Increasing Professionalism Through Strengthening Empowerment, Pedagogic Competence, Organizational Climate And Interpersonal Communication

Robingah[1] , Thamrin Abdullah[1] , Sri Setyaningsih[1] , M. Zainal Arifin[2]

[1]*Sekolah Pascasarjana Universitas Pakuan, Indonesia.*
[2]*Institut Agama Islam Sahid, Indonesia.*

ABSTRACT

The professionalism of public elementary school teachers in Jambi City can be increased through the development of empowerment, pedagogic competence, organizational climate and interpersonal communication. These efforts are carried out through the identification of the strengths between these variables. This research use the path analysis approach and SITOREM analysis. Path analysis is used to test the variables of empowerment, pedagogic competence, organizational climate and interpersonal communication have a positive direct influence on teacher professionalism. SITOREM analysis is used to determine the order of priorities and recommendations for improvement of the indicators needed. The results of the study of 217 State Elementary Schools in Jambi City showed that all variables had a direct positive influence on teacher professionalism. The results of the direct influence sequence based on the highest path coefficient are empowerment $\beta_{y1}=0,245$, pedagogic competence $\beta_{y2}=0,185$, organizational climate $\beta_{y3}=0,545$, and interpersonal communication $\beta_{y4}=0,545$. The results of SITOREM analysis show that indicators that need improvement are organizational climate and interpersonal communication.

Keywords: Path Analysis, SITOREM Analysis, teacher professionalism, empowerment, pedagogic competence, organizational climate and interpersonal communication.

BACKGROUND OF THE STUDY

The quality of education and teacher professionalism are interrelated so that they cannot be separated, especially in the process of achieving educational goals. Currently, the quality of education in Indonesia is still far that of from other countries. The 2018 Program for International Student Assessment (PISA) report shows that mathematics scores are ranked 72 out of 78 countries. One that affects the quality of education is the professionalism of teachers because teachers are the determinants of the success and failure of a learning process so that it will affect the future of students. Until now, the level of teacher professionalism was still far below expectations. To be able to teach students optimally, teachers must have professional qualifications that are combined with the learning process carried out by the teacher. Therefore, it is necessary to make a breakthrough so that the level of professionalism of teachers in Indonesia can be better and so that education in Indonesia can develop and be able to compete with other countries.

W. Alan Randolf in Kreitner and Kinicki (2010) argues, empowerment is recognizing and releasing into the organization the power that people already have in their wealth of useful knowledge, experience, and internal motivation. Meanwhile, according to Hellriegel and Slocum (2004), empowerment means giving employees the authority, skills, and self control to perform their tasks. Empowerment means giving employees the authority, skills,

and self-control to do their jobs. A similar opinion was expressed by Gibson et. al. (2006), empowering individuals means granting them permission to utilize their talents, skills, resources, and experience to make decisions to complete their workloads in a timely manner. Individual empowerment means giving employees permission and opportunities to utilize their talents, skills, resources and experience in making decisions to complete their workloads in a timely manner.

Gareth Jones (2010) explains, empowerment is the process of giving employees at all levels in an organization's hierarchy the authority to make important decisions and to be responsible for their outcomes. Empowerment is the process of granting authority to employees at all levels in the organizational hierarchy to make important decisions and take responsibility for their results. West and Turner (2007) stated that interpersonal communication refers to face-to-face communication between individuals. Griffin (2006) describes that interpersonal communication is a unique process that has a broad meaning but the results of the statement will have different meanings depending on the thoughts of each individual. Interpersonal communication according to Wood (2013) is the lifeblood of meaningful personal relationships and relationships in a professional context.

According to Littlejohn and Foss (2009) interpersonal communication is a verbal exchange of thoughts or ideas with one another. Interpersonal communication can take place effectively, if there are several aspects that must be considered by the perpetrators of interpersonal communication. These aspects are; a). openness, b). empathy, c). supportiveness, d). positiveness, e). equality. According to Schermerhorn at el (2012) interpersonal communication is an interpersonal process of sending and receiving symbols containing messages conveyed by them. Profession itself is a job which in its implementation requires the knowledge and expertise used in an agency or institution. A job is categorized as a profession if in carrying out the work certain qualifications are required such as having knowledge, expertise, professional behavior, professional standards, professional associations, professional codes of ethics, and professional educational

institutions. A teacher is required to have insight and knowledge in accordance with the main tasks and functions as a teacher or educator and must have expertise in delivering subject matter using learning strategies and methods as well as learning resources.

