

The Effect of Educational Training and Teacher Professional Training in Improving Teacher Professional Competence at SMA Negeri 2 Bantaeng

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Abstract. This study aimed to determine the effect of teacher professional education and training (PLPG) in improving teacher competence. This research is motivated by the lack of teacher competence, so researchers want to examine the effect of educational training and teacher professional training (PLPG) in improving professional competence. The type of research used was quantitative research with data collection techniques using observation, documentation and questionnaires. The data analysis technique used quantitative data analysis techniques. The results showed that the educational training and teacher professional training (PLPG) affected teacher competence, this was seen from the significance value of 0.001 with the t-test value of 1.196. Based on the established criteria, if the significance is $0.001 < 0.005$, then H_0 is rejected, which means there is no influence of teacher professional education and training (PLPG) with teacher competence. At the same time, H_{11} is accepted, indicating that teacher professional education and training (PLPG) influences teacher professional competence.

Keywords: *Teacher Professional Training, Education and Training (PLPG), Teacher Competence*

Abstrak. Penelitian ini dilatarbelakangi masih kurangnya kompetensi guru sehingga peneliti ingin meneliti pengaruh pelatihan PLPG dalam meningkatkan kompetensi profesional. Tujuan penelitian ini adalah untuk mengetahui pengaruh PLPG dalam meningkatkan kompetensi guru jenis penelitian yang di gunakan adalah penelitian kuantitatif dengan teknik pengumpulan data menggunakan cara observasi, dokumentasi dan angket. Teknik analisis data menggunakan teknik analisis data kuantitatif. Hasil penelitian menunjukkan bahwa pelatihan PLPG memberi pengaruh terhadap kompetensi guru, hal ini dilihat dari nilai signifikansi 0,001 dengan nilai uji-t adalah 1,196. Berdasarkan kriteria yang telah ditetapkan jika signifikansi adalah $0,001 < 0,005$ maka H_0 ditolak itu berarti tidak ada pengaruh PLPG dengan kompetensi guru sementara H_{11} diterima menunjukkan bahwa pelatihan PLPG mempunyai pengaruh terhadap kompetensi profesional guru

Kata kunci: *Pelatihan, PLPG, Kompetensi Guru*

INTRODUCTION

Education is an essential thing in our lives, which means that every human being has the right to get an education. Education, in general, has the meaning of a life process in developing each individual to be able to live and carry out life. This is in line with the contents of the Preamble to the 1945 Constitution of the Republic of Indonesia, Paragraph IV, which states that one of the goals of the Indonesian nation is "Educating the Life of the Nation". Education can be obtained from the family and community environments, but the most urgent is education in the school environment.

Education to realize this requires quality human resources, in this case, the teacher is one of the most important components of education to be considered by the government because the teacher has a large and strategic role in improving the quality of education because it is the teacher who deals directly with students to improve the quality of education. Transferring knowledge and technology and educating with positive values through guidance and example without forgetting the other components, including educational goals, students, curriculum, educational environment and educative interactions, and teaching tools. The definition of teacher in Law Number 14 of 2005 in Article 1 paragraph (1) Regarding Teachers and Lecturers are professional educators with the main task of educating, teaching, guiding,

directing, training, assessing and evaluating students in early childhood education through the educational pathway. formal education, primary education and secondary education.

In the Government Regulation of the Republic of Indonesia Number 32 of 2013 concerning National Education Standards, improving the quality and competitiveness of Indonesian human resources as a result of education has become a national commitment "stating that one of the core substances of the education sector action program is the restructuring of the school curriculum so that it can encourage the creation of results. Students who can answer the needs of human resources to support national and regional growth. Thus, the consolidation of National Education Standards and curriculum arrangements as a whole is essential and urgent to achieve these goals.

Law no. 14 of 2013 concerning Teachers and Lecturers defines that professionals are work or activities carried out by a person and become a source of income for life that requires expertise, proficiency or skills that meet certain quality standards or norms and need professional education. In other words, professional teachers are trained, educated and responsible and have experience in the world of education.

