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RESEARCH ARTICLE

THE EFFECT OF COMPETENCE AND CAPACITY BUILDING ON TEACHING PERFORMANCE IN TEACHER CERTIFICATION PROCESS.

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Capacity Building, Competence, performance.

Abstract

The purpose of this study was to measure the effect of teacher capacity building and competence on teaching performance in teacher certification process. This research was conducted with quantitative descriptive type. The population is teachers attending certification, with a sample of physics teachers at jember university in 2017 from 34 respondents, data analysis using linear regression SPSS (Statistical Product And Service Solution) 20th version. The result of the research shows that there is no strong influence of teacher competence on teaching performance with regression coefficient F anova, $F_{table} > F$ arithmetic meaning not having strong influence, while the effect of capacity improvement through teacher certification to teaching performance is obtained the same thing. It can be concluded that teacher competence and teacher capacity building need to be developed not only through Competency test and teacher certification with teacher education and training model so that there is strong influence between competence test and Capacity Building on teacher performance and better education quality in Indonesia. From this research, there are other factors that influence teacher performance outcomes.

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Introduction:-

Teachers are individuals in school organizations whose presence in the school as well as having the capacity to teach, also have the capacity to develop themselves, Given the heavy duties and responsibilities of a teacher, whether as a learner for students or personnel, members of a school organization that are required to be able helping and empowering the organization to be better, more developed and achievement. professionalism becomes a necessity in realizing quality education.

In particular professionalism here is intended as a professionalism attached to the teacher. Community trust and support to schools arises because of the perceived satisfaction of the community from the services provided by the school, while the community's satisfaction with school services can be conveyed by personnel professional attitude especially the services provided by the teacher to learners who are based on the values of professionalism.

Referring to the dimensions of professionalism above, the professionalism of teachers expected after gaining capacity building is the professionalism characterized by the following aspects:

1. Devotion of teachers (dedication)

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2. Social obligation
3. Teacher independence (autonomy demands)
4. Belief in self-regulation
5. Relationship with fellow profession (professional community affiliation) (ahmad susanto; 2016,172)

Departing from the presentation of the above professional aspects, it can be understood that the professionalism of teachers is the attitude and values raised by the teacher when carrying out the duties and responsibilities of the profession is realized through the five aspects. However, the attitude of the teacher does not necessarily arise itself, of course there are activities that build it.

Capacity Building:-

The concept of capacity building (capacity building) can be interpreted as a process of building the capacity capacity of individuals, groups or organizations. Capacity Building can also be interpreted as an effort to strengthen the capacity of individuals, groups or organizations that is reflected through the development of skills, skills, talents and talents as well as the mastery of competencies so that individuals, groups or organizations can survive and be able to overcome the challenges of changes that occur quickly and unexpectedly .

In other definitions, capacity building can be interpreted as a creative process in developing existing capabilities. Or in other words, capacity building is intended as a creative process in building the capacity that has not been seen. According to Nill and Mindrum (2011: 22) capacity building is a term used to build a society through changes in itself, for example improvement of knowledge, skills, organizing programs and others. Capacity building is a model of change process, developmental motion and change in stages individuals, groups, organizations and changes in the frame work of a better system.

Meanwhile, according to Grindle (2000: 70) capacity building is an effort intended to develop a variety of strategies to improve efficiency, effectiveness and responsive performance, namely efficiency in terms of time and resources needed to achieve an outcomes. Adapun effectiveness is the business appropriateness done for the sake of the desired result, while responsive is how to synchronize between the need and ability for that purpose.

As according to James (1998: 25), "capacity building as an attempt to enforce the essential politics and management skills necessary to build their nation human, economic, social, political and cultural structures so as to the proper place in global affairs "so according to the james capacity building is an effort to increase the ability of the developing country people to develop the essential management and policy skills needed to build the cultural, social, political, economic, and human resource structures so that they exist in the global arena.

Brown's simpler (2001: 25) defines capacity building as a process that enhances a person's ability, an organization or system to achieve desired goals. As for broader, millen (2001: 142) sees capacity building as a special task, because the specific task is related to factors in a particular organization or system at a certain time. Maorrison (2002: 1) states that "capacity building can be seen as a process to induce, or set in motion, multi-level change in individuals, groups, organization and systems, Ideally, capacity building seeks to strengthen the self-adaptive capabilities of people and organization, in order to respond to order to changing environment, on an on-going basis. Capacity building is a process and not product. In particular, capacity building is a multi-level learning process, wich links ideas to action.capacity building in this view, can be defined as actionable learning "

According to Hagan (2007; 7) capacity building dimension includes three dimensions, namely (a) human resource development; (b) strengthening the organization; and (c) institutional reform In the context of human resource development, attention is paid to procurement or the provision of professional and technical personnel. Activities undertaken include training, salary / wages, conditions and work environment settings and appropriate recruitment system.

