



The Effect of Academic Qualification, School Facilities and Compensation on Teacher Professional Competency

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Abstract

This study aims to determine the effect of academic qualifications, school facilities, and compensation on the teacher professional competency. The population in this study was 68 teachers in Islamic Vocational School of Al Hikmah Mayong Jepara. This study is a population research because the population is less than 100 so that the entire population is as research sample. Data collection methods used questionnaires and documentation. The data analysis technique used multiple linear regression analysis. The results showed a positive and significant influence of academic qualifications, school facilities and compensation on teacher professional competency by 72.4%, there was a positive and significant influence of academic qualifications partially on teacher professional competency by 18.15%, there was a positive and significant influence of school facilities partially on teacher professional competency by 8.29% and there is a positive and significant influence of compensation partially on teacher professional competency of 19.54%.

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INTRODUCTION

Sudarsana (2016) Development of national education is an effort that aims to create a quality, advanced, independent and modern Indonesian society. Efforts towards an independent and highly competitive Indonesian nation cannot be separated from its connection with national education programs (Ali.M, 2009). The quality of education is well supported by an appropriate curriculum, infrastructure, and more important is the quality of the educator (teacher) and education staff. "The teacher is a profession, which means a position that requires special skills as a teacher and cannot be done by anyone outside the field of education" (Uno, 2009). As a teacher, it is necessary to have the ability to master the fields of study that are taught and can transmit to their students effectively. The success of the implementation of education is largely determined by the readiness of teachers to prepare their students through teaching and learning activities. Saondi, O., & Suherman (2010) stated "The strategic position of teachers to improve the quality of education outcomes is strongly influenced by the professional abilities of teachers and the quality of their performance".

According to Uno (2009) revealed that "there is basically a change in behavior that can be demonstrated by an educational background and experience possessed by a teacher. Or in other words, the teacher has an influence on changes in the behavior of his students. For this reason, if someone wants to become a professional teacher, he or she should always be able to increase the knowledge and practical knowledge through education or up-grading and/or training that is in service training with his colleagues "Another factor that influences the professional competence is the availability of adequate school facilities supporting teaching and learning activities. If teachers are provided with adequate facilities and use them optimally, then the objectives of the desired learning will be achieved properly.

Mastery of competence as an agent of

learning which includes pedagogical competency, personality competency, social competency, and professional competency must be owned by a teacher (Anggara, Rian and Chotimah, 2012). In addition, professionalism of a teacher must also be supported by giving awards to teachers so that they can optimally improve their professionalism (Nurtjahjani, 2008). According to Hasan in Saondi, O., & Suherman (2010), "teacher professional development can be done by giving decent welfare". As stated in Government Regulation No. 19 of 2005 concerning National Education Standards (NIM, 2015) article 29 paragraph (6) which states: educators in Senior High Schools, or other forms that have the same degrees should have minimum educational qualification as diploma four (D-IV) or bachelor degree (S1), higher education background with educational programs that are in accordance with the taught subjects.

Islamic Vocational School of AL Hikmah Mayong Jepara is a private vocational high school which is one of the most developed private schools in Jepara district. At Islamic Vocational School of Al Hikmah Mayong Jepara, there are 68 active teachers. The entire teachers teach in each class in each department at Islamic Vocational School of Al Hikmah Mayong, which is majoring in Audio Video, Light Vehicle Engineering, Business and Management, Health Analysis and Beauty and Hairdressing. Based on preliminary observations when researchers were carrying out Field Experience Practices conducted at Islamic Vocational School of Al Hikmah Mayong Jepara and when observing learning activities, the researchers found a tendency to less optimal mastery of learning. There were teachers who did not have readiness when they were in the classroom, such as the preparation of Lesson Plan that must be owned and made by each teacher before learning begins. In addition, in the use of learning methods, teachers often used the lecture method that dominated classroom learning. In strengthening the allegations about teacher professional competence, researchers also distributed questionnaires

to students randomly to assess the professional competency of teachers in the field of teaching and learning in the classroom, because researchers considered that to see the success of teacher learning in the classroom was through the students. This is because students feel the direct impact of teacher learning in the classroom. The results of the questionnaire distribution on the Table 1.

