

The influence of teacher training, professional competence, and teacher teaching creativity on student achievement in private junior high schools in Panakukang Makassar

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Abstract

This study aims to determine and analyze the Effect of Teacher Training, Professional Competence and Teaching Creativity on Student Teaching Achievement at UPT SMP Swasta Se Kec Panakukkang. Research shows that on the direct influence, teacher training of UPT SMP Private Kec Panakukkang needs to be improved in professional competence, where there is still low teacher professional competence caused by lack of teacher participation in training, uneven training that is followed, training has not been in accordance with teacher needs so that teachers have not been able to overcome existing problems teaching and learning activities. In addition, teaching creativity also affects student learning achievement, the level of teacher confidence in UPT SMP Private Kec Panakukkang is high so that they are able to make interesting and innovative methods so that students more easily absorb the material. Professional competence as an intervening variable whose role is quite significant in improving learning achievement at UPT SMP Private Kec Panakukkang, can be seen from the lack of mastery of teaching materials, managing learning programs, implementing teaching programs, assessing learning outcomes and mastering educational foundations.

Key Words: Teacher Training, Competence, Creativity, Learning Achievement

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INTRODUCTION

The main purpose of implementing the teaching and learning process is to improve student achievement. In the process of learning activities, learning achievement includes important parameters to measure the success rate of the implementation of learning activities. In formal education, in the learning process there is always measurement and assessment of learning achievement. Likewise, in the process of teaching and learning activities, the position of smart, medium or slow students can be known through the learning achievements to be obtained.

Therefore, in order to accelerate the process of improving the quality of education, truly professional teachers are needed. A teacher or educator is a professional in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance, training, and conducting research and community service, especially for educators in universities (Law on the National

Education System Number 20 of 2003, Chapter XI, Article 39 Paragraph 2).

In this regard, teachers are required to have a bachelor's diploma and always attend trainings related to their field of work, so that work efficiency and effectiveness can increase. The driving and implementing of every activity or teaching and learning process in schools focuses on the teacher. To achieve goals that have been set together. A school will not run well if the teacher as an executive is not professional. Professional teachers can be realized by the efforts of schools to provide adequate education and training in accordance with the times.

Professional competence can be considered influential on the management of education. So that it can produce educational output that is much higher quality than before. Quality educational output can be observed from educational outcomes. This is in the form of comprehensive completion of student learning achievement from the beginning of the process to the final result of learning.

As one of the supporting indicators of teacher professional competence, and teacher teaching creativity, training can be considered as an important influential factor. Training is usually associated with preparing a person before carrying out a role or task in the world of work. Training can also be considered as a special element or output of a more general educational process.

LIBRARY SURVEY

Teacher training on professional competence

According to Simamoran Kamil (2010), training is defined as an activity designed to increase expertise, experience, knowledge, and skills so that individuals can change their attitudes. The development of human resources for teachers and education personnel aims to provide opportunities for teachers and education personnel to develop and express themselves according to the needs, talents, and interests of each individual in accordance with the conditions needed in schools. In addition, it aims to meet physiological needs, security, social, recognition and appreciation, self-development opportunities, ways and strategies that can be used for the development of human resources for teachers and education personnel through: (1) Formal Education (2) Education and training (3) Supervisor guidance (4) Peer guidance (5) Workshops, workshops, seminars, and program socialization (6) internships, exchange of energy in the form of cooperation and (7) comparative studies, outbound and recreation. Among these methods and strategies, education and training are part of human resource development. Behavior change is expected to be produced through education and training. Manifestly, behavior change is in the form of improving the quality of ability from the education and training targets followed. Good training will encourage the improvement of one's competence. The achievement of competencies that are expected to produce teachers who prioritize the quality and quality and service of their products. Teacher services must meet the standardization of the needs of the community, nation and users and maximize the ability of students based on the potential and skills of each individual. The determining factor of a quality educational process comes from professional teachers.

Creativity in teaching professional competence

Creativity is the ability to solve problems (Soleymanpour, 2015) which includes innovation and discovery (Samira, Baghaei & Mohammad Javad Riasati, 2013) in an original and useful way that already exists (Slameto, 2015). Creativity has contributed to self-development, decision-making and problem-solving abilities (Chan & Yuen,

2014). Teacher teaching creativity is one part of paedagogic competence (Karwowski, Gralewski & Lebuda, 2007). Teacher teaching creativity is one part of the paedagogic competence that teachers must have (Gardiner, 2017). To improve the learning achievement of students, the ability to build creativity in teaching is needed (Gardiner, 2017). Creative teachers have characteristics in helping solve student problems, analyze, provide ideas from various knowledge (Huang & Lee, 2015), use creative strategies in teaching in class (Chan & Yuen, 2014).

