

Influence of Learning Profession Education, Competence and Independence of Student Learning Organization

(Case Study at Faculty of Teacher Training and Education-FKIP Nommensen
Pematangsiantar)

Nurliani Siregar

Faculty of Teacher Training and Education Nommensen
University HKBP Nommensen
North Sumatra, Indonesia
E-mail : nurlianisiregar@yahoo.com

Darwin Lumbantobing

HKBP Theological College
Pematangsiantar
North Sumatra, Indonesia

Abstract— The purpose of this study resulted in competence and learning organizations to gain independence of students, researchers limit their research was limited to Christianity education students , which overflow the teaching profession course toward independence students a more optimal. Then it is necessary to examine how the influence of a professional learning education, competence and student learning organizations capable student's independence. In accordance with the above background, the researchers need to carry out research on the development of learning: "The Effect of Professional Education Learning, Competence and Independence of Student Learning Organization FKIP Nommensen Pematangsiantar". From the description of the identification of issues relating to the organization of learning in this study is limited three variables which are supposed to influence are as follows: the teaching profession, competence, independence , student learning organization . The results of this study are expected to provide useful information or images for faculty and students Nommensen as a reference in improving the performance to improve performance through training and continuing education , coaching higher and beneficial for the country. As an educator to note the increase in human resources through the provision of training and education to its students not only pay more attention to physical development.

Keywords— *Teaching profession, competence, independence, student learning organization*

I. INTRODUCTION

The role of professionalism Teachers and lecturers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in early childhood education on formal education, primary education and secondary education and as education facilitators. Professional is a work or activity undertaken by a person and becomes a living source of income that requires expertise, skill or skill that meets certain quality or norm standards and requires professional education. The competence of this educational profession spawned the Teacher Profession Education known as the institution; Institute of Higher Education Teacher (LPTK) which produces professional teachers. Various efforts have been made to improve teacher competence.

The Teachers and Lecturers Act (UUGD) is a political stipulation that educators are professional jobs, entitled to professional rights and obligations. With that expected, educators can devote totally to their profession and can live worthy of the profession. In the UUGD No 14 of 2005 determined that an educator must have academic qualifications and educator competence as a learning agent. The competence of educator profession includes pedagogic competence, personality competence, professional competence, and social competence.

A professional person may say that he or she is capable or skilled in carrying out certain work provided that his confession is accompanied by real proof that he or she is actually capable of performing a job claimed to be his expertise. However, the recognition is ideally derived from the public or the service user of the profession or departs from the scientific work or other work products produced by the person of the profession. The recognition is primarily based on the conceptual-applicative abilities of the professional person.

Learning organizations are indispensable in educational institutions especially in the face of rapid environmental change. For executives and managers who recognize the importance of learning organizations inevitably requires clear guidelines and practical steps to realize learning organizations in the educational management process. In relation to the importance of competence and organization learning to obtain the results of student independence, the research limits its research to a limited number of Christian religious education students (PAK), which enables the subject of educational profession in the direction of independence of PAK students is more optimal.

Answering the challenges of business competition in the era of globalization and liberalization, every educational institution is required to have a competitive advantage supported by the organization's intelligence to manage knowledge through a continuous learning process. Since the introduction of the 1990s, organizational learning has a role to equip the organization of companies with a knowledge base in order to win the competition. Learning organizations are indispensable in educational institutions especially in the face

of rapid environmental change. For executives and managers who recognize the importance of learning organizations inevitably requires clear guidelines and practical steps to realize learning organizations in the educational management process.

So it is necessary to examine how the influence of teaching profession profession, competence and student learning organization able to o establish Christian Religious Education students. In accordance with the above background then the researcher needs to carry out research development of learning about:

"The Influence of Learning Profession Education, Competence and Independence of Student Learning Organization FKIP Nommensen Pematangsiantar".