Based on the temporary questionnaire data on the perception of 15 students taken randomly about the teacher professional competency at Islamic Vocational School of Al Hikmah Mayong Jepara, it showed that teacher professional competency was still not optimal, judging from the results of answers in

the questionnaire for the percentage of answer (never) by 26.67%, the percentage of answer (sometimes) by 60.00%, the percentage of answer (often) by 6.67%, and for the percentage of answer (always) by 6.67%. Based on these data, it can be concluded that teacher professional competency was still fairly low because the highest percentage of answers from student answers was in the "Sometimes" category by 60.00%. Academic qualifications of teachers at Islamic Vocational School of Al Hikmah Mayong Jepara are quite good. This is evidenced by the obtained data showed that the average teachers at Islamic Vocational School of Al Hikmah Mayong Jepara have graduated from undergraduate level and also have an

Table 1. Student Perception of Teacher Professional Competency Islamic Vocational School of AL Hikmah Mayong Jepara

No.	Interval	F	%	Category
1.	81,25 % < % skor ≤ 100 %	1	6,67%	Always
2.	62,5% < % skor ≤ 81,25 %	1	6,67%	Often
3.	43,75% < % skor ≤ 62,5%	9	60,00%	Sometimes
4.	25% < %skor ≤ 43,75%	4	26,66%	Never
Jumlah		15	100%	

Source: Processed Primary Data (2016)

Table 2. Teacher Data at Islamic Vocational School of Al Hikmah Mayong Jepara

No.	Education Level	Number and Status of Teachers				Number
		Permanent teacher		Non-permanent Teacher		
		L	P	L	P	
1.	Doctoral/ Master Degree	2	1	1	-	4
2.	Bachelor Degree	5	2	24	27	58
3.	D4	-	-	-	-	-
4.	D3	-	-	1	3	4
5.	D2	-	-	-	-	-
6.	D1	-	-	-	-	-
7.	≤ High Schools	-	-	2	-	2
Number		7	3	28	30	68

Source: Processed Primary Data (2016)

educational background that is in accordance with the subject matter that they teach. The details are as follows on the Table 2.

From the Table 2 shows that the academic qualifications of teachers at Islamic Vocational School of Al Hikmah Mayong are in accordance with the applicable standards, namely the average of all teachers has undergraduate education. For teachers who have a non-educational background, they have implemented Akta-IV education in accordance with the major. In the results of the initial observations of researchers, facilities and infrastructure that support the improvement of teacher professionalism have been provided optimally, such as the availability of adequate facilities and also adequate compensation.

Table 3. Facility Data at Islamic Vocational School of Al Hikmah Mayong Jepara

No	Room Type	Number	Condition
1	Classroom	29	Good
2	Laboratory	4	Good
3	Library	1	Good
4	Bathroom	19	Good
5	Worship place	1	Good
6	Canteen	1	Good
7	Teacher Office	1	Good
8	Meeting Place	1	Good
9	Extracurricular place	1	Good
10	School health Unit	1	Good
11	Principal Room	1	Good
12	Deputy Principal Room	3	Good

Source: Processed Primary Data (2016)

The available facilities at Islamic Vocational School of Al Hikmah Mayong Jepara

are sufficient in accordance with the table above. In each class room LCD Projector has been provided to facilitate the teacher in the learning process. Availability of adequate facilities is expected to increase teacher professionalism in carrying out teaching and learning activities in schools. From the aspect of awarding or welfare for the teacher it is also considered adequate because Islamic Vocational School of Al Hikmah Mayong is a foundation school, so compensation is given by the foundation. However, there are also teachers at Islamic Vocational School of Al Hikmah Mayong who have received certification allowances. This is evidenced by the total number of teachers in Islamic Vocational School of Al Hikmah Mayong, 11 teachers have received certification allowances, and for 2016, there are 35 nominees for certification recipients.

METHODS

The type of research used in this study is quantitative research. Sugiyono (2012) stated that, "quantitative research methods can be interpreted as research methods that are based on positivist philosophy, used to examine certain populations or samples, sampling techniques are generally done randomly, data collection uses research instruments, analysis and quantitative/ statistical data in order to test the predetermined hypothesis". The population used in this study was all teachers at Islamic Vocational School of Al Hikmah Mayong Jepara. Methods of data collection used questionnaires and documentation. Sugiyono (2012) stated that, "questionnaire is a technique of data collection conducted by giving a set of questions or written statements to the respondent to answer".

