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Abstract

From the results of the research, it was found that many factors affect the professional competence of a teacher. Two of the most dominant factors influencing professional competence are "work habits and discipline." This study aims to examine the influence of these two variables on the professional competence of teaching teachers after participating in PPG DALJAB. Data-based correlational method obtained from the distribution of questionnaires and observations. Data was collected from the population of secondary school teachers in South Sumatra which amounted to 29,950, while a random sample was taken from 150 teachers who had completed the PPG DALJAB. The results of the study succeeded in proving that the work habits and discipline of secondary school teachers after participating in PPG DALJAB had a positive and significant effect on teaching professional competence, both partially and simultaneously. However, there was no significant difference in the professional competence of teaching teachers after attending PPG DALJAB with the previous one.

Keywords: Work habits, Work discipline, Professional competence in teaching, High School Teacher, Post PPG Daljab.

1. Introduction

The development of education runs continuously from time to time, until finally public perception of national education is increasingly becoming the center of attention. Education providers at all levels have been revamped to achieve the expected standards. If the standards prepared are exceeded, then the results of quality education will be achieved. As mandated in PERMENDIKNAS No. 63 of 2009, that "...The level of intelligence of the nation's life can be achieved by applying education nationally and systemically. Education that is held systematically, is expected to produce quality." According to Clarke & Hollingsworth (2002), the quality of education is the result of the development of systems and processes that can adjust existing conditions so that they are effective in increasing the value of input factors (N. Clarke, 2005) (schools, teachers, books, learning situations, curriculum, school, and family management) to achieve good quality outputs and outcomes.

The achievement of quality education involves various factors, one of which is the professional competence of teachers in carrying out teaching tasks. The measure of a teacher's professionalism, not only in the field of education and teaching but supported by abilities in other fields. Teachers are at the forefront of the teaching process because they interact directly with students (Kementerian Pendidikan dan Kebudayaan., 2017). In addition to transforming science, teachers must also be able to become role models for students. Role models mean role models for students, starting from how to dress, behave and other things that are tied to their personality. As stated by Mulyasa (2013), a teacher should be exemplified by students, so teachers must give the best impression to every student which is their responsibility.

There have been many efforts made by the government to improve the professional competence of teachers in the field of teaching, thus making teachers a prestigious position and in demand by many people. Originally, the position of teacher was an ordinary job similar to other jobs, which was designed to be done by anyone and did not require special requirements. But now the position must be carried out by elected people. The post of teacher can no longer be done by just anyone, because to become a teacher must meet certain requirements, so it deserves to be called professional. A teacher has at least a bachelor's education, and has several competencies, talents, interests, and so on.

Before the issuance of the policy on teachers and lecturers, teacher recruitment was still the same as the acceptance of other employees, where someone who had passed the selection could carry out the duties of his position as a teacher. Over time, the requirements to become a teacher must be tightened by a test of ability (competence). A person who has occupied a teacher position must pass the teacher competency test (UKG) which is now called "In-Service PPG (DALJAB) and Out-of-Service PPG (PRAJAB). Teachers who have passed PPG DALJAB and PRAJAB, proven by possession of an education professional certificate.

The implementation of PPG DALJAB is held nationally through universities appointed by the government based on meeting predetermined requirements. In South Sumatra Province, there are only three universities appointed as organizers of PPG DALJAB, namely Sriwijaya University (UNSRI), PGRI Palembang University (UPGRIP), and Muhammadiyah Palembang University (UMP).

After knowing how complex the task of a teacher is, the task of teaching must be carried out by a teacher who has professional competence. Based on the data obtained, in 2023 the population of secondary school (SM) teachers in South Sumatra Province will be 29,950 people spread across high schools, vocational schools, and high schools. Of these, there are approximately 10,000 teachers who have passed PPG DALJAB or teachers who already have an educator certificate (Gultom, 2022).

