

The Influences of Education and Training, Leadership, Work Environment, Teacher Certification On Discipline and Teacher's Professionalism In High School at Bali Province.

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Abstract- This research aims to explain the relationships among variables: education and training, self-leadership, work environment, teacher certification, discipline and professionalism of teachers of SMAN at Bali Province. The sample size are 243 teachers who selected by proportional random technique from 12 units of SMAN. They have to perform their perceptions for all things accordance to these variables. The results shows those : (1) the impact of education and training to discipline, is positively significant; (2) the self-leadership's effect to discipline; positively significant also; (3) the impact of work environment to discipline is positively significant; (4) the teacher certification's effect to discipline is positively significant; (5) the education and training effect to the professionalism is significant; (6) the leadership's effect to professionalism is positively significant; (7) the impact of work environment to professionalism is positively significant; (8) the impact of teacher certification to professionalism is positively significant, and (9) discipline own positively effect to professionalism. These results contribute to some theories, for examples: Meyer & Allen (1997), Florida (2002), Creemer et al, 1989). Fisher and Fraser (1990). The suggestions are recommended for the managers of SMAN High Schools at Bali Province, are : (1) they have to build a better awareness of the importance of self-leadership for teachers, so the teachers would have more capabilities to manage their self; (2) the management of SMAN- High Schools have to conduct trainings which are more emotionally quotient not just intellectually quotient; (3) the reward systems have to reviewed and reassessment, specially for the financial rewards. SMART basis could be the orientation; and (4) the qualities of work

Keyword : competency, self leadership, reward systems, work environment, commitment to profession, professionalism.

I. INTRODUCTION

One of the education problem which faced by Indonesia country is the low quality of education. The education experts have aimed to analyse from several points of view concerning to why education quality in Indonesia is very low. Some of researchers have highlighting the school

management, the budget system, teacher quality, the equipment of structure and infra structure, and the curriculum. Indeed, the education quality not effected by one aspect only, but by several factors which interacted. The government have identified the problems which concerned to low quality of education, and aimed to improve it. The government's efforts, for example are : decentralized education policy, school base management applications (MBS), conduct the education standard and develop law product to guarantee the quality of education. Law products which have been released by the government in improving the education quality, i.e : revising the 1945 Constitution (UUD 1945), concern to budget for education up to about 20,00% from National Revenue-Expenditure Budget (APBN); release the Code no 20 year 2003 concern to National Education System (SPN); publish the Government Regulation No. 19 (PP No 19 year 2005) concern to National Education Standards; and publish Code no. 14 year 2005 (UURI No 14 tahun 2005) concern to Teacher and Lecturer. UURI No. 20 year 2003, UURI No 14 year 2005 and PP No 19 year 2005 stated teachers obliged to have academic qualification (stratum-1 or D4), competency, teacher certificate, health physical and psychology, and have ability to realize the national education objective.

The academic qualification condition for teacher is S₁ or D₄. Teacher's competences including pedagogic competence, professional competence, personality competence, social competence and proven through commitment to the profession to improve professionalism as a teacher. Entering 2007, the Government through National Education Department starting the teacher certification program. Certification program is the consequence of ratified law product relating to education, UURI No. 20/2003 regarding Sisdiknas, UURI No. 14 year 2005 concerning to teacher and lecturer, and PP No. 19/2005 concerning to SPN. Based on those law products, could be stated that teacher is professional educator. As a professional educator, hence teacher must fulfill a set of conditions, as well academical qualification, and competency. Teacher certification program is a appreciation program for teachers so they able to improve their professionalism.

The form of improving teacher's prosperity is professionalism subsidy equal to one time to basic salary for the teacher who own educator certificate, addressed for public servant teacher (PNS) and for the non public servant teacher. Some of problems related to teacher professionalism are : (1) variability of teacher ability in teaching and learning process, (2) self leadership as a motivation to improve their commitment to profession, still not yet shown as expected, and (3) construction and tuition still not yet express the real needed. If this matter not covered soon, hence it will cause negative impacts to education quality. The low quality of education in Indonesia has become trending focus among many researchers, hence it was said that the low national economic growth also influenced by low national education quality. One of important aspect in human being is self leadership which is a process for self direction, and commitment needed to obtain good professionalism (Manz, 1982, 1983).