The research instrument test used validity and reliability tests. Validity is a measure that shows the level of validity of an instrument. A valid instrument has high validity. Conversely, a less valid instrument means having low validity (Arikunto, 2010). The validity test according to Nasehudin, T. S., & Gozali (2012), "it is used to measure the validity of

a questionnaire”. If $r\text{-count} \geq r\text{-table}$ then the instrument is valid while if $r\text{-count} \leq r\text{-table}$ then the instrument is invalid. The data analysis method in this study used multiple linear analysis. Multiple linear analysis is a statistical method to test the influence of dependent variables with more than one variable (Nasehudin, T. S., & Gozali, 2012).

RESULTS AND DISCUSSION

Based on the ANOVA test (Table 4), the

F-value is 59,721 with a significance value of 0,000, because the significance value is $< 0,05$, so H_0 is rejected and accepts H_a , so the hypothesis that says there is a positive influence between academic qualifications, school facilities and compensation for teacher professional competency.

The effect of academic qualifications on teacher professional competency, based on the Table 5 shows that the result of the t-test is obtained by the value of t-count of 3.764 with a significance value of $0.000 < 0.05$. This me-

Table 4. Result of F-Test

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1009.590	3	336.530	59.721	
Residual	360.645	64	5.635		.000 ^a
Total	1370.235	67			

a. Predictors: (Constant), Compensation, Academic Qualification, School Facilities

b. Dependent Variable : Teacher Professional Competency

Source: Processed Primary Data (2016)

Table 5. Result of T-Test

Model	Coefficients ^a					Correlations Partial
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
(Constant)	28.089	1.540		18.240	.000	
Academic Qualification	.373	.099	.349	3.764	.000	.426
School Facilities	.182	.075	.273	2.408	.019	.288
Compensation	.338	.086	.361	3.945	.000	.442

Dependent Variable : Teacher Professional Competency

Source: Processed Primary Data (2016)

Table 6. Summary of Hypothesis Testing Results

Hipotesis	Pronouncement	Sig.	Decision
Ha 1	There is a positive influence of academic qualifications, school facilities and compensation on teacher professional competency in Islamic Vocational School of Al Hikmah Mayong Jepara	0.000	Accepted
Ha 2	There is a positive influence of academic qualification on teacher professional competency in Islamic Vocational School of Al Hikmah Mayong Jepara	0.000	Accepted
Ha 3	There is a positive influence of school facilities on teacher professional competency in Islamic Vocational School of Al Hikmah Mayong Jepara	0.019	Accepted
Ha 4	There is a positive influence of compensation on teacher professional competency in Islamic Vocational School of Al Hikmah Mayong Jepara	0.000	Accepted

Source: Processed Primary Data (2016)

ans that H_0 is rejected and H_a is accepted, so the hypothesis which states there is a positive and significant influence between academic qualifications on the professional competence of teachers is accepted. The effect of school facilities on teacher professional competence, based on the table above shows that the result of the t-test is obtained by the value of t-count of 2.408 with a significance value of $0.019 < 0.05$. This means that H_0 is rejected and H_a is accepted, so the hypothesis which states there is a positive and significant influence between school facilities on the professional competence of teachers is accepted. The effect of compensation on the teacher professional competency, based on the table above shows that the result of the t-test is obtained by t-count of 3.945 with a significance value of $0.000 < 0.05$. This means that H_0 is rejected and H_a is accepted, so the hypothesis which states that there is a positive and significant influence between compensation for teacher professional competency is accepted. Briefly the results

of the hypothesis test are summarized in the Table 6.

Based on the Table 6 can be seen that with a significance level of < 0.05 , all hypotheses are accepted. So that each independent variable namely academic qualifications, school facilities and compensation affects the teacher professional competency in Islamic Vocational School of Al Hikmah Mayong Jepara both simultaneously and partially.

Description of Academic Qualification Variables

The variable of academic qualification consists of three indicators, namely the level of education, educational background, and suitability between the educational background and the field of study. Judging from the results of the statements from 68 respondents in the academic qualification variable at Islamic Vocational High School of Al Hikmah Mayong Jepara, the results are obtained as shown in the Table 7.