From these data, the study aims to test, analyze, and describe the professional competence of teachers in teaching after participating in PPG DALJAB. From the results of surveys in the field, it was found that not every teacher who has passed PPG DALJAB has professional competence. There is almost no significant difference between the professional competence of teaching teachers after attending PPG DALJAB and before. The characteristics of a professional teacher can be seen in the ability to act professionally (Nuswantoro et al., 2023; A & Haryanto, 2004). The professional competence of a teacher is very important in supporting the realization of quality education. To achieve professional competence in their profession, a teacher must be able to optimize the mastery of his main task, namely "teaching." If the teaching task can be done well, then professionalism is expected to be better (Akib et al., 2022; Colquitt et al., 2014).

High or low professional competence of a teacher is determined by many factors, including motivation (Harapan, 2019); leadership policy (Fudiyah & Harapan, 2021) work discipline (Suprayogo, 2021); work culture (Akib et al., 2022); commitment (Ican et al., 2021); and so on. However, two factors are estimated to greatly affect the achievement of a teacher's professional competence level, namely work habits and work discipline. The habit of working those shapes cultural patterns in educational practice even includes work discipline in carrying out the main tasks (Darusman et al., 2020). According to Sutardi (2022), good work habits must be the foundation of culture in the school environment because it will have an impact on teacher behavior in carrying out teaching tasks. Good work habits will shape attitudes, behaviors, habits, integrity, and commitment. But the pattern is not yet visible. The pattern of working habits before participating in PPG DALJAB was still unmaned until he was declared to graduate and obtained an educator certificate. Work habits implemented by teachers in teaching

activities are still carried out monotonously, not creatively, not innovatively, and still seem boring for students (Habegger, 2007; Halimah, 2020; Hidayat & Martina, 2022).

Likewise, only the level of work discipline has not increased. The low discipline of teachers' work can be seen from their habit of procrastinating, not making a good Learning Principal Plan (RPP) when going to teach, not assessing student work objectively, and not doing remedial on students who have not achieved learning completeness. All tasks carried out by teachers are only limited to "aborting" responsibilities and focused on fulfilling teaching duties 24 hours per week. The description above, describes no significant change after secondary school teachers follow PPG DALJAB. There should be a real difference in the professional competence of teaching teachers before attending PPG DALJAB and afterward.

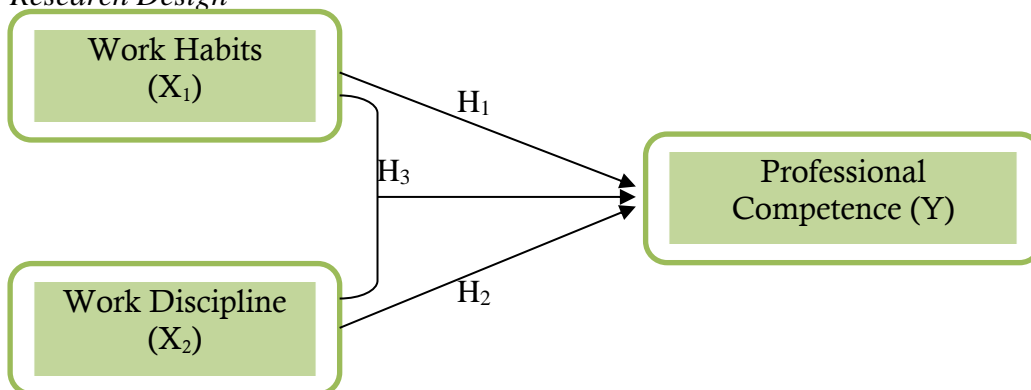
From this information, researchers believe these three variables are important to conduct an in-depth study by measuring the influence of teachers' professional competence in carrying out teaching tasks through work habits and work discipline. For the implementation of the research to remain focused on the three variables, a narrative was prepared entitled Professional Competence of High School Teachers in South Sumatra Post PPG DALJAB. Researchers believe that this research has not been done by many other researchers. The measurement of the influence of work habits and discipline on the teaching professional competence of post-secondary school teachers following PPG DALJAB is the latest finding at this time, even the assessment of changes in teaching professional competence between teachers who follow PPG PRAJAB and PPG DALJAB has never been carried out.

