INDIVIDUAL CAPACITY, EMPOWERMENT, AND TEACHER PROFESSIONALISM FOR THE SUSTAINABLE QUALITY OF EDUCATION AT VOCATIONAL SCHOOL (SMK) IN INDONESIA

Eliana Sari

Educational Management Study Program - Faculty of Education
Jakarta State University
Jl. Rawamangun Muka, Jakarta Timur, DKI Jakarta 13220, Indonesia
elianasari.munthalib@gmail.com

ABSTRACT

This study aims to analyze the effect of individual capacity and empowerment towards the professionalism of teachers and the capacity of individuals towards empowerment. The focus of this research is teacher professionalism. This research uses quantitative method with path analysis technique. The samples in this research are 470 teachers who have been working for at least 2 (two) years at Vocational High School (SMK) in Tangerang City, Banten Province, were gathered by purposive random sampling technique. Data collection technique was done by spreading the questionnaires, and measurement of respondent perceptions on all variables was done by using likert scale. Prior to hypothesis testing, a normality test, significance test, and linearity test were performed. The results show that individual capacity and empowerment have direct positive effect on teacher professionalism as well as individual capacity has on empowerment. Increased professionalism of teachers can be conducted through the development of individual capacity and effectiveness of empowerment. Development of individual capacity in the level of organization can be attained by having policy on enhancing teachers knowledge and skills through education and training activities. Empowerment of teachers at the level of organization can be attained through delegating authority to set up objectives, approaches, strategies and methods of autonomous learning, and can also be achieved through power sharing, delegating authority, expertise, and self-control to teachers in choosing the right way to solve problems at school. Professional teachers will be able to build sustainable quality of education through a process of learning that introduces values, raises awareness, and encourages the application of those values for present and future lives.

Key Words: Teacher Professionalism, Individual Capacity, Empowerment, Indonesia
1. INTRODUCTION

The main problem of this research is the low professionalism of teachers in Indonesia. The results of competency tests conducted on 1.6 million Indonesian teachers between 2012 - 2014 showed that Indonesian teachers’ competences are very low with average national UKG’s score only 47.8 from minimum standard 55.0 (scale 0-100). In addition, the Director General of Teachers and Education Personnel of Ministry of Education, Sumarna Surapranata said that as many as 133 districts / cities (88%) had UKG scores below the national average, and from a total of 1,611,251 teachers who followed the competency test, only 192 teachers or less than1% who scored above 90 (https://www.slideshare.net/vinaserevina1/hasil-tes-ukg-sebagai-cermin-of-kualitas-pendidikan-guru-di-indonesia, Nov 5, 2016).

Based on UNESCO's report on the Education for All Global Monitoring Report (EFA-GMR), Indonesia's Education for All Development Index (EDI) in 2014 was ranked 57 out of 115 countries (https://www.kemenkopmk.go.id/Indonesia Peringkat ke-57 EDI dari 115 negara tahun 2014, 09 Juli 2015). The Secretary-General of the Indonesian Smart Movement (GIP), Alpha Amirrachman, citing data released by the World Bank in 2012, that the quality of Indonesian teachers was ranked 12 from a sample of 12 countries in Asia. Furthermore he said the low professionalism of Indonesian teachers is seen from the data, only 37% of the 3.5 million teachers who have minimum Bachelor or Diploma-IV qualifications as required by Law 14/2004 on Teachers and Lecturers, 25% have certified high school and under it, although the certification program has improved the welfare of teachers, but its impact on improving professionalism has not been fulfilled. (http://pasca.um.ac.id/repository/index.php/2016/12/06/factors-factors-professionalism-guru-ekonomi/).

The focus of this research is teacher professionalism. Based on the results of pre-research surveys conducted on 30 teachers in Tangerang, showed that the most strongly indicated factors affecting the professionalism of teachers are the individual capacity and empowerment. In Government Regulation No. 74/2008 clause 2 about Teachers, it is stated that Teachers must have academic qualifications, competences, certificate of educator, physical and spiritual health, attitudes, commitment, and code of ethics and have ability to
realize national education objectives (Hendri, 2010; Nurlaila, 2013; Manaf, 2016). Professional teachers can put up progress by learning in accordance with the four pillars of education by UNESCO, which are: introduces the values (learning to know), generates awareness and encourages the application of the values (learning to do), conducts collaborative learning (learning to live together) to make the students be more confident and respect themselves (learning to be) (Atiqullah, 2007).