Teacher training on Learning Achievement

According to Mushaf (2011), training has a significant influence on school effectiveness. Training can give teachers the opportunity to gain new knowledge, skills and attitudes that can change their behavior, which will ultimately improve student achievement. Training must be in accordance with the needs of teachers in teaching. The organizer must carefully plan each training, starting from the selection of material, time, place, method to the quality of the instructors used. One of the supporting factors for learning achievement is training, the quality of teachers and students is very important in achieving learning achievement. According to the big dictionary Indonesian (2008) "Learning achievement is the mastery of knowledge or skills developed starting from subjects that are commonly indicated by tests or numbers given by teachers. There are many experts who formulate the notion of learning achievement, according to Arikunto (2009) "The achievement of learning objectives in the form of learning achievement, is the result of teaching and learning activities". Meanwhile, according to Suryabrata (2008) "Learning achievement is an assessment obtained from the results of student learning activities expressed in the form of symbols, numbers, letters in a certain period.

Teaching creativity towards learning achievement

Teacher teaching creativity is one part of pedagogic competence (Karwowski, Gralewski & Lebuda, 2007). To improve student achievement, teachers must have the ability to build their creativity in teaching (Gardiner, 2017). The characteristics of creative teachers can help solve student problems, analyze, provide ideas from various knowledge (Huang & Lee, 2015), use creative strategies in teaching in the classroom (Chan & Yuen, 2014). The relationship between factors of teacher teaching skills, teacher teaching creativity with student learning achievement.

Professional competence towards student achievement

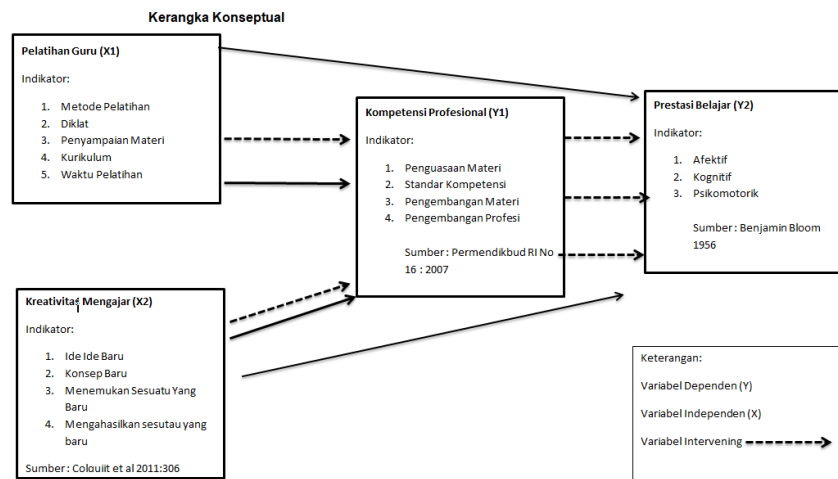
According to Please Dala Supartha, (2004) "The success or failure of a person in learning can be known through the evaluation process (assessment). With assessment can be known the ability, ability, assignment of a person about knowledge, skills and values. The purpose of assessment is to know and collect information on development and progress, in order to achieve the goals set in the curriculum. The assessment function can be said to be an evaluation carried out by the school has three important main functions, namely: to find out the development and progress within a certain time frame, to find out to what extent the improvement of a method used by teachers in educating and teaching, by knowing the mistakes and shortcomings that are owned so that improvements can be made in the next evaluation (Purwanto, 2000). For this reason, the position of teachers and lecturers as professionals has a vision of realizing the implementation of learning in obtaining quality education. Teachers are not only teachers of material that fills students' cognitive, but also as educators who are able to

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guide and develop students according to their talents. In addition, the task of teachers as educators must strive for student development based on the abilities they have both in terms of cognitive, affective or psychomotor. Teachers are also trainers who train psychomotors. The teacher is also a coach who trains psychomotor, so that students really develop a balance between cognitive, affective and psychomotor.

CONTEXTUAL FRAMEWORK

Relationships between variables, both direct and indirect, can be illustrated within a conceptual framework, as hypotheses are constructed.