Table 7. Descriptive Percentage of Academic Qualification Variables

No.	Interval	F	%	Category
1.	81,25 % < % score ≤ 100 %	52	76,47	Very Good
2.	62,5% < % score ≤ 81,25 %	14	20,59	Good
3.	43,75% < % score ≤ 62,5%	2	2,94	Poor
4.	25% < % score ≤ 43,75%	0	0,00	Not Good
Number		68	100	

Source: Processed Primary Data (2016)

Based on Table 7, it is known that 52 respondents or 76.47% stated that the academic qualifications of teachers at Islamic Vocational High School of Al Hikmah Mayong Jepara were included in the very good category. This can be seen from the teacher data where all the teachers at Islamic Vocational School of Al Hikmah Mayong Jepara have taken undergraduate education. The more detailed results of this study can be seen that 52 respondents stated that the academic qualifications of teachers at Islamic Vocational School of Al Hikmah Mayong Jepara were in very good category with a percentage of 76.47%, 14 respondents stated that the academic qualifications of teachers at Islamic Vocational School of Al Hikmah Mayong Jepara were in good category with percentage of 20.59%, then 2 respondents or 2.94% stated that the academic qualifications of teachers at Islamic Vocational School Al Hikmah Mayong Jepara were in the poor category, 0 respondent or there were no respondents who stated that Academic qualifications of teachers at Islamic Vocational School of Al Hikmah Mayep Jepara were in not good category, which means that the academic qualifications of teachers at Al Is-

lamic Vocational School Al Hikmah Mayong Jepara are in very good categories according to the descriptions.

Table 8. Descriptive Analysis Results of Academic Qualification Variable Based on Indicators

No.	Indicator	%	Category
1.	Educational level	41,18	Very Good
2.	Educational background	47,06	Very Good
3.	Suitability with Educational Back-ground	41,18	Very Good

Source: Processed Primary Data (2016)

Based on Table 8, the average percentage of education level indicators is 76.10%, which indicates that the education level indicators are in the good category. This is indicated by the answers of 28 respondents who stated that the education level indicator was in a very good category with a percentage of 41.18%. This can be seen from almost all of the teachers at Islamic Vocational School of Al Hikmah Mayong Jepara who have taken undergraduate education. While the average percentage of education background indicator is 75.92% which indicates that the indicator is in the good category. This is indicated by answers from 32 respondents or 47.06% who stated that the educational background indicators were in very good category. This can be seen that teachers at Islamic Vocational School of Al Hikmah Mayong Jepara took their final education with a background in education. In addition, the average percentage of Suitability indicators with educational background and the field of study is 74.63% which indicates that the indicators are in the good category. This is indicated by the answers of 28 respondents or 41.18% who stated that the indicator of suitability with educational backgrounds and fields of study was in very good category. This can be seen that teachers at Islamic Vo-

ational School of Al Hikmah Mayong Jepara teach the field of study that is in accordance with the majors taken while taking undergraduate program.

Description of School Facilities Variables

Variable of school facilities consist of two indicators, namely educational facilities and educational infrastructure. Facilities are infrastructure for doing or facilitating things. Judging from the results of the 68 respondents' statements on the variable of school facilities at Islamic Vocational School of Al Hikmah Mayong Jepara, the results obtained as shown in Table 9.

Table 9. Descriptive Percentage of School Facility Variable

No.	Interval	F	%	Category
1.	81,25 % < % score ≤ 100 %	25	36,76	Very Good
2.	62,5% < % score ≤ 81,25 %	20	29,42	Good
3.	43,75% < % score ≤ 62,5%	22	32,35	Poor
4.	25% < % score ≤ 43,75%	1	1,47	Not Good
Number		68	100	

Source: Processed Primary Data (2016)

Based on Table 9 above it is known that a number of 25 respondents or 36.76% stated that school facilities at Islamic Vocational School of Al Hikmah Mayong Jepara were included in the good category. This can be seen from the complete facilities and infrastructure that are available and in good condition. However, the use of school facilities has not been optimized by the teacher in the learning process, as in the use of LCD projectors. More detailed results of this study can be seen that

25 respondents stated that the school facilities in Islamic Vocational School of Al Hikmah Mayong Jepara were very good with a percentage of 36.76%, 20 respondents stated that school facilities at Islamic Vocational School of Al Hikmah Mayong Jepara were in good category with a percentage of 29.61%, then 22 respondents or 32.35% stated that the school facilities at Islamic Vocational School of Al Hikmah Mayong Jepara were in the poor category, 1 respondent that the school facilities at Islamic Vocational School of Al Hikmah Mayong Jepara were in not good category or 1.47%. it can be concluded that school facilities at Islamic Vocational School of Al Hikmah Mayong Jepara were in good category according to the description above.

