

THE EFFECT OF PROFESSIONAL COMPETENCE AND TEACHER SELF-EFFICACY MODERATED SCHOOL CULTURE ON CLASS MANAGEMENT

Ani Hidayatul Mai'yah, Sunarto

Postgraduate STIKUBANK University

Corresponding author: anihidayatulm@gmail.com.

Abstract : *The background of this research is that classroom management is an integral part of effective learning. The results of the need assessment for classroom management in schools have not reached the management standards according to the Minister of Education and Culture Number 22 of 2016. Teachers in managing classes require professional competence and teacher efficacy. The purpose of this study was to analyze the effect of professional competence and teacher self-efficacy on classroom management. Quantitative research methods are used in this study. The data analysis technique used moderation regression analysis with pure moderator type with interaction techniques. The results of the model test analysis show that professional competence has a positive effect on classroom management, and teacher self-efficacy does not affect classroom management. The conclusion of this study is that teacher competence has an influence on classroom management, and teacher self-efficacy does not affect classroom management*

Keywords: *classroom management, professional competence, and teacher self-efficacy*

1. Introduction

Classroom management is an activity carried out by teachers to create a conducive learning climate for the implementation of the learning process. Classroom management activities include planning, managing, and structuring learning activities which are an integral part of active learning (Afriza, 2002). Class management activities according to Regulation of the minister of education and culture number 22 of 2016 include: (1) Teachers are required to be good role models for students in living and practicing the religious teachings they adhere to and realizing harmony in life together, (2) Teachers are required to be role models for students in living their lives. and practice honest, disciplined, responsible, caring behavior (mutual cooperation, cooperation, tolerance, peace), polite, responsive, and proactive and show attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in placing oneself as a reflection of the nation in world relations, (3) the teacher adjusts the seating arrangements of students and other resources according to the objectives and characteristics of the learning process, (4) the volume and intonation of the voice the teacher in the learning process must be heard well by the students, (5) the teacher is obliged to use polite, straightforward, and easily understood words by the students, (6) the teacher adapts the subject matter to the speed and ability of the students' learning abilities, (7) The teacher creates order, discipline, comfort, and safety in carrying out the learning process, (8) The teacher provides reinforcement and feedback on the responses and learning outcomes of students during the learning process, (9) The teacher encourages and appreciates students to ask questions and express opinions. , (10) The teacher dresses politely, cleanly, and neatly, (11) at the beginning of each semester, the teacher explains to the students the subject syllabus, and (12) The teacher starts and ends the learning process according to the scheduled time.

Classroom management is the process of creating conditions in the classroom that are conducive to the learning process. The indicators can be seen from the number of students raising their hands, students do not talk to each other in class, do not skip notes, do not read comics, and speak politely to their peers and teachers. Overall, students when students in class behave well. To produce a dramatic effect on academic achievement teachers should build a “classroom culture of achievement” in the classroom. A culture where students are inspired to work hard to achieve goals, a culture where students are motivated to learn, a culture where students collaborate with each other in learning so as to be able to bring the class as a whole to achieve excellent academic achievement. By creating a strong culture in the classroom, it will be easier for students to achieve the best results in their behavior and academic performance (TFA, 2011). Lopez (Konig, 2015) states that the lack of classroom management skills can actually bring teachers to stress and burnout. then the level of teacher knowledge of the learning environment and knowledge of appropriate classroom management procedures have a relevant relationship.

Classroom management activities require professional competence and teacher efficacy. Professional competence is the teacher's ability to carry out learning tasks related to the ability to plan, implement, and assess the learning process. Meanwhile, teacher self-efficacy is a predictor that the implementation of learning is effective. Teacher self-efficacy is the teacher's belief in his ability to influence student success, teachers should have self-confidence, the ability to convey, and manage students in the classroom (Byrne, 2012).

