

Factors that Influence Quality Service of Teachers

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ABSTRAC

Education as a profession requires a thorough commitment and sincerity among educators in guiding and shaping the patterns of learning toward forming identities and lead change in the students. As an adult with a lot of knowledge and experience, classroom becomes an important medium for the delivery and access to knowledge to the students in an instructional condition that effectively and efficiently. Therefore, all educators need to prepare themselves to face challenges to deal with children as a leader in charge in constructing a conducive and persuasive educational relationship. Important characteristics in this context is how to create a memorable delivery systems that meet the standard qualities and aligned with the education laws enforced. As a teacher who has received training from experts and civil servants thus all actions taken should be sincere, open, meet the service specification that gives attention to the self-esteem of the students with a good service, quality, and meet their needs. Therefore, this study will discuss the main factors that affect the quality of service to the students among the teachers namely motivation and professional competence. Selected samples in this study were 327 teachers from Secondary School in Pekanbaru. This study has shown a clear interest in improving the quality of motivation and the quality of service of teachers to the students. The aspects of the professional competence of teachers are still experiencing problems in applying the knowledge and skills to lead and manage the classroom inrealizing a conducive environment.

Keywords: Work Motivation, Professional Competence and Teacher s' Services

INTRODUCTION

Teachers can play various roles in controlling the learning process, either as teachers or as a facilitator, leaders, and activity manager. The students will demonstrate a positive response and focus in learning, if the teacher indicates seriousness in teaching without the tedium. At present, the field of education is very challenging since there are various issues and criticism especially involving teachers' ability to provide the best service to the students throughout the educational process. This is because as a *murabbi* teachers need to become the idol of the students and provide quality teaching.

We cannot deny the contribution of teachers to the economic development of the country in term of independence, cultural agency, and civilization in any developing countries. (Mohammed Sani et al., 2007). Precisely, the teacher should be sensitive to the development of education in the world today. Teachers need to have positive thinking and always try to improve the quality of education in the process of teaching and learning so that students can master the differing diversity. According to Robbins (2000) teachers must give their best service to the students and must be honest and consequently this can create positive change in students' behaviour.

Teachers control the teaching in a classroom. Therefore, motivated and competent teachers will produce an excellent teaching. Teachers need to utilize all available sources as maximum as possible, so that the teaching process can be carried out effectively and efficiently (Aminuddin 1994). Ariffin (2002) found the main demands of the teacher, as an educator is to provide good and outstanding services so that they can deliver the knowledge and skills that can be mastered by students. Jamal (2009) recognizes that motivation and professional competence of the teachers will influence the service of a teacher either quality or not quality.

Education has attracts the public since all movements, and behaviour in schools depart from competence, glory, efficiency, achievement, and proficiency of teachers in carrying out the tasks. Furthermore, according to Galton

(1989) teachers determine the fall and rise of a school. This means excellent teachers consequently; the school will be excellent too. Therefore, the teacher should not take easy the tasks of a teacher.

BACKGROUND OF THE STUDY

A teacher should have accountability to the task, after which they will work hard and show a high sense of responsibility that teachers have pride in his job (Cruickshank et al., 2006). There is no reason for a teacher, especially with the civil servants to feel less proud of their duties and responsibilities. It is because before becoming a teacher, like many other royal officials, teachers take an oath first to take the responsibility. (Mulyasa 2005; Arikunto 1990).

Teachers are not responsible for teaching only, but also to educate and to be a facilitator in facilitating learning and become social agents in forming an excellent man. Teacher is the front line staff who delivers the fundamentals of the country and become a milestone for the triumph of education and teaching qualities (Ahmad Rifaai 2000).

The development of teachers' motivation will directly affect student achievement. Deci and Ryan (1980) support this view. Indicator of work motivation is related to prosper and produce work of high qualities. In this study the focus of teacher's work motivation focus on the aspects aspects of the desire to succeed, the initiative, accountability, the spirit of work and perseverance to work (Timpe 1998; Flippo 1999).

Based on the Law of the Republic of Indonesia No. 14 in which the professional competence of teachers is measured by the extent of secondary school teachers in Pekanbaru master the goals relating to the educational vision and mission, fully understand the national education standards for developing the curriculum and teaching aids. In addition, teachers who have high professional competence also need to have proficiency in controlling the process of teaching and learning based on latest media resources.