METHODOLOGISTS

This research was conducted in the city of Makassar with the object of research being teachers in private junior high schools in Panakukanng district, namely Al Bayyinah Islamic Junior High School (1) Lazuardi Athailah GCS Junior High School (2) Rama Sejahtera Junior High School (3) the research will be carried out for approximately 1 (one) month. The type of research used is quantitative research, which is a type of research that in the process uses research designs based on statistical procedures or by conducting quantification schemes to measure research variables. According to Suprpto (2001: 80) one of the measuring tools that can be used in quantitative research is in the form of questionnaires. The type of research used is the explanatory research type. Data collection techniques through observation, interviews, questionnaires and documentation, while data analysis with path analysis.

RESEARCH RESULTS

Data Analysis Results

Track 1- The Effect of Teacher Training (X1) and Teaching Creativity (X2) on Professional Competence (Y1).

Tabel 15
Uji t Pengaruh X1 dan X2 terhadap Y1

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	44.691	10.363		4.312	.000
	Pelatihan Guru	.157	.410	.055	.384	.704
	Kreativitas Belajar	.526	.111	.685	4.756	.000

a. Dependent Variable: Kompetensi Profesional

Sumber: Olahan Data, 2021

Sumber : Data primer yang diolah, 2021

Table 15 T Test The effect of X1 and X2 on Y1 in this study, among others:

- A. Value Regression coefficient (B1) = 0.55 with a significant level of 0.704 which means no positive and significant effect (Sig < 0.05) or calculated value > ttable (> 3.84). Thus, it can be said that the variable Teacher Training (X1) does not have a positive and significant influence on Professional Competence (Y1). The magnitude of the influence of Variable X1 on Y1 can be seen in the value of standardized coefficients beta of 0.55 or 5.5 which means that if there is an increase in Teacher Training (X1), it will increase Professional Competence (Y1) by 5.5%.
- B. Value Regression efficiency (B2) = 0.685 with a significant level of 0.000 which means a significant positive effect (Sig < 0.05) or a calculated value of > ttable (4.756 > 1.993). Thus, it can be said that the variable of Teaching Creativity (X2) has a significant positive effect on Professional Competence (Y1). The magnitude of the influence of Variable X2 on Y1 can be seen at the value of standardized coefficients beta of 0.685 or 68.5% which means that every time there is an increase in Teaching Creativity (X2), it will increase Professional Competence (Y1) by 68.5%.

Track 2 – The Effect of Teacher Training (X1), Teaching Creativity (X2) and Professional Competence (Y1) on Learning Achievement (Y2).

Tabel 19
Uji t Pengaruh X1, X2 dan Y1 terhadap Y2

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.688	5.015		4.524	.000
	Pelatihan Guru	.807	.156	.431	5.161	.000
	Kreativitas Mengajar	.187	.056	.371	3.361	.002
	Kompetensi Profesional	.210	.069	.320	3.025	.005

a. Dependent Variable: Prestasi Belajar

1) Teacher Training (X1) against Learning Performance

The value of the regression coefficient (b3) = 0.431 with a significance level of 0.000 which means there is a positive and significant influence (sig < 0.05) or the calculated value of > ttable (5.161 > 1.993). Thus, it can be said that the variable Teacher Training (X1) has a positive and significant influence on Learning Achievement (Y2). The magnitude of the influence of Variable X1 on Y2 can be seen in the value of standardized coefficients beta of 0.431 or 43.1% which means that every time there is an increase in Teacher Training (X1), it will increase Learning Achievement (Y2) by 43.1%.

2) Teaching Creativity (X2) against Learning Performance (Y2)

The value of the regression coefficient (b4) = 0.371 with a significant level of 0.002 (Sig > 0.05) or the calculated value of < ttable (3.371 < 1.993). Thus, it can be said that the variable of Teaching Creativity (X2) has a positive and significant effect on Learning Achievement (Y2). The magnitude of the influence of the X2 variable on Y1 can be seen in the value of standardized coefficients beta of 0.371 or 37.1%.

