

# A Comparative Study Between Ite and Non-Ite Graduates of Junior High School Teachers

**Burhanuddin Tola**

Graduate School, State University of Jakarta  
Email: burhanuddin.tola@gmail.com

**Abstract** – The research objective was to investigate differences in teaching performance between ITE and NON-ITE graduates through educational background, competence, motivation and working climate. The population was a group of teachers who joined the BERMUTU programme. The teacher sampling size was 563 with Multistage Sampling of 2.216 junior high school teachers, 274 of whom were certified teachers, while the other 289 are uncertified teachers. The data were analyzed using SEM/LISREL 8.5 with model 2 PL and 1 PL. The results show that (1) there are no significant differences in teaching attitude between those teachers with their background study, (2) the level of teaching performance of ITE graduates is relatively lower than that of NON-ITE graduates, (3) there are no significant differences in the competence level between ITE graduates and NON-ITE ones in terms of professional competence, attitude, social competence, and pedagogical competence, and (4) on the contrary, the average teacher competence from the ITE background study was higher than their total average score. The average competence level of NONPLTK teacher graduates was relatively higher than the total average score of the whole teachers.

**Keywords** – ITE, NONITE, Working Conditions, Motivation, Teaching Attitude, Teacher Performances, Study Performances.

## I. INTRODUCTION

Teachers hold very important and strategic roles in order to enhance the quality of the teaching-studying process and also the education outcomes. In terms of the teaching-studying process at schools, teachers have the responsibility to manage, motivate, facilitate, and evaluate such process and the results of what they are involved in. Therefore, government and education institute executives are always trying to raise teachers' academic quality and also their professionalism. These efforts have been made in Indonesia through upgrading programmes, or teacher training, advanced study, or even by certification.

The high institution that has an education programme is known as Institute of Teachers' Education (ITE). This institution usually uses a concurrent model curriculum in its learning process. A concurrent model is an academic ability figuration in the education field (disciplinary content) in which both skills and teaching competence (pedagogical content) are simultaneously integrated. The institution focuses on professional effort that is needed by society to fulfill the human resources need from government organizations or companies which are called Non Institute of Teachers' Education (NONITE). Approximately 20 to 25 percent of the curriculum of the ITE high institution for skill and competence of teaching

field, and the remaining 75 to 80 percent is education field, including the basic general lessons, while NONITE high institutions not tend to skill and competence of teaching, so 100 percent of the SKS amount tends to be basic general lessons, and also skill and competence in the education field [1] and [2].

The diploma three-programme curriculum, NONITE high institution, is designed specially as a terminal programme. Its curriculum is not oriented to the Senior High School curriculum, but contains important materials that high school teacher candidates must master. Teacher field is handled by a team from the closest ITE. This means that knowledge skills and competence figuration are performed by NONITE high institutions, whereas teaching skills and competence are handled by an ITE lecturer who works in that NONITE high institution or in the closest ITE to the NONITE high institution. This is the difference of ITE curriculum; according to Sembiring, the curriculum is not designed specially as a terminal programme, but a bachelor minus two semester programmes and oriented to high school curriculum so the graduates do not have much trouble when teaching in high school. Teacher ship weight is too heavy, so by decreasing the material, the study field weight or reputed as equal to six semesters in NONITE high schools. After this programme had continued for five years and the graduates had become teachers in high schools, in 1990 research was established to compare three MIPA Diploma ITE graduates with the NONITE. The results concluded that the implementation of MIPA or Mathematics and Science Knowledge (MSK) (three diploma programmes in nine ITE high institutions are less than the target because (1) it didn't successfully recruit excellent university student candidates with high motivation to exceed ITE, even though they have better facilities than ITE has; (2) didn't provide a better teacher learning model; (3) didn't significantly create better quality graduates; and (4) ITE is able to create MSK teacher candidates that are needed.

## II. TEACHER PROFESSION

Generally, profession means an activity that is pursued to generate income in order to fulfill humans' daily needs. This term is also used for professional boxer, professional football player, professional musician, etc. Specifically, the word profession comes from the Latin, profess us, which means a call of duty or work that requires education and deep training to master the special ability. Work that is seen as a call of duty, obviously requires much thought,

feeling, and power willingly, to put much effort into their work. This is what we call “beyond the call of the duty”. If this happens, people will work with sincere and high dedication so the result will be of high quality. This means that a profession not only demands skill, expertise and competence in the work process, but also to possess it, to guarantee the quality and satisfy customers. In other words, professional workers possess responsibility, be it ethically or philosophically and juridical. Professional workers as educators are not equal to professional workers like musicians, boxers or football players. This is an answer to customers’ demand to get guarantee and quality control, so goods or services offered are unflawed (zero defect). Thereby, consumers’ or service users’ can be satisfied. To fulfill globalization demand, programme and education units wish to gain ISO 9000, according to Total Quality Management in Education [3]. Professionalism characters in education field according to D. Westby Gibson [4].

### **III. TEACHER CERTIFICATION**

Appropriate with UU No.14/2005 act 2, teachers have positions as professional workers, which is proved by a teacher’s certificate. A teacher’s certificate is formal proof as an acknowledgement given to teachers after passing competence tests. The process of giving this certificate is called certification. The National Education Association in the United States of America established an institution that has a duty to develop and guarantee professional standards, so the education certificate programme is more proper and uniform [5]. Then the National Commission on Educational Services (NCES) in America defined certification as follows. Certification is a procedure whereby the state evaluates and reviews a teacher candidate’s credentials and provides him or her a license to teach [5]. At state level of the United States of America there is an independent corporation called The American Association of College for Teacher Education (AACTE) that judges the diploma letter of educator candidates, to determine if the person is suitable to be given a permit or not [5]. The certification that the government performs now a days is deserve to teacher in duty, which aims to judge teachers’ competence and determine if the person fulfils the requirement or not to acquire an educator certificate. The purpose of certification is not to judge the teacher candidates if they are worthy or not like the AACTE in the United States of America. However, after teachers go on duty, either official or private that 2.7 million in amount have done the certification (deadline year 2015), government, and also foundation who take care of private education will only employ teachers who have an educator’s certificate. Therefore, the definition of competence above can be more proper that competence is a combination [6]. UU No.14/2005 Act. 10 says that teacher competence includes professional competence, pedagogic, character, and social, that are acquired through professional educational. The four competences along with

sub-competences and its essential indicators are as follows [5].