2. Method

This research was conducted on high school (SM) teachers in South Sumatra Province. The research was conducted from June to October 2023, using the correlational method (Sugiyono, 2019), which was designed as follows.

Figure 1.

Research Design



The population in the study amounted to 10,000 people who came from high school teachers, vocational teachers, and MA teachers in South Sumatra Province (BPS Provinsi Sumatera Selatan, 2023) after participating in the DALJAB PPG. From the population, a purposive random of 150 people was taken, with details: 50 high school teachers, 50 vocational high school teachers, and 50 Madrasah Aliyah teachers, while taking into account population characteristics (Hamid, 2014; Kesumawati & Aridanu, 2017).

Data is taken directly from the object of research (primary data), as well as supporting data (secondary data). The primary data is obtained through the distribution of questionnaires sent to respondents using Google Forms. Field data acquisition is also carried out by making direct observations of the school where they work. Secondary data is obtained through

documentation on the DAPODIKDASMEN at the Office of the Education and Culture Office of South Sumatra Province and the Regional Office of the Ministry of Religious Affairs of South Sumatra Province. The questionnaire was successfully prepared and reviewed first by three experts (experts) in the field of Education Management. After that, the questionnaire is tested for validity and reliability to measure the feasibility of the questionnaire so that it can be used and provide consistent measurement results if the measurement is done repeatedly. Validity and reliability tests are performed using the product moment correlation formula, and the Cronbach Alpha formula,

The data obtained in this study were then analyzed at several stages. Data analysis is carried out gradually to obtain a complete picture of an event obtained by the researcher. Data analysis techniques are carried out with partial and simultaneous Korean measurements. Inferential statistical analysis was performed using the SPSS Program Version 25 for Windows.

3. Results and Discussion

Result

The first null hypothesis (Ho1) tested partially is that "work habits have no positive and significant effect on the professional competence of teaching teachers". The results of the research analysis are as follows.

Table 1.

Test Results of Correlational Coefficient and Determinant Coefficient (H₁)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,587 ^a	,334	,312	2,31364

a. Predictors: (Constant), Work Habits

Source: processed data (October 2023).

The results of the analysis shown in the table above obtained a correlation coefficient (R) value of 0.587. This means that there is a relationship between work habits and the professional competence of teaching teachers by 58.7%. Such a large value of the correlation coefficient belongs to the category of "medium." The value of the determinant coefficient (R Square) is obtained at 0.334. Shows that work habits have a positive influence on teacher teaching professional competence by 33.4%. The value of the coefficient of determination contributed by work habits to the professional competence of teaching teachers is included in the category "high." Significance testing through the "t" test, so that the calculated value is obtained as shown in the following table.

Table 2.

Hypothesis Test Results Ho₁ "T Test"

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error			
1	(Constant)	23,471	9,710		2,417	,018
	Work Habits	,704	,121	,579	5,818	,000

a. Dependent Variable: Professional Competence of Teaching

Source: processed data (October 2023)

Based on the results of the tests that have been carried out, obtain a calculated value of 5.818, while the t-table value is 1.995. This means that the calculated value is more than the t-table value, which means rejecting the first null hypothesis that states "work habits have no positive and significant effect on teaching professional competence." The significance value can also be seen at the sig value of $0.000 < 0.05$ which means accepting the first alternative hypothesis (Ha1). Thus, professionally competent teaching of secondary school teachers in South Sumatra Province who after following PPG DALJAB are positively and significantly influenced by work habits. The second null hypothesis (Ho2) test is partially that work discipline does not have a positive and significant effect on teaching professional competence". The results of the research analysis are as follows.

