

The Influence of Teacher Professionalism Development of Youth Capacity Improvement in Deli Serdang

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Abstract. Teachers have a strategic role in education. Other educational resources become less significant if not accompanied by quality teachers. Teacher plays a key role to advanced education in the withdrawal of an educational unit. Teachers are the spearhead in the effort to improve service quality and educational outcomes. The purpose of this study is to analyze the availability of Senior High School teacher to improve youth capacity. This research was conducted at three of State Senior High School in Deli Serdang regency sample of 53 teachers. Variable research is the development of teacher professionalism as an independent variable and the improvement of youth capacity as a variable bound. Data collection using questionnaires, documentation, interviews and observation. Data were analyzed descriptively and using simple linear regression analysis. Teacher professionalism has a significant effect on youth capacity in Deli Serdang Regency.

Keywords: Deli Serdang, Senior High School, Teacher, Youth

Abstrak. Guru memiliki peran strategis dalam pendidikan. Sumber daya pendidikan lainnya menjadi kurang signifikan jika tidak disertai oleh guru yang berkualitas. Guru memainkan peran kunci untuk pendidikan lanjutan dalam penarikan unit pendidikan. Guru adalah ujung tombak dalam upaya meningkatkan kualitas layanan dan hasil pendidikan. Tujuan dari penelitian ini adalah untuk menganalisis ketersediaan guru SMA untuk meningkatkan kapasitas remaja. Penelitian ini dilakukan di tiga SMA Negeri di Deli Serdang dengan sampel sebanyak 53 guru. Variabel penelitian adalah pengembangan profesionalisme guru sebagai variabel independen dan peningkatan kapasitas remaja sebagai variabel terikat. Pengumpulan data menggunakan kuesioner, dokumentasi, wawancara dan observasi. Data dianalisis secara deskriptif dan menggunakan analisis regresi linier sederhana. Profesionalisme guru mempunyai pengaruh yang kuat terhadap kemampuan pemuda di Kabupaten Deli Serdang.

Kata Kunci: Deli Serdang, Guru, Pemuda, Sekolah Menengah Atas

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1. Introduction

Education has a strategic role in development. Education is an investment for the formation of quality human resources. Through good education, it is hoped that humans will be created as

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agents of development with a reforming spirit, who can develop all their potential and take part in the development of various aspects of life.

Education is an effort to improve the welfare of human life and part of national development. Education is expected to contribute to developing the next generation of the nation into quality citizens who are able to face academic and business challenges in the future. Quality education is the main requirement to realize the life of a developed, modern and prosperous nation.

Development of human resources (human resource development) macro is a process of improving the quality or ability of humans to achieve the goals of national development. The process of developing human resources includes planning, developing and managing human resources. Micro-human resources in question are workers, employees or employees who work in a production process. Sophisticated and complete facilities are not a guarantee of the success of a process, without being matched by the quality of the workforce involved in it.

The education problem that we face today is the low quality of education and the capacity of youth, namely students graduating at every level of education, especially at the secondary education level. Today's youth problems are in the form of a crisis of character and social capital.

The globalization of western culture has a negative impact on the character and identity of youth. Symptoms of moral degradation and crisis of character and youth identity, and drug abuse. Based on 2015 National Narcotics Agency data, there were 4.098 million (2.2%) drug abuse aged 10 - 59 years out of a total population of 262 million. In addition, increasing crime, thuggery and violence among youth.

Improving the quality of education is not only by improving the infrastructure, but also by establishing teacher qualifications as teaching staff. Article 8 of Law No. 14 of 2005 concerning Teachers and Lecturers states that teachers must have academic qualifications, competencies, educator certificates, physically and mentally healthy, and have the ability to realize national education goals. The intended academic qualifications can be seen through the level of the last education completed. Teachers at primary and secondary education must have a minimum academic qualification of four (D-IV) or bachelor (S1) as stipulated in the Republic of Indonesia Ministerial Regulation No. 16 of 2007. The Ministry of Education and Culture itself defines teachers with D4 / S1 diplomas or higher as decent teachers teaching (qualified teacher).