Self leadership is important precedence to human behaviour which also use controlled attitude and positively influence to professionalism (Manz, 1983). Self leadership also the one precedence for build the self commitment needed so that human behaviour was matched to ideally wants (Manz, 1992). For supporting the competitive, hence education institutions (include the middle school) must able to create the qualified teachers. The teachers were expected have competency and self leadership for self directing their behaviour and their commitment to improve the professionalism and performance. On other side, also stated that still many teachers in Indonesia do their job just as formal and routine work. It causes many teachers were not yet have professionalism in teaching (Komara, Jawa Post, Agust, 8, 2010). Also it was said that low confession from people on teacher profession is caused by several factors, i.e : the people opinion that everyone can become a teacher as long as owning knowledge or skill, the rare of teacher at purileus village cause appear opportunity for school in there to recruit a person even do not have ability to become a teacher, and many teachers still do not respect to their pefession, more than anything else, do not try to improve their profession. Based on interview to Youth and Sportmanship, Bali Province on February, 25, 2011, it's true that high schools have received enough support, but the learning process behaviour of teachers still not improve.

On other side, Sutjipta (2006: 36) stated that however perfectly the curriculum, completely structure and infrastructure of learning process, but if the leacher is lazy, not creative, treating the student as malefactor, teaching as routine task and static assumption, hence the high quality education resulted could not ever be obtained. In addition, the main problem is : how to change teacher's attitude become dynamic and creative. Middle school as an education institution which produce alumni so they can continue their study to S₁, righteously be constructed as good as possible. Research target are : to analyse (1) the influence of training and education on teacher discipline, (2) the influence of leadership to teacher discipline, (3) the influence of work environmental on teacher discipline, (4) the influence of sertifikasi learn on teacher discipline, (5) the influence of training and education on teacher professionalism, (6) the influence of leadership on teacher professionalism, (7) the influence of work environmental on teacher professionalism, (8) the influence of

teacher certification to teacher professionalism, and (9) the influence of training and education, leadership, work environmental, and teacher certification on teacher professionalism through teacher discipline.

II. LITERATURE

(1) Teacher's Professionalism

Professionalism come from word of "profession" with the meaning an work area which wish or will elaborate by someone. "Profession is also mean as a certain work or occupation which require special skill and knowledge which obtained from intensive academical education." (Schuster,2000:45). Professional is activity or work have done by someone and become the source of his/her life, needing expertize, deftness fulfilling standard quality of or certain norm and also need profession education (Republic Of Indonesia Code Number 14 Year 2005 about Teacher and Lecturer, 2007). Thereby, in general view, educator not only known as a teacher, instructor, coach, and counsellor but also as "schools attend who society of member facilitate help to society by hired agent social" (Cooper,2006:90-99).

(2) Discipline

Discipline can be interpreted as "a behaviour and attitude which voluntarily conduct and fully awareness and ready to obey to regulations which have been specified by superior or organization, written or unwritten" (Robbins:2012). Florida (2002:188) expressed that : "Employee's behaviour which not discipline, can be expressed in some cases, that are : absent, lethargy, pushing along job/activity, repeating bad achievement, stealing, sleep when working, quarreling, menacing the supervisor, impinge work safety and order, insubordination of comand, doing collision immoderately, slowing down the work, refusing overtime, refusing team work, owning and using drug when working, destroy equipments, using offcolour words or language as employees, and even ilegal strike". Whereas Byars al et, (2005:54) expressed that : "Forming the work discipline is influenced by work environmental stimulus, in this case are monitoring and controlling by the supervisor. Through the perceptions, it will generate work discipline."

(3) Self Leadership

Robbins (1998:24) has stated that : "four newest approaches in leadership are theory of attribution leadership, theory of charismatic leadership, transactional leadership, and tranformational leadership, and also visioner leadership". In literature of attribution, leadership is perceived that effective leader generally assumed consistence and is not groggy in their decision. Most of reviews regarding charimatic leadership have been aimed to behavioral identifying which differentiates charismatic leaders, for example Franklin D Roosevelt, John F. Kennedy, Martin Luther King Jr., Walt Disney, Mary Kay Ash (Founder of Mary Kay cosmetic), Ross Perot, Steve (friend of founder of Apple Computer), Ted Turner, Lee Lacocca (Former Commisary President of Chrysler), Jan Carlzon (Commisary President of SAS Airlines) and General Norman Schwarzkopf. "Influence

