



The influence of competencies, educational qualifications, and training on the quality of Public Primary School Teachers in Indonesia

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Abstract

This research aims to: (1) determine the influence of competency on the quality of teachers in Agats District Elementary School, Asmat Regency, (2) determine the influence of educational qualifications on the quality of teachers in Agats District Elementary School, Asmat Regency (3) to determine the influence of training on the quality of teachers in Agats District Elementary School, Asmat Regency, and (4) describe the influence of competency, educational qualifications and training on the quality of teachers in Agats District Elementary School, Asmat Regency.

This research was ex-post facto in nature, employing a quantitative methodology. The participants of the study were primary school educators. The research was conducted in the Agats District, Asmat Regency. The data was collected using questionnaire methodologies and a comprehensive review of relevant literature. Instrument validation employed construct validity through the utilization of Pearson Product Moment correlation. The instrument was evaluated for dependability by employing Cronbach's Alpha. The methodology employed for data analysis was descriptive analysis. Tests made the traditional data assumptions for normality, multicollinearity, heteroscedasticity, and linearity. Multiple linear regression was employed to assess the collective impact of each independent variable on the dependent variable.

The research findings indicate that: 1) there is a significant correlation between the competence of teachers and the quality of education in Agats District Elementary School, Asmat Regency, (2) the quality of elementary school teachers in Agats District, Asmat Regency, is influenced by the qualifications of the teachers, and (3) the quality of teachers at Agats District Public Elementary School, Asmat Regency, is influenced by training and education and, (4) There is an influence of competency, educational, qualifications and training training on the quality of teachers in Agats District Elementary School, Asmat Regency.

Keywords: Competency, teacher qualifications, training, teacher quality

Introduction

Law no. 20 of 2003, which governs the National Education System, mandates that education should focus on the holistic development of students. This includes nurturing their potentials, fostering faithfulness to God, and cultivating noble character. Additionally, education should promote physical and mental well-being, competence in scientific disciplines, and the ability to think creatively, act independently, and participate in democratic society.

However, in reality, there are phenomena that are far from the indicated aims. The caliber of educators or teachers is a significant issue leading to the deficiency of high-quality education in rural Papua. The quality of educators has a substantial influence on the level of education in a particular area. Likewise, the education standards of Asmat Regency might be considered inadequate, reflecting the education levels in most districts in Papua. Research undertaken by Pastor Dr. Yohanes Kore, MA, indicates that the education system in Papua does not meet the criterion for human rights. Concrete examples include the existence of school buildings without any educational activities (KBM), the existence of fake educational institutions, teachers' discomfort in fulfilling their duties, parents' limited awareness of the importance of their children's education, and education becoming primarily a business (Kore, 2021).

Educators are expected to have adequate educational qualifications, which include the minimum degree of education that an educator must have, which can be verified through relevant diplomas or expertise certificates in compliance with applicable statutory rules. Teachers in

Elementary Schools (SD) or Madrasah Ibtidaiyah (MI) must have a minimum academic qualification of a D-IV or bachelor's degree in SD/MI education. Enhancing academic qualifications is of utmost importance as it enables educators to attain a higher level of professionalism. In addition to academic qualifications, teachers are also required to possess and demonstrate four (4) competencies. Teachers are expected to possess suitable educational qualifications to effectively fulfill their professional responsibilities and make valuable contributions to student education.

Pastor Kore elaborated on the arduous undertaking faced by instructors in the remote regions of Papua. The physical positioning of each region within the interior of Papua is a challenge for every instructor allocated to their separate locations. The challenges in remote or inland areas include lack of electricity, communication facilities, and internet access, which are necessary for tasks such as using the Dapodik (basic educational data) system. Additionally, high transportation costs, expensive cost of living, limited food availability, and low teachers' salaries further hinder progress, as these funds are often allocated towards consumer credit. In addition to the health risks associated with a high susceptibility to malaria and constant exposure to this lethal disease, instructors in inland Papua face a lack of healthcare facilities and health insurance, as well as an unfavorable security situation. This alarming situation is a significant challenge for educators in the region.

In addition, within the framework of competency, there are challenges associated with comprehending efficient and

current instructional techniques. This difficulty is worsened by the isolated geographical settings, resulting in limited access for teachers to information and innovation in the field of education. Thus, it is possible that competencies have not yet aligned with contemporary educational advancements. The matter of training problems is also a significant consideration. Access to high-quality training can enhance teaching approaches, enhance teacher skills, and enhance the quality of classroom instruction. Nevertheless, the presence of geographical limitations and insufficient infrastructure adversely affect the accessibility of sufficient training opportunities for educators in this area. Another obstacle is in guaranteeing that the training offered is suitable for the cultural milieu and specific requirements of the local community.