Table 10. Descriptive Analysis Results of School Facility Variable Based on Indicators

No.	Indicator	%	Category
1.	Educational facility	48,53	Good
2.	Educational Infrastructure	36,76	Good

Source: Processed Primary Data (2016)

Based on Table 10, the average percentage of indicators of educational facilities is 70.47% which indicates that the indicators of educational facilities are in the good category. It is shown that the answers of 33 respondents or 48.53% stated that the indicators of educational facilities were in good category, which could be seen from the means of education at Islamic Vocational School of Al Hikmah Mayong Jepara which were classified as complete and in good condition. Educational infrastructure is all basic equipment that indirectly supports the implementation of the education process in schools. Based on teacher perceptions, the indicators of educational infrastructure in Islamic Vocational School Al Hikmah Mayong Jepara was in good category, 36.76% or 25 respondents stated that education infrastructure indicators were in the good

category. This can be seen from the overall infrastructure in the Islamic Vocational School of Al Hikmah Mayong Jepara such as teacher office, places of worship and bathrooms in good condition and the infrastructures were adequate for teachers and students.

Description of Compensation Variable (X3)

The compensation variable consists of two indicators, namely direct compensation and indirect compensation (Nurtjahjani, 2008). Reviewed from the results of the 68 respondents' statements on the compensation variable received by teachers at Islamic Vocational School of Al Hikmah Mayong Jepara, the results obtained are shown in Table 11.

Table 11. Descriptive Percentage of Compensation Variable

No.	Interval	F	%	Category
1.	81,25 % < % score ≤ 100 %	18	26,47	Very Good
2.	62,5% < % score ≤ 81,25 %	33	48,53	Good
3.	43,75% < % score ≤ 62,5%	14	20,59	Poor
4.	25% < % score ≤ 43,75%	3	4,41	Not Good
Number		68	100	

Source: Processed Primary Data (2016)

Based on Table 11, it is known that 18 respondents or 26.47% stated that compensation at Islamic Vocational School of Al Hikmah Mayong Jepara was in the good category. Of the total 68 teachers with the status of private teachers, there were 11 teachers who received certification allowances, and this year 25 teachers have been nominated to register as recipients of certification allowances. The more detailed results of this study can be seen that 18 respondents stated that compensation

at Islamic Vocational School of Al Hikmah Mayong Jepara was very good with a percentage of 26.47%, 33 respondents stated that compensation at Al Hikmah Mayong Jepara Islamic Vocational School was in a good category with a percentage of 48.53%, then 14 respondents or 20.59% stated that the school facilities at Al Hikmah Mayong Jepara Islamic Vocational School were in the poor category, there were 3 respondents in the bad category or 4.41% which means that 4.41% of respondents stated the variable compensation at Islamic Vocational School of Al Hikmah Mayong Jepara was in the bad category. This means that school facilities at Islamic Vocational School of Al Hikmah Mayong Jepara were in good category according to the descriptions.

Direct compensation is an award / reward called a salary, which is paid regularly based on a fixed period of time. Based on teacher perceptions, the indicators of direct compensation and indirect compensation at Islamic Vocational School of Al Hikmah Mayong Jepara were good. The results of the descriptive analysis of the percentage of direct compensation indicators can be seen in the following table:

Table 12. Results of Descriptive Variable Analysis of Compensation Based on Indicators

No.	Indicator	%	Category
1.	Direct compensation	67,65	Good
2.	Indirect compensation	47,06	Good

Source: Processed Primary Data (2016)

Based on Table 12, the average percentage of direct compensation indicator is 73.53% which indicates that the direct compensation indicator is in the good category. The table shows that 46 respondents or 67.65% stated that the direct compensation indicator is in the good category. This can be seen from the amount of compensation received by te-

achers at Al Islamic Vocational School of Al Hikmah Mayong Jepara was sufficient. In addition, there were 11 teachers at Islamic Vocational School of Al Hikmah Mayong Jepara who have received certification and this year there are 45 teacher nominees receiving certification submitted by Islamic Vocational School of Al Hikmah Mayong Jepara. While the average percentage of indirect compensation indicator is 70.53% which indicates that the indirect compensation indicator at Islamic Vocational School of Al Hikmah Mayong Jepara was in the good category. 32 respondents or 47.06% stated that the indirect compensation indicator was in the good category. This can be seen from the allowances obtained by the teacher such as day-off allowance, health insurance and holiday allowance given in accordance with an agreement.