processes of charismatic leader is started by moment of the leader phrase clearly about an interesting vision". (Blanchard,2003:132). This vision give a feeling balance to all follower by clinging present day with better future to that organization. Then the leader communicate performance expectation will be high and lay open high confidence that his follower will be able to reach that expectancy. Moon (2000) paying attention to this transactional leadership. Have stated : "This type leader is guiding or motivating their follower up to a target of which is specified by clarifying the role and duty". Meanwhile (Robbin 2012:27) stated: "Transformational leadership is woke up above above the transactional leadership, he/she strive performance storey; level strive and abysmal subordinate performance what will happened with of just transactional approaches."

(4) Work Environment

Schuster (2000:97) stated that : "work environment are covering work atmosphere, work regulation, other conditions which able to become causes of detachment in working, integrity, togetherness, openness, and friendliness". Wheer (2006: 23) expressed : "Working environmental factors consist of lighting/light, freshment, draught, noise, frieze colour, security and music. Work environmental become impeller to efficiency and ardour work which is finally push to increase profesionalitas in the form of work productivity". Therefore, have to be laboured a peaceful work environment, healthy, balmy, so would obtain a health work atmosphere and employees can work more productively. One can work better and can reach the maximum result if in working he/she supported by a good condition of work environment. Many factors in forming a work environment also having an effect on human being work in executing its duty. "Environmental factors are unequal for all work. For school environment, factors which are has high effect are physical factor, psychological mental, physiological and social economic." (Tyssen;1996:7). As also to other factors like curriculum, facilities and basic facilities, leadership, and Province Education Department environment play a important role in forming the effective professionalism. "During two decays, work environment is marked as one of the effective determinant of an organization." (Creemer et al, 1989). Fisher and Fraser (1990) expressed that making up the quality of work environment can make school more effective in better performance process.

(5) Teacher Certification

Teacher is one of the essence components in education system. Role, task, and responsibility of a teacher is very important factors in realizing the national education objective, i.e : educating nation life, improve the human quality, including belief/godly, glory, and science comprehending, technology, and art, to realize Indonesian people, prosperous, and civilized. The teacher certification is one of government effort in improving teacher quality accompanied by improving teacher prosperity. Teachers who have pass the certification test and up to another standard according to the rule, would receive profession subsidy equal to one time to basic salary. That subsidy is going into effect for both kind of teachers (public servant and non public servant). By improving teachers quality and their prosperity, hence expected could

improve the learning and education quality in Indonesia continuesly. Like as commended in Code No. 14 year 2005 regarding teacher and lecturer, teachers were determined as the professional educators and scientists, where their main task are transforming, developing, and distributing thge science, technology, and art through education, research, and social activity for people (Chapter 1 Section 1 Sentence 2). Meanwhile, professional was defined as a work or activity of any one with expert, skill, qualified defness which is match to quality standard, require profession education, and become the source of income. In order to efficient and effective conducting of teacher certification program, it must be planned, systematicly. Teacher competency is covering four types of competency, i.e : pedagogic competency, personality, social, and professionalism.

(6) Education and Training

Sedarmayanti (2007 : 379) stated : "Education and Training for public servant (incl. public teacher) is an effort which conducted for the public servant in increasing personality, knowledge and ability according to demand conditions of personality, knowledge and demand conditions of occupation and work as public servant. Education and Training for public servant teacher is a transformation process of the educator quality which is touching four especial dimensions, that are spiritual dimension, intellectual, bouncing and phisycal direct to changes of quality from those four educator dimensions.

III. METHOD

(1) The Model

Base on the problem formulation, we have built the research model as below:

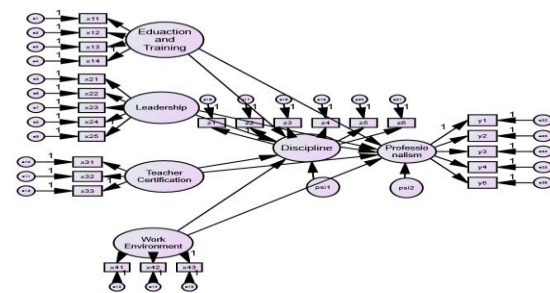


Figure 1. Research Model

Hypothesis to be tested : (a) Education and training has a significant influence on teacher discipline; (b) Self leadership has a significant influence on teacher discipline; (c) Work environment has a significant influence on teacher discipline; (d) Teacher certification has a significant influence on teacher discipline; (e) Education and training has a significant influence on teacher professionalism; (f) Self leadership has a significant influence on teacher professionalism; (g) Work environment has a significant influence on teacher professionalism; (h) Teacher certification has a significant influence on teacher professionalism; and (i)