Teacher certification:-

Teacher certification is the process of giving teacher certificates to teachers. Educator certificates are given to teachers who have met professional teacher standards. Professional teachers are an absolute requirement to create quality education systems and practices.

The definition of certification generally refers to the definition provided by the National Commission on Educational Services (NCES) which states "certification is a credential and provides him or her license to teach" in this regard, at the United States state level, there is an independent body called American Association of Colleges for Teacher Education (AACTE). This independent body has the authority to assess and determine whether the certificates owned by the educator are appropriate or not eligible for an educator license (educator certificate).

Teacher certification aims to improve the quality and determine the feasibility of teachers in carrying out the task as an agent of learning and realize the goals of national education. While the competence of teachers is the unanimous mastery of knowledge, skills and attitudes are displayed through the performance expected to be achieved by someone after completing an educational program. Meanwhile, according to the decision of the Minister of National Education No.045 / U / 2002, competence is defined as a smart and responsible action device owned by a person as a condition to be considered capable by the community in performing tasks in accordance with certain work.

With reference to the definition above, it can be understood that the competence of teachers can be interpreted as unanimous knowledge, skills and attitudes embodied in the form of intelligent and responsible action of a teacher to hold the position of teacher

The reality is that teachers' performance is still low. The low performance of teachers relating to the main tasks and functions as teachers in the process of teacher performance in schools. These conditions can be seen from several sources including:

There were problems with the capacity building program that most teachers had followed. Such a professional development program has not been able to have a significant impact on teacher performance improvement. In addition to certification that has not shown improvement in teacher work. Similarly, school cluster activities, teacher working groups, training on educational studies and educational seminars are only impressed to be done in the form of fulfilling the duty of the duties to follow without the implementation of the school in a sustainable manner.

Gary A. Davis (Suparlan, 2006: 124) says that professional teachers have four characteristics a) having kemampuan associated with the learning climate in the classroom; b) has ability related to learning management strategy; c) has ability related to feed back; d) has a kemampuan associated with quality improvement. It will be related to the performance which is based on what has been explained in advance, then the issues raised in this study relate to the mastery and application of teacher competence, and teacher building capacity to improve teacher's teaching performance during the certification of teachers in the form of Education and Professional Practice of Teachers (EPPT) held at the Faculty of Teacher Training and Education University of Jember. So this research took the title about: Capacity Building Through Performance Test In Teacher Certification Process.

The framework of thought in this study was initiated from internal and external factors as inputs from emerging problems that background the problems in research. Based on the empirical findings in the field that is the result of teacher's teaching performance related to teacher competency and realization of Capacity Building program ever implemented is still not optimal.

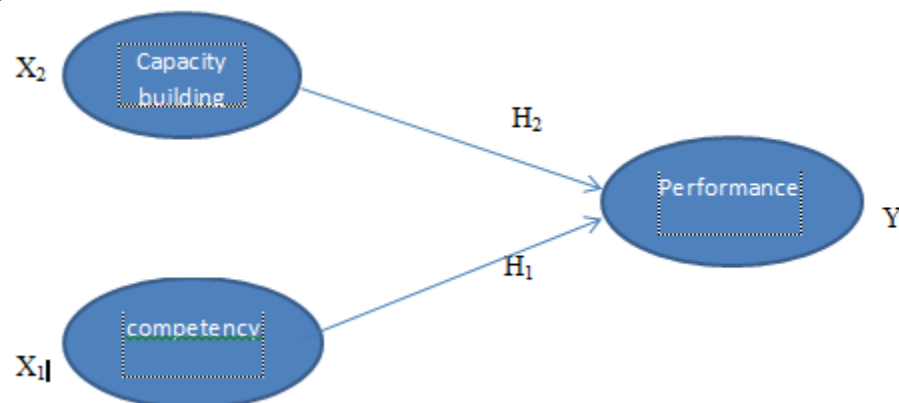


Figure 1:-Thinking Framework

From the various issues that arise in the capacity building program through teacher certification with Education and Professional Practice of Teachers (EPPT), as well as teaching performance. To describe various problems relating to the three variables is done research by using scientific method, which will eventually test the hypothesis proposed. Referring to the identification and formulation of problems that have been proposed, the hypothesis proposed in this study is formulated in three models, namely:

1. Hypothesis 1: There is a positive and significant influence of teacher competence variables (X1) on Teaching Performance (Y) Teachers.
2. Hypothesis 2: There is a positive and significant influence of the variable Capacity Building (X2) on Teaching Performance (Y) Teachers.