Teachers motive in teaching needs to be raised and at the same time, qualities, and credibility of the teachers must be enhanced through training as well as through development of professionalism in particular stages to improve skills. According to Slamet (2006) a competent teacher should: (1) understand the subjects, (2) understand the competencies and the syllabus that have been set by the Ministry, (3) understand the structure, concepts of learning materials and (4) can relate between the issue of teaching and students' prior knowledge.

RESEARCH OBJECTIVES

This study aims to:

1. To identify the relationship and contribution of motivation to the quality of educational services to students.
2. To identify the relationship and contribution of professional competence to quality of educational services to students.

PROBLEM STATEMENTS

Based on a monitoring reports conducted by the Ministry of Education Riau in 2006 found at least 45% of teachers are still using the lecture method. This method is certainly not relevant to the demands of teaching materials as well as not takes advantage of today's technological developments. Furthermore this method make the service provided is less effective to the students in terms of cognitive and affective.

Sardiman (2004), found that there are students who feel afraid with a teacher. There are teachers who could not deliver the teaching materials to students. Sometimes, there are teachers who are always angry in explaining the lessons that are not understood by the student. The results of meeting with parents and students, found out that teachers deliver same materials to the class and this make students less interested in learning. This shows teachers do not prepare teaching materials to students (Mulyasa 2005). The stated problems above would

prevent the role of schools in producing human resources in the future and low the qualities of teaching and educational leadership in schools.

According to Feiman and Remillard (1996), professionalism gives an overview of the qualities of execution and implementation. In the matter of teaching, implementation process of teaching will show the level of teacher professionalism. The implementation process involves how far teachers perform their duties, to attract students and produce satisfactory results.

RESEARCH METHODOLOGY

This study examined existing phenomenon without manipulating the variables involved. Therefore, based on the opinion of Kerlinger (1993), the research design best suited to the study of phenomena such as this is the survey method. According to Creswell (2005) survey is a research design using survey tools such as questionnaires and analyze the data statistically to test the research questions. In addition, this study used an achievement test to assess the professional competence of teachers adapted from Mulyasa (2005). An analytical technique used in this study is analytical inference involving correlation and regression analysis. The information is to know the strength of the influence and impact of independent variables on the dependent variable (Arikunto 1990).

Respondents are selected at random from a population so that every individual in the population have the same chance. Based on the data from Pekanbaru Department of Education, the teachers of Pekanbaru Riau State Secondary School are including of 600 people (Pekanbaru Education Profile 2006). The selected sample comprised of 327 teachers from 12 Pekanbaru Riau State Secondary School.

RESEARCH FINDINGS AND DISCUSSIONS

Table 1 : Relationship between work motivation and professional competence towards teachers’ quality of service

Variations	R	Sig	Level of Strength in Relationship
Work Motivation	0.78**	0.000	High
Professional Competence	0.11**	0.000	Low

Significant at 0.05

Pearson correlation product moment proved that there is a positive relationship between motivations with teachers’ quality of service. Based on the obtained values, work motivation aspects has a high strength of relationship with the teachers’ quality of service of namely $r = 0.78$ and $Sig = 0.000$, whilst the aspect of competence also has a low strength of the relationship with the value of $r = 0.11$ and $Sig = 0.000$. This means, the higher work motivation is the higher the quality service of teachers. However, for the aspects of professional competence, it is quite low. ($r < 0.2$). In other words, teachers who act based on certain motive with target-focused work will usually provide high service quality, excellent and give impact on the student behaviour.

As a trained and skilfully worker, the knowledge, resources and intellectual skills that teachers have, should be used to provide the best educational services to students. Thus, students will be more confident, have a meaningful learning experience, receive quality educational services that are efficient and memorable, however the results show a contrary, relationship and contribution of professional competence of teachers is very weak and helping in improving the quality of service to students.

Table 2 shows the stepwise regression analysis which reveal the aspects of work motivation of teachers is a significant variant that gives forecasters to teachers’ quality of service, namely $F = 505.51$, $Sig = 0.000$ ($p < 0.05$). It shows motivation contribute as much as 61 percent ($Beta = 0.78$, $t = 22.48$, $Sig = 0.000$ and $R^2 = 0.61$). In this context, there is another possibility namely the approximately 39 percent is contributed by other factors that is not taken in this study. Based on the above analysis, it can be formulated the one unit of work motivation factor increased will contribute to the increase of teachers’ quality of service by 0.78.

