The Correlation between Professional Development Training and English Teachers’ Competence

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Abstract. This study focuses on finding the correlation between professional development training and English teachers’ competence in Pidie regency. This study belongs to a correlational study with the total sample of 30 English teachers of senior high school both state and private schools in Pidie regency. In collecting the data, the writers administered two set of questionnaires that asks about teachers’ opinion about the training given and perception about their competence. Then in analyzing the obtained data, the writers used Pearson Product moment correlation formula. All obtained data were calculated by using SPSS software. The findings of the study revealed that there is a strong correlation between professional development training and English teachers competence with the coefficient correlation value or r value of 0.75.

1. Introduction

According to Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen, there are four competences that should be mastered by teachers, they are pedagogical competence, personal competence, social competence and professional competence. Pedagogical competence can be defined as the teachers’ ability in mastering the teaching material, managing classroom, and knowing students’ characteristics. Then personal competence is the ability to improve teachers’ professionalism in their background of knowledge. The next competence is social competence. It is seen as the ability that used to socialize in teachers work place. The last competence is personal competence. This competence is personal ability of the teachers as the role model for the students.

In education, teachers’ competence is important as it affects the ability of the teachers in the process of teaching and learning. One of the best ways to improve teachers’ competence is through training. According to [1], “the primary aim of teacher training is to develop educational skills that are compatible with education policies and to enable teachers to deliver these policies”. Then [2] claims that competence is related to a good professional performance and it also linked with the students’ achievement. Henceforth, it is clear that improving teachers’ competence is a must in this globalization era. Furthermore, training also emphasizes teachers to develop their skill, knowledge and insight that is useful in their work place. In addition, teacher training is seen as the core element in improving teachers’ competence (Bourdersa, 2016). Furthermore, according to Richards and Farrel (2005) the word training can be defined as the activities that concerned on teachers’ improvement in
reaching their goals. In other words, training can be said as the special activity which is held in a certain time that aimed to give the improvement to the participant. In accordance with the statement above, it is obvious that the aim of teacher training activity is to improve teachers’ competence.

Recently, Pidie government has conducted a teachers’ competence test (UKG) in 2015. However, the result is not satisfying; almost 87.6% teachers in Pidie did not pass the test. Meanwhile, this test is essential to measure teachers’ professionalism in their field. Training, seminar, consortium, workshop, conference and symposium are some of academic activities that commonly used in increasing teachers’ competence. Teacher training is one of the activities that can be implemented in improving teachers’ knowledge and skill [3] [4]. Besides, the government should observe and watch the progress of teachers’ improvement. Then giving the appropriate training comprehensively also important to be noted [5].

Professional development training and teachers’ competence are related one another. Many previous studies have conducted to see the relationship between these two aspects. Firstly, a study by [6] found that the results of the study also indicated that there is a significant correlation between teachers training and the effectiveness of teaching. Then [7] conducted a study about teacher training processes and teachers’ competence. The result of the study shown that the teacher training implemented was constructive to the teachers’ professional development and their competence. Another study conducted by [8] entitles Teacher Training to Increase Teachers’ Competence in Teaching Autism Child. The result of this study revealed that teacher training can give positive effects towards teachers’ competence.

Many similar studies have been conducted, but mostly the researchers only used the test as the instrument to measure teachers’ competence. Meanwhile, the test itself is not the one and only instrument that can be used in assessing teachers’ competence. Knowing their perception about their competence is also worth to be studied. Therefore, this study is aimed to find out the correlation between teachers’ professional development training and their competence by asking teachers’ own perception about their competence.

2. **Methodology**

The design of this study is correlational study. The sample of this study was 30 English teachers of senior high school in Pidie regency both state and private school. In choosing the sample the writers used purposive sampling technique. It is chosen based on the teachers’ availability to join the training. Then, two sets of questionnaires were administered in this study. The first questionnaire consisted of 9 questions that asked teachers’ satisfaction about training including the material given, the trainers, trainee and also the training circumstances. The second questionnaire consisted of 22 questions that asked teachers’ perception about their competence including the four competences that should be mastered by the teacher (pedagogical, professional, social and personal competence). The questionnaire has four options they are strongly agree, agree, disagree and strongly disagree. This questionnaire was conducted based on Likert scale.