Table 3.
 Test Results of Correlational Coefficient and Determinant Coefficient (H₂)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,527 ^a	,277	,266	2,32101

a. Predictors: (Constant), Work Discipline

Source: processed data (October 2023)

Examining the results of the analysis seen in Table 3, obtained a correlation coefficient (R) value of 0.527. This means that there is a relationship between work discipline and teacher professional competence at 52.7%. The amount of relationship between work discipline and professional competence in teaching is much included in the "medium" category. The value of the determinant coefficient (R Square) was obtained at 0.277 which shows that work discipline has a positive and significant influence of 27.7% on the professional competence of teaching teachers included in the "medium" category.

Table 4.
 Hypothesis Test Results Ho₂ "T-Test"

Model	Coefficients					
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	33,756	8,663		3,897	,000
1	Work Discipline	,576	,108	,546	5,334	,000

a. Dependent Variable: Professional

Source: processed data (October 2023)

Furthermore, significance testing was carried out through the "t" test so that the calculated value was obtained as shown in the table above. Based on the test results, obtain the calculated value of the work discipline variable of 5.334 more than the t-table. 1.995 which means rejecting the second null hypothesis (Ho2) which states that work discipline has no positive and significant effect on professional teaching competence." The significance value can also be seen at a sig value of $0.000 < 0.05$ which means accepting the second alternative hypothesis (Ha2). Thus, the professional competence of teaching secondary school teachers in South Sumatra Province after participating in PPG DALJAB is influenced by work discipline.

The third null hypothesis (Ho3) tested was that “work habits and discipline” simultaneously (together) had no positive and significant effect on teaching professional competence. Analysis of research results is as follows.

Table 5.

Test Results of Correlational Coefficient and Determinant Coefficient (H₃)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.637 ^a	.405	.426	2,36216

a. Predictors: (Constant), Work Discipline, Work Habits.

Source: processed data (October 2023)

Examining the results of the analysis seen in the table above, it is known that the value of the double correlation coefficient (R) between work habits and discipline with teaching professional competence is 0.637. This means that there is a relationship between work habits and discipline with the professional competence of teaching teachers by 63.7%. The amount of relationship between work habits and discipline with such a large teaching professional competence is included in the "strong" category. The value of the determinant coefficient (R Square) is obtained at 0.405 which means that work habits and discipline simultaneously have a positive and significant effect on teaching professional competence by 40.5%. The value of the contribution is categorized as "high."

To test the significance of the contribution simultaneously used test "F", the analysis of which is presented in Table 6.

Table 6.

Hypothesis Test Results 6 “F-Test”

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	261,388	2	130,694	25,337	.000 ^b
	Residual	340,443	66	5,158		
	Total	601,831	68			

a. Dependent Variable: Professional

b. Predictors: (Constant), Work Discipline, Work Habits

Source: processed data (October 2023)

From the results of multiple linear regression testing, *work habits* and discipline simultaneously affect teaching professional competence, obtained a *F* calculate value of 25.337 > *F* table 3.1359 which means rejecting the third null hypothesis (Ha3). The significance value can also be obtained from the results of the analysis which shows a sig value of 0.000 < 0.05 which means accepting the third alternative hypothesis (Haa) or striking the null hypothesis (Ho).

After testing related to the three hypotheses proposed in this study, the next analysis is to analyze the multiple regression analysis equation as an equation to predict the value of teaching professional competence (Y). To be able to compile multiple regression equations, the following table is used.