An educator certificate evidences the position of the teacher as a professional. Therefore, teachers are expected to carry out activities to improve their competence and

professionalism. The demands of teacher professionalism must be addressed by increasing qualifications and competencies, especially now that there is a need to take a certification test to determine one's eligibility.

In Permendikbud Number 19 of 2017 Article 1 paragraphs 3 and 4 state that paragraph: (3) certification is the process of granting teacher educator certificates. (4) educator certificate is formal evidence as an acknowledgement of teachers as professionals.

The primary purpose of teacher professional education and training (PLPG) is to obtain certification. In addition, teacher professional education and training (PLPG) also increases the dignity of a teacher and the role of the teacher as a learning agent. (PLPG) is considered a professional educator who can educate well to improve the quality of education in a sustainable manner. In accordance with the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, it is stated that education providers and training institutions give competency certification to students and community members. As an acknowledgment of the competence to do certain jobs after passing the competency test held by an accredited educational unit or certification body.

However, in reality, in the field, teachers are often found not to have the professional competencies that should be possessed to carry out their duties and responsibilities in

education, so that usually the objectives of learning are not achieved because of the ineffectiveness of teachers teaching in the classroom. This makes it challenging to improve the quality of education.

SMA Negeri 2 Bantaeng is one of the schools in Bantaeng that has teachers who have passed the education and professional training of teachers (PLPG), for that it is expected that teachers who have passed the education and professional training of teachers (PLPG) in the school can have professional competence.

Starting from stated above, the authors are interested in researching "The Effect of Educational Training and Teacher Professional Training (PLPG) in Improving Teacher Professional Competence at SMA Negeri 2 Bantaeng".

RESEARCH METHODS

In this study, the type of research used was quantitative research. Quantitative research methods were one type of research whose specifications are systematic, well-planned, and clearly structured from the beginning to the making of the research design. According to (Sugiyono 2012) quantitative research methods were interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples. Another definition states that quantitative research was research that demands the use of numbers, starting from

data collection and the appearance of the results.

The research location was the place where a researcher conducted research or the place where the research was carried out. This research was conducted at SMA Negeri 2 Bantaeng in Bantaeng Regency. The research was carried out from August to September in the 2018-2019 school year. Primary data was data obtained directly from the source, observed, and recorded.

The primary data obtained were data on educational training and teacher professional training (PLPG) in improving the competence of teachers at SMA Negeri 2 Bantaeng in Bantaeng Regency through Questionnaires and Observations. Secondary data in this study was data obtained not directly from the source. In this study, the secondary data sources used were written sources such as sources of books, scientific magazines and documents from related parties regarding the role of teacher professional education and training (PLPG) in improving teacher competence, with the number of teachers who had professional education and training. Teachers (PLPG) 19 people and before education and professional training for teachers (PLPG) 20 people.

The population in this study was all students in SMA Negeri 2 Bantaeng, with 881 people. The sample was part of the population. In this study, the sample was 29 students at SMA Negeri 2 Bantaeng. Determination of the sample using the purposive sampling

technique, where data collection was selected with certain considerations.

A research instrument was a tool that was used in digging up data in this study. The data is excavated with the instrument, namely the researcher himself, who directly witnesses the phenomena related to the object under investigation utilizing observation instruments, questionnaires and document studies.

The data collection technique in this research is the technique of observation, documentation and questionnaires. Observations were made to see firsthand how professional teachers are in teaching. The documentation method is a way of collecting data related to the effect of educational training and teacher professional training (PLPG) in improving teacher competence. A questionnaire was a data collection technique by asking the respondents written questions in writing.