Professional meaning is a person who has expertise that can only be done by someone who has been prepared or trained for a particular job. So, it can be said that a professional teacher is a teacher with expertise that has been prepared for him during his time as a teacher. Therefore, teachers do not only educate and teach but also guide, train, assess, and evaluate students armed with the expertise possessed by the teacher. The implementation of teacher professionalism can be seen from the responsibilities as teachers, learning managers, and future planners for students.

RESEARCH METHODOLOGY

This study uses a quantitative approach using path analysis studies and SITOREM (Scientific Identification Theory to Conduct Operation Research in Education Management). The research uses primary data types in the form of questionnaires and secondary data sourced from literature and existing references in the form of books, journals, and research articles. The purpose of the literature study is to strengthen the problems found as the theoretical basis for conducting the study. Researchers conducted data analysis by collecting data and information on the topic of discussion that were found to be as complete as possible and sorting the data that only matched the context being studied.

RESULTS AND DISCUSSION

The data obtained from a sample of teachers at public elementary schools in Jambi City were processed and analyzed through various required tests, so the next step in testing the causality model was path analysis. Based on the theoretically formed causal model, path analysis diagrams and calculations are obtained through the coefficients of each path. The path influence model is described as follows:

Model Effect of path between variables on substructure -1

This model consists of one endogenous

variable, namely teacher professionalism (Y) and 4 exogenous variables, namely empowerment (X_1), pedagogic competence (X_2), organizational climate (X_3), and interpersonal communication (X_4) and one residual variable, X4. The calculation results through SPSS-21 obtained that the path coefficient in the -1 substructure shows that the

path model in the -1 substructure is $\ddot{Y} = 0{,}245$ $X_1 + 0{,}185.$ $X_2 + 0{,}545$ $.X_3 + 0{,}462.$ $X_4 + \varepsilon Y.$ The magnitude of the influence of other variables outside of X1, X_1, X_2, X_3, X_4 on Y is 30.5%. The results of the empirical model are presented in the following table:

Table 1 Summary of empirical model results on substructure -1

Model Summary					
Model	R	R square	Adjusted R square	Std. Error of the Estimate	Durbin Watson
1	952[a]	.907	.906	.7654	1.627
a. Predictors: (Constant), X_4, X_3,X_2 ,X_1					

The model summary table shows the calculation of the coefficient of determination that there is a simultaneous direct effect of empowerment (X_1), pedagogic competence (X_2), organizational climate (X_3), and interpersonal communication (X_4) on professionalism of 90.7%. While the remaining effect is calculated using the formula 1- 0,907 = 0.093, then the value of e (error) can be calculated using the formula e=1-$R^2 = \sqrt{(1 - 0.907)} = \sqrt{0.093} = 0.305$.

Influence model between variables on substructure-2
This model consists of one endogenous variable, namely interpersonal communication (X_4) and two exogenous variables, namely empowerment (X_1), and pedagogic competence (X_2) and one residue, namely ε_4 . The path model in substructure-2 is $X_4 = 0{,}491$ $X_1 + 0{,}462$ $X_2 + \varepsilon_4$ or states interpersonal communication = 0.491 empowerment + 0.462 pedagogic competence + 0.545 organizational climate $+\varepsilon_4$. The value of $R^2_{y4321} = 0.874$ means that the simultaneous direct influence of empowerment (X_1), pedagogic competence (X_2), and interpersonal communication (X_4) on teacher professionalism is 87.4%. The remaining effect is calculated by the formula 1-0.874=0.126, then the value of e (error) can be calculated using the formula $R^2 = \sqrt{(1 - 0{,}874)}$ $= \sqrt{(0{,}126)} = 0{,}354$.

Influence model between substructure

variables -3
This model consists of one endogenous variable, namely organizational climate (X_3) and three exogenous variables, namely empowerment (X_1), pedagogic competence (X_2) and one residual variable, namely ε_3. The results of calculations through SPSS-21 show that the path model in the -3 substructure is $X_3 = 0{,}928 + 0{,}462 + \varepsilon_3$ or expressed by organizational climate = 0.928 empowerment + 0.462 pedagogical competence + ε_3. While $R^2_{312} = 0.86$ means that there is a simultaneous direct influence of empowerment (X_1) Pedagogic competence (X_2) on organizational climate (X_3) of 86%. The rest of the other effects are calculated using the formula 1-0.86=0.26, then the value of e (error) can be calculated using the formula e=1-$R^2 = \sqrt{(1 - 0{,}86)} = \sqrt{(0{,}14)} = 0{,}374$.