Based on the study, it can be concluded that work motivation has a contribution towards teachers' quality of work. Therefore, the null hypothesis is rejected namely there is a significant contribution of work motivation towards teachers' quality of service. Contribution of professional competence is very low on the quality of service of teachers. This means that existing knowledge and skills of the teachers did not contribute significantly to the quality of services provided to the students.

Table 3 Regression analysis between motivation contributed to the quality of service of teachers

Forecaster	B	Error Deviation	Beta	T	Sig	R2	Contribution (%)
Teacher's work motivation	1.10	0.05	0.78	22.48	0.000	0.61	61
Constant	-0.71	0.17		-4.27	0.000		

IMPLICATIONS AND SUGGESTIONS

This study aims to view the relationship between motivation and professional competence of teachers towards quality of service and contribution of both factors in improving the quality of service to the students. Initial study conducted in Secondary School in Pekanbaru State showed teachers' aspects of teaching have not reached the effectiveness stage. It revealed that teachers failed to use the competencies they received during the training of teachers to provide a memorable service to the students, nevertheless the motive of teaching influences the effectiveness of teaching working and accounted for more than 61% of quality and service quality.

The analysis of the study teachers' work motivation was measured through several indicators namely: (1) the desire to prevail, (2) initiative, (3) responsibility, (4) high spirits when it works, and (5) persistence in the work (Timpe 1998; Herbert 1998; Hersey & Blanchet 1996). On the other hand, the factors to measure the professional competence of the respondents: (1) mastery of the foundation of education, (2) mastery of the vision, mission and goals of education, (3) an understanding of national education standards, (4) acquisition and development of curriculum, (5) classroom management and (6) the ability to use media and learning resources. Teachers' quality of service is also measured through indicators: (1) the design of instruction, (2) the learning process, (3) assessment, and (4) recovery and enrichment (Hasibuan 1999; Suryosubroto 1997).

The results show teachers from Secondary School Pekanbaru State has a high level of work motivation and this encourage them to act positively in directing and controlling the teaching. However being motivated alone without being able to take advantage of existing competencies in terms of knowledge and professional skills is not good. Professional competence level is still low so it does not show its effect on teachers' quality of service. This finding aligned with the results of the study of Hoy et al. (2000) which states that teachers are mostly motivated to learn and teach because they have an interest in educating students.

The most prominent aspect of teachers' work motivation construct is the desire to prevail. It means Secondary School of Pekanbaru teachers have a high desire to excel at their careers, Ahmad Zabidi studies (2006), found, school's atmosphere may help to improve the motivation of teachers that cover aspects of initiative when it works, the spirit of work and perseverance to work. It is parallel with a study conducted by Kahfin (2009) in Secondary School in Kabupaten Kediri which indicates that there is a significant influence between motivation to quality of service of teachers, where the higher the motivation to work the higher the quality of teachers.

The view by Daniel (2001) found that competent individuals have a characteristic such as initiative, vision, a high intellect, cognitive and technical skills, high intelligence and wisdom have emotions. If we compare Daniel's view and this research, the Pekanbaru Secondary School teachers did not have a balance competence characteristics in which the maintenance of competence is still less when compared with the control of the education policy that cover aspects such as the mastery of the foundation of education; vision, mission and goals; national education standards, and curriculum development.

The results of this study are parallel with the statement of Veitzhal Rival (2004) that also recognizes the teachers' quality of service is still low. According to him, it is probably caused by the lack of ability of teachers to use the

knowledge, techniques, and equipment while teaching. This study also parallel with study by Munandar (2003), Halimah (2006) and Mohd Yusof et al. (2006) which states there is a significant relationship between the work motivation towards the teachers' quality of service in teaching. The justification statement explained; teachers who are highly motivated normally perform work above the performance standard, precisely the quality of services also increased, but the identified weakness is not accompanied by the real competence.

CONCLUSION

Motivational aspects of work in the context of this study match the design and preparation aspects. Without motivation, the teachers do not able to make the design and preparation of good teaching. Aspects of professional competence in the context of this study involving proficiency of teachers in particular contribute to the school, districts, states as well as country and foreign countries. This study has shown a clear interest in improving the quality of work motivation and the quality of service of teachers to the students, only the aspects of the professional competence of teachers are still experiencing problems in applying the knowledge and skills to lead and manage the classroom to realize the conducive learning atmosphere.

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