables Supervision

Indicator	r count ( <i>Pearson Correlation</i> )	r table ( $\alpha = 5\%$ )	Information
X1.1	0.715	0.223	Valid
X1.2	0.588	0.223	Valid
X1.3	0.781	0.223	Valid
X1.4	0.754	0.223	Valid
X1.5	0.382	0.223	Valid

Based on Table 1 above shows that all over indicator in variables supervision show index Pearson correlation or  $r$ - count more

from  $r$  table (0.223). This is can concluded all indicators on variables supervision declared valid.

Table 2 Results of Validity Test on Education and Training Variables

Indicator	r count ( <i>Pearson Correlation</i> )	r table ( $\alpha = 5\%$ )	Information
X2.1	0.726	0.223	Valid
X2.2	0.708	0.223	Valid
X2.3	0.806	0.223	Valid
X2.4	0.778	0.223	Valid

Based on Table 2 above shows that all over indicator in variables education and training Work show index Pearson correlation or  $r$ - count more from  $r$  table

(0.223). This is can concluded all indicators on variables education and training Work declared valid.

Table 3 Validity Test Results on Variables Participation in group teacher's work

Indicator	r count ( <i>Pearson Correlation</i> )	r table ( $\alpha = 5\%$ )	Information
X3.1	0.678	0.223	Valid
X3.2	0.716	0.223	Valid
X3.3	0.784	0.223	Valid
X3.4	0.803	0.223	Valid
X3.5	0.868	0.223	Valid

Based on Table 3 shows that that all over indicator in variables participation in group teacher's work shows index Pearson correlation or  $r$ - count more from  $r$  table

(0.223). This is can concluded all indicators on variables participation in group teacher's work is declared valid.

Table 4 Validity Test Results on Variables Teacher professionalism

Indicator	r count ( Pearson Correlation)	r table ( $\alpha = 5\%$ )	Information
Y.1	0.752	0.223	Valid
Y.2	0.729	0.223	Valid
Y.3	0.640	0.223	Valid
Y.4	0.761	0.223	Valid
Y.5	0.730	0.223	Valid

Based on Table 4 shows that that all over indicator in variables teacher professionalism shows index Pearson correlation or r- count more from r table

(0.223). This is can concluded all indicators on variables teacher professionalism is declared valid. Reliability tested using Cronbach Alpha, with results as following:

Table 5 Reliability Test Results

Variables	Cronbach's Alpha	Information
Supervision (X1	0.786	Can reliable
Education and	0.801	reliable
Participation Kel	0.773	Can reliable
Professionalism (Y	0.834	Can reliable

Based on results SPSS calculations above, all Cronbach's Alpha value is higher big from standards that have been determined namely ( $>0.60$ ) because That can concluded that instrument study reliable. Based on reliability test results on can seen Cronbach's Alpha variable supervision 0.655, education and training work 0.730, participation in group teacher work 0.825 and teacher professionalism 0.760 shows all reliable namely Cronbach's

alpha  $>0.60$ . So it can be concluded that indicator or questionnaire used in each variables stated reliable or can trusted as tool measuring variable.

### Data Test Results

#### Analysis Multiple Linear Regression

Based on results estimate regression linear multiple with use SPSS program, then obtained results like table below this:

Table 6 Results of Multiple Linear Regression Analysis

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,736	2,185		1,252	.215
	Supervision	.291	.102	.272	2,842	.006
	Education and training	.269	.126	.235	2,134	.036
	Participation in group teacher's work	.352	.118	.352	2,984	.004

a. Dependent Variable: Teacher professionalism

Source: Processed primary data, 2020

The results of multiple linear regression analysis on the influence of supervision ( $X_1$ ), education and training ( $X_2$ ), and participation in teacher work groups ( $X_3$ ) on

teacher professionalism (Y) show that the regression model formed is:

$$Y = 2.736 + 0.291X_1 + 0.269X_2 + 0.352X_3$$

This model shows that all three independent variables contribute positively

to improving teacher professionalism. The constant coefficient of 2.736 indicates the baseline value of teacher professionalism when the other three variables are zero. The regression coefficient for supervision of 0.291 indicates that each unit increase in supervision implementation will increase the teacher professionalism score by 0.291, assuming other variables remain constant.

**Testing Hypothesis In a way Partial (T-Test)**

For know significance influence supervision, education and training, and participation in group teacher's work towards professionalism of public junior high school teachers in the sub-district Lanrisang Regency Pinrang, partial test (t test) was used with compare t- count and t- table values at the level 95% significance ( $\alpha = 0.05$ )

Table 7. T-Test Results

Variables	B	t count	Significance (p value)
Supervision	0.291	2,842	0.006
Education and Training (X2)	0.269	2,134	0.036
Participation	0.352	2,984	0.004

Source: Processed primary data, 2020

The results of the t-test show that variables third independent that is supervision ( $X_1$ ), education and training ( $X_2$ ), and participation in group teacher work ( $X_3$ ), influential positive and significant to professionalism of public junior high school teachers in the sub-district Lanrisang Regency Pinrang. This is indicated by the t - value of each variable which is greater big from t- table (1.993), namely supervision of 2,842 (sig. 0.006), education and training of 2.134 (sig. 0.036), and participation in group teacher work of 2,984 (sig. 0.004). In addition that, based on standardized value of Beta coefficient, participation in group

teacher work ( $\beta = 0.352$ ) is the most dominant variable influence teacher professionalism, compared supervision ( $\beta = 0.272$ ) and education and training ( $\beta = 0.269$ ).