The collective presence of these issues has a detrimental impact on both the caliber of instructors and the standard of education at SDN Agats District, Asmat Regency. This research seeks to gain a comprehensive understanding of the underlying reasons and factors that impact the quality of teaching in this distinct location by examining specific and tangible difficulties. The author intends to undertake research on the impact of competency, educational qualifications, and training on the quality of public elementary school teachers in the Agats District, Asmat Regency. The outcomes of this research are expected to facilitate more focused and efficient efforts in addressing the difficulties of enhancing the quality of teachers and education in Asmat Regency.

Given the information provided above, the research question may be stated as follows

1. What is the impact of competency on the quality of teachers at the Agats District Public Elementary School, Asmat Regency?
2. What is the impact of educational qualifications on the competence of instructors at the Agats District Public Elementary School, Asmat Regency?
3. How does training affect the quality of teachers at the Agats District Public Elementary School of Asmat Regency?
4. How do competencies, educational qualifications and training influence the quality of teachers at the Agats District Public Elementary School of Asmat Regency?

Research Method

Research Type

This study employs a quantitative research methodology. Quantitative research encompasses a series of structured processes, including background research, creation of research objectives and problems, selection of research subjects and data samples, identification of data sources, implementation of technique, and analysis of research results using statistical programs. The research aimed to determine the impact of competency, educational credentials, and training on the quality of teachers in state elementary schools in Agats District, Asmat Regency.

Research Location and Time

This research was carried out from January to February 2023 in three distinct elementary schools: Mbait State Elementary School, Mbait II Preparatory Elementary School, and Syuru Inpres Elementary School.

Data Source

The population of interest in this study consists of all teaching staff members employed in the state primary schools located in Agats District, Asmat Regency. The research employed the complete population sampling strategy, as described by Augusty (2016). Total population sampling is a method of sampling in which every individual in the population is included in the sample. The study included all teaching staff at State Elementary Schools in the Agats District, Asmat Regency, which encompassed Mbait State Elementary School, Mbait II State Preparatory Elementary School, and Inpres Syuru Elementary School. The overall sample size consisted of 50 individuals.

Data Collection Techniques and Instruments

The data collection method employed in this study was administering a questionnaire-based test. The questionnaire served as a means to gather data from participants regarding the variables under investigation, including competence, educational credentials, training, and evaluation of teacher quality. Participants will be required to respond to a set of inquiries specifically formulated to assess these factors. Questionnaires are a valuable method for collecting data because they enable researchers to directly gather information from study subjects, which in turn facilitates the examination of the relationship between the variables being examined.

The acquired data is further examined using the Statistical Program for Social Science (SPSS). Data analysis encompasses several statistical techniques, such as descriptive analysis, classical assumption tests, multiple linear regression analysis, and coefficient of determination.

Findings and Discussion

This section will discuss the conclusions acquired regarding the problem formulation previously determined at Inpres Syuru Elementary School and Mbait State Elementary School. The research discussion encompasses the state of children facing difficulties, the dedication of the school, school committee, and stakeholders in addressing these issues, factors that facilitate or hinder the handling of such children, and strategies for effectively managing students with problems.

The Influence of Competency on Teacher Quality

The impact of competency on teacher quality is evident through the regression coefficient derived in the coefficients table. The independent variable "Competence" has a regression coefficient (B) of 0.558, with a t value of approximately 4.212 and a statistically significant p value (Sig.) of 0.000. This suggests that a one-unit rise in the "Competency" variable will result in an approximately 0.558-unit increase in the "Teacher Quality" response variable. The results demonstrate a highly significant statistical association between competency and teacher quality, as indicated by the very low p-value. The greater the level of teaching competency and mastery of the content, the better the likelihood that the teacher will deliver high-quality and effective instruction to students. Enhanced proficiency generally yields favorable effects on multiple dimensions of educational quality in schools, including effective student engagement, comprehensive comprehension of subject matter, and adeptness in surmounting diverse learning obstacles.

The Beta value of 0.490 suggests that competency has a statistically significant and favorable impact on teacher quality, measured in standard units. The inclusion of qualification and skill factors in competencies, such as mastery of subject, teaching ability, and communication skills, can directly impact a teacher's capacity to deliver high-quality education to pupils. As proficiency improves, there is an expectation that the standard of instruction and engagements in the classroom will enhance, leading to a favorable influence on students' academic growth and success.

According to pedagogical theory (Munawar, 2020), the impact of competence on teacher quality can be explained by the idea that teachers with high competence are capable of delivering lesson content more efficiently and effectively, as well as successfully managing the learning process. Constructivism, a learning theory, highlights the crucial role of the teacher in directing students to actively participate in the learning process and build their own understanding. An adept educator will possess the ability to create captivating and purposeful educational encounters for pupils, thereby enhancing the overall caliber of learning.