3) Professional Competence (Y1) against Learning Performance (Y2)

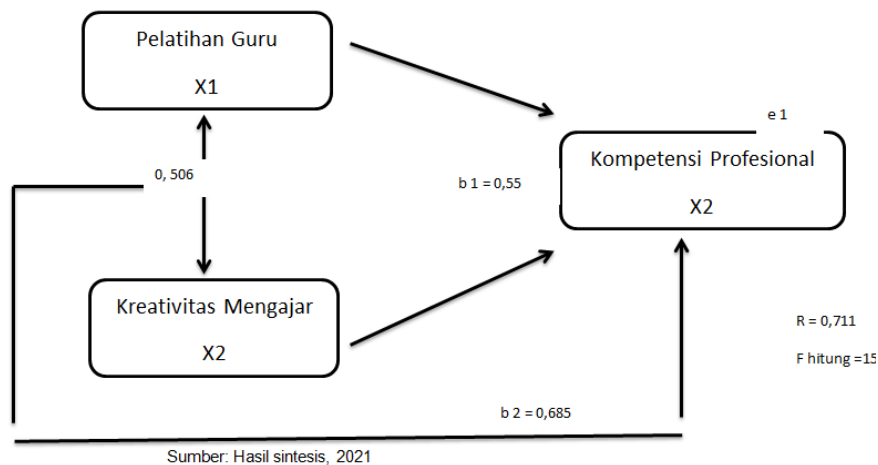
The value of the regression coefficient (b_5) = 0.320 with a significant level of 0.005 which means a positive and significant effect ($\text{Sig} < 0.05$) or a calculated value of $> t_{\text{table}}$ ($3.025 > 1993$). Thus, it can be said that Professional Competency (Y1) and Y2 are seen at the standard coefficients beta value of 0.320 or 32.0% which means that every increase in Professional Competence (Y1), it will increase Learning Achievement (Y2) by 32.0%.

Pengaruh Tidak Langsung

The amount of indirect influence on each variable, can be calculated in the following way:

1. $X_1 \rightarrow Y_1 \rightarrow Y_2 = (b_1 \times b_5) =$ (The large value that means that there is an indirect influence between variable X1 on variable Y2 through variable Y1 is 0.028 or 2.8%
2. $X_2 \rightarrow Y_1 \rightarrow Y_2 = (b_2 \times b_5) =$ The value of equal means that the indirect influence of variable X1 with variable Y2 through the intermediary of variable Y1 is 0.176 or 7.6%

Based on the results of the calculation of direct and indirect influences, the following path analysis model can be made:



Path Analysis Model

Hypothesis Test Results

Tabel 4.23
Hypothesis Testing Results

No	Hipotesis	Nilai	Sig	Kesimpulan
1	Pelatihan guru berpengaruh positif dan signifikan terhadap Kompetensi Profesional pada sekolah SMP Swasta yang ada di Kecamatan Panakuk kang	0.55	.704	Negatif dan tidak signifikan
2	Kreativitas Mengajar berpengaruh positif dan signifikan terhadap Kompetensi Profesional di Sekolah SMP yang ada di Kecamatan Panakuk kang	0.685	.000	Positif dan signifikan

3	Pelatihan Guru berpengaruh positif dan signifikan terhadap prestasi belajar siswa di Sekolah SMP yang ada di Kecamatan Panakukkang	0.431	.000	Positif dan signifikan
4	Kreativitas Mengajar berpengaruh positif dan signifikan terhadap prestasi belajar di Sekolah SMP yang ada di Kecamatan Panakukkang	0.371	.002	Positif dan signifikan
5	Kompetensi Profesional berpengaruh positif dan signifikan terhadap prestasi belajar siswa di Sekolah SMP yang ada di Kecamatan Panakukkang	0.320	.005	Positif dan signifikan
6	Pelatihan Guru berpengaruh positif dan signifikan terhadap prestasi belajar siswa melalui Kompetensi Profesional di Sekolah SMP yang ada di Kecamatan Panakukkang	0.084	.000	Positif dan signifikan
7	Kreativitas Mengajar pengaruh positif dan signifikan terhadap prestasi belajar siswa melalui Kompetensi Profesional di Sekolah SMP yang ada di Kecamatan Panakukkang	0.290	.000	Positif dan signifikan

Sumber : Data primer yang diolah, 2021

DISCUSSION

The effect of teacher training variables on professional competence is negative and insignificant, this means that the decrease that occurs in teacher training variables will be followed by a decrease in professional competence variables, while other influencing factors are considered constant. The negative effect of teacher training on professional competence can be seen and illustrated in the path analysis in the previous chapter. This research is in line with that conducted by Nur Laila Mahmuda (2017) which obtained negative and insignificant results which means that training does not have a dominant influence on professional competence. Another study by Rizalil Alfian (2013) obtained results in teacher training less than optimal so that the results were negative and insignificant.