**Testing Hypothesis In a way Simultaneous (F Test)**

For know level significant influence independent variables (supervision, education and training, and participation) in group Work Teacher teacher ) in a together (simultaneously) against variables bound that is professionalism teacher, then used F test. The results obtained is as following :

Table 7F Test Results

**ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	193,564	3	64,521	23,746	.000 <sup>a</sup>
	Residual	195,633	72	2,717		
	Total	389,197	75			

a. Predictors: (Constant), Participation in group teacher work , supervision , education and training

b. Dependent Variable: Professionalism Teacher

Source: Processed primary data, 2020

Based on table above, it is known that coefficient F test obtained as big as 23,746 with level confidence (p value ) 95% or  $\alpha = 0.05$ . Calculation the show that F- value

count as big as 74,, 6 known greater than the F- table ( $df_1 = 3; df_2 = 72$ ) of 2.73 (23,746 > 2.73) and the value significant  $0.000 < 0.05$ , with thus can concluded that hypothesis accepted It means supervision,

education and training, and participation in group Work Teacher Teacher influential positive and significant simultaneously to professionalism Public Junior High School teachers in the District Lanrisang Regency Pinrang.

Similarly, the coefficients of 0.269 for education and training and 0.352 for participation in teacher work groups each indicate a positive and significant influence

on teacher professionalism. The magnitude of the contribution of the three independent variables (supervision, education and training, and participation in teacher work groups) in explaining variations in teacher professionalism is indicated by the coefficient of determination ( $R^2$ ). These values are presented in Table 2 below:

Table 8 Results of the Determination Coefficient Test ( $R^2$ )

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.705 <sup>a</sup>	.497	.476	1,648

a. Predictors: (Constant), Participation in teacher work groups, Supervision, Education and training

Source: Processed primary data, 2020

Based on results primary data processing with using the program SPSS obtained mark the R coefficient is 0.705 which means that connection between supervision, education and training, and participation in group teachers' work to teacher professionalism has high influence by 70.5%. Furthermore For mark  $R^2$  in study This of 0.497. This means that teacher professionalism can explained by supervision, education and training, and participation in group teachers' work of 0.497 or 49.7%, while the remaining 50.3% is explained by other variables that are not including in modeling. This is show variables free only give part required information For predict variation variables bound

### Discussion

There are some factor affecting tall low teacher professionalism in study this, among others that is supervision, education and training, and participation in group teachers work. Factors supervision, education and training , and participation in group teachers' work based on results research that has been done show existence influence to teacher professionalism.

Presentation connection between supervision, education and training, and participation in group teachers' work to teacher professionalism can described as following.

### Influence Supervision to Professionalism Teacher

Based on results partial analysis, obtained t - value variables supervision of 2.842 is greater than the t- table (df:72) of 1.993 (2.842 > 1.993) and the value significant 0.006 < 0.05, with thus can concluded that supervision influential positive and significant to professionalism Public Junior High School teachers in the District Lanrisang Regency Pinrang. Meaning the more Good supervision (X1), then will the more high professionalism teacher (Y). On the contrary, increasingly not enough Good supervision (X1), will the more low professionalism teacher (Y). With Thus, hypothesis 1 which predicts " Supervision influential positive and significant to professionalism Public Junior High School teachers in the District Lanrisang Regency Pinrang " accepted .

Results study This support research conducted by Handayani and Rasyid (2015), where the results his research show that there is significant influence of supervisory style participatory head school to professionalism teachers. Furthermore, the research conducted by Sulistiya (2013) also showed the same result, that supervision influential significant to dependent variable professionalism Teacher. Then, Enni, et al., (2013) also in his research show that there is positive and significant influence between supervision to professionalism teacher, pregnant meaning that the more Good perception Teacher about supervision, then the more good professionalism too.

#### **Influence Education and training Teacher To Professionalism Teacher**

Based on results partial analysis, obtained t - value variables Participation in group Work Teacher of 2.984 is greater than the t- table (df:72) of 1.993 ( $2.984 > 1.993$ ) and the value significant  $0.004 < 0.05$ , with thus can concluded that education and training Work Teacher influential positive and significant to professionalism Public Junior High School teachers in the District Lanrisang Regency Pinrang. This means, the more tall participation in group Work Teacher teacher (X3), then will the more high professionalism teacher (Y). on the contrary, increasingly low participation in group Work Teacher teacher (X3), then will the more low professionalism teacher (Y). With Thus, Hypothesis 3 which predicts that "Participation in group Work Teacher Teacher influential positive and significant to professionalism Public Junior High School teachers in the District Lanrisang Regency Pinrang" accepted.

