



ISSN No. 2407-0548

FMI 6

Proceedings Forum Manajemen Indonesia 6
ENTREPRENEURIAL MANAGEMENT

Didukung Oleh:



Departemen Manajemen
Fakultas Ekonomi dan Bisnis
Universitas Sumatera Utara
Medan
November 2014

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THE EFFECT OF COMPETENCE, EDUCATION AND TRAINING, TEACHING EXPERIENCE TO LECTURER PERFORMANCE IN BATAM

Sri Langgeng Ratnasari

Economics Faculty of Batam University

Jl. Abulyatama No. 5 Batam

E-mail: sarisucahyo@yahoo.com

ABSTRACT

This research intend to know the effect of Competence, Education and Training, Teach Experience to lecturer performance in Batam. The result collecting data with primary data source from 102 respondent. Respondent are lecturer in Batam. Kinds of this research are explanatory case study and analysis method using multiple regression analysis. This research using method with validity person rank and reability with Alpa cronbach exam to research instrument. This research to evaluate effect of competence, education and training, teach experience to lecturer performance in Batam using path analysis. This research measure of competence, education and training, and teach experience to lecturer performance as asimilarity structure. The result of hypothesis show that competence, education and training, and teach experience has positive effect and significant to lecturer performance as simultane or parsial.

Keywords: *Competence, Education and Training, Teach Experience, Lecturer Performance*

INTRODUCTION

Facing the era of today's competitive global market and the Asean Economic Community, education was increasingly competitive world. The level of competition in education is felt almost all colleges, this causes the load borne by the managers or management colleges increasingly heavy and complex. Private Colleges in the Kepulauan Riau Province as service providers will also be affected by the free market, there is no longer the limit to compete in managing higher education. This is supported by the geographical location of the Kepulauan Riau Province is strategically located, bordering neighboring countries, namely Singapore, Malaysia, Thailand, and Vietnam.

Education is a very important field and have the opportunity, because everyone is in need of education. One factor supporting education is a human in this case Human Resources, the institution will be successful if it has a Human Resources professional and quality.

Human existence as human resources is very important for college because human resources support through the work, talent, creativity, drive and a real role, in the absence of the human element in the college, the college may not be able to move and toward the desired goal. Success in achieving the goals the college is very much determined by the lecturer. Each college is always trying to reach its organizational goals as well as possible, in order to achieve these objectives contributing factor is competence, education, training and experience of lecturer teaching. Law Decree No. 14 of 2005, concerning teacher and lecturer mentioned that teachers and lecturers has the function, role and strategic position in the

national development in the field of education. The definition of lecturer are professional educators and scientists with the main task of transforming, developing, and disseminating knowledge, technology, and the arts through education, research, and community service. What is meant by a professional is a job or an activity undertaken by a person's life and be a source of income that requires expertise, skills, or skills that meet certain quality standards or norms and require a professional education.

Lecturers are professional educators, where liability has to do is implement the Tri Darma Universities, namely Education, Research, and Service to the community. In order to comply with its obligations, the lecturer must have competence in accordance with the support of the profession.

Competencies that must be owned by a lecturer in order to function well with explanations in Law Number 14 Year 2005 Lecturers are required to have academic qualifications, competency, certificates of educators, physical and spiritual health, and meet other qualifications required units higher education places charge, and have the ability to achieve national education goals. To encourage lecturer to be able to have the competence in question as well as to appreciate the lecturer performance, the government of the Republic of Indonesia to apply lecturer certification.

Competence according to Law No. 14 of 2005 is a set of knowledge, skills, and behaviors that must be owned, lived, and controlled by the teacher or lecturer in performing the duties of professionalism.

Competence according Usaman (2005), is a case that describes the qualifications or abilities either qualitative or quantitative. Qualitative capability is the ability of a person or an attitude that one's actions can only be judged by the size of the good and bad, while quantitative is the ability of a person can be judged by the size (measured).

Education and Training is a means for lecturer to broaden the delivery of content in technical mastery learning, so to get the chance to pass Certification portfolio is based on the value of education and training achievements, so that education and training is very important for quality improvement as a lecturer in educators.

