

Increasing the Professionalism of Military Teachers with Training and Experience through Competence

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Abstract

Research is expected to determine (1) the competence of military teachers is influenced by education and training. (2) training can improve the professionalism of military teachers. (3) Training on increasing the professionalism of military teachers through competence, (4) developing competence on improving military teachers' professionalism. (5) the impact of experience on military teachers' competence, (6) the effect of expertise on increasing military teachers' professionalism, and (7) the effect of experience on improving professionalism through competence. In terms of this study, the population was all military teachers at the institution, like 52 people. Education and training are influential components of military teachers' competence; training affects increasing military teachers' professionalism. Increasing the professionalism of military teachers through competence affects military teachers' professionalism, experience affects military teachers' competence, experience involves military teachers' professionalism, and experience influences are increasing professionalism through competence.

Keywords:

employee performance, organizational culture, knowledge transfer, leadership style

1. Introduction

Organizational management is essential and needed; the organization's success influences an organization's success through the potential of human resources. It will be difficult for organizations to achieve their goals without human resource interference. Military Teachers and Trainers are the prominent figures who are also instrumental in improving TNI Angkatan personnel's quality. Land. Military Teachers and Trainers can provide additional knowledge and skills to TNI AD personnel (Kompasiana.com).

Personality for military teachers and trainers should not have an unyielding philosophy and not have bright ideas, ideas and can motivate all TNI AD personnel. Military teachers and trainers must carry out their duties and responsibilities for all TNI personnel who have their students' status during their assigned tasks.

The professional improvement of military teachers is very urgent to achieve the goals and hopes of the Indonesian Army. In line with the improvement in the current state financial condition in the aspect of Alutsista owned by the Army, the Army also supports the performance and training of TNI AD personnel. A professional attitude must also behave the reliability so that Alutsista is meaningful for all TNI AD personnel ranks, especially at Kodam XIV Hasanuddin (Djojonegoro, 2016; Nuraini et al., 2019; Umanailo, 2020, 2019).

A military teacher's competence or ability has professionalism as a person who plays a role and is responsible for his function. Military teachers are required to have pedagogical, social, personal, and professional competencies. The principal capital is the central point in the learning process. It is a priority scale and the main concern for interested parties and leaders because of education as an administrator for a TNI AD personnel in the military, Suparlan (2008).

Apart from competence, training and teaching experience are also very much needed by a military teacher in improving his professionalism or empowerment. A military teacher must also develop himself in organizing an ideal self-concept, conditioning himself wherever he is. Formal education is also a must-have for an army teacher or trainer to update current social developments. Formal education can be used as a forum for a military teacher or trainer to accelerate contemporary stories.

The XIV / Hasanuddin Regional Military Main Regiment Educational Institute is a military educational institution under the Military Regional Command. This has the main task of organizing education and training for all Kodam ranks to produce reliable, qualified, professional soldiers and have a strong militancy spirit so that the people love them. Based on preliminary observations, the military teacher needed in educational institutions is 71% in percentage, which is achieved in quantity. To fulfill some of the requirements to become an army teacher, you must have at least two years of teaching experience. These results provide a percentage scale, namely, 43% and 52% who occupy positions as military teachers with compliance with applicable standards in the TNI AD military. A series of requirements implemented to become a military teacher is namely a psychological examination. In total, currently accumulated military teachers, 90% of military teachers have attended the examination. Of these, 39% have been certified to qualify for psychology as military teachers. The XIV / Hasanuddin Regional Military Main Regiment Educational Institution had taken a psychological examination. It was suitable to become an army teacher based on the examination results, which amounted to 39%. Referring to this data, military teachers need to deepen and take part in the Military / Susgumil Teacher Course training.

Based on students' simulated educational process evaluation regarding their responses obtained from educators (military teachers). The background states that some educators (military teachers) still do not master classrooms and tend to be monotonous. The need for increased competence for military teachers must be improved in quality so that students can easily understand psychologically what military teachers and trainers say.

2. Literature Review

Education and training must be carried out for a leader to improve the competence of human resources. It is hoped that military teachers as educators can understand and carry out their duties and roles. The development of intellectual abilities and military teachers' personality in the direction desired by each institution or educational institution concerned in which each teacher takes part. Achievement of a teacher's performance will be produced better; it will also have implications for skills, professionalism, and motivation in carrying out all responsibilities and duties. A teacher can work more actively and love his profession. The implementation of education and training is expected to improve performance for a teacher from the last time. Competence is undoubtedly a measure or instrument in assessing the ability of each teacher. Education and training are compulsory to be carried out, especially performance improvements that lead to loyalty in every teacher's institution.