The variable of Teaching Creativity on Professional Competence has a positive and significant influence, this means that an increase in the variable of Teaching Creativity will lead to an increase in Professional Competence, while other influencing factors are considered constant. Teaching Creativity towards Professional Competence can be seen and illustrated in the path analysis in the previous chapter. According to Ana Rofikah (2018) in her research produced that teacher creativity is needed to increase the motivation of students' enthusiasm for learning so that students have an interest in learning. This is because teachers are seen as people who know more about learning conditions and learning problems faced by students.

The effect of the Teacher Training variable on Learning Achievement is positive and significant, this means that the increase that occurs in the Teacher Training variable will be followed by an increase in the learning achievement variable, while other influencing

factors are considered constant. The effect of Teacher Training on Belahar's achievement can be seen and illustrated in the path analysis in the previous chapter.

will be followed by an increase in learning achievement variables, while other influencing factors are considered constant. The effect of Teacher Training on Belahar's achievement can be seen and illustrated in the path analysis in the previous chapter.

The effect of the variable Teaching Creativity on Learning Achievement is positive and significant, this means that the increase that occurs in the Teacher Training variable will be followed by an increase in the variable of learning achievement, while other influencing factors are considered constant. The effect of Teacher Training on Learning Achievement can be seen and illustrated in the path analysis in the previous chapter.

Tinton Tri Pebrianto, M. Tauchid Noor, Supriyanto (2015) in the results of his research, teacher teaching creativity is a form of operational ability that reflects fluency, flexibility and originality in thinking, as well as the ability to lobrate (develop / enrich) and how to deliver material to students. This ability is very necessary in an effort to provide understanding to students in accordance with the conditions and intelligence levels of students. The high level of teacher creativity in the teaching process makes it easier for students to solve their own problems in doing problems. This is because they feel comfortable and enjoy the learning process that occurs in the classroom.

The effect of the Professional Competence variable on Learning Achievement is positive and significant, this means that the increase that occurs in the Teacher Training variable will be followed by an increase in the learning achievement variable, while other influencing factors are considered constant. The effect of Teacher Training on Learning Achievement can be seen and illustrated in the path analysis in the previous chapter

The results of research from Muhammad Syafi' Zamzami (2016) said that teacher professional competence must always be carried out so that graduate students increase. Learning achievement is a measure of educational success.

The Effect of Teacher Training Variables on Learning Achievement through Competency Profesional is positive and significant, this means that the increase that occurs in the variable Teacher training through Professional Competence will be followed by an increase in the variable of learning achievement, while other influencing factors are considered constant. The effect of Teacher Training on Learning Achievement can be seen and illustrated in the path analysis in the previous chapter.

Research conducted by Lina Faizul Muna (2016) suggests that training is also an effort to develop the potential of a teacher. Through training, teachers are expected to be able to improve their competencies, so that they can carry out their obligations as teachers and educators properly

The effect of the variable Teacher Training on Learning Achievement through Professional Competence is positive and significant, this means that the increase that occurs in the variable Teacher Training through Professional Competence will be followed by an increase in the variable of learning achievement, while other influencing factors are considered constant. The effect of Teacher Training on Learning Achievement can be seen and illustrated in the path analysis in the previous chapter. In

research Point Agustina (2016) said that a credible teacher is a teacher who is able to set himself, where the teacher must be able to become a teacher, parent, or friend figure for his students

CONCLUSION

Based on the results of the research, researchers found that teacher training on teacher professional competencies obtained by teachers at UPT SMP Swasta Se Kec Panakuk kang can be seen in the presentation of data known to 33 respondents who were the research sample, 20 respondents stated that teacher training on professional competencies was included in the low category, 6 respondents stated that teacher training and professional competencies were included in the medium category and 7 respondents states the meaning in the high category. When viewed from the results of the study, teacher training on professional competence is included in the category of "low" or barely has a significant effect on professional competence, this can be caused by several factors. Based on the results of the research, researchers found that the creativity of teaching teachers on teacher professional competencies obtained by teachers at UPT SMP Swasta Se Kec Panakuk kang can be seen in the presentation of data known to 33 respondents who were the research sample, 3 respondents stated that teacher training on professional competencies was included in the low category, 8 respondents stated that teacher training and professional competencies were included in the medium category and 22 Respondents stated that they were included in the high category. When viewed from the results of the study, the creativity of teaching teachers on professional competence is included in the category of "high" or has a positive and significant effect on professional competence. The creativity of teaching teachers at UPT SMP Private Se Kec Panakuk kang is very good, it can be seen from the high scores obtained.

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