Djigic & Stojiljkovic (2012) categorizes three classifications in classroom management, namely intervention, non-intervention, and interaction. School management is seen from the application of school culture in the form of basic assumptions and a set of values that underlie behavior, traditions, daily habits, and symbols practiced by internal stakeholders in schools. School culture gives color to teacher behavior in carrying out school assignments so that it has a positive influence on learning process activities.

2. Methods

The population in this study were all private high school teachers in rayon 04 Semarang city. To determine the number of samples using the purposive sampling technique based on the criteria: private teachers, age, years of service, and class. The subjects in this study were 151 out of a total population of 242 private high school teachers from 8 schools in the city of Semarang. data collection techniques for professional competence, teacher efficacy, and classroom management using non-test techniques in the form of a questionnaire. The variables in this study are teacher competence (X1), teacher self-efficacy (X2) the independent variable, Class Management (Y) the dependent variable, and School Culture (Z) as the moderating variable. In this study, the measurement scale used is the Likert scale. The data analysis technique used in this research is descriptive statistics. Data processing was carried out using regression analysis of the pure moderator type of moderation model (Sharma et al., 1981 in Sunarto, 2008). Descriptive respondents are used to providing information about the characteristics of the respondent's identity data by using proportions (presentations) based on gender, age, class, last education, last educational study program, and years of service. Descriptive variables in the form of statistical calculations that include mean, median, and mode as well as absolute distribution table and proportion (percentage) obtained from the results of the respondents' questionnaire tabulation. The descriptive variable is used to obtain a description of the tendency of respondents' answers to the questionnaire. Regression analysis was used to find out how the role of the variables

moderated the effect of changes in each independent variable on the dependent variable. The regression equation contains contextual moderation of the interaction model.

$$Y = a + b_1 X_1 + b_2 X_2 + b_3 X_1 Z + b_4 X_2 Z + e$$

3. Result And Discussion

The results of the school culture regression test moderating the effect of professional competence and teacher self-efficacy on interactionist classroom management are shown in Table 1 below:

Table 1. F (Goodness of Fit) test results

	Value	Description
F	25.469	X1, X2, X1Z, and X2Z can be used together to describe Y
Significance (Sig)	0.000	Qualify for Goodness of Fit

Source:

The results of the school culture regression test did not moderate the effect of professional competence and moderated teacher self-efficacy with the function of weakening classroom management through the output of the F test results in Table 1 showing an F value of 25.469 and a significance level of 0.000. The F value indicates that the independent variables can be used together to explain the dependent variable. This significance value meets the requirements of Goodness of Fit ($\text{Sig} < 0.05$).

Coefficient of Determination Test Results (Test R^2)

The R^2 test is used to measure how far the model's ability to explain the variation of the dependent variable is. In this study, the coefficient of determination uses the adjusted R^2 value.

Table 2. R^2 . Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.609 ^a	.371	.356	.36360

a. Predictors: (Constant), moderation 2, professional competence, teacher self-efficacy, moderation 1

From the results of the R^2 test, the adjusted R^2 value is 0.356, this means that changes in Y are influenced by changes in X1, X2, and Z by 35.6%. So the magnitude of the influence of classroom management can be explained by 35.6% by the independent variables, namely professional competence, teacher self-efficacy, and school culture as a moderating variable. Meanwhile, 64.4% of the variation in classroom management is explained by other variables other than the independent variables in this study.

Hypothesis testing is used to analyze whether there is an influence between the variables and how the influence is. The presence or absence of influence is indicated by the significance value (sig). It is declared significant or has a positive effect if it meets significance (≤ 0.05), and declared not significant or no effect if the significance value (> 0.05).

The value of the coefficient (β) shows how the influence between variables. The positive effect is indicated by the coefficient (β) which is positive, otherwise, it is declared negative if the coefficient (β) is negative. The results of the analysis of hypothesis testing are presented in Table 3.