Teacher certification is a promising program for teachers. Besides the government intends to improve teacher professionalism, it also wants to improve the standard of living of teachers [1]. Whereas the main task of the teacher in educating the nation's life can be carried out in accordance with the expected target, besides that the standard of living of teachers in Indonesia is expected to be further improved. In addition to the holding of the equalization of teachers, another effort

made by the government is the certification program in accordance with the mandate UU No. 14 Tahun 2005 pasal 42 [2].

To improve the quality of education the government has taken various strategies including: 1) improving the curriculum into 2013 curriculum, 2) providing physical facilities and educational media, 3) increasing the professional abilities of educators and education personnel and 4) improving welfare and various other types of activities.

2. Method

The research method that I use in this research is an associative descriptive study with a survey approach. Survey research methods are used to obtain data from a particular place that is natural (not artificial), but researchers conduct treatment in data collection, for example by distributing questionnaires and so on [3].

3. Result and Discussion

3.1 General Description

To overcome the problem of education comprehensively, reference [4] recommend several things that must be observed in implementing education, including (1) identifying various policies related to the education system; (2) evaluating and considering various alternative methods of education and in relation to special problems of education; (3) examine critical issues that require attention, research, and development; (4) evaluating the strengths and weaknesses of the existing education system; and (5) conducting a study of the education system and its component

Table 1. Overview of High School Education (SMA) in Deli Serdang Regency in 2017

No	School Name	Teachers				Total
		Pend. Agama	Pend. Kewarga negaraan	Sosiologi	Prakarya dan Kewirausahaan	
1	SMA N 1 Sunggal	6	3	2	5	14
2	SMA N 1 Tanjung Morawa	6	5	3	4	18
3	SMA N 1 Batang Kuis	5	2	2	3	12
4	SMA N 1 Lubuk Pakam	8	4	3	8	23
5	SMA N 1 Patumbak	3	2	2	2	9
6	SMA N 1 Bangun Purba	4	3	2	2	11
7	SMA N 1 Pancur Batu	3	3	2	3	11
8	SMA N 1 STM Hilir	4	3	2	3	12
9	SMA N 1 Hamparan Perak	7	4	2	4	17
10	SMA N 1 Namu Rambe	4	3	2	2	11
11	SMA N 1 Percut Sei Tuan	6	2	1	3	12
12	SMA N 1 STM Hulu	4	3	2	4	13
13	SMA N 1 Labuhan Deli	4	2	2	4	12
14	SMA N 1 Deli Tua	4	2	2	3	11
15	SMA N 1 Galang	5	3	3	3	14
16	SMA N 1 Gunung Meriah	2	2	1	2	10
Total		59	35	23	35	210

Table 2 Distribution of Characteristics of Respondents by Age Group, Gender and Years of Service

No	School Name	Gender		Age Group (Year)				Years of service		
		L	P	< 24	24-34	35-45	46-56	> 56	< 5	> 5
1	SMAN 1 Batang Kuis	3	9	-	4	3	3	2	7	5
2	SMAN 1 Lubuk Pakam	7	16	-	5	3	5	10	5	18
3	SMAN 1 Tanjung Morawa	5	13	-	4	7	3	4	7	11
Total		15	38		13	13	11	16	19	34
Percentage (%)		28,3	71,7		24,5	24,5	20,7	30,1	35,8	64,2

Characteristics of respondents that can be explained from Table 2 above are regarding gender, where researchers obtained male respondents as many as 15 people (28.3%) and women as many as 38 people or (71.7%).

Judging from the age of the respondents it can be explained that there were no respondents under the age of 24 years from 53 respondents who were sampled, as many as 13 people aged 24-34 years, respondents aged 35-45 years as many as 13 people and respondents aged 46-56 years as many as 11 people and as many as 19 people aged over 56 years. For the characteristics of respondents based on years of service, it can be explained that 19 people or 35.8% of working periods are under 5 years and 34 people or 64.2% of working periods are above 5 years. From the requirements made by the government at this time, for teachers who can be tested for certification over five years of work, thus it can be interpreted that these teachers are eligible to take part in teacher certification.