Results study This support research conducted by Nugraheni and Rahmayanti (2016) where the results his research show that that education and training Work to professionalism Teacher influential positive and significant. Then, research by Enni, et

al., (2013) show that There is positive and significant influence between education and training work and supervision together towards professionalism teacher, pregnant meaning that the more Good education and training Work a teachers and their perceptions about supervision, then the more good professionalism too.

#### **Influence Participation in group Work Teacher Teacher To Professionalism Teacher**

Based on results partial analysis, obtained t - value variables Participation in group Work Teacher of 2.984 is greater than the t- table (df:72) of 1.993 ( $2.984 > 1.993$ ) and the value significant  $0.004 < 0.05$ , with thus can concluded that education and training Work Teacher influential positive and significant to professionalism Public Junior High School teachers in the District Lanrisang Regency Pinrang. This means, the more tall participation in group Work Teacher teacher (X3), then will the more high professionalism teacher (Y). on the contrary, increasingly low participation in group Work Teacher teacher (X3), then will the more low professionalism teacher (Y). With Thus, Hypothesis 3 which predicts that "Participation in group Work Teacher Teacher influential positive and significant to professionalism Public Junior High School teachers in the District Lanrisang Regency Pinrang" accepted.

Results study This support research conducted by Handayani and Rasyid (2015) where the results his research show that that there is significant influence participation in group Work Teacher Teacher to professionalism teacher. Then, research by Jumriatunnisah, et al., (2016) showed that Participation in group Work Teacher internal influential positive and significant to professionalism Teacher honorary with indicator the most assessment tall is existence strong desire For own idea Alone.

**Influence Supervision, Education and training, and Participation in group Work Teacher Teachers simultaneously to Professionalism Teacher**

Based on results analysis together or simultaneous with use F test, obtained that F- value count of 74.6 is known greater than the F- table (df1= 3; df2=72) of 2.73 (23,746 > 2.73) and the value significant 0.000 < 0.05, with thus can concluded that supervision, education and training, and participation in group Work Teacher Teacher influential positive and significant simultaneously to professionalism Public Junior High School teachers in the District Lanrisang Regency Pinrang. Things This means when supervision (X1), education and training (X2), and participation in group Work Teacher teachers (X3 ) are improved together then will impact on increasing professionalism teachers and vice versa If level supervision (X1), education and training (X2), and participation in group Work Teacher teacher ( X3 ) decreases together then will result in decline professionalism teacher. With thus Hypothesis 4 which predicts "Supervision, education and training, and participation in group Work Teacher Teacher influential positive and significant simultaneously to professionalism Public Junior High School teachers in the District Lanrisang Regency Pinrang" proven truth and hypothesis This accepted.

Based on results analysis coefficient determination mark the R coefficient is 0.705 which means that the relationship between supervision, education and training, and participation in group Work Teacher Teacher to professionalism Teacher have high influence by 70.5%. Furthermore For mark R 2 in study This of 0.497. This means that professionalism Teacher can explained by supervision, education and training, and participation in group Work Teacher Teacher of 0.497 or 49.7%, while the remaining 50.3% is explained by variables

others who don't including in modeling. Things This show independent variables only give part required information For predict variation variables bound. In matter This show that, the size influence supervision, education and training, and participation in group Work Teacher Teacher to professionalism Teacher No so big, but If supervision education and training, and participation in group Work Teacher teachers together can improved with okay then professionalism Teacher still will show quite an improvement significant. However, the need for addition variables other so that it can support professionalism Teacher become Far more good. As for The most dominant variable in study This is participation in group Work teachers, where participation in group Work Teacher Teacher will have a big impact on change professionalism Public Junior High School teachers in the District Lanrisang Regency Pinrang.

**D. Conclusion**

Based on results research that has been done so can taken conclusion as following:

1. Supervision influential positive and significant to professionalism Public Junior High School teachers in the District Lanrisang Regency Pinrang. Meaning the more Good supervision (X1), then will the more high professionalism teacher (Y). On the contrary , increasingly not enough Good supervision (X1), will the more teacher professionalism is also low (Y).
2. Teacher education and training is influential positive and significant to professionalism of public junior high school teachers in the sub-district Lanrisang Regency Pinrang. This means, the more tall teacher education and training (X2), then will the more teacher professionalism (Y) is also high. on the contrary, increasingly low teacher education and training (X2),

then will the more teacher professionalism is also low (Y).

3. Participation in group teachers' work influential positive and significant to professionalism of public junior high school teachers in the sub-district Lanrisang Regency Pinrang. This means, the more tall participation in group teacher work (X3), then will the more teacher professionalism (Y) is also high. on the contrary, increasingly low participation in group teacher work (X2), then will the more teacher professionalism is also low (Y).
4. Supervision, education and training, and participation in group teachers' work influential positive and significant in a way simultaneous to professionalism of public junior high school teachers in the sub-district Lanrisang Regency Pinrang. This means, if supervision (X1), education and training (X2), and participation in group teacher work (X3) is improved in a way together so will impact on increasing teacher professionalism and vice versa If level supervision (X1), education and training (X2), and participation in group teachers ' work (X3) decreased in a way together so will result in decline teacher professionalism.

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