Priansa (2014) states that education and training are the most significant contributing factors in measuring each teacher's competence. Education and training are presented to be able to create quality educators. Kuntitas by type has suitability that can carry out tasks, change, increase development growth in all levels of society. Education and training should present competence in developing the teaching and learning process in every educational institution space. This is consistent with the research of Vijay Kumar (2013) and Reni Rahmadhani (2014). Both studies show that education and training have a positive and significant effect on teacher competence.

Present quality education is needed in which a teacher has a professionalism that is used as a subject and plays a role in achieving these goals. It must be encouraged to participate in formal education and training activities to implement a professional teacher. Identification is the most critical factor to affect. Training is expected for all teachers to follow it to develop personality, career development, and create behavior to be more effective in becoming a more professional teacher in carrying out the mandate and responsibilities as an educator.

According to Murwati (2013), there will be a lot of knowledge and experience by including teachers in training activities. The substance of their competence in the learning process can be increased in the classroom. Arvianita (2017), in her research, revealed that training affects the professionalism of a teacher. Likewise, Nunung Siti Hamidah (2019) stated that the Implementation of Teacher Continuous Professional Development includes three components: education and training to develop personality, scientific publications, and innovative work.

A teacher to gain experience teaches in a particular place and can be anywhere they are needed, as long as the goal is to educate and share knowledge because it is a noble job that does not require remuneration. As students, obtaining knowledge also does not have to go through formal education, but how to understand someone who is predicated as a teacher because they always want to give their best and be achieved universally. Teaching experience can be used as a measure and formation of competence for a teacher. Sufficient teaching experience for a teacher can correct their deficiencies and increase his professional ability through what he has experienced. A teacher has the challenge of being able to condition and respond to students. Good experience is a must-have for a teacher in the world of education and training, both in schools or educational institutions (Abdillah and Ismiyati, 2017; Mu'adi et al., 2020; Nawawi et al., 2020).

Kuswardani (2007) revealed in his research that there was a positive and significant relationship between the teaching experience and competence. The Relative Contribution (SR%) of the teaching experience variable was 46.35%. Likewise, research conducted by Finadiaul Fitria (2015) states that there is a positive and significant relationship between the teaching experience and competencies of a teacher. A person involved in the life of professionalism must have experience in the learning process as a variable that determines the success effect of education and learning. The teaching method of educator experiences and is the most critical factor in determining the success of education. A teacher's experience can be measured by how long it takes a teacher/educator to bring the learning material. An education teacher can be measured experientially by measuring the duration of time to get material or learning materials. The method used must also have variations so that it has a different value from other teaching teachers. A teacher who has worked for a relatively long period will also increasingly understand and understand from the new one.

Based on the length of service, the length of time a teacher can have the opportunity to maximize the process of providing learning when the training schedule is carried out. Indicators for an educator/teacher, namely being able to provide modules and make notes on students' development during the implementation of the activity (Muchlis, 2007). In his research conducted by Usep Setia Laksana (2009), there is a significant positive relationship between the learning experience and military teachers' professionalism.

An attitude of professionalism is the nature, philosophy, and mentality that a person must have to encourage themselves and others to become professional teachers. Professionalism is also a form of mental attitude that a person has to create and improve his professional quality. Professionalism for a teacher must be optimized by increasing competence Suyanto and Halimah (2013). Yuliana, Haryadi, and Ade Irma Anggraeni (2019), Joni Roza (2016), and Rina Wahyuningtyas (2010) think that if a teacher is required to have high competence, the social school teacher has high teacher professionalism in carrying out their duties and responsibilities.

3. Methods

For this study, the authors used a quantitative approach based on statistical information (Sugiyono, 2017). Meanwhile, the respondents used as research samples were military teachers at the XIV / Hasanuddin Military Regional Regiment Education Institute, totaling 52 people, which is also the population. So that the population whose number is below 100 people. The entire population is used as a sample and is called a saturated sample (Arikunto, 2010). In terms of data collection, the authors use primary data because the research instrument uses a distributed questionnaire to correspondents filled in according to their perceptions of the questionnaire's structuring. Each answer is given a weighted rating using a Likert Scale. The analysis method used is path analysis, and to measure or identify each path in the model, Simple Linear Regression Analysis is used (Sugiyono, 2017). The analytical tool used is the SPSS Ver 23.0 application so that through this application, evaluation of hypothesis testing can be carried out. The statistical t-test is used as a partial measurement, and the statistical F test is used in the simultaneous measurement.