Table 3. Distribution of Respondents by Education

No	School Nam	Educational level					Total
		D1	D2	D3	S1	S2	
1	SMAN 1 Batang Kuis	-	-	-	12	-	12
2	SMAN 1 Lubuk Pakam	-	-	-	19	4	23
3	SMAN 1 Tanjung Morawa	-	-	-	16	2	18
Total					47	6	53
Percentage (%)					88,7	11,3	100

Characteristics of respondents based on education in Table 3 can be explained that none had D1, D2 and D3 education, while 47 people or 88.7% had a Bachelor's degree (S1), while there were 6 people with a Post-graduate (S2) education.

3.3 Reliability Test

Table 5. Results of Research Variability Reliability

Indicator	Teacher Professional Development Variables
Variable total	40
Alpha value	0,754
Reliability	reliable

3.4 Respondents' Responses to Teacher Professional Development

Tabel 6. Respondents' Responses to Teacher Professional Development

No	School Name	Category					Total
		171-200 SB	138-170 B	105-137 CB	72-104 KB	40-71 TB	
1	SMAN 1 Batang Kuis	4	8	-	-	-	12
2	SMAN 1 Lubuk Pakam	14	9	-	-	-	23
3	SMAN 1 Tanjung Morawa	12	6	-	-	-	18
Total		30	23	-	-	-	53
Percentage (%)		56,6	43,4	-	-	-	100

Based on Table 6 it can be explained that the variation of perceptions regarding the development of professionalism of high school teachers in Deli Serdang Regency as many as 30 people (56.6%) stated very good and 23 people (43.4%) stated good. This perception is almost the same between schools because the categories of each school stated very well, on average, above 40%. This means that the development of high school teacher professionalism in Deli Serdang is categorized as very good.

According to reference [5] that the predicate of professional teacher can be achieved by having four professional characters, namely: (a) Personality Competence, (b) Pedagogical Competence, (c) Professional Competence, (d) Social Competence.

A. Responses to Personality Competence

Tabel 7. Responses to personality competence

No	School Name	Category					Total
		26-30 SB	21-25 B	16-20 CB	11-15 KB	6-10 TB	
1	SMAN 1 Batang Kuis	12	-	-	-	-	12
2	SMAN 1 Lubuk Pakam	18	5	-	-	-	23
3	SMAN 1 Tanjung Morawa	17	1	-	-	-	18
Total		47	6	-	-	-	53
Percentage (%)		88,7	11,3	-	-	-	100

B. Responses to Pedagogical Competence

Tabel 8. Responses to pedagogical competence

No	School Name	Category					Total
		84-100 SB	68-83 B	52-67 CB	36-51 KB	20-35 TB	
1	SMAN 1 Batang Kuis	10	2	-	-	-	12
2	SMAN 1 Lubuk Pakam	18	5	-	-	-	23
3	SMAN 1 Tanjung Morawa	15	3	-	-	-	18
Total		43	10	-	-	-	53
Percentage (%)		81,1	18,9	-	-	-	100

C. Responses to Professional Competence

Tabel 9. Responses to professional competence

No	Nama Sekolah	Kategori					Jumlah
		35-40 SB	29-34 B	22-28 CB	15-21 KB	8-14 TB	
1	SMAN 1 Batang Kuis	7	5	-	-	-	12
2	SMAN 1 Lubuk Pakam	13	10	-	-	-	23
3	SMAN 1 Tanjung Morawa	13	5	-	-	-	18
Total		33	20	-	-	-	53
Percentage (%)		62,3	37,7	-	-	-	100

Tabel 10. Responses to social competence

No	School Name	Category					Total
		26-30 SB	21-25 B	16-20 CB	11-15 KB	6-10 TB	
1	SMAN 1 Batang Kuis	11	1	-	-	-	12
2	SMAN 1 Lubuk Pakam	16	7	-	-	-	23
3	SMAN 1 Tanjung Morawa	13	5	-	-	-	18
Total		40	13	-	-	-	53
Percentage (%)		75,5	24,5	-	-	-	100

3.5 Youth Capacity

According to reference [6] that each region needs quality human resources, so the region must be responsible for developing the quality of human resources in its area.