### **IV. PROFESSIONAL AND PEDAGOGIC COMPETENCE**

Professional competence is about widely and deeply mastering the learning material, or mastering the curriculum material of school subjects of study and scientific substance that support the material, as well as mastering structure and scientific methodology. Each sub-competence has an essential indicator as follows. Sub-competence dominates scientific substances that relate to a subject of study which has essential indicators: (a) understanding the material studied in the school curriculum; (b) understanding the structure, concept and scientific method which cover or are coherent with material study; (c) understanding the relation between each subject of study; and (d) able to apply scientific concepts in daily life. Sub-competence dominates structure and scientific concepts including essential indicators: (a) mastering the steps in conducting research; and (b) mastering critical learning to deepen knowledge or study material.

Pedagogic competence includes understanding students, planning, and learning implementation, evaluating study result, and development of students to foster their potential. In detail, each sub-competence describes into essential indicator for understanding students, as follows: (a) utilization of cognitive development principles, (b) utilization of principles to understand students; and (c) identification of students based on knowledge that includes students’ competence mastery level, identification of students’ problems in their study, identification of socio-cultural development to understand students, and identification of style of study (visual, auditory, and/or kinaesthetic) to understand students.

### **V. PERSONALITY AND SOCIAL COMPETENCE**

Personality competence is a personal ability that shows steady character, stability, adulthood, and wisdom, and good morals so teachers can be an example for others. In detail, the sub-competence can be described as follows. Personality sub-competence of steadiness and stability has essential indicators: (a) appropriate with law; (b) appropriate with social norm; (c) proud to be an educator professional; and (d) consistent in self-discipline measures. Personality sub-competence of adulthood has essential indicators: (a) stands alone in acts and self-appraises or reflects; and (b) work ethos as an educator. The sub-competence of wisdom has essential indicators: (a) utilize of students, school, and society and (b) open minded in thinking and acting. The personality sub-competence of good morals has essential indicators: (a) behaviour that has a positive effect; (b) behaviour that is well thought of by people around. Social competence is an ability to communicate and consort effectively with students, fellow educators, education staff, parents of

students, and nearby society. This sub-competence has indicators as follows: (1) consort and communicate effectively; (2) open oral and writing communication appearance, to the point, honest, and polite; (3) relation development based on principles: respect each other, open end, take care, grind down, and love each other; (4) effective and mutual cooperation.

## VI. CONCEPTUAL MODEL

Starting from a contrary stance to the description above, the conceptual model in this research can be described as follows. Figure 1 shows four variables that affect teaching attitude and work performance of teachers: (1) teacher competence; (2) background of study (ITE and NONITE); (3) working conditions; and (4) motivation.

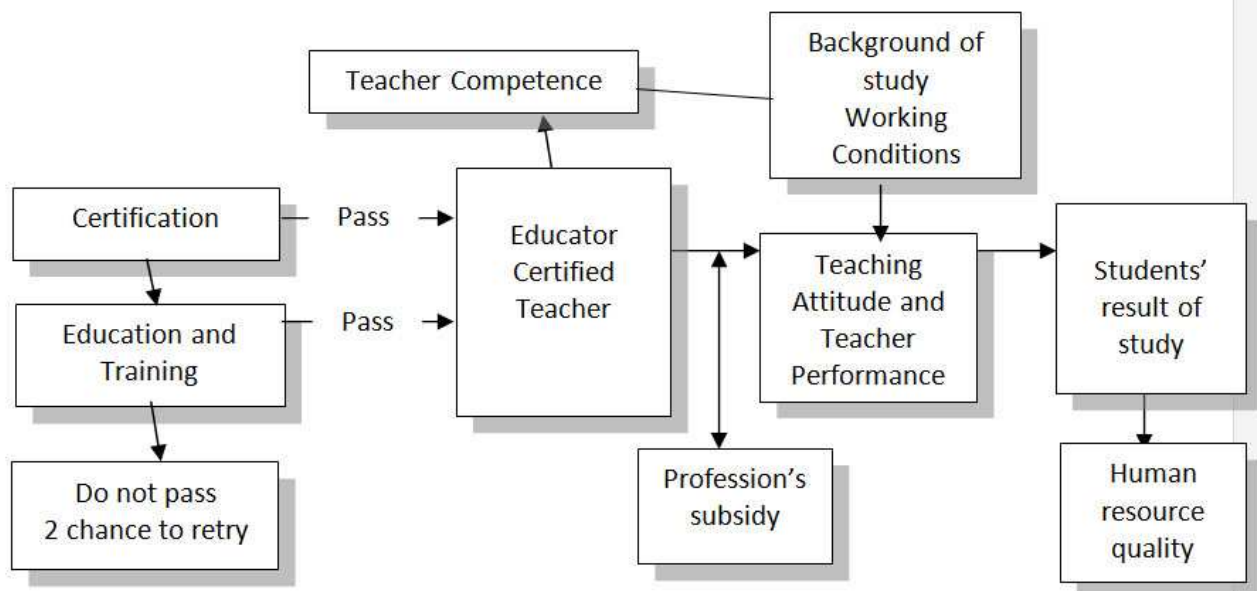


Fig. 1. Research Conceptual Model

## VII. TEACHER COMPETENCE

Those who pass the certification or professional education and training acquire an educator's certificate. This means that they have authority as a competent teacher. An educator's certificate is formal proof of a teacher's position as a professional worker [7]. Teachers who are able to pass competence tests are selected by the head of the town education department related to it based on criteria as follows: (1) possess an academic qualification; (2) possess enough working experience; (3) are of senior level; (4) possess experience following an education and training programme; (5) have experience participating in scientific forums; (6) have conducted profession developmental work; and (7) good performance. The chosen teacher to sit the competence test must arrange their portfolio and hand it to the education department to be sent to the ITE which organizes the competence test. In the next step, the organizer of the ITE will select an assessor to evaluate their portfolio until the time of graduation announcement. Those who get a score above 800 but less than 850 can make up their shortfall, while those who get a score less than 800 must attend a teacher education and training programme organized by the appointed ITE. Teacher competence tests must be done by evaluating portfolios that is an acknowledgement of professional teacher experience, either ITE graduate or NONITE. Certification

only evaluates their portfolio, to fulfill UU No. 14/2005 Act. 82 line and [7] + [8].