Teacher competency has a crucial role in enhancing the quality of human resources in the educational setting, according to the human capital perspective. Investing in the development of teacher competency is seen as a long-term investment that can provide substantial outcomes in enhancing the quality of education (Imran, 2019). The theory of human capital highlights the importance of enhancing teacher competence in order to improve their effectiveness in delivering high-quality education. This, in turn, has a positive impact on student achievement and the overall development of the community (Aryani, 2017).

Several prior research have examined the impact of competency on the quality of teachers. The author's findings are congruent with prior research, leading to the conclusion that they are consistent. For instance, studies conducted by Octavia Shinta Aryani, Mashudi, and Nuraini Asriati (2017) as well as Roro Aditya Novo Wardhani and Shendy Andrie Wijaya (2020) demonstrate a clear correlation between teacher competence and the quality of instruction.

The Influence of Educational Qualifications on Teacher Quality

An analysis of the impact of educational qualifications on teacher quality can be conducted by examining the regression coefficients. The predictor variable "Educational Qualification" has a regression coefficient (B) of 0.323, a t value of about 2.447, and a p value (Sig.) of 0.018. This suggests that a one unit increase in the "Educational Qualifications" variable will result in an approximate rise of 0.323 units in the "Teacher Quality" response variable. These results confirm that the association between teacher educational credentials and teaching quality is statistically significant, as indicated by the low p values. The rationale for this discovery is that more educational credentials tend to empower teachers with a wider and more profound understanding of the subject matter they teach. Teachers that possess advanced educational qualifications have increased prospects to incorporate intricate concepts, employ innovative instructional methodologies, and gain a deeper comprehension of students' unique requirements.

The standardized beta (Beta) of 0.276 suggests that the variable "Educational Qualifications" has a considerable

positive impact on total teacher quality, measured in standard units. This is because a greater degree of education might have an impact on a teacher's ability, knowledge, and teaching method. Teachers with advanced educational credentials typically possess a more profound comprehension of instructional content, superior pedagogical abilities, and the capacity to proficiently create and convey material to pupils. Higher academic credentials can have a significant impact on enhancing the standard of education and instruction in educational institutions.

According to pedagogical theory, obtaining higher educational degrees can equip instructors with a more extensive foundation of knowledge and comprehension in the field of teaching (Mutakim, 2015). According to this hypothesis, teachers with greater educational degrees are more likely to possess a deeper understanding of learning concepts and can implement more effective teaching tactics. This can have a significant influence on teachers' interactions with students, their comprehension of student requirements, and their capacity to create purposeful and pertinent learning opportunities for students.

The Influence of Training on Teacher Quality

An analysis of the regression coefficients in the coefficients table can provide insights into the impact of training on teacher quality. The independent variable "Training" has a regression coefficient (B) of 0.264, a t value of about 2.094, and a p value (Sig.) of 0.042. The coefficient of the "Training" variable is 0.264, which means that for every one unit rise in "Training", the "Teacher Quality" response variable will increase by about 0.264 units. These results confirm that the association between training and teaching quality is statistically significant, as indicated by the low p values. The justification for these findings is that adequate training can provide teachers with novel competencies, more efficient pedagogical approaches, and enhanced classroom management tactics. By engaging in high-quality training, teachers can enhance their knowledge, refine their professional abilities, and embrace the most current techniques in the field of education.

Furthermore, the standardized coefficient (Beta) of 0.214 demonstrates that the variable "Training" has a substantial and favorable impact on overall teacher quality, measured in standard units. The reason for this is that targeted training in pedagogical skills, educational technology, classroom management, and assessment can enhance instructors' efficacy in instruction. Teachers who consistently enhance their competence through training have enhanced prospects to establish a favorable learning environment, facilitate student growth, and deliver high-quality learning experiences. Training can equip teachers with the necessary skills and strategies to effectively address diverse learning problems and maximize students' potential in attaining desired outcomes.

Pedagogical philosophy views training as a way to improve teachers' skills (Susanti, 2020). This theory suggests that sufficient training can help teachers learn more effective pedagogical methods, improve classroom management, and improve student participation and communication. Training can improve teacher teaching by deepening understanding of education.

Human capital can be developed through education training. Human capital theory states that investing in education and training boosts productivity and goal achievement (Mukhtar,

2020). In this sense, teacher training is intentionally improving their teaching skills. Student performance and educational goals should improve.

Research has proven that training improves educators and makes learning more accessible. Indriyani *et al.* (2020) and Mandacan *et al.* (2021) found that training programs that emphasize pedagogical skills and educational technology improve teaching and student performance. These data suggest that focused and concentrated training might improve teacher quality and educational institutions.