Analysis of the data used in this study was the statistical analysis of the t-test. The formula used to calculate the percentage of the questionnaire results is as follows:

$$P = \frac{f}{n} \times 100$$

Where :

P : The percentage of the answer

F : Frequency of Respondents' Answers

n : Number of Respondents

DISCUSSION

To interpret the results of the questionnaire, researchers are guided by the following data:

0 %	No one
1%-5%	Almost no
6%-25%	a bit small
26%-49%	Almost half
50%	half
51%-75%	More than half
76%-95%	most of the
96%-99%	almost completely
100%	all

Source: (Kusmiati, 2004)

Discussion of the results of the questionnaire based on the sequence of statements as follows:

Before Doing PLPG

1. Opening Lessons

Answer Choices	Total Answers	Percentage
Yes	25	86,20%
No	4	13,79
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 25 people with a percentage of 86.20%, and the answer "No" was four people with a percentage of 13.79%. So it can be concluded that most of the respondents answered yes that teachers who have not conducted teacher professional education and training (PLPG) open lessons.

2. Motivating Students

Answer Choices	Total Answers	Percentage
Yes	17	58,62%
No	12	41,37%
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 17 people with a percentage of 58.62%, and the answer "No" was 12 people with 41.37%. More than half of the respondents answered yes, so it can be concluded that teachers who have not carried out professional education and training (PLPG) in motivating students.

3. Giving Feedback

Answer Choices	Total Answers	Percentage
Yes	21	72,41%
No	8	27,58%
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 21 people with a percentage of 72.41%, and the answer "No" was eight people with a percentage of 27.58%. More than half of the respondents answered yes, so it can be concluded that teachers who have not carried out teacher professional education and training (PLPG) in providing feedback.

4. Mastery of Study Materials

Answer Choices	Total Answers	Percentage
Yes	21	72,41%
No	8	27,58%
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 21 people with a percentage of 72.41%, and the answer "No" was eight people with a percentage of 27.58%. So it can be concluded that teachers who have not conducted teacher professional education and training (PLPG) in mastering the field of study, more than half of the respondents answered yes.

Answer Choices	Total Answers	Percentage
Yes	28	72,41%
No	1	27,58%
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 21 people with a percentage of 72.41%, and the answer "No" was 8 people with a percentage of 27.58%. So it can be concluded that teachers who have not carried out professional education and training (PLPG) in managing teaching and learning programs, more than half of the respondents answered yes.

5. Teaching and Learning Program Management

Answer Choices	Total Answers	Percentage
Yes	28	72,41%
No	1	27,58%
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 21 people with a percentage of 72.41%, and the answer "No" was eight people with a percentage of 27.58%. So it can be concluded that teachers who have not carried out professional education and training (PLPG) in managing teaching and learning programs, more than half of the respondents answered yes.

6. Class Management

Answer Choices	Total Answers	Percentage
Yes	22	75,86%
No	7	24,13%
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 22 people with a percentage of 75.86%, and the answer "No" was seven people with 24.13%. So it can be concluded that more than half of the respondents who have not carried out teacher professional education and training (PLPG) in managing classes answered yes.

7. Using Learning Media

Answer Choices	Total Answers	Percentage
Yes	21	72,41%
No	8	27,58%
Total	29	100%

Based on the results of the questionnaire contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 21 people with a percentage of 72.41%, and the answer "No" was eight people with a percentage of 27.58%. More than half of the respondents answered yes so it can be concluded that teachers who have not carried out professional education and training (PLPG) in using learning media.

8. Mastery of Educational Foundation

Answer Choices	Total Answers	Percentage
Yes	24	82,75%
No	5	17,24%
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 24 people with a percentage of 82.75%, and the answer "No" was five people with a percentage of 17.24%. More than half of the respondents answered yes, so it can be concluded that teachers who have not completed professional education and training (PLPG) in mastering the educational foundation.

9. Able to Assess Learning Achievement.

Answer Choices	Total Answers	Percentage
Yes	21	72,41%
No	8	27,58%
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 21 people with a percentage of 72.41%, and the answer "No" was eight people with a percentage of 27.58%. More than half of the respondents answered yes, so it can be concluded that teachers who have not carried out professional education and training (PLPG) in assessing learning achievement.