## VIII. BACKGROUND OF STUDY

As described before, the background of the study every Junior High School is various. There are ITE graduates from various institutions, like Teachership Faculty, Teachership and Scientific, or faculty under university management, ex- IKIP. Besides that, there are also Junior High School teacher NONPLTK graduates, either who have a teaching certificate or do not have it yet. Those who have a teaching certificate can be categorized the same as ITE graduates. The different learning processes between ITE and NONITE have different influences on teachers' teaching attitude and work performance. This happens because of the different curriculum structure between ITE and NONITE. ITE curriculum adopts a coherent model, so general subjects of study, skills and study expertise, and also educating and learning skills are taught simultaneously, while the NONPLTK curriculum contains expertise and subjects of study skills, besides general subjects of study because there is no education and teaching-learning process subject of study. NONITE students follow consecutive curriculum models, so after they graduate, the new bachelor must attend another course to get a teaching certificate. The differentiation between study experience and initial intention might influence teaching attitude and performance.

## **IX. WORKING CONDITIONS**

The third variable that also influences teaching attitude and working performance is working conditions. Working conditions is related to the physical facilities that support work and relations with organizations as well as interaction between workers. Thereby working conditions contains physical aspects and psychological aspects with human relationships in organizations. Physical aspects are workroom with all needed facilities which are secure, comfortable, and fun, so workers will not face problems when doing their duty, feel disturbed, easily tired, etc. This matter is related to lighting, ventilation, temperature, humidity, noise, cleanliness, and also proper and complete tools and equipment. Physical facilities for school according to National Education Minister Rules No.24/2007 about Standard Infrastructure for SD/MI (elementary school), SMP/MTs (Junior High School), and SMA/Ma (Senior High School) . The entire infrastructure must be equipped with facilities to support its function. Psychological aspects relate to human relationships with their entire norms, to make a friendly working atmosphere between fellow workers, between authority and workers, and within school society, to help each other and trust each other. These matters are really conducive to work and make workers more diligent, better, and more productive.

## **X. MOTIVATION**

Working spirited to always asking, learning, doing reflection and discussing with fellow workers related to learning with motivation is the fourth variable that determines teaching attitude and teacher performance. Motivation originally comes from the Latin, *movere*, which means to move [9] + [10]. Contrary to this, motivation study tries to find an answer to the question: Why does someone work harder than others; why is there a worker struggling to get a higher position, while the others do not? All organization directors, either government organizations or private, including educational organizations, have a duty to squeeze and control their underlings' performance in order to reach organization targets well and precisely, through motivation variable roles. Sutopo Yuwono, quoted Bernard Berendoom and Gary A. Stainer, saying that motivation is a mental condition that pushes activity and gives energy that points to requirement fulfilment, satisfying or decreasing the imbalance [11]. So motivation occurs because of deficiency, physiological, or psychological, or thirst of need, desire to do activity, or there is an encouragement to reach objectives [10].

Motivation can be differentiated into intrinsic and extrinsic motivation. Intrinsic Motivation is a motivation that comes from inside of itself. This means someone is willing to work hard because he loves his job, so he feels a moral obligation that comes from his heart to finish his job well. In this way, the incentive that he feels is work satisfaction and spiritual satisfaction. It is preferable for a person to enjoy his job, so he will not complain even if he

has to labour over finishing his job. This matter is related to talent and interest, so loves the job . Does every teacher really have talent and interest so they can love their profession? Organization executives can keep this internal motivation through organization culture [10] and implement Servant Leadership [12].

This matter is surely related to working environment. Conducive working conditions for working satisfaction are (1) mentally challenging work with which the individual can cope successfully; (2) personal interest in the work itself; (3) rewards for performance in line with personal aspirations that are just and understood; (4) working conditions which are compatible with the individual's physical needs and work goals; (5) help in attaining interesting work, pay, and promotions and in minimizing conflict and ambiguity[9]. From the definition above it can be concluded that working satisfaction is an attitude or worker's happy feeling about this job, the retain that he receives, achievement, promotion opportunity and self-development, working conditions, supervision system, and relation to higher authority and his colleagues. Working satisfaction is also related to motivation, especially extrinsic motivation and working conditions, either physically or psychologically.

## **XI. TEACHING ATTITUDE**

Attitude is the tendency to be relatively stable and behave or react in a certain way to other people, objects or certain problems (Baum, et al., 1985). Related to the teaching-learning process, this teaching attitude will occur on teacher attitude to relate education with mastering study material, including the relation between concepts and between subjects of study, and the ability to effectively serve according to current learning strategy and its implementation in real life contexts, animating study ambience and motivating the students, and evaluating the process and result of study to reach competence target that have been determined. As described above, teachers' attitude to education will displaying if they really love education, so working as a teacher is a call of duty from the heart to glorify the student or human forming appropriate with the meaning of education that originally comes from Latin – *educare*. A love of education and students means that there is an honest responsibility to implement study. Teaching attitude will be affected by teacher experience itself. Better working experience is not only seen from the length of working; the most important factor is learning from teaching experience, with reflection on teaching experience – hence the idiom, “experience is the best teacher”. Teachers always have to ask and discuss things with colleagues: what his learning model still lacks, what must be fixed in his learning model, and how to fix it, so the quality process and result of study can rise. This latter thing is called lesson study. In this relation, Lewis (2002) said: “Lesson study is a cycle in which teachers work together to consider their long-term goals for students, bring those goals to life in actual research lessons, and collaboratively observe, discuss, and refine the lessons” [12].