Discipline has a significant influence on teacher professionalism. All of variables are latent variable which measured by it indicators. The detailed measurement are :

(1) Education and Training (X_1)

Education and Training gives the knowledge addition, skill and attitude change. Education and training helps teacher more responsively for current and in the future. Education and training is not only important for individu, but also important for organization regarding the relationship among teachers in a work group, and also important for government. Basicly, education and training is an organization investment in theri human resources. So that education and training program must be continuing and dynamic. The measurement indicators are : the benefit of education and training, which is match to the job (X_{11}); the benefit of education and training for developing knowledge (X_{12}); the benefit of education and training for developing skill (X_{13}); and the benefit of education and training for improving team work among teachers (X_{14}).

(2) Leadership (X_2)

Leadership is school leader's style in leading and directing at school. The indicators are : the personal objective and goup of teachers were paid attention by school leader (X_{21}); the school objectives were described clearly by school leader (X_{22}); school leader has simplified the tasks, so the teacher can do its well (X_{23}); school leader has give the win-win solution for any problem appear (X_{24}); and school leader owning several managerial abilities (X_{25}).

(3) Work environment (X_3)

Work environment is covering work situation, work rule, togetherness, lighting, draught, equipment, security, and freshment (Tyssen, 1996). This latent variable is measured through three indicators, i.e : physical environment (X_{31}); psychological environment (X_{32}); and social environment (X_{33}).

(4) Teacher certification (X_4)

The teacher certification is conducted in order fulfilling to commendation f Code No. 20 year 2003 regarding National Education Systems, Code No. 14 year 2005 regarding teacher and lecturer, and Government Regulation No. 74 year 2008 regarding teacher. This variabel is measured through three indicators, i.e : teacher certification could improve professionalism (X_{41}); teacher certification could improve teacher prosperity (X_{42}); and teacher certification could improve performance (X_{43}).

(5) Discipline (Z)

Discipline is self evaluation to discipline as one part of self assesment. The indicators are : consistency of actuating to the plan (Z_1); always aim to obey to school's rules (Z_2); invite the others (other teachers or pupils) for obeying the school's rules (Z_3); always aim to on time (Z_4); do planning and preparing the subject materials (Z_5); and paying attention and obey to school's academic schedules (Z_6).

(6) Teacher professionalism (Y)

Professionality is the quantity and quality of output, which is obtained by an employee in do a task and it responsibility. This latent variable is measured through five indicators, i, e :

quality of comprehensive work (Y_1); poductivity (Y_2); comprehending to material of subject (Y_3); reliability (Y_4); and self supporting (Y_5).

The measurement of every indicator is Likert scale with span from 1 to 5, where 1 = very disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = very agree.

The analytic method which used is structural equation modelling, SEM).

(2) Method of Analysis

This research is an explanatory research which aim to describe the influences of exogenous variables (education and training, leadership, work environment and teacher certification) on endogenous variable (teacher professionalism), directly and indirectly through intervening variable (teacher discipline). The population is all of teachers in SMAN at Bali Province, amounting to = 776 teachers. Sample size amounting to = 243 teachers which selected through propotionate random sampling. where the sample was randomly choosed on proportion base till a certain quantity. The method of analysis used is structural equation modelling, (SEM).

IV. RESULT RESEARCH

(1) SEM Analysis

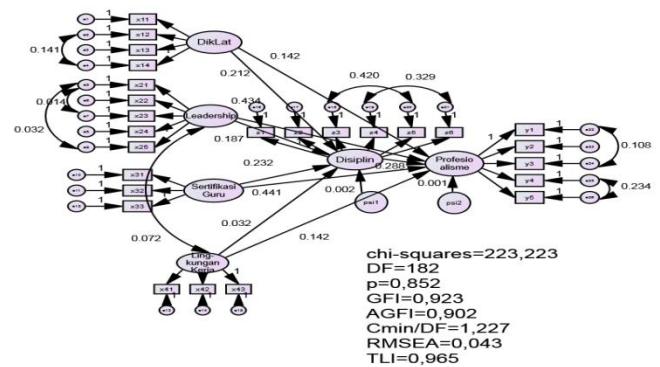


Figure 2. Explicit Model

The result of hypothesis test showed that all of hypothesis were received at $\alpha = 5,00\%$. All of GOF indexes matched to the criterion as a good model.