Table 3. Hypothesis test results

No	Variable	Coefisien (β)	Significance	Result
1	X ₁	0.809	0.027*	Positive influence
2	X ₂	- 0.293	0.309	No effect
3	X ₁ Z (Moderasi 1)	- 0.731	0.131	No effect
4	X ₂ Z (Moderasi 2)	1.124	0.018**	Moderating weakens

*** : significance on level 0.001

** : significance on level 0.01

* : significance on level 0.05

The results of the model test analysis in Table 3 show that; professional competence has a positive effect on classroom management (sig = 0.027; = 0.809). Teacher self-efficacy has no effect (sig = 0.309; = - 0.293) on classroom management, school culture does not moderate the effect of professional competence on classroom management (sig = 0.131; = - 0.731), and school culture moderates the influence of teacher self-efficacy (sig = 0.018; = 1.124) on classroom management. The results of the complete hypothesis test analysis are as follows:

Hypothesis 1 (H1)

Based on the results of the analysis in Table 3, Hypothesis Test 1 (H1) states that professional competence has a positive effect on classroom management at private SMA Rayon 04 Semarang City. This is indicated by the regression coefficient of professional competence (0.809) and a significance value of 0.027 (< 0.05) for classroom management, so hypothesis 1 is accepted.

Hypothesis 2 (H2)

The results of the analysis of Hypothesis Test 2 (H2) stated that self-efficacy had no effect on class management at private high school Rayon 04 Semarang City. This is indicated by the regression coefficient value of the teacher's self-efficacy which shows no effect at sig = 0.309 (> 0.05); with a value of = - 0.293 on class management, so hypothesis 2 is not accepted or rejected.

Hypothesis 3 (H3)

The results of the analysis of Hypothesis Test 3 (H3) state that school culture does not moderate the effect of professional competence on classroom management at private SMA Rayon 04 Semarang City with a parameter of -0.731 and a significance value of 0.131 (> 0.05), so hypothesis 3 is not accepted or rejected.

Hypothesis 4 (H4)

The results of the analysis of Hypothesis Test 4 (H4) state that school culture moderates the function of weakening the influence of professional competence on classroom management at

private SMA Rayon 04 Semarang City. This is indicated by the regression coefficient value of 1.124 and a significance of 0.018 (<0.05), so hypothesis 4 is accepted.

Discussion

Professional competence has a positive effect on classroom management

The regression results in Table 3 above can be concluded that the hypothesis of professional competence on classroom management is significant. This means that the higher the professional competence, the higher the Class Management. This is in accordance with the research of Hakim, Adnan (2015) which states that there is a significant relationship between pedagogic competence and classroom management; Warman (2015) states that there is an influence of professional competence on classroom management

One of the dimensions that build classroom management is teaching (learning). This is stated by Baldwin and Martin (1993) in Djigic and Stojiljkovic (2012). The learning dimension covers all teacher actions that aim to build and maintain learning activities, including arranging space, time, learning content and materials, forms or patterns of activities, learning methods, and techniques.

Professional knowledge is required for effective learning. Konig (2015) states that professional content knowledge includes the knowledge needed to prepare, compile, evaluate, motivate, and provide support to students as outlined in classroom management, to accommodate group differences (heterogeneity) in class, and assess.

Based on the results of the study, professional competence has a positive effect on classroom management in private high school teachers in Rayon 04 Semarang City. The mean value of the respondents' questionnaire results is included in the high category or the level of response is good.

Professional competence includes knowledge of curriculum, lesson planning, creating interactive learning situations, and structured assignments. In general, it includes the knowledge needed to prepare, compile, evaluate, motivate, and provide support to students as outlined in classroom management, to accommodate group differences (heterogeneity) in class, and assess (Konig, 2015).

The concept of professional competence can be interpreted as the basic ability to carry out teacher duties which can be seen from the ability to plan teaching and learning programs, the ability to implement or manage the teaching and learning process, and the ability to assess the teaching and learning process (Hasibuan: 2000 in Satya; 2012).