## XII. TEACHER PERFORMANCE

Wayan Bagia (2005) by quoting Anwar Prabu Mangkunegara says that performance is a qualitative and quantitative result approached by a worker in doing his duty according to his responsibility that is given to him. Teachers' duty is designing learning equipment, and managing and implementing the learning process well. By raising the process and result of study quality, human resource quality also can rise, so the capacity to compete of a nation can rise too. Factors that can determine performance according to Mathis and Jackson [20] are A (ability) x E (effort) x S (support). Ability is a reflection of competence. Meanwhile effort is a consequence of the motivation to work and work satisfaction, while support related to facilities provided by organizations and the relation between workers or relation between workers and higher officials in the organization. Motivation itself covers how big the effort is that someone makes in order to finish his job and his endurance to maintain his effort. [14] called this matter someone's diligence and intensity. Mathis and Jackson [20] suggest almost the same as Blumberg and Pringle [13] that performance is a function of the interaction between ability, motivation, and opportunity. This opportunity can be analogically by support, which covers what workers have to do, utilize time and the chance to reach certain results.

## XIII. METHOD

The type of research applied in this research was ex post facto research. According to Kerlinger, ex post facto

research can be defined as follows: "Ex post facto research is a systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulated. Inferences about relations among others are made, without direct intervention, from concomitant variation of independent and dependent variables"[15]. The population of this research was Junior High School Math, Science, English, and Indonesian Language subject teachers, who have passed and have not passed the professional certification and education and training programme of 2006 and 2007 in Indonesia. Within the range of this research there were 70 towns participating in **BERMUTU (Better Education through Reformed Management and Universal Teachers Upgrading)**, spread across 14 provinces according to the 2006 and 2007 database. The certified teachers in these 70 towns number 2,216 persons (consisting of 419 certified teachers in 2006 and 1,797 certified teachers in 2007) spread across East Java, Middle Java, West Java, West Sumatera, South Sulawesi and Gorontalo provinces. The sample comprised 563 divided into 274 certified teachers and 289 uncertified teachers by multistage sampling through the probability proportional to size (PPS) technique. Of the 274 certified teachers, ITE graduates numbered 218 people and NONITE graduates 56. As explained before, the free variables in this research were: (1) background of study; (2) teacher competence; (3) working conditions; and (4) motivation. To measure each free variable, the sub-competence or indicator for each variable was decided as follows.

Table 1. Free Variables and Sub-competence/Indicators

No.	Free Variable	Sub-competence/Indicator	Code
1.	Background of Study	ITE	X1
		NONITE	X2
2.	Teacher Competence	Professional	X3
		Pedagogic	X4
		Characteristic	X5
		Social	X6
3.	Working Conditions	Working facility	X7
		Relation with colleagues	X8
		Secure and comfortable feeling	X9
4.	Motivation	Intrinsic Motivation	X10
		Extrinsic Motivation	X11

The instruments used in this research were (1) Questionnaire, to measure the free variables about the background of the study, teacher competence about pedagogic, characteristic and social, motivation, and working conditions. Besides this questionnaire, there was a questionnaire for headmasters about school infrastructure and facilities. (2) Test, to measure the professional competence of teachers and result of study in order to measure students' study achievement. The test used for teachers was a test designed by the Research Team according to sub-competence level and indicator of professional competence that were already tested and validated for use. The test for students was also designed by the Research Team according to the competence level

of VIII and IX class produced by the Education Valuation Centre. This test has been tested and clarified and is valid with amendments to necessary parts.

The data analytical technique used was a multivariate statistical analysis technique [21], Structural Equation Modeling by using LISREL version 8.5 software. This research was implemented through step (1) basic theory development model, and (2) model matching evaluation based on goodness-of-fit model with some statistic parameters, such as  $\chi^2$  with  $p > 0.05$ ; RMSEA (Root Mean Square Error of Approximation)  $< 0.05$ ; GFI (Goodness of Fit Index)  $> 0.9$  [16] and [10]. Research data in structural analysis used a scale score calculated by IRT (Item Response Theory). Students' scores were

estimated by two logistic parameter models (2 PL), while teachers' non-test scores were estimated by Samejima's graded model. These diagrams were tested to compare the performance of teachers who graduated from ITE and NONITE for the same four subjects of study with LISREL version 8.5 analysis help. The relation between variables can be explained as follows.

#### XIV. RESULTS

##### *Teaching Attitude of Teachers*

The teaching attitude of teacher data in this research had three factors: cognitive, affection and conation aspects. In consequence, the data description about teaching attitude of teachers can be explained as follows. In total, it can be said that teaching attitude of teachers reached an average score of 1.14 on the scale. This teaching attitude condition is included to a high category (1.00 – 1.99). If we watch each indicator of teaching attitude, it is as follows. Average score of the cognition aspect reached 1.37 with a high category. Average score of affection aspect reached 1.37 with a high category. Average score of conation

aspect was 0.68 with a category above mediocre. It can be concluded that cognition and affection aspects with regard to the teaching attitude of teachers are relatively higher than the conation aspect. Data tabulation to describe this data category is shown as follows.

Table 4 shows that about 6.9% of teachers mastered or faith to teach that in less mediocre category . For the rest, about 93.1% of teachers had mastered or faith to teach that in above mediocre to very high category. Second, 7.1% of teachers had an unhappy feeling about teaching. The remaining 92.9% were happy enough to very happy in their teaching. Third, 3.7% of teachers had a low will to teach. However, plenty of teachers (96.3%) had a very high will to teach. Fourth, overall about 6.2% of teachers had less than a mediocre attitude to teaching. However, plenty of teachers (93.8%) had an above mediocre attitude to very high attitude to teaching. Overall, teaching attitude of teachers ranked positive and very positive. The description about this teaching attitude of teachers can be stated according to the background of their study (ITE and NONITE). The table can be shown as follows.