2. LITERATURE REVIEW

2.1. Individual Capacity

Individual capacity is the attitudes and abilities of a person who reflect his or her talents, potential, knowledge, skills, personality, and experience so as to carry out his or her work effectively, efficiently and sustainably, and are affected by biographical characteristics (age, sex), physical and mental condition, as well as background (family, social level, and experience) (Robbins, 2015; Girvan, et all, 2016). Individual capacity can be developed through various efforts achieved in various levels as illustrated in the following figure (Soeprapto, 2010):

![Fig.1 Guidance and Capacity Building](image-url)
2.2 Empowerment

Empowerment is a continuous, dynamic, and synergistic activity that encourages the involvement of all existing potentials with the involvement of all potentials in evolutive way (Suhendra, 2006). Employee empowerment is a set of motivational techniques designed to improve performance through increased participation, autonomy, expertise, and self-control to perform their tasks (Slocum & Hellriegel, 2011). Empowerment provides an opportunity for employees to define their own work objectives, make decisions within the scope of their responsibilities and authorities by using their talents, skills, and experience in organization (Kreitner & Kinicki, 2011; Gibson, et al, 2012; Griffin & Moorhead, 2014). Empowerment is closely related to the sharing of power and the transfer of authority from the leaders to the staffs so as to encourage employees to be involved in the decision-making process in the organization (Janasz, et al, 2012; Schemerhorn, 2013).

2.3 Teacher Professionalism

Professionalism relates to the work (profession) that has been occupied based on expertise, skill, technique, scientific procedure, dedication, and service oriented, with the requirements of certain intellectual competence, attitude and skill which are processed through educational process academically (Yamin, 2007; Danil, 2009; Rovnanova, 2017). Kunandar (2007) explains that a professional has the ability and attitude in accordance with the demands of the profession, work according to the demands of work and apply the code of conduct in doing his or her job. Teacher professionalism is the condition, path, value, objective and quality of a skill and an authority in the field of mentoring, teaching, and training that requires certain competencies in order to perform the work effectively, and efficiently (Dewi, 2015; Sedova, 2016). Professional teachers possess the characteristics of responsibility, matured and developed personality, morality and spirituality, committed to the interests of students, ability to think reflectively and correctively, and have effective personality (Usman, 2006; Hendri, 2010).
3. METHODOLOGY

This research uses quantitative method with path analysis technique. The research has three variables, namely variable $X_1$: Individual capacity, $X_2$: Empowerment, and $X_3$: Professionalism of teachers. This study aims to analyze the direct effect of individual capacity variables on empowerment, individual capacity towards teacher professionalism and empowerment of teacher professionalism. The samples in this research are 470 teachers who have been working for at least 2 (two) years at Vocational High School (SMK) in Tangerang City, Banten Province. Sampling is done by purposive random sampling or judgment sampling method that is sample determination technique by employing certain consideration (Sugiyono, 2013; Ridwan, 2013).

The variable of individual capacity was measured by using 25 items of statements based on 5 indicators, empowerment variable was measured by using 24 items of statements based on 4 indicators, and teacher professionalism variable was measured by using 28 point statements based on 4 indicators. Data collection technique was done by
spreading the questionnaires to the respondents prior to validity and reliability test. Measurement of respondent perceptions on all variables was done by using Likert scale.

Prior to hypothesis testing, a normality test, significance test, and linearity test were performed. Hypothesis testing was using path analysis technique using multiple regression calculation with probability value (α = 0.05). The whole process of hypothesis testing is done with the help of SPSS 21 program.

4. RESULTS

4.1 Normality Test

<table>
<thead>
<tr>
<th>Variables</th>
<th>Kolmogorov – Smirnov</th>
<th>Cronbach Alpha</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Capacity</td>
<td>0.634</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>(X₁)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empowerment (X₂)</td>
<td>0.592</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>Teachers Profesionalism (X₃)</td>
<td>0.801</td>
<td></td>
<td>Normal</td>
</tr>
</tbody>
</table>

Source: Author’s own data calculation with SPSS 21

The normality test shows that the whole data are normally distributed consequently data analysis can be proceeded with the Significance and Linearity Test of Simple Linear Regression Model.