Influence model between variables on substructure -4
This model consists of one endogenous variable, namely empowerment (X_1) and pedagogic competence (X_2) and one residual variable, namely ε_2. The calculation results through SPSS-21 obtained that the path model in the -4 substructure is $X_2 = 0{,}928$ $X_1 + \varepsilon_2$. The calculation of the coefficient of determination marked with R Square of 0.860 means that there is a direct positive influence of empowerment (X_1) on pedagogic competence (X_2) of 0.860 or 86%. The rest of the other effects are calculated using the formula 1-0,860=0.14, then the value of e (error) can be

calculated using the $e=1-R^2=\sqrt{(1-0.86)} = \sqrt{(0.14)} = 0.374$.

Influence between variables on substructure-5

This model consists of one endogenous variable, namely interpersonal communication (X_4) and exogenous variable, namely organizational climate (X_3), as well as one residual variable, namely ε_3. The results of calculations through SPSS-21, the path coefficients obtained in substructure-5 can be presented in the following table.

Table 2 Path coefficient value on substructure-5

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	57.457	10.205		5.631	<.001
X_3	.592	.076	.532	7.795	<.001
a. Dependent Variable: X_4					

Table 2 shows the equation of the path model in substructure-5, namely $X_4 = \beta_{0.532}X_3+\varepsilon_4$. The coefficient of determination R Square or R^2_{x43} is 73.5%. The magnitude of the influence of other variables outside of X_3 on X_4 is $\varepsilon_4=0.514$. The results of the substructure-5 empirical model are presented in table 3 below:

Table 3 Summary of Empirical Model Results on Substructure-5

Model Summary						
Model	R	R Square	Adjusted R Square	Std.Error of the Estimate	R Square Change	F Change
1	.857[a]	.735	.734	6.426	.735	541.584
a. Predictors: (Constant), X_3 (organizational climate)						

Table 3 model summary shows the calculation of the coefficient of determination marked with R Square of 0.735 or 73.5%. This means that there is a positive direct influence of organizational climate (X_3) on interpersonal communication (X_4) of 0.735 or 73.5%. While the remaining effect is calculated using the formula 1-0,735=0.265, then the value of e (error) can be calculated using the formula e1= $\sqrt{(1-0.735)} = \sqrt{(0.265)} = 0.514$.

In accordance with the calculation of substructure-1 to substructure-5, it shows that ten (10) coefficients studied have path coefficients that are identified as significant at = 0.05. The empirical research path diagram can be seen in figure 1 below:
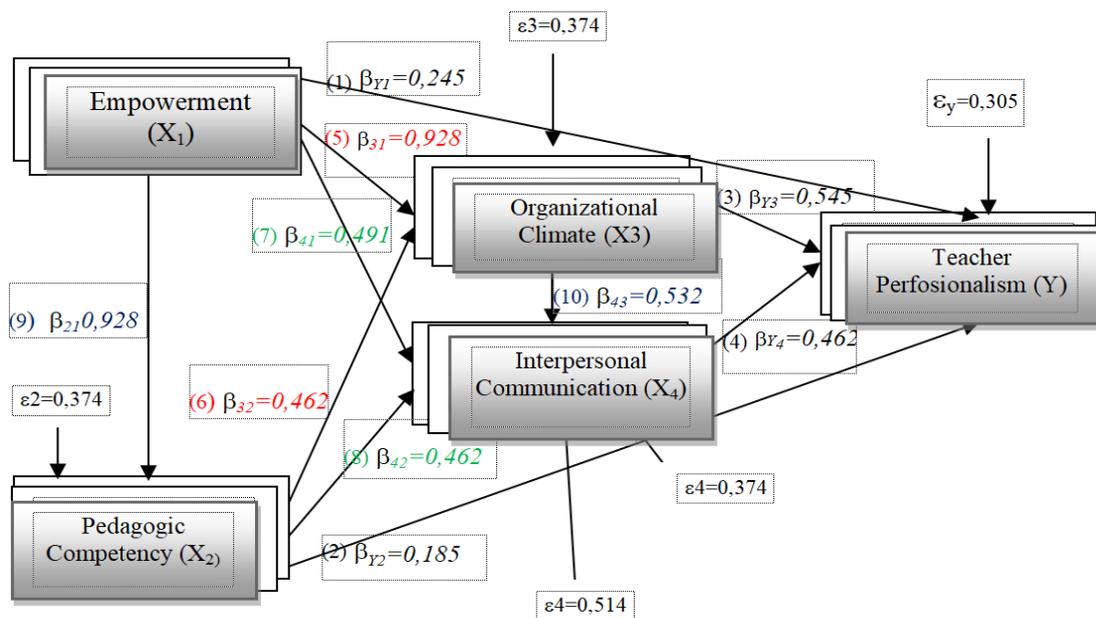
Figure 1. The coefficient of empowerment path, pedagogic competence, organizational climate, interpersonal communication on teacher professionalism