(2) Discussion

(a) The Effect of Education and Training on Discipline and Professionalism

The result has proven that education and training has a positive significant direct effect on teacher professionalism, it's effect on discipline also significant. Education and training was perceived by almost of respondents as between "good" and "very good". This matter causes teacher always searching the newer breakthrough in personality competency. This is a difficult activity, considering to there were other important

loads in developing material of subject. The focus idea of teacher in competency becomes closed optimum, so that is normally if almost of teachers perceive their pedagogic competency just "rather good". Professionalism was also perceived by almost of respondents as between "enough" and "good", or could be stated that as "closed to good". Professionalism as competency in comprehending the content of subject was perceived "closed to good" by almost of respondents. This could happen because some of teachers were S2 educated and become professional teacher after they received educator certificate. This condition caused teacher has a closed professionalism. This result is support result research by Luthans (2014), who stated that "teachers which have accepted training and education, most more important comprehending of educator energy function to himself in nation development"; also support Robbin (2012) and Blanchard et al (2006) theory about work discipline

(b) The Effect of Leadership on Discipline and Professionalism

The result has proven that leadership has a significant influence on discipline, also it's influence on professionalism. Thereby, leadership have a direct influence and indirect effect on professionalism.

(c) The Effect of Work Environment on Discipline and Professionalism

The result has proven that the influence of work environment on discipline is positive significant; also it's influence on teacher's professionalism. Considering to the direct effect is smaller than indirect influence, hence could be stated that the effect of work environment on professionalism is indirect influence. Physical environment is equipment completeness, class room and it's quality (draught, temperature, lighting) at middle school. It was perceived closed to good by almost of respondents. Physical environment is a standard condition which obliged to middle school. But there were some of school which is not able to do maintenance and completion for class room and it's equipment, even some other able to do that. Psychological environment is a mind atmosphere in school. This result supports the theory developed by Tyssen (1996) and Miller (1995). Social environment is mean togetherness, solidarity among teachers, and giving each other positive attention. In general, work environment has a significant influence on discipline. This result supports to research result of Wheeler (2006). Also the work environment has a significant influence on professionalism. The position of discipline variable as an intervening at path diagram : work environment – discipline – professionalism, was correct. It is mean that a good work environment should improve discipline and also improve the teacher's professionalism at middle school.

(d) The Effect of Teacher Certification on Discipline and Professionalism

The result proven that teacher certification has a positive significant influence directly on discipline. It also proven that teacher certification has a positive significant effect on professionalism. Considering that direct influence is larger than it's indirect effect, hence could be stated that the influence of teacher certification on professionalism is a direct influence which strengthened by it's indirect effect. Teacher certification was perceived by almost of respondents as "good". The subsidy for teacher profession also perceived as

reward in compensation form which directly controlled by organization (Schuster, 1985; Byars and Rue, 1997). Teachers as a public servant educator, in general is true feel that their salary gaji is not excessive (even it has supported by subsidy). But, in the reality, teacher certification has a significant influence on discipline. Teacher certification which created on competency base, in the reality creates pride and satisfaction among teachers.

(e) The Effect of Discipline on Professionalism

The result has proven that discipline also has a positive significant effect on professionalism. It also indicated that teacher education and training was the dominant variable, and it has proven influences significantly on discipline. It happened because the effect of education and training is dominant direct effect on professionalism. This result supports the research result of Fisher (1990) which also stated that education and training in general very effective to making up professionalism. The work satisfaction could be built by the SMAN school's systems which had been based on SMART principles (specialty, meaningful, achievable, reliable and timely)