4. Results and Discussion

4.1 Respondent Description

In this study, there were 52 military teachers. In Table 1, respondents' characteristics are gender, age, education level, and working period, as follows:

Table 1. Respondent's Character-Based on Gender

Gender	Frequency	Percentage (%)
Men	32	61,5
Women	20	38,5
Total	52	100

Source: Data processed, 2020.

In table 1 above, respondents who had filled out questionnaires based on gender, namely men as much as 61.5%, women as much as 38.5 %. This study's respondents were most men representing correspondents—the quantity of male military teachers more than the number of female military teachers.

Table 2. Respondent's Character-Based on Age

Age (Years)	Frequency	Percentage (%)
< 25	7	13.5
25 – 35	9	17.3
36 – 45	21	40.4
45 - 55	15	28.8
Total	52	100

Source: Data processed, 2020.

In the above, correspondents have not age 25 years as much as 13.5%, correspondents aged 25 - 35, as much as 17.3%, age 36 - 45 as many as 40.4%. And period above 45-55 as much as 28.8%. Based on these figures, correspondents are 36 to 45 years old. So military teachers aged more than 56 years no one was made as an army teacher at the Institute of Education of the XIV/ Hasanuddin Military Regional Master Regiment. A respondent in this study aged 36 -45 years, aged 36 -45, is a productive enough age to be a military teacher.

Table 3. Respondent's Character-Based on Education

Education	Frequency	Percentage (%)
Sus Batih Muda	10	19,2
Sus Batih Madya	7	13,5
His Gmail	35	67,3
Total	52	100

Source: Data processed, 2020.

Based on table 3 above on respondents' characteristics based on education obtained the percentage of Sus Bath by 19.2%, Sus Batih Madya by 13.5%, and Sus Batih Gumil 67.3%.

Most respondents who were sampled by the population were those with bachelor's degrees. The XIV/ Hasanuddin Military Regional Master Regiment Education Institute opens opportunities for military teachers to continue their studies to improve understanding and deepening knowledge. A military teacher is advised to continue the study level and support performance because of the complexity of the demands increasingly supporting the mobility of performance achievement results.

Table 4. Respondent Character Based on Working Period

Working Period (Years)	Frequency	Percentage (%)
<5	0	0
15-18	8	15.4
16-25	21	40.4
26-35	15	28.8
35-45	8	15.4
Total	52	100

Source: Data processed, 2020.

Based on the table above, we can see the description of respondents on the working period <5 years by 0, the working period of 15-18 years by 15.4 %, the working period of 16-25 years by 40.4 %, the working period of 26-35 years by 28.8% and respondents with an active period of 35-45 by 15.4 %. Most military teachers at the XIV/ Hasanuddin Military Regional Master Regiment Education Institute during his 16-25 years of work on respondents.

4.2 Hypothesis Test Results

Based on mathematical similarities and model schemes obtained, the hypothetical test results are tabulated as shown in the following table:

Table 5. Hypothesis Test Results

	Independent Variables	Dependent Variables	Direct Line Coefficient			Indirect Path Coefficient		
			Standardized	P-Value	Info.	Variable Intervening	Standardized	Total
H1	Training (X ₁)	Competence (Y ₁)	0,304	0,000	Sig*	-	-	-
H2 & H3	Training (X ₁)	Professional Improvement of lism (Y ₂)	0,259	0,000	Sig*	Competency (Y ₁)	0,057	0,316
H4	Experience (X ₂)	Competency(Y ₁)	0,238	0,000	Sig*	-	-	-
H5 & H6	Experience (X ₂)	Professional Improvement of lism (Y ₂)	0,817	0,000	Sig*	Competency (Y ₁)	0,015	0,832
H7	Competency (Y ₁)	Professional Improvement of lism (Y ₂)	0,124	0,014	Sig*	-	-	-

Source: Primary data that has been processed, 2020

4.3 Influence

Direct Influence of Training (X₁) on Competency (Y₁); The effect of coefficients on education and exercise variables (X₁) on competence (Y₁) was 0.304 with a *t* value of 1,806 at a significance level of 0.000. The coefficient shows that education and exercise(X₁) variables positively affect improving professionalism (Y₁). This means that the improvement of education and training (X₁) can undoubtedly improve competence (Y₁), while other variables also have an influence, although not very significant, on the dimension of competence (Y₁). This can be stated regularly. Statistical assessment on *t* count of delta (X₁) incompetence (Y₁) of 1,806 in the signify value of fish, i.e., 0.000 and assumed to be 0.05. Training (X₁) has a positive effect on competence(Y₁).