First hypothesis testing

Testing the direct effect of empowerment (X_1) on teacher professionalism (Y) requires a significant test of the path coefficient by using the t test. The test criteria is if $t_{count} > t_{table}$. From the calculation results, the path coefficient value is obtained with y1 = 0.245. The results of the test of the significance of the coefficients obtained t_{count} of 11.532 and t $_{table}$ (df = 215, with α = 0.05) of 1.987. This means that there is a positive direct influence of empowerment on teacher professionalism.

Second hypothesis testing

Testing the direct influence of pedagogic competence (X_2) on teacher professionalism (Y) obtained the path coefficient value with y2 = 0.185. The test results obtained t_{count} of 12.024 and t_{table} (df = 215, with α = 0.05) of 1.987. This means that there is a direct positive effect of pedagogic competence (X_2) on teacher professionalism (Y).

Third hypothesis testing

Testing the direct influence of organizational climate (X_3) on teacher professionalism (Y) obtained the path coefficient value with $β_{y3}$ = 0.545. The test results obtained t_{count} of 25.236 and t_{table} (df = 215, with α = 0.05) of 1.987 and ttable (df = 215, with = 0.01) of 2.582. This

means that there is a positive direct influence of organizational climate (X_3) on teacher professionalism (Y).

Fourth hypothesis testing

Testing the direct influence of interpersonal communication (X_4) on teacher professionalism (Y) obtained the path coefficient value with $β_{y4}$ = 0.462. The test results obtained t_{count} of 42.03 and t_{table} (df = 215, with α = 0.05) of 1.987. This means that there is a positive direct influence of interpersonal communication (X_4) on teacher professionalism (Y).

Fifth hypothesis testing

Testing the direct influence of empowerment (X_1) on interpersonal communication (X_4) obtained the path coefficient value with $β_{41}$ = 0.491. The test results obtained t_{count} of 25.236 and t_{table} (df = 215, with α = 0.05) of 1.987. This means that there is a direct positive effect of empowerment (X_1) through interpersonal communication (X_4).

Sixth hypothesis testing

Testing the direct influence of pedagogic competence (X_2) on interpersonal communication (X_4) obtained the path coefficient value with $β_{42}$ = 0.462. The test

results obtained t_{count} of 12.024 and t_{table} (df = 215, with α = 0.05) of 1.987. This means that there is a direct influence of pedagogic competence (X_2) on interpersonal communication (X_4).

Testing the seventh hypothesis
Testing the direct influence of empowerment (X_1) on organizational climate (X_3), the path coefficient value is obtained with β_{31} = 0.928. The test results obtained t_{count} of 11.532 and t_{table} (df = 215, with α = 0.05) of 1.987. This means that there is a positive direct influence of empowerment (X_1) on organizational climate (X_3)

Eighth hypothesis testing
Testing the direct influence of pedagogic competence (X_2) on organizational climate (X_3), obtained the path coefficient value with β_{32} = 0.462. The test results obtained t_{count} of 42.03 and t_{table} (df = 215, with α = 0.05) of 1.987. This means that there is a direct positive influence of pedagogic competence (X_2) on organizational climate (X_3).

Ninth hypothesis testing
Testing the direct influence of empowerment (X_1) on pedagogic competence (X_2), the path coefficient value is obtained with β_{21} = 0.928. The test results obtained t_{count} of 42.03 and t_{table} (df = 215, with α = 0.05) of 1.987. This means that there is a positive direct influence of empowerment (X_1) on pedagogic competence (X_2).

Tenth hypothesis testing
Testing the direct influence of organizational climate (X_3) on interpersonal communication (X_4) obtained the path coefficient value with β_{34} = 0,532. The test results obtained t_{count} of 12,024 and t_{table} (df = 215, with α = 0.05) of 1,987 and t_{table} (df = 215, with = 0.01) of 2,633. This means that there is a direct positive influence of organizational climate (X_3) on interpersonal communication (X_4).