Table 2: Comparison of Teaching Attitude Condition of the Teachers according to the Background of the Study

No.	Background of study	Cognition Aspects	Affection Aspects	Connation Aspects	Teaching Attitude
1	ITE	1,37 (High)	1,36 (high)	0,66 (above mediocre)	1,13 (high)
2	NONITE	1,39 (high)	1,39 (high)	0,73 (above mediocre)	1,17 (high)
TOTAL		1,37 (high)	1,37 (high)	0,68 (above mediocre)	1,14 (high)

#### XV. ACHIEVEMENT OF STUDENTS AS INDICATOR OF TEACHER PERFORMANCE

The data about the achievement of students as an indicator of teacher performance in this research consisted of two classes, VIII class and IX class in the 2007/2008 period for four different subjects of study (Science, Maths, Indonesian Language and English). The amount of students in VIII class was 2,513 people, while IX class was 2,538 people. So, the total amount was 5,051 people.

Matching two classes used in filtering study achievement of student data, the description of teacher performance data are displayed as follows. Overall student study achievement level for class VIII as an indicator of teacher performance reached an average score of -0.38. This average score, if categorized, falls within less mediocre (-1.00 to -0.01), while the study achievement of students in class IX reached an average score of -0.25, still within less mediocre.

Table 3: Comparison between the Performance Level of Junior High School teachers with ITE background study and NONITE

Student	LATPEN	Mean	Std. Deviation	Category
8 grade	NONITE	-.2058	.75477	Less mediocre
	ITE	-.3075	.77716	Less mediocre
9 grade	NONITE	-.0673	.70498	Less mediocre
	ITE	-.0838	.73153	Less mediocre
Combine	NONITE	-.1365	.67654	Less mediocre
	ITE	-.1957	.70404	Less mediocre

#### XVI. TEACHER COMPETENCE

Data about teacher competence in this research consisted of four kinds of competence; they are professional competence, characteristic competence, social competence, and pedagogic competence. An appropriate instrument was used to filter this teacher competence data

(test for professional competence and questionnaire for another competence), then the description of teacher competence data can be explained as follows. Overall teachers' professional competence level reached an average score of 0.08. This average score level, if categorized, is still above mediocre (0.00 – 0.99), while the other three competences (characteristic competence, social

competence and pedagogic competence) each reached average scores of 0.76, 0.20 and 0.25, above mediocre. If combined, the average score of teacher competence level reached 0.32.

From all of the five tables above can be known that on professional competence table, 40.7% of teachers had less mediocre to very low level category on professional competence. For the rest, 59.3% of teachers had above mediocre to very high level category on professional competence. It is fair if teacher characteristic competence also included above mediocre to very high category. For characteristic competence, only 5.3% of teachers had less mediocre level category for characteristic competence while 94.7% of teachers had above mediocre to very high level category for characteristic competence. It is fair if teachers' characteristic competence included above average to very high level category. For social

competence, 20.6% of teachers had less mediocre to very low level category. On the contrary, 79.4% of teachers had above mediocre to very high level category. For pedagogic competence, 14.2% of teachers had less mediocre to very low category. On the contrary, 85.8% of teachers had above mediocre to high level category for pedagogic competence. Overall, 16.9% of teachers had less mediocre to very low level of competence category. Moreover, plenty of teachers (83.1%) had above mediocre to very high level of competence category. From the printed data in the table above, it can be concluded that overall Junior High School teachers' competence level which cover professional competence, characteristic competence, social competence, and pedagogic competence in the above mediocre category had a score gap of between 0.00 and 0.99.

Table 4: Comparison of Average Teachers' Competence According to the Background of the Study

No	Background of Study	Professional	Characteristic	Social	Pedagogic	All Competence
1	ITE	0,08	0,74	0,19	0,28	0,33
2	NONITE	0,12	0,87	0,26	0,15	0,34
TOTAL		0,08	0,76	0,20	0,25	0,32

From the picture above, it can be concluded that there is no significant difference in teacher competence level between teachers with a background study of ITE graduates with NONITE, for professional competence, character, social, pedagogic, or overall competence. From the total score, it is clearly seen that the average for professional competence, characteristic, and social, teachers who had a background of study from ITE had lower scores than the total score of teachers with a background of NONITE. On the contrary, the average score for pedagogic competence of teachers with a background of study from ITE was higher than its overall average score. Overall it also shows that the average level of teacher competence from NONITE is relatively higher than the total average score of all teachers.

From the data, about 0.7% of teachers had a less mediocre to a very low conducive level on the security and comfort of working factor. On the contrary, 99.3% of teachers had above mediocre to a very high conducive level on the security and comfort of working factor. There are 0.9% of teacher who have less mediocre to very low conducive level on relation with colleague factor. On the contrary, 99.1% of teachers had above mediocre to a very high conducive level on the relations with colleagues factor. Finally, overall teachers' working conditions was only 0.4% that the conducive level in less mediocre to very low. Teachers have working conditions above mediocre to very high (99.6%). It is fair if overall teachers' working conditions is including in high conducive, either overall or only in the relations with colleague aspect. The security and comfort of working conditions category is on fair high condition.

## **XVII. TEACHERS' WORKING CONDITIONS**

The data about teacher's working conditions in this research had two factors: relation with colleagues factor and security and comfort of working factor. Therefore, the description about teachers' working conditions can be explained as follows. In total it can be said that teachers' working conditions reached an average score of 1.33. This working condition, if it is categorized, it included to conducive (1.00 -1.99). If we observe the two factors, teachers' working conditions with working comfort indicator has an average score of 1.71 in the conducive category. Data tabulation to describe this data category can be shown as follows. From the data in Table 16 above, it can be seen that there are 0.7% of teachers who had an average score of 0.95 in the above mediocre level of conducive category on condition of security and comfort of working, while the relation with the colleague factor showed an average score of 1.17 in the conducive category. The data tabulation of this data category description can be shown as follows.

## **XVIII. TEACHERS' WORKING MOTIVATION**

The data of teachers' working motivation in this research consisted of two parts: working motivation that has quality external (compensation indicator) and internal (working satisfaction indicator). Matching with indicator used in data filtering of teachers' working motivation, the data of teachers' working motivation description can be explained as follows. Overall, teachers' working motivation level because of the compensation factor (external) reached an average score of -0.17. This working motivation level if in categorization in less mediocre (-1.00 - -0.01), while teachers' working motivation because of the working satisfaction factor (internal) reached an average score of 1.6, so it included to high (1.00 - 1.99). If combined, the average score of teachers' working motivation reached 0.72. Certainly, this is still included to less mediocre (0.00 - 0.99).