4.2 Significance and Linearity Test of Simple Linear Regression Model

The result of significance and linearity test of teachers professionalism (X₃) on the capacity of individuals (X₁) indicates the level of significance 0.000 <0.001, which means regression X₃ on the X₁ is very significant and the level of significance to the linearity of regression $F_{value} = 0.523 > 0.05$, which means regression $X₃$ on $X₁$ is linear. The result of teachers professionalism significance and linearity test (X₃) on empowerment (X₂) indicates the level of significance 0.000 <0.001, which means
regression $X_3$ on $X_2$ is very significant and the level of significance to the linearity of regression $F_{value} = 0.0492 > 0.05$, which means regression $X_3$ on $X_2$ is linear.

### 4.3 Hypothesis Testing

The hypothesis testing was conducted not only to perceive the effect between variables but also to calculate the magnitude of the effect between indicators.

Table 2. Path Coefficient between Variables

<table>
<thead>
<tr>
<th>Direct Effect</th>
<th>$P$</th>
<th>$t_{value}$</th>
<th>$t_{table}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>$X_1$ to $X_2 (\rho_{21})$</td>
<td>0.59</td>
<td>2.27</td>
<td></td>
</tr>
<tr>
<td>$X_1$ to $X_3 (\rho_{31})$</td>
<td>0.78</td>
<td>3.69</td>
<td>1.62</td>
</tr>
<tr>
<td>$X_2$ to $X_3 (\rho_{32})$</td>
<td>0.81</td>
<td>2.23</td>
<td></td>
</tr>
</tbody>
</table>

Source: Author’s own data calculation with SPSS 21

Table 2 shows the data of all path coefficients between variables showing a positive direct effect. Value $\rho_{21}$ is 0.59 and $t$ is 2.27, because the value of $t$ is higher than the table $= 1.62$ then H0 is discarded and H1 is accepted, which means that the individual capacity has positive direct effect on the empowerment. Value $\rho_{31}$ is 0.78 and $t$ is 3.69, because it is higher than table $= 1.62$, this also means that the individual capacity has positive direct effect on teacher professionalism, and the value of $\rho_{32}$ is 0.81 and $t$ is 2.23, because it is higher than table $= 1.62$, the H0 is discarded and H1 is accepted, this means that the empowerment has positive direct effect on teacher professionalism.

The coefficient value of the path ($\rho$) between indicators can be seen in table 3 below:
Table 3. Path Coefficient between Indicators

<table>
<thead>
<tr>
<th>Variables</th>
<th>Teacher Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Responsibility</td>
</tr>
<tr>
<td><strong>Indicators</strong></td>
<td></td>
</tr>
<tr>
<td>Responsiveness</td>
<td>.248</td>
</tr>
<tr>
<td>Agility</td>
<td>.231</td>
</tr>
<tr>
<td>Effective Ability</td>
<td>.283</td>
</tr>
<tr>
<td>Patience</td>
<td>.264</td>
</tr>
<tr>
<td>Sustainable Optimism</td>
<td>.257</td>
</tr>
<tr>
<td>Involvement in decision making</td>
<td>.273</td>
</tr>
<tr>
<td>Encouraging to be more initiative and innovative</td>
<td>.281</td>
</tr>
<tr>
<td>Giving authority</td>
<td>.249</td>
</tr>
<tr>
<td>Providing opportunity for a self-development</td>
<td>.242</td>
</tr>
</tbody>
</table>

Source: Author’s own data calculation with SPSS 21
In more detail the value of coefficient of path between indicators of each variable is presented in Figure 3 below:

Fig. 3 Structural Model between indicators. Standardized regression coefficients reported.
Based on Figure 3 it is shown that for individual capacity variables, the effective ability indicator has the greatest effect on the meticulous indicator of the teacher professionalism variable with the coefficient value of the path (\( \rho \)) 0.290. For empowerment variables, the indicator of delegating the authority has the greatest effect on the meticulous indicator of the teacher professionalism variable with the coefficient value of the path (\( \rho \)) 0.291.