The Influence of Competency, Educational Qualifications and Training on Teacher Quality

The coefficient of determination test reveals that the corrected R square value for the regression equation assessing the impact of competence, educational credentials, and training on teacher quality is 0.850. The data suggests that the combined effect of the competency characteristics (X1), educational credentials (X2), and training (X3) on teacher quality (Y) accounts for 85% of the overall influence. However, the remaining 15% is impacted by additional variables that are not included in the research.

The ANOVA table can be used to assess the combined impact of competency, educational credentials, and training on teacher quality. The ANOVA table indicates that the regression model has a highly significant degree of significance (p -value = 0.000), suggesting that at least one of the predictors has a substantial impact on the response variable teacher quality. The regression coefficients in the coefficients table indicate that the predictor variable competence has a coefficient (B) of 0.558, educational qualifications have a coefficient of 0.323, and training has a coefficient of 0.264. The p -values for all three predictors (0.000, 0.018, and 0.042 respectively) are statistically significant, suggesting that all three factors make a significant contribution to the teachers' quality.

Competence is a crucial factor in a teacher's capacity to instruct and oversee the class, and it has a direct impact on the quality of instruction (Nugroho, 2022). Advanced academic credentials enhance teachers' expertise and pedagogical abilities, enabling them to deliver more impactful instruction. Training enables teachers to acquire up-to-date skills and teaching techniques, thereby enhancing their ability to engage with pupils and employ more cutting-edge approaches to learning (Hanum, 2020). These three characteristics - competence, educational qualifications, and appropriate training - mutually reinforce each other and collectively enhance the overall quality of teachers. They provide a robust foundation for obtaining higher quality teaching in schools (Mandacan *et al.*, 2021).

The combined impact of competence, educational qualifications, and training on teacher quality is a crucial factor in enhancing the overall quality of education. From a pedagogical standpoint, these three aspects are interconnected and play a role in determining the overall excellence of teaching (Wardhani, 2020). This approach highlights the need of cultivating teacher proficiency in instruction, encompassing a profound comprehension of the subject matter, adept classroom management skills, and effective student engagement. Having a high level of education is also seen as a necessary requirement for establishing a solid base of pedagogical knowledge and skills. Training is regarded as a method to enhance skills

and teaching practices that are applicable to the most recent advancements in the field of education.

From a human capital standpoint, the impact of these three components can also be interpreted as an investment in cultivating human potential in the realm of education (Rahmadin, 2022). The notion of human capital underscores the need of allocating resources towards education and training to enhance individual productivity and efficacy in attaining specific objectives. Enhancing teacher proficiency, attaining advanced educational credentials, and providing continuous training are regarded as approaches to enhance the caliber of human resources in the education domain (Indriyani, 2020).

Prior research has also emphasized the significance of these three criteria in enhancing the quality of teaching and learning. The research conducted by Mandacan *et al.* (2021) as well as Rahmadin *et al.* (2022) demonstrates that the integration of competence, educational credentials, and effective training has a substantial and favorable influence on the quality of teachers and the academic accomplishments of students. These findings validate that enhancing competency development, delivering high-quality education, and offering relevant training can contribute to improving teacher effectiveness in delivering excellent learning.

Conclusion

The author draws several key conclusions based on the conducted research as follows:

1. The research findings indicate that competency has a substantial impact on the quality of instructors at SDN Agats district, Asmat Regency. The regression analysis indicates that the regression coefficient value ($B = 0.558$) with a p -value of less than 0.001 suggests that an increase in competence has a favorable impact on enhancing teacher quality. These results are consistent with expectations, suggesting that teachers with higher competency are more likely to deliver more effective and high-quality instruction.
2. The research findings also emphasize the impact of educational credentials on the quality of teachers. The regression analysis reveals that the regression coefficient ($B = 0.323$) exhibits a statistically significant p -value ($p = 0.018$). This demonstrates that educators who possess greater levels of academic qualifications are more inclined to deliver instruction of superior quality. Put simply, obtaining higher educational degrees provides teachers with a more solid base of knowledge and abilities in the process of learning.
3. The Impact of Training on the Quality of Teachers: This study demonstrates that training has a beneficial impact on the competence and proficiency of teachers in the SDN Agats district, located in the Asmat Regency. The regression analysis reveals a regression coefficient ($B = 0.264$) accompanied by a statistically significant p -value ($p = 0.042$), suggesting that training has a beneficial effect on enhancing teacher quality. Training offers teachers the chance to enhance their teaching abilities and techniques, ultimately leading to the improvement of the overall standard of teaching.
4. The multiple regression study revealed a highly significant simultaneous impact of competency, educational qualifications, and training on teacher

quality in SDN Agats district, Asmat Regency. The regression model has a p-value that is very close to zero ($p < 0.001$), suggesting that the combination of these factors significantly enhances teacher quality. The relationship between competence, educational qualifications, and training enables teachers to enhance the quality and effectiveness of their teaching in the learning environment.

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