Table 5: Average comparison of Teachers' Working Motivation according to the Background of the Study

No	Background of Study	Internal Working Motivation	External Working Motivation	Overall Working Motivation
1	ITE	1,52 (high)	-0,198 (less mediocre)	0,66 (above mediocre)
2	NONITE	1,91 (high)	-0,015 (less mediocre)	0,95 (above mediocre)
TOTAL		1,61 (high)	-0,170 (less mediocre)	0,72 (above mediocre)

From the table above it can be concluded that there is differentiation in teachers' working motivation between teachers with an ITE background of study with the NONITEs, either because of internal or external factors. By looking at the total score, it is clearly seen that teachers' working motivation of ITE graduates is lower

than the average score for teachers of NONITE graduates or even the total score. There is an indication from this data also that teachers' working motivation is higher because of internal factors (high category) than external factors (less mediocre category).

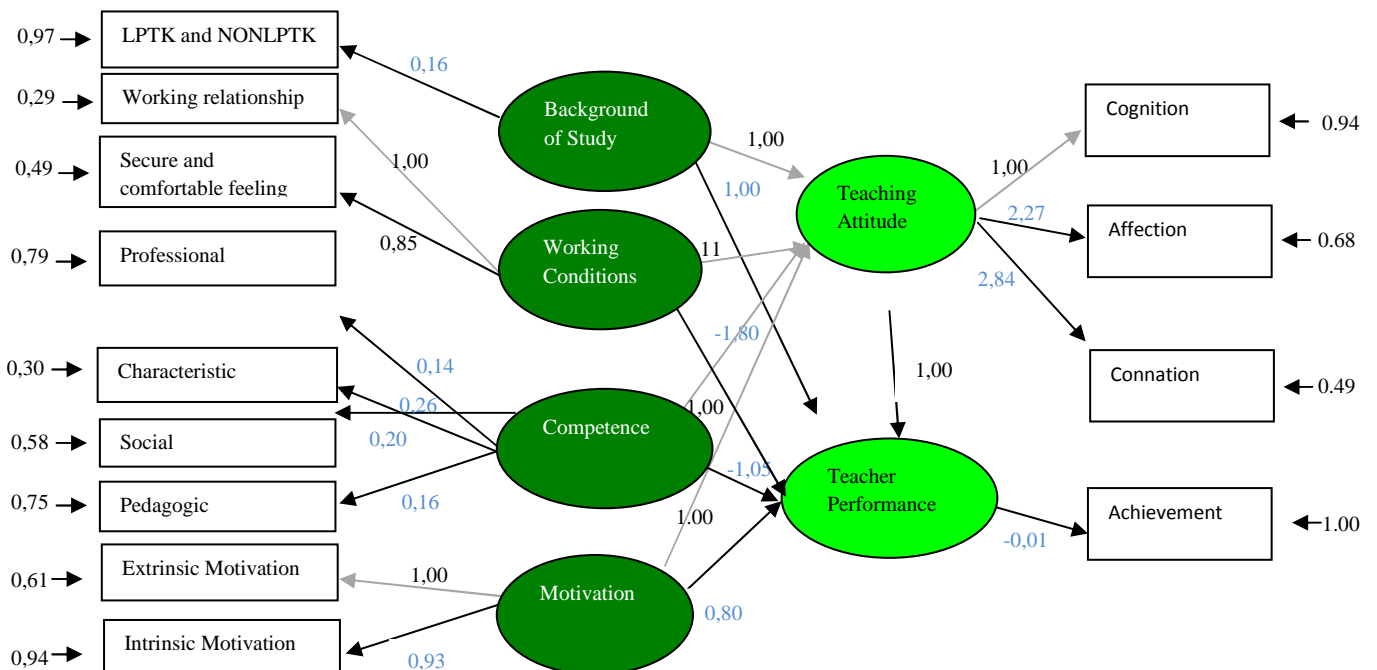
Table 6: Correlation Matrix between Exogenous Variables and Endogenous Variables

No	Exogenous Variable	Endogenous Variable	
		Teaching Attitude	Performance
1	Background of Study	-0,028	-0,033
2	Teacher Competence	-0,003	0,099
3	Working Conditions	0,341	-0,023
4	Working Motivation	0,148	-0,051
5	Teaching Attitude	1,00	-0,063
6	Performance	-0,063	1,00

The relation between teacher competence and teaching attitude is negative, but it has a positive correlation with teacher performance. The relation between working conditions and teachers' teaching attitude is positive, but has a negative correlation with teacher performance. The relation between working motivation and teachers' teaching attitude is also positive, but it has a negative correlation with teacher performance.

AGFI = 0.92; PGFI = 0.61. According to [17] even from this Chi-Square parameter the model was unfit; using Chi-Square score is the only size of fit or if not the model will show a biased conclusion. This matter is because the Chi-Square score is really sensitive to a large sample. Therefore, it is better to use other parameters. By the parameter score of RMSEA that is less than 0.1, ONFI bigger than 0.60, GFI and AGFI bigger than 0.90 and PGFI bigger than 0.60, then the structural model in this research is fit enough. The result of data analysis by SEM is shown on the next page.