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 27 people with a percentage of 93.10%, and the answer "No" was two people with a percentage of 6.89%. More than half of the respondents answered yes, so it can be concluded that teachers who have not carried out professional education and training (PLPG) understand the principles of managing educational institutions and programs.

10. Understand the Principles of Management of Educational Institutions and Programs.

Answer Choices	Total Answers	Percentage
Yes	25	86,20%
No	4	13,79%
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 25 people with a percentage of 86.20%, and the answer "No" was four people with a percentage of 13.79%. So it can be concluded that most of the respondents answered yes to teachers who have conducted professional education and training (PLPG) in understanding the principles of managing educational institutions and programs.

11. Mastering the Thinking Method

Answer Choices	Total Answers	Percentage
Yes	21	72,41%
No	8	27,58%
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 21 people with a percentage of 72.41%, and the answer "No" was eight people with a percentage of 27.58%. So it can be concluded that more than half of the respondents answered yes for teachers who have conducted teacher professional education and training (PLPG) in understanding thinking methods.

12. Improving Skills and Carrying Out Professional Missions

Answer Choices	Total Answers	Percentage
Yes	27	93,10%
No	2	6,89%
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 27 people with a percentage of 93.10%, and the answer "No" was two people with a percentage of 6.89%. So it can be concluded that most of the respondents answered yes to teachers who have carried out teacher professional education and training (PLPG) in assessing learning achievement.

13. Skilled in Providing Assistance and Guidance to Students

Answer Choices	Total Answers	Percentage
Yes	26	89,65%
No	3	10,34%
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 26 people with a percentage of 89.65%, and three people answered "No" with a percentage of 10.34%. So it can be concluded that most of the respondents answered yes to teachers who have carried out professional teacher education and training (PLPG) in providing assistance and guidance to students.

14. Have Insights About Research

Answer Choices	Total Answers	Percentage
Yes	14	48,27%
No	15	51,72%
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 14 people with a percentage of 48.27%, and the answer "No" was 15 people with a percentage of 51.72%. So it can be concluded that teachers who have conducted teacher professional education and training (PLPG) in research insight more than half of the respondents answered no.

15. Getting to Know the Characters of Students

Answer Choices	Total Answers	Percentage
Yes	17	58,62%
No	12	41,37%
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 17 people with a percentage of 58.62%, and the answer "No" was 12 people with 41.37%. So it can be concluded that teachers who have conducted teacher professional education and training (PLPG) in recognizing students' character, more than half of the respondents answered yes.

16. Using Time Correctly

Answer Choices	Total Answers	Percentage
Yes	18	62,06%
No	11	37,93%
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 18 people with a percentage of 62.06%, and the answer "No" was 11 people with a percentage of 37.93%. More than half of the respondents answered yes, so it can be concluded that teachers who have carried out teacher professional education and training (PLPG) in using time appropriately.

17. Concluding the Lesson

Answer Choices	Total Answers	Percentage
Yes	21	72,41%
No	8	27,58%
Total	29	100%

Based on the questionnaire results contained in the table, it is known that the number of respondents was 29 people. Respondents who answered "Yes" to the first statement were 21 people with a percentage of 72.41%, and the answer "No" was eight people with a percentage of 27.58%. So it can be concluded that more than half of the respondents who have conducted teacher professional education and training (PLPG) in concluding lessons answered yes.