While teaching experience into a measure is how long he became a lecturer, so the experience is enough to increase the ability in mastering the material, so as to well for transferring knowledge to learners, also with considerable teaching experience will make the lecturer who has the patience, because the patient has a high significance in educating students. Furthermore, competence (ability), career development and work facilities of education will determine the lecturer performance.

Competence is a fusion of knowledge (intellect) attitude (heart power), and skills (physical power) are realized in the form of deeds. In other words, competence is the combination of the mastery of the knowledge, skills, values and attitudes reflected in the habit of thinking and acting in carrying out its duties and responsibilities. It can also be said that competence is a combination of capabilities, knowledge, skills, attitude, character, understanding, appreciation and expectations of the underlying characteristics of a person for labor staged in performing a task or job in order to achieve quality standards in a real job. So

competence is a set of knowledge, skills and behaviors that must be owned, lived and ruled by the teacher to be able to carry out professional duties.

According to Uno (2008: 64) Competence is one of the factors that affect the achievement of the objectives of learning and education in college, but the competence of lecturer do not stand alone, but is influenced by factors of educational background, and years of teaching experience.

From the opinion of the above it can be concluded that in education development in the learning process, lecturer should provide students with the essence of life and the improvement of life and morality to be useful in society.

METHODS

The study was conducted at 4 (four) private universities in Batam, Kepulauan Riau Province with 102 respondent.

Research methods used in this paper is an explanatory research with quantitative research approaches. Explanatory research, according Singarimbun and Effendi (2005) says that if the study explain the causal relationship between variables through hypothesis testing, then the study is no longer called descriptive research but studies testing the hypothesis or explanatory research.

Survey research methods Quantitative research is the systematic scientific study of the parts and phenomena and their relationships. The purpose of quantitative research is to develop and use mathematical models, theories and hypotheses related or natural phenomena.

Quantitative research according Sugiyono (2008: 13) is a research method that is based on the nature of positivism, used to examine the population or a particular sample, the sampling technique is generally done at random, using a data collection instrument studies, analysis of quantitative data or statistical in order to test the hypothesis that has been set by using a questionnaire with Path Analysis.

RESULTS AND DISCUSSION

The results showed that the Competence, Education and Training and teaching experience is a variables that are affect to lecturer performance. The results of the testing, Competence is a variable effect on lecturer performance. From the results of testing and proving the hypothesis can be stated as follows:

Competence is one of the variables related to lecturer performance can even directly affect of the lecturer performance, because with good competencies will undoubtedly be able to improve the lecturer performance, the lecturer competence can make a good planning in the process of teaching and learning activities in which 4 Competencies controlled by lecturer are:

1. Pedagogic Competence
2. Competence Personality
3. Social Competence
4. Professional Competence

Having the competence and mastery, will determine how the increase in activity in the mastery of the material and ability, because it can color the performance of one's competence to do the job.

Lecturer competence can be demonstrated from the results proving the hypothesis ($t = 3.604 > 1.660$), significantly affect the performance of lecturer competence of 15.6% means that an increase in the lecturer competence in the

process of improving the ability of lecturer performance can color associated with the implementation of the learning process.

Increased Competence to every lecturer must be done in order to improve the ability of lecturer itself, so that lecturer can improve student achievement, where it is supported by an increase in lecturer performance itself.

In carrying out its duties as a lecturer, would have been a lot of things that need to be considered in the development of today's world, especially in the field of education, lecturer should not be stagnant in their duties, then the government improve its ability to always provide a vehicle and opportunity for lecturer to enhance its ability through education and training that is always given periodically,

The effect of education and training of lecturer performance has significantly effect, because of the lecturer education and training having new insights that can improve lecturer performance, especially today's world tend to grow very rapidly, if not followed by education and training, upgrading, will certainly increase knowledge for lecturer itself, if the lecturer has a lot of knowledge that will improve lecturer performance itself.

