A Comparative Description of Elementary School Teacher Competencies in Southwest Sumba Regency

Agustinus Tanggu Daga[1], Dinn Wahyudin[2] , Rudi Susilana[3]
agus_daga@yahoo.com[1], rudi_susilana@upi.edu[2], dinn_wahyudin@upi.edu[3]

[1]Weetebula Catholic University, Southwest Sumba, Indonesia
[2,3]Indonesia University of Education, Bandung Indonesia

Abstract. Implementation of the independent curriculum requires the quality of teacher competence and performance. This research describes the competence of primary school teachers (PST) in the Southwest Sumba Regency. This type of research is comparative quantitative. There were 80 teachers who filled out the questionnaire taken from 25 randomly selected elementary schools. Data analysis includes descriptive analysis, and correlation analysis to test the hypothesis. This research found (1) there were significant differences in the competence of teachers in cities, districts, and villages, (2) there were no significant differences in the competence of public and private teachers, (3) there were no significant differences between teachers in public and private schools. This research proves that teacher competence is significantly correlated with the teacher's place of work, but not significantly correlated with teacher status and school status. This research recommends that teachers in districts, cities, and villages improve their competencies which have an impact on the quality of basic education today.

Keywords: competence, curriculum, elementary school teachers, status, region

1 Introduction

Before the presence of the COVID-19 pandemic, primary and secondary education in Indonesia used the 2013 Curriculum as the only learning curriculum. From the beginning of the emergence of the COVID-19 pandemic until 2021, the Indonesian government issued a policy to use a simplified 2013 curriculum (called the Emergency Curriculum) to make schools easier to manage the learning process with essential material substances. Then, the government through Indonesia's Minister of Education, Culture, Research, and Technology Decree No. 56/2022 issued a policy of the Independent which was implemented gradually [1]. The implementation of this new curriculum is expected to be able to respond to problems that arise due to the COVID-19 pandemic while at the same time responding to community needs and challenges in 21st-century education.In particular, teachers have the freedom to design lesson plans and apply them in the learning process, as well as to conduct authentic and comprehensive assessments of learning outcomes in accordance with the achievement of student competencies [2].

In any curriculum policy, the teacher's role is very important and central, especially in implementing the curriculum through the learning process (real curriculum). The government indeed issues the policy on the curriculum but the teachers are those who implement it. It appears that the teacher has roles and functions that greatly determine the success of curriculum implementation in schools [3][4]. The implementation of the curriculum ultimately places the teacher as a central figure in learning activities that will determine the success of curriculum implementation [5][6]. Even, today's progress of technology and science cannot automatically replace the entire role of teachers in the implementation of the educational

ICEHHA 2022, October 21-22, Ruteng, Indonesia

DOI 10.4108/eai.21-10-2022.2329586

curriculum [7]. Therefore, various parties, such as the government, private education providers, and teachers themselves, must be committed to continuously improving teacher competencies so that they are more in line with the advancement of science and the development of the world of education.

One of the efforts made as a first step in improving teacher competence is to map the current teacher competencies. Mapping teacher competencies will provide very important information both for designing teacher education programs and for planning and implementing teacher education and training activities at various levels of education [8], [9]. The government or stakeholders may find it difficult to plan and implement teacher competency improvement programs if they do not have a description of teacher competencies. This is one of the important problems of elementary education in the Southwest Sumba, Indonesia, where improvement of the ability of teachers to achieve the expected competencies is rarely facilitated or even less realized in planned and relevant programs[10]. The presence of Weetebula Catholic University as an educational institution that produces teachers and education personnel is expected to facilitate the improvement of teacher qualifications and competencies in Sumba Island.

Data on elementary schools in Indonesia showed that the number of teachers in 2020 was 1.580.207, while the number of students was 25.203.371. Furthermore, the ratio of students to teachers was 16 [11]. This ratio has been considered ideal [12]. Then, in 2021, there were 1.653.620 primary school teachers (PST), but there were 24,848,613 fewer kids [13]. According to information from the Central Statistics Agency for Southwest Sumba, there were 257 elementary schools in 2019 and 259 in 2020. Additionally, there were 2.750 primary school teachers in 2019 and there were 2.798 teachers in 2020 [14].

Southwest Sumba Regency was formed and designated as an autonomous region through Indonesia's Law No. 16/2007. The results of the researcher's search showed that there has been no comprehensive research on competence PST. On the website of Indonesia's Ministry of Education, Culture, Research, and Technology, the score for the competency test of PST in Southwest Sumba Regency is 43.42. This score is the lowest compared to other levels of education. Moreover, this score is below the score gained by East Nusa Tenggara Province, namely 48.68. Furthermore, the score for pedagogic competence is 43.19, while the score for professional competence is 45.97. In addition, the average score of teacher competence is 45.14 [13].