Professional competence is the mastery of learning material widely and deeply, which includes mastery of curriculum material in school subjects and scientific substances of the material, as well as mastery of the structure and methodology of science. In this study, the mastery of learning material by teachers is influenced by academic qualifications (X1), school facilities (X2) and compensation (X3). This study is to determine whether there is an influence of academic qualifications, school facilities and compensation for the teacher professional competency at Islamic Vocational School of Al Hikmah Mayong Jepara. The results of multiple linear regression test showed $Y = 28,089 + 0,373 X1 + 0,182 X2 + 0,338 X3 + e$. Based on the ANOVA test, the F-count was 59,721 with a significance value of 0,000. The significance value is less than 0.05, which means that the variable academic qualifications, school facilities and compensation affect the teacher professional competency in Islamic Vocational School of Al Hikmah Mayong Jepara, so H_0 is accepted. This shows that academic qualifications, school facilities and compensation simultaneously have a positive effect on teacher professional competency in Islamic Vocational School of Al Hikmah Mayong Jepara.

In addition, based on the results of the simultaneous determination coefficient test (R^2), the amount of Adjusted R Square is 0.724. This number means that the teacher's professional competency variable is explained by academic qualifications, school facilities and compensation of 72.4% and the remaining 27.6% is influenced by other factors outside the model. The results of this study mean that the better academic qualifications, school facilities and compensation, the professional competence of teachers will also be good. This is in line with the theory of Uno (2009) which stated that "if a person wants to become a professional teacher then he should always be able to increase academic and practical knowledge through tiered education or up-grading and / or in-service training with colleagues". Furthermore, professionalism of a teacher must also be supported by adequate facilities and infrastructure. However, with adequate facilities and infrastructure, it must also be supported by optimizing the use by the teacher. According to Hasibuan (2001), stated that "goals cannot be realized without the active role of employees even though the tools owned by the company are so beautiful". In addition, according to Hasan in Saondi, O., & Suherman (2010), "teacher professional development can be done by providing decent welfare". This means by giving compensation and rewards for each teacher so that the professionalism of a teacher can be improved. So from the theory above it can be concluded that professional competence is influenced by academic qualifications, facilities in schools and the provision of proper welfare (compensation).

Efforts to improve professionalism must always be understood by a teacher. The teacher must always explore broader knowledge to improve his professionalism in order to facilitate the teaching and learning process. According to Usman (2009) "Society places teachers in the most respectable places in their school environment because of a teacher it is expected that the community can obtain knowledge". "Academic qualifications are certificates for undergraduate education or diploma

IV which must be owned by the teacher in accordance with the type, level, and formal education unit" (Sarimaya, 2008). This academic qualification is indicated by a certificate that reflects the abilities required by the teacher to carry out the task as an educator at the level, type, and unit of education or subject matter taught. The academic qualifications are seen in terms of the level of education, educational background and suitability between the educational background and the field of study taught. In this study, a teacher who taught at the high school level or equivalent was required to have a minimum education of at least bachelor degree. The academic qualification variable (X1) in this study contributed according to the coefficient of partial determination (r^2) of 18.15%. Academic qualifications are related to the education that has been taken by the teacher, whether it is in accordance with what is taught at school at this time or not. Teachers are expected to always improve their knowledge in order to increase their professionalism in carrying out the learning process.

Based on the results of the partial test (t test), it was obtained the value of t-count of 3.764 with a significance value of $0.000 < 0.05$. This means that H_0 is rejected and H_a is accepted, so the hypothesis which states there is a positive and significant influence between academic qualifications on the professional competence of teachers is accepted. Academic qualification variable (X1) has a positive influence on teacher professional competency, evidenced by the regression equation which shows the magnitude of the regression coefficient for the academic qualification variable is 0.373, which means if the academic qualification variable (X1) increases every one unit while the school facilities variable (X2) and compensation (X3) remain, then the teacher's professional competency variable (Y) will increase by 0.373. So it can be concluded that academic qualifications have a positive influence on teacher professional competency.

Therefore, the academic qualifications of teachers at Islamic Vocational School of Al Hikmah Mayong Jepara must always be

improved. Academic qualifications can be increased by taking a higher level of education. If the academic qualifications of teachers at Islamic Vocational School of Al Hikmah Mayong Jepara are good, then the teacher professional competency will also be better. The descriptive analysis results that 52 respondents stated that the academic qualifications of teachers at Islamic Vocational School of Al Hikmah Mayong Jepara were very good with a percentage of 76.47%, 14 respondents stated that the academic qualifications of teachers at Islamic Vocational School of Al Hikmah Mayong Jepara were in good category with a percentage of 20.59%, then 2 respondents or 2.94% stated that the academic qualifications of teachers at Islamic Vocational School of Al Hikmah Mayong Jepara were in the poor category, 0 respondents or 0% stated the teacher's academic qualification variable in Islamic Vocational School of Al Hikmah Mayong Jepara is not good, which means that the academic qualifications of teachers at Islamic Vocational School of Al Hikmah Mayong Jepara are in a very good category according to the description above.