Classroom management is in line with the implementation of the 2013 curriculum which emphasizes the scientific method through inquiry learning, discovery, problem-based learning, and project-based learning. The teacher acts as a facilitator. Interactionist classroom management emphasizes the concept, where teachers and students share roles in creating learning situations in the classroom. There is a mutual relationship the influence between individuals and their learning environment. Thus, each teacher can apply a different approach to different classes. For this reason, it is absolutely necessary for a teacher to understand the classroom behavior he teaches. This of course requires knowledge, expertise, and experience for teachers to be able to implement planning, implementation, and evaluation of learning with actualization in the classroom when treating students as a whole, both in learning activities and academic achievement.

It is not easy to carry out classroom management, which includes the dimensions of personality (personality), teaching (learning), and discipline (discipline). A teacher needs time to get to know the character of students and overcome their problems. A teacher needs to consider

choosing the right learning method or according to the character of students individually or classically. A teacher also needs the skills to manage emotions, determine wise and intelligent ways to take preventive and repressive actions to discipline students and the classes they teach.

Teacher self-efficacy has no effect on classroom management

The regression results in Table 3 above can be concluded that the hypothesis of teacher self-efficacy has no effect on classroom management, meaning that the higher the teacher's self-efficacy, the higher the classroom management. This is in accordance with the research of Fini et al, (2013) and not in accordance with the research conducted by Tineh and Khasawneh (2011); Hicks (2012); who found a significant effect of teacher self-efficacy on classroom management. Teacher self-efficacy in this study had no effect on classroom management. This shows that the higher the teacher's self-efficacy, the higher the quality of classroom management at the Private High School Sub-Rayon 04 Semarang city. Based on the results of the study, the mean value of the teacher self-efficacy variable was included in the high category, meaning that the respondent's response was "good". In this case, it is possible that teacher self-efficacy is one of the factors that does not affect the level of classroom management. It can be seen from the results of the lowest mean for the teacher's self-efficacy variable is the 8th indicator (3.71), which is managing class assignments so that students with high and low abilities can do tasks that are tailored to their abilities. From the results of the following indicators, it can be seen that the teacher self-efficacy of private high school sub-rayon 04 Semarang has not fully been able to influence classroom management. Students who have high and low abilities have not been able to maximally do assignments according to the ability of the teacher.

Self-efficacy will affect the physical as well as psychological or emotional conditions of the teacher in learning. Therefore, knowledge of the principles of teacher self-efficacy will affect the level of student engagement and classroom management. Students who feel engaged will have involvement in learning. They will follow the learning without being overshadowed by fear, worry, pressure, and trigger aggressive behavior. In the future, the obstacles in the classroom in the form of disruptive behavior (disruptive behavior) will be overcome or minimized. Thus, such conditions will be able to become a bridge for the class to become a learning laboratory.

School culture does not moderate the effect of professional competence on classroom management

The results showed that school culture did not moderate the effect of professional competence on classroom management in private high school teachers rayon 04 Semarang city. As stated earlier, professional competence has a positive effect on classroom management, school culture does not play a role in moderating the effect of professional competence on classroom management in this study. The lowest mean is on the 5th indicator, namely, the school emphasizes certainty and stability. Efficiency, control, and smooth running of activities are important. Therefore, teachers in Sub-Rayon 04 Semarang city do not like the work climate that is efficient, controlling, and smooth activities. Maybe there should be training for private teachers in sub-rayon 04 in order to promote a good school culture. The second low indicator is in Indicator 6, namely Schools define success based on efficiency, attaching importance to smooth, efficient, reliable delivery. In sub-Rayon 04 schools, this indicator is not a priority for the success of school culture.