Previous research in elementary schools showed that there were differences in teacher competency in villages and cities, such as research by Vito[15], Saripudin[16], Hamidi[17], and Hardinata[18]. Other studies, such as Ulfatin's, found no significant differences in teacher competence between cities and villages [19] and Purnama [20]. There are differences in the competence of PST according to school accreditation[21], there is a positive correlation between school accreditation and teacher quality[22][23]. But another research found that teacher competence in technology-based learning did not show a significant difference in elementary schools based on different levels of accreditation[24]. Related to teacher status and competency, there is a trend indicating that teacher status does not affect teacher competence. Several researchers such as Sopiana[25], Nastiti[26], Aisyah[27], and Sa'adah[28] found in their research that there is no significant difference between public and private teachers. Then, several researchers such as Rahman[29] and Kumala[30]8 show that there are differences in teacher competence in public schools and private schools. Nevertheless, there are other researchers such as Sopiana, 2016; Winarni & Lismadiana[31], and Damayanti[32] which show that there are differences in teacher competence in public and private schools.

The results of this research indicate that there are differences in teacher competence by region, school status, and teacher status. However, these studies examine teacher competence according to the teacher's own perception. In addition, this research is limited to a few elementary schools in a small scope such as the district level, even only one or two elementary schools. This research describes the competence of teachers according to the perceptions of elementary school students. Researchers believe that students' perceptions of teacher competence are based on students' experiences interacting with teachers both in the classroom and outside the classroom at school. The scope of this research is wider, namely the Regency. The research question is what are the differences in the competence of PST according to students' perceptions in the Southwest Sumba Regency? The purpose of this research is to describe comparatively the competence of PST according to the perceptions of elementary school students in the categories of school region, teacher status, and school status. The researcher expects that the results of this study may provide an overview of the real condition of the competence of PST in Southwest Sumba Regency. Finding out an overview of teacher competence can be the first step in designing and implementing teacher competency improvement programs in elementary schools in Southwest Sumba Regency.

2 Method and Materials

Teacher competence is a number of abilities or skills related to knowledge, skills, and behavior, which are then actualized by teachers in professional roles and functions[33]. A teacher is considered competent when he/she carries out his duties responsibly and effectively according to the demands of predetermined performance standards [34]. Competence is defined as a combination of knowledge, skills, and behaviors used to improve performance or the ability to perform certain roles [35].

Regulations on education in Indonesia that establish teacher competencies include Minister of National Education Regulation No. 16/2007, Government Regulation No. 74/2008, Government Regulation No. 19/2017, and Government Regulation No. 57/2021. These regulations confirm 4 teacher competencies at elementary and junior/senior high levels, namely pedagogic, professional, personality, and social competencies. This research follows government regulations on teacher competence.

Teachers are professional educators [36]. Teaching entails continuing and developing science and technology, whereas training entails developing students' skills [37]. In addition, it can also be the ability of teachers to understand students and manage an educative and dialogical learning process[38]. Professional competence is the ability to master the subject matter broadly and deeply[36]. In this case, professional competence is the knowledge and skills required by a teacher for the implementation of professional activities and their application in practice at a high level [39].

Apart from that, personality competence is the abilities concerning steady, noble, wise, and authoritative personalities and being a role model for students[36]. A teacher’s personality competence is believed to be one of the variables that can determine the success of student learning. In this competence, teachers are required to present a personality that is stable, steady, wise, authoritative, and mature, and should become an example for their students[40]. The last one is social competence, which is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community[36]. Teacher social competence is the ability of teachers to communicate and interact effectively within or outside the school environment[41].

Based on the categories of the region, teacher status, and school status, this study was carried out in primary schools in Southwest Sumba Regency, East Nusa Tenggara Province, Indonesia. It used a comparative quantitative-descriptive technique [42]. The category of the region covers cities, districts, and villages. The category of teacher status states whether they are public or private teachers. The category of school status classifies whether the teachers work at a public or private school. The number of samples in this study was 80 teachers taken from 26 elementary schools in Southwest Sumba Regency. Samples of teachers and elementary schools were selected using the simple random sampling technique. The sampling procedure is as follows: In the Southwest Sumba Regency, there are 259 elementary schools[43]. Referring to the opinion of Gay[44], Raihan[45], Miysell & Wasisto[46], the researchers took a sample of 10% of elementary schools (26 elementary schools). Then, the researcher took a sample of teachers in class VI which consisted of class teachers and subject teachers. The number of teachers in class VI is 80, which is the research sample. Table 1 is information about the research sample.

Table 1: Research samples

Category		Number of Teachers	Percentage (%)
Educational Qualification	Senior High School/Diploma	15	19
	Bachelor/ Undergraduate	56	81
Gender	Male	32	40
	Female	48	60
Age	30 – 40	13	16
	41 - 50	41	51
	51 - 60	26	33
Job	Classroom Teacher	49	61
	Subject Teachers	31	39

Table 1 shows that there are undergraduate teachers more than high school or diploma teachers, female teachers more than male teachers, teachers aged 41-50 years more than those aged 30-40 and 51-60, and more classroom teachers than subject teachers.