No	School Name	Completeness Level and Average Value														
		Odd Semester 2017/2018					Even Semester 2017/2018					Odd Semester 2018/2019				
		Pend. Agama	PKn	Sosio logi	PK Wu	Ting. Ketun tasan	Pend Agama	PKn	Sosio logi	PK Wu	Ting. Ketun tasan	Pend. Agama	PKn	Sosio logi	PKWu	Ting. Ketun tasan
1	SMA N 1 Batang Kuis	7,84	7,95	8,05	8,07	100%	8,1	8,58	8,38	8,42	100%	8,59	8,9	8,7	8,62	100%
2	SMAN 1 Lubuk Pakam	8,13	7,9	8,43	8,11	100%	8,33	8,08	8,5	8,29	100%	8,75	8,78	8,5	8,5	100%
3	SMA N 1 Tanjung Morawa	8,05	7,9	8,2	8,28	100%	8,4	8,16	8,37	8,2	100%	8,63	8,46	8,37	8,33	100%

The results of the study indicate that the level of youth capacity in Deli Serdang Regency High School is high. This is based on the completeness level which is 100% and the semester value which has increased significantly.

Table 12 explains the significance test of the relationship carried out using the significance of F and the price of the coefficient F. From the table in the ANOVA column, the significance value F (probability) of 0,000 is obtained and the alpha coefficient is 0.05. The calculated F value is 13,632 with dk 1 is 1 and dk 2 is 51 obtained the F table value of 4.03. Then based on the test criteria above, it was found that the significance value of $F < \alpha$ (0,000 < 0.05) and calculated $F \text{ value} > F \text{ table}$ (13,632 > 4.03). Thus the hypothesis which states that there is an influence on the development of teacher professionalism on increasing youth capacity can be accepted.

In the determination coefficient column, the figure is 0.394. This means that 39.4% of the variation in youth capacity building is explained by variations in the development of teacher professionalism and the remaining 60.6% of the effect is explained by other factors. Then to obtain the desired linear regression line equation, the value of the regression coefficient of the variable obtained is entered into the linear regression equation function whose results are as follows:

$$Y = 3,401 + 0,028X1$$

To find out whether or not the influence of the teacher professionalism development variable on increasing youth capacity will be performed t test statistics by using the price of the calculated t coefficient or t significance. The value of t table at 5% confidence level with dk = 51 is 1.675. From the analysis results above, the value of t arithmetic > t table is obtained. This means that teacher professionalism significantly influences youth capacity.

From the results of the study that, increasing the capacity of youth is influenced by teacher professionalism by 39.4%, meaning that 60.6% is influenced by other factors. Other factors thought to influence youth capacity are content standards, facilities and infrastructure, management, funding, study time, management, community / school committee, social and cultural environment and motivation of students and parents.

4. Conclusion

- a. State High Schools in Deli Serdang Regency have a very good level of teacher professionalism. Variation of perceptions regarding the development of teacher professionalism as many as 30 people (56.6%) expressed very good. And 23 people (43.4%) stated good. Variation of respondents' perceptions of personality competency indicators stated very well as many as 47 people (88.7%) and perceptions that stated well as many as 6 people (11.3%). Respondents' responses regarding pedagogical competence as many as 43 people (81.1%) stated very good and 10 people (18.9%) stated good. And the diversity of perceptions of professional competence in the excellent category of 23 people (62.3%) and good categories of 20 people (37.7%). As well as variations in perceptions about social competence there are 40 people (75.5%) and good categories 13 people (24.5%).
- b. The level of youth capacity in Deli Serdang Regency High School is high. This is based on the level of completeness the percentage is 100% and the value of learning in the last three semesters has experienced a significant increase.
- c. Teacher professionalism has a significant effect on youth capacity in Deli Serdang Regency.

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