B. IDENTIFICATION OF PROBLEMS

- 1) What is the learning of the teaching profession directly affecting Competence?
- 2) Does the teaching profession's learning have direct effect on Independence?
- 3) Does teaching-learning professions have a direct effect on Organizational Learning?
- 4) Does competence have direct influence on independence?
- 5) Does competence have a direct effect on the learning organization?

C. LIMITATIONS OF PROBLEMS

From the description of the identification of problems related to learning organizations, in this study are limited to three variables that allegedly influential are as follows: 1) the teaching profession 2) competence 3) independence. The purpose of limiting the very wide problem is to facilitate researchers in terms of data collection, time and affordable availability of research funds, then this study is only conducted on students of the study program of Christian religion FKIP Nommensen Pematangsiantar.

D. FORMULATION OF PROBLEMS

- 1) Is there a direct influence of the educational profession on competence?
- 2) Is there a direct influence of the educational profession on independence?
- 3) Is there a direct influence of the educational profession on Organizational learning student of PAK program?
- 4) Whether there is a direct influence of competence on Student learning organization?
- 5) Is there a direct influence of independence on Student learning organization?

E. USE OF RESEARCH

The results of this study are expected to provide useful information or images for lecturers and students nommensen as a reference in improving performance to improve performance through training, coaching and continuing education of higher level and useful for nusa and nation.

As educators need to be paid attention to the improvement of human resources through the provision of training and education to students not only more attention to physical development. But it is necessary to pay attention to the factors of learning development, lecturer profession, competence and student learning organization especially stakeholder of educator institution holding position in one institution .

II. THEORETICAL FOUNDATION

1. Learning Organization

Organization is a place of gathering more than one person who has the same purpose, and is bound by a collective agreement. Organizations are formed to achieve shared goals efficiently and effectively, which is at the same time the principle of an organization. Efficiency and effectiveness are key principles in an organization, as we face resource constraints. Therefore, one of the goals of a person entering into an organization is that efforts to achieve its goals can be done efficiently and effectively. Although the size of the efficiency and effectiveness of each individual can be different.

In order for an organization to survive and thrive in the midst of a wave of change in its environment, it must be a learning organization. There are a number of opinions and definitions of learning organizations. Peter Senge, for example, defines organizational learning as an organization in which members of an organization continually expand its ability to continue to desire to learn and develop self-potential (team learning) (Senge, 1990). Pedler and Dixon in Beardwell and Holden (2001) define learning organization as an organization that facilitates learning for all its members and transforms consciously within the organizational context (Yusuf, 2008). While Marquardt defines learning organizations as an organization that learns collectively and passionately, and continuously transforms itself to the collection, management and use of better knowledge for corporate success (Marquart, 1996).

Yusufhadi Miarso (2002) put forward several reasons why today's learning organization is necessary. First, in the context of sustainable economic development, we can no longer rely on the availability of a large and inexpensive workforce, but well-educated, well trained, well-informed workers, . Organizational change to adapt to environmental change is a principle of learning organization. Second, the development of organizations more oriented to the internal environment is considered not right anymore. In line with the information society movement, the organization needs to master information about the environment in a comprehensive manner. Organizations need more knowledge workers. Economic development is based more on knowledge with knowledgeable labor as the most important asset.

The concept of learning organization emerges in the context of environmental change and competitiveness, where the organization requires competence and leadership to transform knowledge to all members of the organization. With

the support of a conducive learning organization environment is expected to be created by people with knowledge (knowledge people) with a reliable competence. In addition, empowerment empowerment, which means giving delegation and positive support to every member of the organization in learning activities and improve performance.

2. Education Profession

Graham Cheetham, G. E. Chivers explains the definition of the profession as: "A vocation or calling, especially one that involved some branch of advanced learning or science." A call or call, especially involving multiple branches of advanced learning or science. A job or call that requires training, such as in law, theology, and science. The word the more popular the profession we hear in line with the increasingly strong demands of professional ability in work. Whatever the form and type of work, professional skills have become individual needs.