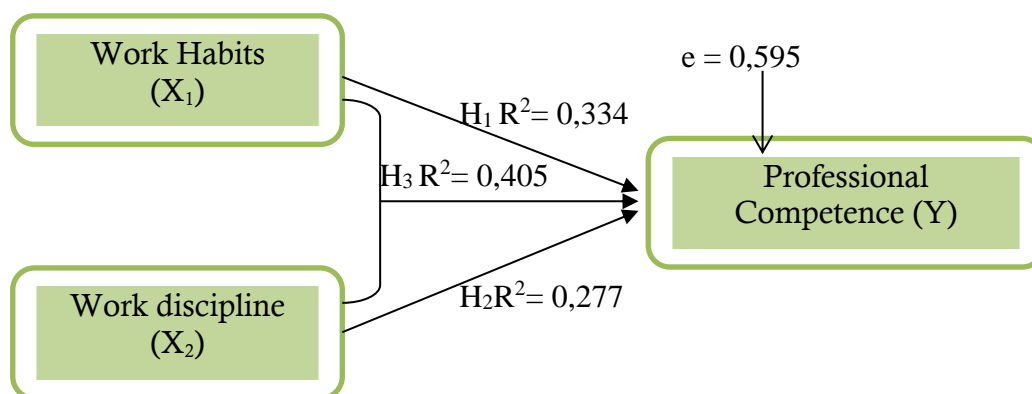
Table 7.
 Regression Equation Auxiliary Table

Model	Coefficients				T	Sig.
	Unstandardized Coefficients		Standardized Coefficients	Beta		
	B	Std. Error				
(Constant)	9,441	9,929			,951	,345
1	Work Habits	,506	,127	,416	3,987	,000
	Work Discipline	,373	,110	,354	3,393	,001

a. Dependent Variable: Professional Competence of Teaching
 Source: processed data (October 2023)

From the results of the analysis contained in Table 7, the double regression equation obtained through the equation $Y = 9.441 + 0.506X_1 + 0.373X_2$. The meaning of the equation is that if the value of work habits (X_1) and work discipline (X_2) is increased by one unit of value each, it is predicted that it will increase the professional competence of teaching teachers (Y) by 9.441%. This means that improvements in teaching professional competence can be made by improving work habits and improving work discipline. Thus, the professional competence of teaching secondary school teachers in South Sumatra Province after participating in PPG DALJAB, is simultaneously influenced by work *habits* and discipline.

Figure 2
 Contribution of Each Variable



Apart from examining the influence contributed by work habits and discipline on teaching professional competence, researchers also did not see significant changes in teachers' teaching professional competencies after attending PPG DALJAB. Professional competence in teaching seems to have not changed with previous work patterns. As if there is no improvement in the professional competence of teachers in carrying out teaching tasks in schools.

Discussion

Good work habits and high work discipline are two variables that affect the professional competence of teaching teachers. Work habits are defined as habits that have been going on for a long time and are used and applied in daily work activities (Khosyin, 2021). This study interprets work habits as activities that are often carried out by teachers in doing work at school.

Broadly speaking, secondary school teachers in South Sumatra Province after participating in PPG DALJAB are not used to innovating, being creative, and carrying out tasks only to release the burden of obligations. Bad habits that have been done so far are still difficult to leave. Bad practices that have been carried out so far seem to have been entrenched in carrying out daily tasks (Sandika et al., 2022; Sanjaya, 2017). "So far, teachers who have been certified in education have always worked according to habits. It shouldn't be the case, because secondary school teachers are obliged to get used to working on the benchmark, which is the rules that are already in place." According to Masanah et al., (2019), a good work culture can optimize the professional competence of teachers in carrying out their duties. This finding is in line with the results of (Rusmaladi et al., 2021) that work habits that are implemented well, can improve the professionalism of a teacher so that in the end teacher performance becomes more optimal.

A teacher's professional teaching competence is built on the support of other elements available in the school. Teachers together build conducive work habits (best practice) to create a cool academic nuance. Work habits that are built at school make a person able to change his behavior, and foster intimate relationships (Purwanto, 2023), both with colleagues and with the school environment. According to Nasar et al., (2023), The influence contributed by the habit of working well will improve the professional ability of teaching a teacher.