The most influential variables are empowerment (β_{Y1}=0,245), second pedagogic competence (β_{Y2}=0,185), third organizational climate (β_{Y5}=0,545) and fourth interpersonal communication (β_{Y4}=0,462). This means that the organizational climate in State Elementary Schools in Jambi City can improve teacher professionalism.

SITOREM Analysis Results
Based on the results of statistical hypothesis testing, setting indicator priorities, and calculating indicator values, further analysis is carried out using the SITOREM method. It is used to provide recommendations for research results. This recommendation contains suggestions for improvement of indicators that are arranged based on priority of handling and indicators that are left to be maintained because these indicators are in good condition. The results of the SITOREM analysis are shown in the following figure:
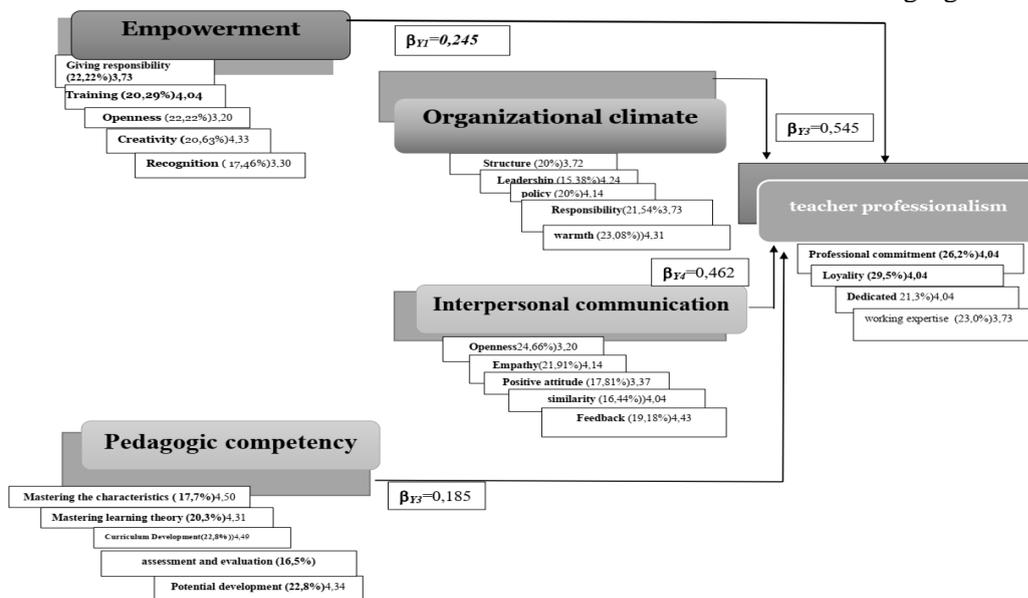

Figure 2 SITOREM results

The indicator value of each variable has been assessed by experts who know well the situation or problem so that they can assess and give weight to each indicator of each variable. Analysis of the weight of each indicator of each variable refers to the criteria of cost, benefit, urgency, importance.

The results of the indicator assessment must be improved so that teacher professionalism can be improved, experts can know and have strategies to make improvements. The maintained variables can be identified as many as 8 items, namely policies, warmth of the atmosphere, openness, recognition, openness, creative and innovative, loyal, and positive attitudes that must be improved.

CONCLUSION

Teachers as professional educators are certainly a reflection of their surroundings, especially for students and the surrounding community, therefore teachers should always do good deeds and attitudes so that the image captured by their surroundings will be positive.

Improving teacher professionalism can be done through strengthening other positive and dominant variables found in the field through research using path analysis and the SITOREM method. Other variables that have a positive and dominant influence on professionalism are empowerment, pedagogic competence, organizational climate and interpersonal communication.

The optimal solution obtained based on indicator analysis using the SITOREM method is as follows:
The priority order of indicators that were improved was warmth of atmosphere, policy, positive attitude of openness, recognition, and openness, creative and innovative, loyal in carrying out professional duties.

The indicators that are maintained or developed are: leadership, responsibility, structure, feedback, empathy, equality, assigning responsibility, curriculum development, developing student potential, mastering learning theory and principles, educating learning, mastering student characteristics, assessment and evaluation, equality, training and development, assignment of responsibilities.

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