Direct Influence of Experience (X₂) with Competency (Y₁); The influence of the coefficient with the experienced indicator (X₂) and competence (Y₁) is 0.238 value *t* = 1,767, then expressed the level of significance of 0.000. This indicates that the experience variable (X₂) has a positive influence on competence (Y₁). This is seen in the improved experience (X₂), increasing competence (Y₁). Other factors can affect the number of competencies (Y₁) because they can be declared fixed. Statistical assessment of *t* count of experience (X₂) on competence (Y₁) as much as 1,767 in the signify value of fish, namely 0.000 and assumed to be 0.05. Work ethic (X₂) positively affects competence (Y₁).

Direct Influence of Training (X₁) on Improving Professionalism(Y₂); The effect of coefficients on education and training variables (X₁) increased professionalism (Y₂) was 0.259 with a *t* value of 1,874 at a significance level of 0.000. Variable Training(X₁) is quite influential in achieving increased professionalism (Y₂). This means that the increase in training (X₁) will be followed by the rise in professionalism (Y₂), assuming other factors that affect the magnitude of the rise in professionalism (Y₂) are considered constant. Statistical value *t* calculates the effect of training (X₁) on improved professionalism (Y₂) of 1,874 with a significance of 0.000 or below 0.05. Education and training (X₁) positively and significantly influence the increasing quality of professionalism (Y₂).

Direct Influence of Experience (X₂) on Improving Professionalism (Y₂); The coefficient on the experience variable (X₂) increased professionalism (Y₂) was 0.817 with a *t* value of 7,892 at a significance level of 0.000. The coefficient shows that the experience variable (X₂) positively affects professionalism (Y₂). This means that the increase in experience (X₂) will be followed by the rise in professionalism (Y₂), assuming other factors that affect the magnitude of the increase in professionalism (Y₂) are considered constant. Statistical value *t* calculates the effect of experience (X₂) on increased professionalism (Y₂) of 7,892 with a significance of 0.000 or below 0.05. This means that experience (X₂) has a positive and significant effect on improving professionalism (Y₂).

Direct Influence of Competency (Y₁) on Professionalism Improvement (Y₂); The influence of competence (Y₁) increased professionalism (Y₂) as much as 0.124 on the value of *t* as much as 1,996. At the level of significance 0.014. It shows that the variable competency coefficient (Y₁) is exceptionally influential in increasing professionalism (Y₂). Improved competence (Y₁) will also provide increased professionalism (Y₂). As for other factors that have an influence on the large small scale in increasing professionalism (Y₂). It is stated to be fixed.

Statistically calculated t count effect on competence (Y1), increased professionalism (Y2) = 1,996 with significance 0.014 or below 0.05. Competence (Y1) has a strong influence on improving the aspect of professionalism (Y2).

5. Conclusion

The results of the research and discussion, it can be concluded that: Education and training affect military teachers' competence at the XIV / Hasanuddin Military Regional Regiment Educational Institution; Education and training affect increasing military teachers' professionalism at the XIV / Hasanuddin XIV / Hasanuddin Regional Main Regiment Educational Institute; Education and training affect increasing the professionalism of military teachers at the XIV / Hasanuddin Military Regional Main Regiment Educational Institution mediated by competence; Experience influences military teachers' competence at the XIV / Hasanuddin XIV / Hasanuddin Regional Main Regiment Educational Institution; Experience has influenced the increase in military teachers' professionalism at the XIV / Hasanuddin XIV / Hasanuddin Regional Main Regiment Educational Institution; Experience influences military teachers' professionalism at the XIV / Hasanuddin Regional Military Regimental Regiment Educational Institution mediated by competence; Competence affects increasing the professionalism of military teachers at the XIV / Hasanuddin XIV / Hasanuddin Regional Main Regiment Educational Institution.

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