More detailed results in this study when viewed from each indicator are on the education level indicator obtained an average percentage of 76.10% where this indicator has the highest percentage average among the other indicators. 28 respondents or 41.18% stated that the education level indicator was in a very good category, 17 respondents or 25.00% stated that the education level indicator was in a good category, while 21 respondents or 30.88% stated that the education level indicator was in poor category, and 2 respondents or 2.94% stated that the education level indicator was in not good category.

On the indicator of educational background, the average percentage is 75.92%. 32 respondents or 47.06% stated that this indicator was in a very good category, 9 respondents or 13.24% stated that the indicator of educational background was in good category, 25 respondents or 36.76% stated it was in the poor category, and 2 respondents or 2.94%

stated that the educational background indicator were in not good category. In the indicator of suitability between educational background and the field of study, the average percentage is 74.63% where this indicator gets the lowest percentage average among the other indicators. 28 respondents or 41.18% stated that this indicator was in a very good category, 14 respondents or 20.59% stated that this indicator was in a good category, while 24 respondents or 35.29% stated that this indicator was in poor category, and 2 respondents or 2.94% stated that the indicator of suitability between educational background and the field of study was in not good category.

Facilities are usually associated with an infrastructure contained in a particular company or organization, which in this case is at school. According to Bafadal (2003) educational facilities are all equipment, materials and furniture that are directly used in the education process in schools. While educational infrastructure is all basic equipment that indirectly supports the implementation of the education process in schools. Based on the results of the partial hypothesis test (t-test) shows that the results of the t-test obtained t-count of 2.408 with a significance value of $0.019 < 0.05$. This means that H_0 is rejected and H_a is accepted, so the hypothesis which states that there is a positive and significant influence between school facilities on the teacher professional competency is accepted. The school facilities variable (X_2) has a positive influence on teacher professional competency (Y) as evidenced by the regression equation for school facilities variable is 0.182, which means that if the school facility variable (X_2) increases in every one unit while the academic qualification variable (X_1) and compensation (X_3) remain, then the teacher professional competency variable will increase by 0.182. So that it can be concluded that there is a positive influence between school facilities and teacher professional competency in Islamic Vocational School of Al Hikmah Mayong Jepara.

Based on the value of the determination of the partial coefficient (r^2), the school facility

variable has an influence of 8.29%. From the results of descriptive analysis the percentage shows that 25 respondents or 36.76% stated that the school facilities at Islamic Vocational School of Al Hikmah Mayong Jepara are in the good category. This can be seen from the complete facilities and infrastructure that are available and in good condition. However, the use of school facilities provided has not been optimized by the teacher in the learning process, such as the use of LCD projectors. According to Hasibuan (2001) stated "goals cannot be realized without the active role of employees even though the tools owned by the company are so advanced". The advanced tools owned by the company have no benefit for the company without the active role of the employee.

More detailed results of this study can be seen that 25 respondents stated that the school facilities in Islamic Vocational School of Al Hikmah Mayong Jepara were very good with a percentage of 36.76%, 20 respondents stated that school facilities at Islamic Vocational School of Al Hikmah Mayong Jepara were in good category with a percentage of 29.61%, then 22 respondents or 32.35% stated that the school facilities at Islamic Vocational School of Al Hikmah Mayong Jepara were in the poor category, 1 respondent or 1.47% stated it was in not good category. It means that school facilities at Islamic Vocational School of Al Hikmah Mayong Jepara were in good category according to the description above.