The regression results in Table 3 above can be concluded that the hypothesis of the influence of Professional Competence moderated by School Culture on Classroom Management

is not significant. This means that school culture does not moderate the influence of professional competence on classroom management. This is not in accordance with Sundoro (2014), Syakir (2015), and Nurliah (2016) who found a positive influence of school culture on professional competence. And research by Hakim, Adnan (2015), Oktaviana Handini and Ratna Widyaningrum (2016), Budi Warman (2015), Feralys Novauli M (2015) states that there is a positive influence of professional competence on classroom management.

Moderate school culture weakens the influence of teacher self-efficacy on classroom management

The results of data analysis in Table 3 show that school culture moderates the effect of teacher self-efficacy on classroom management but is weakening.

A total of 178 respondents or 56% of respondents have a working period of more than 10 years. A teacher deals with students on average six days a week with a minimum number of teaching hours of 24 lessons, with a minimum time allocation of 40 minutes per lesson hour. So, every private high school teacher interacts with students for a minimum of 960 minutes or 16 hours for one week.

Self-efficacy is built by four things, namely: mastery experience (experience), vicarious experience (experience by social capital), social persuasion (social invitation), and physical and mental conditions.

A teacher is conditioned to be resistant to stress related to the behavior of his students because every day he is always dealing with diverse student personalities. Teachers with relatively long tenure tend to have good instincts and sharp intuition in an effort to identify and treat their class. Teachers with a tenure of fewer than 10 years on average have relatively excellent intellectual abilities. Thus, their potential for self-efficacy tends to be better.

Education in the area of private schools is often faced with the social conditions of the community with a background of thought that is still not well developed. Among other things, the education level of parents is still relatively low, not prioritizing the interests of education, lack of knowledge about parenting, and knowledge about health which is still relatively low. Therefore, schools tend to focus on building the character of students compared to pursuing academic achievement like state schools. So, private school teachers usually always include motivational messages to students, both before, during, and after learning. Moreover, character-building covers 60% of curriculum content.

With regard to efforts to improve the quality of education, the government focuses on improving the quality of teachers. Because the quality of education is determined by the teacher. Many changes have occurred in the past decade, including teacher certification and the provision of professional allowances, Continuing Professional Development, and the issuance of Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform of the Republic of Indonesia No. 16 of 2009. Teachers inevitably have to adapt to existing policy developments in order to continue to exist and not be eroded by the rules.

Thus, the existing private teachers, both with a working period of fewer than 10 years or above 10 years, are conditioned to have a genuine good self-efficacy.

Based on the results of hypothesis testing, school culture becomes a moderator which weakens the influence of teacher self-efficacy on classroom management. In this case, the characteristics of hierarchical, standardized, and strict, structured, controlled systems in government-owned organizations do not facilitate the self-efficacy variable to improve the quality of classroom management. This is indicated by the lowest mean value on the fifth (Z) school culture indicator (Z5).). This indicator emphasizes certainty and stability. Efficiency,

control, and smooth running of activities are important. Based on the results of the study, the highest mean value is actually in the indicator that contains a management style that prioritizes security, comfort, and openness. So it is appropriate to say if the hierarchical characteristics with a standardized and strict, structured, and controlled system do not positively moderate the teacher's efficacy towards interactionist classroom management.

4. Conclusion

The conclusion of this study is that professional competence has a positive effect on classroom management in private high school teachers in Rayon 04 Semarang City. This means that professional competence has a positive effect on improving classroom management at private high school Rayon 04 Semarang City. Teacher self-efficacy has no effect on classroom management at private high school teachers Rayon 04 Semarang City. This means that increasing teacher self-efficacy does not improve classroom management for private high school teachers in Rayon 04 Semarang City. School culture does not moderate the effect of professional competence on classroom management for private high school teachers Rayon 04 Semarang city. This means that school culture cannot be used as a moderating variable on the effect of professional competence on classroom management for private teachers in the Sub-Rayon 04 area of Semarang City. Semarang. This means that school culture can be a moderator of teacher self-efficacy towards classroom management, but has an influence with a weakening function.

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