Appropriate with the submit hypothesis in this research, the structural model in the research produced a parameter score of Chi-Square = 194.83 (p = 0.00); RMSEA = 0.066; (RMSEA < 0.05) = 0.0062; PNFI = 0.65; GFI = 0.95;



Chi-Square = 194.83, df = 59, P-value = 0.00000, RMSEA = 0.066

Fig.2. Relationship between Variables



The data in the diagram can explain things as follows. The teacher performance variable in the research can be explained by students' study achievement. The teaching attitude variable in this research can be explained by cognition (knowledge), affection (feels), and connotation (will) aspects. The background of study variable can be explained by ITE and NONITE indicators. The working conditions variable can be explained by the working relationship and security and comfort of working indicators. The competence variable can be explained by the indicator of professional competence, characteristic competence, social competence and pedagogic competence. The working motivation variable can be explained by working satisfaction (internal motivation) and compensation (external motivation). The teachers' teaching attitude factor has a negative direct effect on teacher performance. The teacher performance factor has a direct effect on teachers' teaching attitude. Teachers' background of study that comes from the ITE or NONITE factor has a negative direct effect on teacher performance through the changing of teaching attitude. The working conditions factor has a positive direct effect on teachers' teaching attitude and negative direct effect on teacher performance. The working conditions factor has a negative indirect effect on teachers' teaching attitude through the changing of performance level. The working conditions factor has a negative indirect effect on teacher performance through the changing of teaching attitude. The teacher competence factor has a positive direct effect on teaching attitude and negative direct effect on performance. The teacher competence factor has a negative indirect effect on teaching attitude through the changing of performance.

## XIX. DISCUSSION

First, this research found that teachers' performance, especially for Maths, Science and English subjects in Junior High School, is still less than satisfactory. Indonesian Language Subject is in the mediocre category. This result is quite concerning for Junior High School teacher quality. Causal factors maybe because the test used in data filtering in this research had a material and difficulty level that mismatched the real conditions in classes where supporting facilities vary as do the students' beginning ability level. However, this result really shows the general situation of students' study achievement in Indonesia. The results of National Final Exams, for example, show a low average score nationally [18]. The implication is that the government still needs to keep raising the performance of Maths, Science, and English teachers, particularly through a well-designed education and training programme system, in addition to keep raising the education infrastructure standard in every school. Besides, the students study achievement is determined by many factors, not only by teacher performance, but also by students' characteristics such as intellectual intelligence and emotional intelligence (students' study motivation).

Second, this research also found that Junior High School teachers' competence level is not satisfactory because it is

still in the above mediocre category. Even the teachers' professional competence level seems the lowest among all four competences. This result is also miserable. Many factors are thought to contribute to this. The result of the research shows that teachers' external motivation because of the compensation factor is actually at a low level also. The low income level of teachers means that they are not motivated to raise their competence, especially professional competence. The data also show that education facilities and infrastructure (laboratory, library, computers and learning equipment) are very lacking in each school. This condition might also be colouring how low teachers' effort is to raise their professional competence.

Third, the finding also shows that the external working motivation of Junior High School teachers is a bit lower than the internal motivation. This means that compensation in material retain form, acknowledgement and appreciation, and support from executives and colleagues provides less working support to teachers. This matter is fair because teachers' remuneration really does not receive much attention. Teachers also get less acknowledgement, appreciation and support from their environment. The implication is that the government and society needs to give more compensation and appreciation to teachers through better pay and reinforcement system . This matter is also important to ensure that the internal teacher working motivation will not be scrapped by the power of materialism and hedonism in the global market era nowadays [19].

Fourth, this research also found that the connotation aspect of teachers' teaching attitude (mediocre category) is lower than cognition and affection aspects (high category). This means that teachers surely have perception, reaction, positive faith, and a happy feeling for good learning and teaching. But then, this perception, reaction, faith, and happy feeling do not affect teachers' will to have good learning and teaching. There are so many challenges that teachers have to face in order to implement positive faith and a happy feeling for good teaching. This is shown by, for example, teacher enthusiasm and happiness to participate in education and training programmes and seminars in the education field. But, the enthusiasm when following education and training programmes frequently is not implemented in their classes. Many teachers have said that they do not want to be bothered and prefer to have a daily routine without major changes. The implication needs effort to facilitate teachers to realize and raise their teaching in order to have good study activities in school.

Fifth, there is also an indication that teachers' working conditions because of the security and comfort factor has a lower average score than working conditions because of the relations with colleagues factor. This indicates that teachers still receive much security and comfort pressure and so decrease their conducive working conditions in school or class. The pressure is especially felt by teachers in higher official positions, as headmaster, supervisor or even government officials. This has made teachers an education object in schools, contributing to how low teachers' working conditions are because of the security

and comfort factor. Supporting data from headmasters also show that education and learning facilities in school are very limited. Many schools have minimum infrastructure and many classes have a student capacity of more than 40 students.

Sixth, descriptively picture that relative teacher who has an ITE background has a lower average score of competence, working motivation, and teaching attitude if compared with teachers with a NONITE background of study, except for average score of pedagogic competence. Even though this differential is not statistically significant, this response score begs a question. First, sampling error can be based on this differentiation. Amount of teacher is imbalance to compared (ITE 80% : NONITE 20%) can give biased systematic response scores and random less . Second, if these data are right, with more minorities in school, teachers with a NONITE background might suffer pressure more often causing them to have an existence that is relatively better than some teacher performance elements, such as professional competence, working motivation, and teaching attitude.

Seventh, this research found that the background of study factor (ITE and NONITE) makes a direct contribution to teachers' teaching attitude as seen in cognition (knowledge), affection (feeling), or even connotation (will and desire) aspects. Although this contribution is inclined to be insignificant, the background of study factor can cause a difference in teaching attitude between teachers with an ITE background of study and NONITE background of study. The teaching attitude of teachers with a NONITE background of study is relatively better than teachers with a PLTK background. This matter might be caused by teachers with an ITE background considering learning and teaching as a usual job. But for teachers with a NONITE background, because their teaching profession was really they got after become a teacher, made their nature more positive to teaching activity.

Eight, the background of study factor also makes a contribution to explaining Junior High School teachers' performance level as shown by their students' study achievement in relevant subjects of study. The result of the descriptive analysis shows that teachers from NONITE's performance level relatively better than teachers with an ITE background of study performance level, either in class VII, class IX, or even in class in total. This seems to have the same explanation with background of study contribution to teachers' teaching attitude.

Ninth, teachers' working conditions that display on working relationship with security and comfort in working contribute to the teaching attitude and performance level of teachers. Conducive working conditions can have a positive effect on teachers' teaching attitude that is shown with rising aspects of cognition, affection, and connotation, but do not contribute to rising teacher performance. This condition can be because the relation between teaching attitude and teacher performance is not always positive. There is an indication that teachers with a positive teaching attitude do not certainly raise their performance. But teachers with less

positivity in teaching attitude are inclined to have weak performance.