The results of hypothesis verification shows that education and training affect the lecturer performance, significant of 3.84% and was obtained ($t = 1,703 > 1,660$), demonstrating the educational and training variables positively affect the lecturer performance, if education and training are followed well and executed well too will undoubtedly be able to improve the lecturer performance.

Teaching experience is a step and stage of maturity and responsibility in improving the performance of the lecturer in carrying out their duties in order to achieve the desired goal of increased student achievement, the effects arising from the variable teaching experience of the lecturer in the form of improved performance directly or indirectly effect the activity of lecturers in increase student achievement, to the teaching experience gained from his experience in educating lecturer will lead and create maturity in making any decisions and policies in order to improve the performance of the lecturer so that every policy and decisions is a positive action.

From the test results, the effect of teaching experience on lecturer performance improvement at ($t = 0118 < t \text{ table } 1.660$) gained 0.01%, meaning that the effects arising from the variable teaching experience is very small, but basically significant effect on the improvement of lecturer performance, if this teaching experience, well developed would seem obvious from the lecturer behavioral changes will be reflected in his actions.

Based on the analysis of data it can be concluded that the proposed model indicates the appropriate (fit) to the data. From the analysis and t-test against empirical path coefficients, the results of the overall analysis is acceptable because the test is based on the path coefficients, the coefficient of X1, X2, and X3 on Y is statistically significant. This means Competence, Education and Training as well as teaching experience in a positive and significant direct effect on the performance improvement of Lecturer.

Based on the test results and in the discussion of linear regression statistical relationship between the variables studied can be said that the Competence, Education and Training and Teaching experience is a predictor variable to the improvement of lecturer performance, as evidenced by the results

of the test data using path analysis (path analysis), ie at $t > t$ table together Competence, Education and Training and Teaching experience in a positive and significant direct effect on lecturer performance.

From the analysis also shows that there are other variables that affect the lecturer performance and also requires further verification. Similar opinion was also expressed Surachim (2004: 139) that "a person's performance is determined by a number of individual factors, such as ability and effort but also by other factors beyond the direct control of ourselves, such as the decisions taken by other people, resources available to us, and the system in which we work".

Path coefficients X1 on Y is equal to 0.395; coefficient of X2 on Y is equal to 0.196 and the coefficient of X3 path to Y is equal to 0.013.

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Based on the formulation of the problem, hypothesis testing, data analysis, and discussion, it can be argued some conclusions as follows:

1. Competence affect the lecturer performance as partially 0.1560, that is meaning the application of Competence in improving lecturer performance by 15.60%, the rest is yet to be implemented.
2. Education and Training effect on lecturer performance as partially at 0.0384, that is meaning the implementation of education and training in improving lecturer performance of 3.84%, the rest is yet to be implemented.
3. Teaching experience effect the lecturer performance improvement as partially at 0.0001, meaning the application of teaching experience in the improvement of lecturer performance by 0.01%, the rest is yet to be implemented.
4. Competence indirect effect on lecturer performance through experience lecturer teaching at 0.0027%.
5. Education and Training indirect effect on lecturer performance through lecturer Experience Teaching 0.0011%.
6. The direct effect of these three variables to the lecturer performance in partial of 0.1983, that is meaning the application of competencies, education and training as well as teaching experience in the lecturer improvement 19.83%.
7. The comparison of F with F table shows the calculated F is greater than F table ($13.674 > 1.660$), so the decision was made to reject H_0 . So based on the results of simultaneous testing using the F test concluded a significant difference (real) simultaneously Competence, Education and Training and Teaching Experience of lecturer performance in Batam.

From the results of the above conclusion, condition illustrates that in partial Competence stronger influence on performance improvement lecturer of the variables education and training as well as teaching experience. While simultaneously indicating that the effect of independent variables on lecturer performance is positive and significant.

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Sertifikat

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Sri Langgeng Ratnasari

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**PADA ACARA SEMINAR NASIONAL DAN CALL FOR PAPER FORUM MANAJEMEN INDONESIA 6
DENGAN TEMA : "ENTREPRENEURIAL MANAGEMENT"
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Universitas Sumatera Utara

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