The success of the implementation of education is determined by the level of readiness of teachers in preparing their students through teaching and learning activities. Teacher performance will be optimal, when all components of schooling, whether it is the Principal, teachers, staff, students and students support each other. The teacher's performance will be meaningful when accompanied by clean and tidy intentions, and always aware of the shortcomings that exist in him, and strive to improve on these deficiencies in an effort to improve towards the better. Today's performance will be better than today's performance, and certainly future performance is better than today's performance (Isjoni 2004: 1).

3. Competence

According to Djemari Mardapi (2005: 5) stated that the competency standard in the curriculum is still general, so it needs to be translated into a number of basic competencies called the minimum ability. Basic Competence is a minimum competency in certain subjects that must be owned, or can be performed and displayed by students (Curriculum 2004, 2003: 28). Based on the minimum competence that can be formulated syllabus as a learning guide.

Zamroni (2005: 46), in the Curriculum 2004, there is a Competency Standards that leads to the formation of quality human beings, loving the nation, honest, ready to work hard, confident, brotherly, physically and mentally, intelligent and skilled. In line with the definition of the Competency Standards, defined Competency Standards in high school literary learning, namely: (1) Students are able to listen and understand and respond to various literary works in the form of poetry, short stories, novels, and drama; (2) Students are able to express thoughts, opinions, ideas and feelings in various oral discourses, poems, short stories, novels and plays; (3) Students are able to read and understand various literary texts through reading and analyzing poetry, short stories, saga, Indonesian novels and translations, dramas and essays; and (4) Students are able to express their thoughts, opinions, ideas, and feelings in various forms of literary writing, either poetry,

short stories, novels, drama, reviews and essays (Curriculum 2004, 2003: 10).

Furthermore, to measure the achievement of basic competencies, an indicator is a characteristic, sign, deed, or response that should be performed or displayed by the student, to show that the student has certain basic competencies (Curriculum 2004, 2003: 27). According Djemari Mardapi (2005: 80), the indicator is a reference for teachers as implementers of learning programs to determine the exam questions. The indicators are also guidelines for measuring student achievement level. Therefore, indicators should be formulated with operational verbs in order to measure their level of achievement.

4. Independence

Herman Holstein in his book *Schuler Lernen Selbstandig* (self-study pupil) is translated by Soeparmo-in his introduction-which he means is to direct the pupil to participate in choosing and deciding what he will learn and the way and way he will go through in learning. Thus the task of the teacher is to direct the gradually diminished, but behind it the important task of the teacher is actually to plan and prepare "independent learning situation" so that what is achieved by the students is actually in accordance with the planned and desired by the teacher. Elaine B. Johnson defines a learning process that invites students to take independent action involving sometimes one person, usually one group. This self-directed action is designed to link academic knowledge with the daily lives of the students in such a way as to achieve meaningful goals. This goal may yield both tangible and unreal results.

According to Yasin Setiawan, self-reliance in learning is defined as learning activities that are driven more by their own volition, self-choice and self-responsibility from learning.²⁶ The concept of self-reliance in learning rests on the principle that individuals who learn only come to the learning outcomes, reasoning, the formation of attitudes up to the self-discovery, if he experienced himself in the process of obtaining the learning outcome.

According to Laird cited by Haris Mudjiman (2007: 14) suggests the characteristics of learning independence as follows: 1. Learning activities are self-directed is not dependent. 2. Questions that arise in the learning process are answered on the basis of experience rather than expect answers from teachers or others. 3. Do not want to doekte teacher. 4. Generally impatient to quickly utilize learning outcomes. 5. Preferably with problem-centered learning rather than contentcentered learning. 6. Preferably with active participation rather than passive listening to teacher talks. 7. Always make use of the experience that you already have (constructivist). 8. Prefers collaborative learning. 9. Better planning and evaluation of learning is done within certain limits between students and teachers. 10. Learning must by doing not enough just to listen and to direct the tasks.

III. METHODOLOGY

A. Place and Time of Research

The research was conducted at FKIP Nommensen Pematangsiantar Campus. The selection of research sites was determined purposively. The study period was from February to July 2016.