Descriptive analysis of percentages on each indicator of school facilities variables found that indicators of education facilities obtained an average percentage of 70.47% where the indicator was the lowest among the other indicators. A total of 19 respondents or 27.94% stated that the indicator of education facilities was in a very good category. As many as 33 respondents or 48.53% stated that the education facilities indicator was in a good category, while a number of 13 respondents or 19.12% stated that the education facilities indicator was in the poor category, and 3 respondents or 4.41% stated that indicators of

educational facilities in the category of not good. The education infrastructure indicators obtain an average percentage of 71.91% where the indicator is the highest of the other indicators. 21 respondents or 30.88% stated that education infrastructure indicators were in a very good category. 25 respondents or 36.76% stated that the indicator was in the good category. A total of 21 respondents or equal to 30.88% stated that the education infrastructure indicators in the category were not good, and a number of 1 respondents or equal to 1.47% stated that the education infrastructure indicators were in the bad category.

According to Handoko (2008), "compensation is something that employees receive as a reward for their work". Compensation is important for employees because the amount of compensation reflects the size of the value of their work among the employees themselves, their families and the community. Therefore, if employees view their compensation as inadequate, their work performance, motivation and job satisfaction can drop dramatically. Based on the results of the partial hypothesis test (t-test), the results of the t-test obtained t-count of 3.945 with a significance value of $0.000 < 0.05$. This means that H_0 is rejected and H_a is accepted, so the hypothesis which states that there is a positive and significant influence between compensation for professional competency of teachers is accepted. Compensation variable (X3) has a positive influence on teacher professional competency (Y) indicated by regression analysis for compensation variable which is 0.338, which means that if the compensation variable (X3) has an increase in each unit and academic qualification variable (X1) and school facilities (X2) remain, then the teacher professional competency variable (Y) will increase by 0.338. So it can be concluded that there is a positive influence between compensation for professional competency of teachers at Islamic Vocational School of Al Hikmah Mayong Jepara.

From the results of descriptive percentages, 18 respondents stated that compensation at Islamic Vocational School of Al Hikmah

Mayong Jepara was very good with a percentage of 26.47%, 33 respondents stated that compensation at Islamic Vocational School of Al Hikmah Mayong Jepara was in good category with a percentage of 48.53 %, then 14 respondents or 20.59% stated that the school facilities at Islamic Vocational School of Al Hikmah Mayong Jepara were in the poor category, 3 respondents or 4.41% stated it was in Not Good category. This means that school facilities at Islamic Vocational School of Al Hikmah Mayong Jepara were in good category according to the descriptions. When viewed from each indicator, the average percentage for the direct compensation indicator is 73.53% where this indicator gets the highest percentage among the other indicators. 14 respondents or 20.59% stated that the direct compensation indicator was in a very good category, 46 respondents or 67.65% stated that the direct compensation indicator was in good category, while 7 respondents or 10.29% stated that the indicator direct compensation was in Poor category, and one respondent or 1.47% stated that the direct compensation indicator is in the not good category.

On the indirect compensation indicator, the average percentage is 70.53% where this indicator gets the lowest percentage average among the other indicators. 17 respondents or 25.00% stated that the indirect compensation indicator was very good. 32 respondents or 47.06% stated that the indirect compensation indicator was in the good category, while 15 respondents or 22.06% stated that the indirect compensation indicator was in the poor category, and 4 respondents or 5.88% stated that Indirect compensation indicators was in the not good category. The partial determination coefficient (r^2) for the compensation variable is 19.54% where this coefficient is the highest among the other variables. This is in line with the opinion Handoko (2008) which stated "compensation is for employees because the amount of compensation reflects a measure of the value of their work among the employees themselves, their families and communities". Therefore, if employees view their compensa-

tion as inadequate, their work performance, motivation and job satisfaction can drop dramatically. A worker who is meritorious and accomplished to an organization or company deserves compensation. A teacher also deserves compensation when he is meritorious and accomplished to the school/ educational institution. Compensation supports efforts to improve teacher performance which is as evidence of the output of professional competency that he has. With compensation, the teacher will be more enthusiastic in improving his performance.

CONCLUSION

The conclusions of this study are (1) there is simultaneously a positive and significant influence of academic qualifications, school facilities and simultaneous compensation on the teacher professional competency in Islamic Vocational School of Al Hikmah Mayong Jepara by 72.4% and the remaining 27.6% which is influenced by other factors which is not examined in this study; (2) there is a positive and significant influence between academic qualifications on the teacher professional competency in Islamic Vocational School of Al Hikmah Mayong Jepara by 18.15%; (3) there is a positive and significant influence between school facilities on the teacher professional competency in Islamic Vocational School of Al Hikmah Mayong Jepara by 8.29%; (4) there is a positive and significant influence between compensation on the teacher professional competency in Islamic Vocational School of Al Hikmah Mayong Jepara by 19.54%.

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