Test Data Analysis

a. Normality test

	X	Y
N	29	29
Normal Parameters ^{a,b}	62,3333	86,7619
Mean	,254	,184
Std.Deviation	,254	,142
	-,152	-,187

Most Extreme Differences Absolute	1,163 ,134	,855 ,458
Positive		
Negative		
Kolmogorov-Smirnov Z		
Asymp. Sig. (2-tailed)		

Tabel . One-Sample Kolmogorov-Smirnov

Teacher Competance		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	Df	Sig. (2-tailed)
Skor	Equal Variances assumed	1,196	,867	3,350	40	,002
	Equal Variances not assumed			3,350	39,46	,002
				3,350		

Note:

- a. Test Distribution is Normal
- b. Calculated from data

Test criteria: If Sign. > 0.05 Then the data is "Normal" If Sign. < 0.05 Then the data "Not Normal" From the results of the normality test X = 0.134 and Y = 0.458, both data are greater than 0.05, so it can be concluded that the data has a "Normal" distribution.

c. Homogeneity Test

		Levene's Test for Equality of Variances	
		F	Sig.
Score	Equal Variances assumed	1,196	,867
	Equal Variances not assumed		

The homogeneity test results at a significance level of = 0.05 indicate homogeneous data. This can be obtained by comparing the significance value listed in the homogeneity test results table, where the significance is 0.867, which states that it is greater than the alpha value (α), which is 0.05

c. Hypothesis testing

Based on the data analysis test results, it can be seen that they have the same variance. This shows that the group is homogeneous so that hypothesis testing can be carried out. The results From the homogeneity data test results show that the value of sig. = 0.867 is on the Equal Variances Assumed line, then the significance of the t-test is read on that line 1 side of the significance value must be divided by 2, so the significance value is 0.001 with the t-test value is 1.196. Based on the criteria that have been set, if the significance is $0.001 < 0.005$, then H_0 is rejected, it means that there is no effect of Teacher Professional Education and Training with teacher competence while H_{11} is accepted, indicating that Teacher Professional Education and Training training

influences the professional competence of teachers at SMA Negeri 2 Bantaeng

Teacher Professional Education and Training is an activity carried out to increase professional competence, strengthen teacher mastery and ability in implementing the 2013 curriculum, and determine teacher graduation as certification participants.

In this study, researchers tried to see the effect of teacher training and professional training on the professional competence of teachers. This can be seen in the learning process and also in distributing questionnaires. The questionnaire results for teachers who have not conducted Teacher Professional Education and Training training are 365 with an average of 12.58, while the questionnaire obtained for teachers who have conducted Teacher Professional Education and Training training is 393 with an average of 13.55. The questionnaire This is distributed among 29 students.

The results of this study are supported by previous research conducted by Irnawati in the title of the thesis, "The Contribution of Education and Education and Teacher Professional Training (PLPG) in improving the competence of PPKn teachers" PPKn study program, Faculty of Social Sciences, Makassar State University. With research showing that there is an influence of the contribution of education and education and professional teacher training (PLPG) in improving teacher competence, as well as the results of research

conducted by Aprian Syarif Hidayat with the thesis title "The Influence of Education and Education and Teacher Professional Training (PLPG) in Supporting Professionalism Social science teacher (IPS)" Social Science Education Study Program, Faculty of Tarbiyah and Teacher Training, Jakarta State Islamic University.

Based on the results obtained in research conducted at SMA Negeri 2 Bantaeng regarding the effect of Teacher Professional Education and Training training on teacher professional competence when compared to teachers who have not conducted Teacher Professional Education and Training training and teachers who have conducted Teacher Professional Education and Training training have differences in the professional competence of teachers as expected by researchers with optimal results.

This can be seen in the criteria that have been set, if the significance is $0.001 < 0.005$, then H_0 is rejected, it means that there is no effect of Teacher Professional Education and Training with teacher competence while H_1 is accepted, indicating that Teacher Professional Education and Training training influences the professional competence of teachers in SMA Country 2 Bantaeng.

CONCLUSION

Teacher Education and Professional Training training affect teacher competence. This can be seen from the significance gain is

0.001 with a t-test value of 1.196. Based on the established criteria, if the significance is $0.001 < 0.005$, then H_0 is rejected, it means that there is no influence of teacher professional education and training (PLPG) with teacher competence. At the same time, H_{11} is accepted, indicating that teacher professional education and training (PLPG) influences teacher professional competence.

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