Methods:-

This research is intended to reveal teacher competence and capacity building on the performance of physicist teachers in ex Residency Besuki and Probolinggo a number of 35 physics teachers. Researchers use Descriptive research method that is with the data of the participants' assessment during the process of Teacher Training and Profession namely Preliminary Competence Test before following the EPPT as the competence value, the value of Capacity building certification in the form of the value of the briefing, the written test of the material and the workshop. While the assessment of teaching ability is obtained from the teaching practice test (peer teaching) at the end of the implementation of the EPPT.

The place of the research is located at Jember University during physics teacher following teacher certification activity. The sample of this research is all physics teacher from Besuki and Probolinggo Indonesia residency of 34 respondents who follow teacher certification activity in the form of Education and Professional Practice of Teachers (EPPT) at Rayon 116 Universitas Jember in 2017.

Results:-

The description of physicist physician competence in ex Besesian residency and Probolinggo district, based on the test result of the teachers as the research sample, in the Master Competency Test (UKA) Teachers as X1 variable of 73.19, this shows a good enough value. This value is earned before the participant follows the teacher certification activity.

The empirical picture of capacity building in physics teacher of ex Beses and Probolinggo district as X2 variable is 83, 25 it is the average value of the certification implementation of the guideline for the implementation of the debriefing, the implementation of the workshop and the implementation of the test exam. By using SPSS-20 Program to recognize Anova Regression test to dependent variable of teaching ability, independent variable of teacher competency test and capacity building obtained by data as follows;

Based on hypothesis test result H1 with F Anova obtained picture as follows;

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.426	1	.426	.101	.752 ^b
	Residual	138.592	33	4.200		
	Total	139.018	34			

a. Dependent Variable: Y

b. Predictors: (Constant), X

Hypothesis 1 test:-

There is no strong and significant influence of the teacher competence variable (X1) on the Teaching Performance (Y) Physics Teacher Executives Ex Besuki and Probolinggo District. Effect of X2 (competence) on Y (Performance Teaching physics teacher) regression coefficient anova F table > F arithmetic and signifikan value > 0,000

Based on the results of hypothesis H2 test obtained the following description

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.370	1	1.370	.328	.571 ^b
	Residual	137.648	33	4.171		
	Total	139.018	34			

a. Dependent Variable: Y

b. Predictors: (Constant), X

Hypothesis 2 Test:-There is no strong and significant influence of the Capacity Building (X2) variable on Teaching Performance (Y) Performance Teaching of Physics Teachers in Ex Besuki and Probolinggo Residency. The effect of X2 (Capacity Building) on Y (Performance Teaching physics teacher) regression coefficient anova F table> F arithmetic and significant value> 0,000

Discussion:-

Influence of Teacher Competence Variable (X1) on Teaching Performance (Y) Physics Teacher Se Eks Residency Besuki and Probolinggo

Based on the findings of the study with the regression test Anova H1 showed that the competence of teachers did not have a strong influence on the teaching performance of physicians Se Eks Residency Besuki and Probolinggo regency, this is seen from the value of F anova (F count) 0.101 smaller than F table 4, 14, the initial competency test does not affect teacher's teaching ability This indicates that the teacher's competency test which includes pedagogical and professional competence does not give significant but significant effect to improve teacher performance or performance while teaching in teacher certification implementation. Also interpreted that the initial competence test of teachers prior to the certification needs to be changed not only online writing test but should be added with the competency test as an additional teacher benchmark when will follow the teacher certification program.

The teacher's competency test that has been done only in the form of written and theoretical test of paedagogik in teaching material and paedagogic theoretical material without testing the teaching practice. The absence of this correlation can also mean that the teaching ability of physics teachers is largely derived from the basic skills that the teacher possesses during his bachelor degree before teaching and teaching experience at school. So the initial competence test in the form of a written exam does not illustrate the strong influence with the teacher's teaching ability.

The result of this research is that teacher competence test in mastering the materials, methods and preparation of learning materials so far has not influenced the development and good study habituation for the teacher itself, and should be needed development program for teachers to improve their teaching performance.