The questionnaire was designed by the researchers using the guide from some experts about the aspect that should be implemented in training. There some components that should be considered in conducting a training, they are aims of training, trainers, trainee and material for training [9] [10] [11]. In finding the teachers’ satisfaction of training, the writers started the questionnaire statement with “I feel...”. Then in asking teachers’ perception about their competence post-training, the writers started the questionnaire statement with “After training I feel...”. This procedure was done following the guide of designing a research instrument as suggested by [12].

Meanwhile, in analysing the obtained data the writers used Pearson Product Moment Formula. All the obtained data were calculated by using SPSS statistical software.

3. **Results and Discussion**
3.1 Teachers’ Satisfaction on Training Given
The following figure displays the teachers’ satisfaction on training given.

![Figure 1](image)

Figure 1. The Percentages of Teachers’ Perception on Training Given

From the figure above, it is clear that 99% of English teachers in Pidie regency shown positive satisfaction towards the training given, only 1% that shown a negative opinion. It means that, most of them were satisfy with the training given including the material presented, the trainers, the trainee and the training circumstances during the training held.

3.2 Teachers’ Perception on Their Competence

![Figure 2](image)

Figure 2. Teachers’ Perception on Their Competence

The above graph presents the results of teachers’ perception on their competence post-training activity. It could be seen that about 99% teachers shown positive attitude towards their competence after joining the training activity.

3.3 The Correlation between Teachers’ Training and Their Competence
In analysing the gotten data, there were some steps that are done. First of all, the writers calculated the normality of the test. It was done as the requirement to see whether the sample was normally distributed or not. The following table shows the normality of the test.
Table 1. Tests of Normality

|                  | Kolmogorov-Smirnov | Shapiro-Wilk |
|------------------|--------------------|--------------|
|                  | Statistic | df | Sig. | Statistic | df | Sig. |
| Training         | .177      | 30 | .018 | .881      | 30 | .003 |
| Kompetensi       | .157      | 30 | .057 | .931      | 30 | .051 |

a. Lilliefors Significance Correction

* This is a lower bound of the true significance.

From Table 1, it is obvious that the significant value of both teachers’ perception on training and their competence was female self-efficacy was .018 and .057 respectively. This means that the data was normally distributed, particularly because the values are higher than p value of 0.05. The next step is finding the correlation between two variables. The following table presents the calculation of coefficient correlation (r value).

Table 2. Correlational Analysis

|                | Training | Kompetensi |
|----------------|----------|------------|
| Training       | Pearson Correlation | 1 | .756** |
| Sig. (2-tailed)|          | .000       |
| N              | 29       | 29         |
| Kompetensi     | Pearson Correlation | .756** | 1 |
| Sig. (2-tailed)|          | .000       |
| N              | 29       | 29         |

**. Correlation is significant at the 0.01 level (2-tailed).

From the statistical calculation as shown in Table 2, it was found that the coefficient correlation between two variables is 0.756. It means that there is a strong correlation between teacher training and their competence. It is supported by the study conducted by Aziz, et.al (2014) about the impact of training towards the improvement of teachers’ competency in Pakistan. From the finding, it is known that there is a relationship between the training given to the higher level education teachers and the improvement of their competency.

4. Conclusion
To achieve the goals of education, effective teaching and learning process need to be designed. Teachers as the play an important role in achieving that goals need to be professional and competent. Therefore, many activities can be joined if the teachers want to improve their professionalism and competence. Training is one of activity that is proven can improve teachers’ competence. Through training program, teachers can equip their professionalism and competence. It is no doubt that training can give positive impact towards teachers’ competence. It can be seen from the result of r value is 0.756 that means there is a strong correlation between training and teachers’ competence.

In addition, for the teachers who want to improve their capability in teaching should be innovative and always upgrade their knowledge. Again in addition to these two aspects, they should be motivated to join some professional activities such as study group, seminar, writings the articles and conference for their professional development.

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