Apart from work habits, a teacher's professional teaching competence needs to be supported by high work discipline. However, in daily task activities, the work discipline possessed by secondary school teachers in South Sumatra Province after participating in PPG DALJAB is still relatively low. It is proven that there is still a high number of teachers who do not prepare lesson plans before teaching, copy existing lesson plans, and use the previous year's lesson plans, do not carry out remedial even though there are still students who do not achieve KKM scores, are not objective in conducting assessments, do not develop teaching materials, and so on.

In this case, teachers who have graduated from PPG DALJAB should change or even eliminate bad discipline that often occurs in schools. Work discipline shown by teachers will have an impact on their professional competence in teaching. The findings of this study support the results of research by Russell et al. (2018), that the work discipline possessed by a teacher contributes positively and significantly to professionalism. Yulizar et al. (2020) stated "The disciplined attitude possessed by a person in carrying out his work can be known from his professionalism at work." Suprayogo (2021) and Sartika (2017) also state that teacher professionalism can be improved through the work discipline attitude possessed by teachers. High school teachers as implementers of education must base a highly disciplined attitude in carrying out their work. Teachers who have high discipline, of course, will be able to carry out learning activities optimally (Nahar & Edi Saputra, 2020; Nelson, 2009; Rouiller & Goldstein, 1993).

The achievement of professional competence in teaching secondary school teachers in South Sumatra Province after participating in PPG DALJAB, in addition to being influenced by these two variables, is also determined by other variables. Usman (2013), stated that teacher professionalism is influenced by the head's policy. According to Fransiska et al. (2020) and Fudiyah & Harapan, (2021) teacher performance is influenced by the principal's leadership. Teacher performance is also influenced by the professional ability and supervision of the principal (Hapizoh et al., 2020). While Adica (2022) implies the results of his research, teacher professionalism is influenced by work motivation. This means that many other variables were not included in this study.

Referring to the description above, it is believed that the professional competence of secondary school teachers in South Sumatra Province after following the PPG DALJAB can be optimized by building good work habits and high work discipline. This can be started by

familiarizing each teacher who has obtained a certificate of education to work well, increasing self-discipline in carrying out work (A & Haryanto, 2004; Septiana & Ivada, 2013; Septiyana, 2022; Setiyati, 2014). Teachers who have participated in PPG DALJAB should always want to do the best (the best practice), innovate, and be creative so that learning is not boring for students.

The results of this study rejected all null hypotheses. It is proven that the professional competence of secondary school teachers in South Sumatra Province after participating in PPG DALJAB has a positive and significant influence on work habits and discipline, both partially and simultaneously. To improve the professional competence of teaching teachers, it can be done by changing work habits and improving work discipline. Based on the findings of successful research prove that work habits and discipline have a meaningful influence on teachers' professional competence in teaching. Bad habits and low work discipline shown by secondary school teachers in South Sumatra Province did not show any significant change between before attending PPG DALJAB and after that. Teacher performance is still as before, that is, there is no improvement or change.

4. Conclusion

Based on the results of the analysis and discussion, it was concluded that the work habits of secondary school teachers in South Sumatra Province after participating in the PPG DALJAB were not very good. Likewise, the level of teacher work habits and discipline is still relatively low. This shows no significant difference in teachers, both after attending PPG DALJAB and before. However, theoretically, these two variables have a positive and significant influence on the professional competence of secondary school teachers in South Sumatra Province who have been certified educators, both partially and simultaneously. However, it does not mean that these two variables are the most dominant in influencing professional teaching competence for teachers, because many other variables are not studied, but also determine professional teaching competence. Based on the results of the analysis and discussion, it was concluded that the work habits of secondary school teachers in South Sumatra Province after participating in the PPG DALJAB were not very good. Likewise, the level of teacher work habits and discipline is still relatively low. This shows no significant difference in teachers, both after attending PPG DALJAB and before. However, theoretically, these two variables have a positive and significant influence on the professional competence of secondary school teachers in South Sumatra Province who have been certified educators, both partially and simultaneously. However, it does not mean that these two variables are the most dominant in influencing professional teaching competence for teachers, because many other variables are not studied, but also determine teaching professional competence

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