This opinion is similar to the results of research Panda, S. (2012) on Mapping Pedagogical Competency of Secondary School of Science Teachers: An Attempt and Analysis. It can be concluded from the research that pedagogic competence is one of the criteria needed in teacher science. Pedagogic competence is part of the science of teachers is really needed to make students understand about the process of Teaching and learning activities in school.

Likewise with the results of research Hagan (2007) with research on: Developing Teacher Competence And Professionalism In Northern Ireland: An Analysis Of Teaching: The Reflective Profession. It is concluded that engaging in the development of professional competence is the right of all people and it is one of the investments in accordance with the needs of the development of teaching profession

Influence of Capacity Building (X2) variable on Teaching Performance (Y) Physics Teacher Se Eks Residency of Besuki and Probolinggo Regency

Teaching performance is not strongly influenced by Capacity building during teacher certification program, teacher's teaching performance is influenced by other factors not examined in this research. However, if the standard stand out error of 2.04 or 20.4% indicates that the formation of capacity building of physician teachers for ex Besendi and Probolinggo villages during the follow-up of the EPPT, although not influenced by the implementation of certification, but there is a considerable cinematic change factor that occurs with the existence of this standard error. This may indicate that certification implementation in the form of Teacher Education and Training does not significantly affect teachers' ability in teaching, which means that certification execution with this system needs to be reviewed in order to improve the teaching ability of the teacher even more.

Capacity building as an external factor of teacher's teaching performance has a y effect on improving teaching performance of physician Eks Karesidenan Besuki and Kabupaten Probolinggo. Based on the findings of research shows that there is no effect of Capacity Building on the Performance of Teachers of Physics Teachers of Ex Eks Residency and Probolinggo District, it means that to improve the teaching performance required a better capacity building than the teacher training program that lasts only 11 days .

Capacity building is not a cursory activity, such as the implementation of Teacher Professional Training and Training that lasts only 11 days, but a long-term learning process that can be measured the success of the process and the results within a certain period of time. For example, when the teacher always develops and adds self-training which is done continuously with knowledge and skill which is adequate and relevant in improving its performance. Educating and teaching is an obligation for every teacher, hence this capacity building is ongoing and measurable in its existence, including effectiveness and efficiency in teaching learners and certain things. And on the side of the teacher capacity building is ongoing and measurable. Moreover, if in this case can be found indication of success of continuous motivation process of self, fellow teacher and from principal.

This research can also show signs for the implementation of teacher certification that is now done in the form of Teacher Professional Education (PPG) pay more attention to the capacity building of teachers produced, both in terms of performance, academic ability, cognitive and affective as well as teachers paedagogik skills generated. High competency skills do not always show high performance capabilities as well. Capacity building during PPG should really be able to develop the quality of teachers generated

From the above opinion can be interpreted that the certification implementing organization teachers need people who have the ability in a job. Such as changes in work, the ability needed next. Including the usual training and development becomes an important factor in an organization that will be able to maintain the value of investment in development and training.

The existence of the relationship of influence of capacity building to the environment of education in achieving its success has also been supported by Matseliso, L.M & Loyiso C.J (2008) with Capacity Building for Teaching and Learning in Environmental Education. Likewise with the results of research Greenlee B.J. (2010) on Building Teacher Leadership Capacity through Educational Leadership Programs. The results of this study say that the results of the research is the presence of teachers in the development of capacity building in the realm of leadership both followed by teachers and principals have an influence in changes in learning in schools that become more effective.

Building teacher capacity requires changes in school attitudes about how schools provide support to teachers to improve their ability to teach, prepare their knowledge. So in the process teachers can create a tool to create an innovation in improving the teaching ability of the teacher itself.

Conclusion:-

Based on the results of research and discussion, can be drawn conclusion as follows:

1. There is no strong influence of teacher competence on teaching performance of physicist Eks Residency of Besuki and Probolinggo. This suggests that teacher teaching performance during teacher certification is not significantly influenced by the initial competence prior to the certification program. High competence does not always reflect high teaching abilities. There are other factors that are not examined in this study that more influence it.

2. No strong influence on capacity building during teacher certification process on teaching
3. Performance of physician teacher of ex Besuki Residency and Probolinggo Regency. This indicates that capacity building has a low level of influence on improving teaching performance in teacher certification. There are other factors not investigated in this study that are more influential.

Suggestions:-

Based on the results of this study can be given suggestions as follows;

1. Preliminary Competency Test Process conducted before the teacher attended the Certification is not only done by writing test alone, but it is necessary to test the teacher's teaching ability given before the physics teacher follow the certification.
2. Implementation of teacher certification through Professional Teacher Training and Training as a way to develop.

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