Figure 3 further shows: 1) Indicator of responsibility of teacher professionalism variables has the greatest effect from the effective ability indicator (\( \rho = 0.283 \)) on variable of individual capacity and encouraging the traits of initiative and innovative (\( \rho = 0.281 \)) on empowerment variable; 2) The indicator of complying with code of ethics of teacher professionalism, has the greatest effect of sustainable optimism indicator (\( \rho = 0.285 \)) on individual capacity variable and indicator of providing opportunities for self-development (\( \rho = 0.279 \)) on the empowerment variables; 3) The indicator of agility from teachers' professionalism variable has the greatest effect from effective ability indicator (\( \rho = 0.290 \)) for individual capacity variable and from the indicator of delegating authority (\( \rho = 0.291 \)), for empowerment variable; 4) The reflective indicator of teacher' professionalism variables has the greatest effect of continuous optimism indicators (\( \rho = 0.264 \)) on individual capacity variables and indicators providing opportunities for self-development (\( \rho = 0.270 \)) in the empowerment variables.

5. DISCUSSION
5.1 The Analysis on The Effect of Individual Capacity towards Empowerment

Individual capacity is able to affect the effectiveness of empowerment, as individual capacity building will enable a person to perform their work effectively, efficiently, and sustainably. In this research, the efforts of individual capacity building are achieved through synergistic relationship between teacher and institution so as to make teachers be more responsive, adept, able to work effectively, patiently, and always be optimistic. The result of the path coefficient test shows that the effect of individual capacity on empowerment is 0.59 or 59% which
means individual capacity has a direct positive effect on empowerment, meaning the higher the individual capacity the more effective the empowerment activities.

5.2 The Analysis on The Effect of Individual Capacity towards Teacher Professionalism

The effort to increase Individual capacity building is achieved through mentoring and reinforcement on the dimensions of cultural, structural, interactional, and human resources. In this research, the capacities of teachers who are responsive, adept, able to work effectively, patiently, and always be optimistic are proven to make teachers work professionally. The result of path coefficient test shows that the effect of individual capacity towards teacher professionalism is 0.78 or 78%, meaning that individual capacity has a direct positive effect on teacher professionalism, so the higher the individual capacity, the teacher's professionalism will increase.

5.3 The Analysis on The Effects of Empowerment on Teacher Professionalism

Empowerment as a process to build, develop, improve talents, abilities and potentials are able to increase one's confidence. In this research, empowerment of teachers is done through involvement in the decision-making process, encouraging teachers to be more initiative and innovative, giving teachers authority related to the implementation of their duties, and providing opportunities for teachers to develop themselves through participation in various activities. The result of path coefficient test shows that the effect of empowerment to the professionalism of teachers is 0.81 or 81% which means empowerment has a direct positive effect on teacher professionalism, meaning that the optimization of empowerment activities will greatly affect the improvement of teacher professionalism.

6. CONCLUSIONS

The result of this study indicates that teacher professionalism is directly affected positively by individual capacity and empowerment and empowerment is directly affected positively by individual capacity.

Development of human capacity which focuses on strengthening traits of
responsiveness, agility, patience, and optimism as well as ability to perform effectively can be attained through building affirmative cultural dimensions (discussion, training, comparative study). Development of human capacity in the level of organization can be attained by having policy on enhancing teachers’ knowledge and skills through education and training activities.

Empowerment of teachers at the level of organization can be attained through delegating authority to set up objectives, approaches, strategies and methods of autonomous learning. Empowerment can also be achieved through power sharing, through delegating authority, expertise, and self-control to teachers in choosing the right way to solve problems at school. Teachers are also given the opportunity to develop themselves through various activities by using their talents, skills, and experience in organization so that they will be more initiative and innovative in the learning process.

The high capacity of individuals will encourage intense and sustainable empowerment of teachers. Proper individual capacity building and effective empowerment will improve teacher professionalism. Professional teachers have the characteristics of responsibility, matured personality, morality, spirituality, committed to student interests, ability to think reflectively and correctly, and have effective personality.

Professional teachers will apply the learning process in a collaborative way so that students will respect themselves, their environment, to have more confident, more resilient in facing various and competitive conditions in global era. Professional teachers will be able to build sustainable quality of education through a process of learning that introduces values, raises awareness, and encourages the application of those values for present and future lives.
REFERENCES


Yusuf, Mukhtar & Ruslan. (2014). Pengaruh kompetensi professional guru biologi yang telah tersertifikasi terhadap hasil belajar siswa di SMA se-Kota Ternate. [The influence of professional competence of biology teachers who have been certified to the results of student learning in high school in Ternate]. *Jurnal Bioedukasi*. 3(1), p. 306-312. ISSN: 2301-4678