B. Population and Sample Research

□ Population

The population in this study is all PAK FKIP Nommensen Pematangsiantar students.

□ Samples

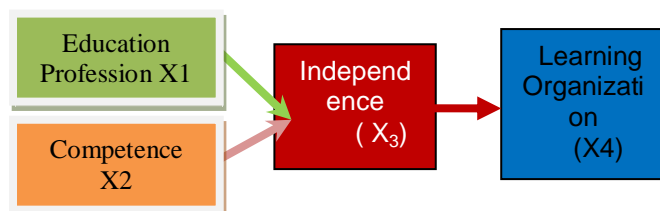
The sample in this study is all PAK students who mengampuh subjects of educational profession, the sample in the study amounted to 80 students PAK. Samples are taken at random and the sample size is taken proportionally.

C. Methods and Design of Research

The research method used is survey research method, and study of causal relationship. This study examines and analyzes a direct relationship that goes the same direction or called a causal relationship, this relationship is called analisis lane. Furthermore Ferdinand, said to see the causal relationship to be tested in order to facilitate the researchers better described with the path diagram. In this case the relationship between research variables and measure the influence of one variable to other variables.

According Kerlinger, path analysis as a technique for assessing causal relationships in correlational research. In this case, based on the method used by the objectives to be achieved in this research and also based on some opinions of experts, the method used in this research is survey research method with path analysis. Variables to be analyzed consist of four variables, namely: 1. Education Profession; 2. competence; 3. Independence 4. Learning Organization. The pattern of linkage between variables can be seen in the figure below;

Table 1. Research model



D. Operational Research Variables

In general, this study aims to analyze the influence of teaching profession learning, competence and independence of learning organizations, each other both directly influential. Specifically this study aims to determine whether there is:

- 1) The direct influence of the development of educational profession (X1) on independence (X3)

- 2) Direct influence of competence (X2) on independence (X3)
- 3) Direct influence of independence (X3) on learning organization (X4)
- 4) Direct influence of the educational profession (X1) on independence (X4)
- 5) Direct influence of competence (X2) on independence (X4)

E. Data Analysis Technique

Data required for this study include primary data and secondary data. Primary data include: 1) the educational profession; 2) competence; 3) independence; and (4) learning organizations.

The procedures for conducting an instrument test are: (a) to determine the respondent's trial; (b) the execution of a trial uji; (c) instrument analysis. The process of developing the instrument begins with determining the respondent then proceed with the preparation of the instruments referring to the indicators of each variable. The purpose of the instrument test is to test the validity (validity) and reliability (reliability) of the instrument items to be used in the study.

In this study using construct validity means the preparation of instruments based on theoretical assessment, a good instrument conceptually said to have good construct validity, it is necessary to do the grain analysis by correlating the score of each item with the total score, to obtain valid items. The purpose of analysis of test data, to memili valid items and determine the reliability of the instrument, where the instrument must meet two conditions that are valid and reliable. This means that the items based on the theory and opinion of the researcher have been grouped into the aspects to be studied and these points need to be tested empirically. Testing is done to see if the question items have really measured what to measure.

The validity of performance instruments, emotional intelligence, innovation and organizational commitment is tested by using correlation coefficient between grain scores with total score (r count) through Product Momemt (Person) correlation technique. Analysis is performed on all items of the instrument. As for the criteria of testing by comparing the price r calculate with the price r table with $\alpha = 0.05$. Testing of intrument reliability is useful to see the consistency of answers given by toddlers and their mothers. Data analysis using Alpha Cronbach *. Thus the instruments that have undergone the testing process and show the validity and high reliability, then the instrument can be used in collecting data needed in the study.

Testing the validity to see how far the instrument can measure what it wants to measure and see on the validity and reliability of the instrument. Kerlinger, suggests that there are three main ways to see the validity of an instrument is as follows: (a). construct validity, (b). validity on the basis of criteria and (c). content validity.

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