Tenth, in this research the teacher competence factor shown by professional competence, characteristic, social, and pedagogic can explain teaching attitude and teacher performance. Here, teacher competence contribution is negative to teacher performance. This might be caused by teachers' working conditions that are less conducive, causing a competence measure that is inclined still to obstruct the potential to raise teacher performance.

Eleventh, teachers' working motivation variable can be used as a predictor to explain teaching attitude and teacher performance. High working motivation in internal or external can raise teachers' teaching attitude in cognition, affection, or even connotation aspects. High motivation also can raise teacher performance which is shown by students' study achievement. The result of this research is relevant to the hypothesis in this research.

## XX. CONCLUSION

It can be concluded that Junior High School teacher performance level in class VII, class IX, or even combined classes who have an ITE background of study is relatively lower than teachers with a NONITE background of study, even though it is not very significant. On the contrary, teachers' pedagogic competence average score with an ITE background of study is higher than the total average score. This agrees with the findings of [1] as explained above. Besides, background of study (ITE and NONITE) makes a direct contribution to teachers' teaching attitude although this contribution is insignificant.

Teachers' background of study factor, either ITE or NONITE, has a positive direct effect on teachers' teaching attitude and teacher performance. Working conditions factor has a positive direct effect on teachers' teaching attitude and negative direct effect on teacher performance. The teacher competence factor has a positive direct effect on teaching attitude and negative direct effect on performance. Besides that, teachers' working motivation has a positive direct effect on attitude and performance.

## REFERENCES

- [1] Sembiring, R.K. (2000). Analisis Regresi. Bandung ITB.
- [2] MONE. (2003). UU No.20 Tahun 2003 tentang Sistem Pendidikan Nasional.
- [3] Sallis, Edward. (1993). Total Quality Management in Education. London: Kogan Page Limited.
- [4] Joni, Raka. (1979). Pembinaan Staf Akademik Lembaga Pendidikan Tenaga Kependidikan. Jakarta: Direktorat Jenderal Pendidikan Tinggi.
- [5] DGHE. (2006). Panduan Pola Sertifikasi, Sertifikator, dan Lembaga Penyelenggara Sertifikasi Guru. Jakarta: Direktorat Jenderal Pendidikan Tinggi. [5] DGHE. (2004). Naskah Akademik Sertifikasi Kompetensi Pendidik. Jakarta: Direktorat Jenderal Pendidikan Tinggi.
- [6] MONE.(2007). Peraturan Menteri Pendidikan Nasional No.18/2007 tentang Sertifikasi bagi Guru dalam Jabatan.
- [7] MONE. (2005). UU NO.14 Tahun 2005 tentang Guru dan Dosen.
- [8] Rindjin, Ketut. 2005. Pendidikan adalah Syarat Mutlak bagi Eksistensi Manusia. Makalah Disajikan pada Seminar Guru di Tabanan, 12 April 2005.

- [9] Chrudden, Herberl J. and Sherman, Arthur W. (1984). *Managing Human Resources*. Cincinnati: South-Western Publishing Co.
- [10] Luthans, Fred. (1995). *Organizational Behavior*. New York: Mc Graw-Hill, Inc.
- [11] Raviyanto, J. (1985). *Produktivitas dan Manusia Indonesia*. Jakarta: Lembaga Sarana Informasi Usaha dan Produktivitas.
- [12] Adyana, G.P. (2007). *Meningkatkan Kualitas Aktivitas Belajar, Kompetensi Kerja Ilmiah, Dan Pemahaman Konsep Biologi Melalui Penerapan Model Pembelajaran Kooperatif Tipe Stad Berbantuan Lembar Kerja Siswa Berbasis Gambar*. Guru SMA Negeri 1 Banjar di Banyuwatis, Buleleng, Bali.
- [13] Bagia, I Wayan. (2005). *Pengaruh Modal Intelektual dan Kepuasan Kerja Terhadap Kinerja Pegawai Pemerintahan Daerah Kabupaten di Provinsi Bali*. Disertasi. Bandung: Universitas Padjadjaran Bandung.
- [14] Robbins, S. P. (2003). *Perilaku Organisasi*. Terjemahan Tim Indeks.
- [15] Kerlinger, F.N.(1973). *Foundation of Behavioral Research* (2nd ed). New York: Holt, Rinehart and Wiston.
- [16] Sugiyono. (2007). *Statistika Untuk Penelitian*. Bandung: Alfabeta.
- [17] Ghozali, Imam & Fuad. (2005). *Structural Equation Modeling. Teori, Konsep, & Aplikasi dengan Program LISREL*. Semarang: Badan Penerbit Universitas Pendidikan Ekonomi.
- [18] Darta, I Nyoman. (2008). *Optimalisasi Penetapan Budaya On Time dan Full Time dalam Rangka Meningkatkan Kinerja Guru dan Prestasi Belajar Siswa SMA Negeri Singaraja*. *Jurnal Pendidikan dan Pengajaran*. Volume 41 Edisi Khusus. Singaraja: Undiksha.
- [19] Atmadja. (2008). *Sertifikasi Guru emperkaya atau Menyejahterakan*. *Journal Pendidikan dan Pengajaran*, Universitas Pendidikan Ganesha, Vol. 41, No.,1
- [20] Mathis, Robert L. and John H. Jeckson. (2001). *Manajemen Sumber Daya Manusia*. Terjemahan Jimmy Sadeli dan Bayu Prawira Hie. Jakarta: Penerbit Salemba Emban Patria. Jakarta: PT Indeks Kelompok Gramedia.
- [21] Hair, J. F. Jr., et al. (1998). *Multivariate Data Analysis*. 5th Edition. New Jersey: Prentice Hall Inc.
- [22] Lantu, D.; Pesiwarissa, E.; dan Rumahorbo, A. 2007. *Servant Leadership*. Yogyakarta: Grafindia Books.