(f) Theoretical Implication

Education and training has a significant influence on professionalism. It's influence is more direct effect, because it's indirect influence through discipline more weak. Discipline position as the intervening variable at path diagram education and training → discipline → professionalism, is correct. In other word, a good professionalism of a teacher might be caused by education and training, but must be appear discipline earlier. At diagram path : leadership → discipline → professionalism, the discipline position as the intervening variable was become correct. The direct influence of leadership on professionalism also significant, so that leadership could be stated as a variable which has significant effect on discipline and professionalism. Even leadership is an habit of some one for proactive and creative; but in doing the leadership, anyone more do self excuse and seldom do self punishment when they did the wrong thing (Blanchard, et al., 2006). Discipline position as the intervening variable at path diagram : teacher certification → discipline → professionalism, is correct, considering the influence of teacher certification has proven significant. Teacher certification as a good reward could improving the discipline and professionalism. At path diagram : work environment → discipline → professionalism, the discipline position as the intervening variable, is correct. Also, the direct influence of work environment on professionalism has proven significant, so that work environment could be stated as a variable which have significant influence on discipline and professionalism. This matter supports the statement of Fisher (1990) : "work environment which less supporting can cause the bad teacher professionalism".

(g) Practical Implication

The influence of education and training on professionalism is direct effect, this matter still has a little benefit for high school, that means if those high school can improve their teacher competency through education and training program, and profession seminar; it could be expected improving the teacher's professionalism; without considering whether appear discipline or not. But, as an education institution, righteously the high school still must improve the discipline among teachers; because it has known that discipline has a significant

effect on professionalism. The leader of high school or other researchers must conduct a more indepth research, specially in measurement modelling for leadership. The influence of teacher certification on discipline and on professionalism which has proven significant, must improve. There were education and training program in form of PLKG have conducted at several place, it must focused to "how to be a professional teacher, theoretically, philosophicly and pratically". The direct and indirect effect of work environment on professionalism has proven positive significant. Every high school must always do the efforts to improve completion and quality of equipment in work place. Generally, as almost of Indonesian people, the culture "can build, but not maintain"; must be eliminated. The policy of almost of schools for facility maintenace is more directing to "remedial" and not "preventive".

V. CONCLUSION AND SUGESSTIONS

(1) Conclusion

The conclusion are: (i) education and training owning a positive significant influence on discipline; (ii) leadership owning an positive significant influence on discipline; (iii) work environment owning a positive significant influence on discipline; (iv) teacher certification owning a positive significant influence on discipline; (v) the influence of education and training on professionalism is positive significant; (vi) leadership owning a positive significant influence on professionalism; (vii) work environment owning a positive significant effect on professionalism. Base on it's total effect, the influence of work environment on professionalism is directly and strenghtened by the influence of discipline; (viii) the influence of teacher certification on professionalism is positive significant. Base on it's total influence, the influence of teacher certification on professionalism is directly, and strenghtened by the influence discipline; and (ix) the effect of discipline on professionalism is a positive significant.

(2) Sugesstions

The recommended sugesstions, specially for the decision maker in middle school at Bali Province, are : (i) give a better understanding regarding the importance of leadership, so the school leaders owning better self supporting in control their self. Must be assured that better quality of human was very effective if built by their self. Brave hearting in self control was good for improve the human quality, also good for improve the spiritual quality. The socialization could be a training form which more emotional quotient and not just intelectual quotient, even the last also important. If the teachers more understand to how important this leadership, hence could be expected that leadership would have a positive significant effect on discipline and to teacher professionalism; (ii) teacher certification which is perceived as just "good" by almost of respondents, must be re-studied, regarding the systems and it value in term financial. SMART based reward must be oriented, hence teachers felt more pride on their profession, improve their prosperity, and very adequate for intellectual society; (iii) work environment whcih perceived as "rather good" must be improved so it perceived as "good" or even "very good". Specially, completeness, completion, maintenance and quality improvement of structure and infrastructure of learning process, must be more paid

attention. However, a better work environment could improve the freshment of work, productivity, work quality and pride to profession and last to teacher professionalism.

While for other researchers, this research requires improvement, specially in measuring the latent variables : (i) the development of sub indicator for leadership variable. Must be reviewed how to make statement to express the indicator of leadership, thereby the respondents more easy to understand its intension. As have known that leadership is a very abstraction object, but it more simple be understood through creating the more simple sub indicator; (ii) Considering the limitations on thhis research; hence must be reviewed the method used for measuring latent variable in more perfect way, for exzample : circumstantial interview, even it was supported by better scientific, for example using of psychology.

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