The employed research instrument was a questionnaire about the competence of PST. The number of questionnaire items was 79. Furthermore, the collected data were analyzed using descriptive statistical analysis, homogeneity analysis, and hypothesis testing. The homogeneity test criterion is that if the obtained value of significance is > 0.05, then the data are homogeneous. Meanwhile, if the value of significance is < 0.05, then the data are not homogeneous[47]. If the data is homogeneous, then the hypothesis testing uses ANOVA. However, if the data is not homogeneous, then the hypothesis test uses the Kruskal-Wallis test to compare two or more variables that are not homogeneous [48], [49]. Furthermore, concerning the decision-making criteria, if the value of significance is > 0.05, H_0 is accepted, while if the value of significance is < 0.05, then H_0 is rejected.

3 Results and Discussion

3.1. Result

The description of the results of this research covers the findings related to (1) teacher competence based on the categories of the region, teacher status, and school status, (2) homogeneity test, and (3) hypothesis testing.

Table 1. The description of teacher competence

		Regions			Teacher Status		School Status	
		Cities	**Districts**	**Villages**	**Public**	**Private**	**Public**	**Private**
N		28	26	26	59	21	38	42
Mean		250	254	39	251	249	251	250
Std. deviation		18.9	20.8	4.1	17.2	23.9	19.8	18.6
Confidence Interval for Mean (95%)	Lower Bound	242	246	38	246	238	245	244
	Upper Bound	257	262	41	255	260	258	255

The description based on region shows as follows. (1) In cities, the average is 250, standard deviation is 18.9, and range is 242-257. (2) In districts, the average is 254, standard deviation is 20.8, and range is 246-262. (3) In villages, the average is 39, standard deviation is 4.1, and range is 38 - 41. The description based on teacher status shows as follows (1) For public teachers, the average is 251, the standard deviation is 17.242, and the range is 246-255. (2) For private teachers, the average is 249, the standard deviation is 23.9, and the range is 238-260. The description based on school status shows as follows. (1) For teachers working in public schools, the average is 251, the standard deviation of 19.8, and the range is 245-258. (2) For teachers working in private schools, the average is 250, the standard deviation is 18.6, and the range is 244-255.

Table 2. The description of each teacher's competence

Statistics					
		Pedagogic	Professional	Personality	Social
N	Valid	80	80	80	80
	Missing	0	0	0	0
Mean		95	82	34	39
Median		94	81	34	39
Mode		90	80	30	36
Std. Deviation		8.3	6.7	3.9	3.9
Sum		7585	6579	2745	3127

Table 2 shows a description of each competency of teachers as follows (1) for pedagogic, the average score is 95, and the standard deviation is 8.3. (2) for professional, the average score is 82, and the standard deviation is 6.7. (3) for personality , the average score is 34, and the standard deviation is 3.9. (4) for social, the average score is 39, and the standard deviation is 3.1. The order of teacher competencies from the highest to the lowest is pedagogic competence (average 95 and total 7585), professional competence (average 82 and total 6579), social competence (average 39 and total 3127), and personality competence (average 34 and total 2745).

Table 3. Results of data homogeneity test

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.

Regions	8.157	2	77	0.001
Teacher Status	3.344	1	78	0.071
School Status	0.080	1	78	0.778

The homogeneity of variance of data concerning teacher competence by region shows that the value gained from Levene's test is 8.157 with a significance of 0.001 (≤ 0.05). Thus, it is concluded that the teacher competency data in the regions of the city, district, and village are not identical (not homogeneous). Furthermore, the homogeneity of variance of data concerning teacher competence based on teacher status shows that the value gained from Levene's test is 3.344 with a significance of 0.071 (> 0.05). Thus, it is concluded that the teacher competency data based on teacher status are identical (homogeneous). Furthermore, the homogeneity of variance of data concerning teacher competence based on school status shows that the value gained from Levene's test value is 0.080 with a significance of 0. 0778 (> 0.05). Thus, it is concluded that the teacher competency data based on where the teachers are working (public or private schools) are identical (homogeneous).

Table 4. The test of significance of teacher competence by region

Test Statistics[a,b]

	Teacher Competence
Chi-Square	52.247
df	2
Asymp. Sig.	0

a. Kruskal Wallis Test

b. Grouping Variable: Region

The results of the test of significance with the Kruskal-Wallis test shown in table 4 indicate that the significance value of teacher competence with the chi-squared (52.247) is 0.000 (≤ 0.05), meaning that H_0 is rejected. Therefore, this research concludes that there are significant differences between the competence of teachers in cities, districts, and villages in the Southwest Sumba Regency.

Table 5. The test of significance of teacher competence based on teacher status

ANOVA

Teacher Competence

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	41.821	1	41.821	0.114	0.737
Within Groups	28677.979	78	367.666		
Total	28719.8	79			

The results of the teacher competency significance test based on teacher status (table 5) show that the significance of teacher competence is 0.737 (> 0.05) so H_0 is accepted, which means that there is no significant difference in teacher competence between public and private teachers in Southwest Sumba Regency.

Table 6. The test of significance of teacher competence based on school status

ANOVA

Teacher Competence

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	72.001	1	72.001	0.196	0.659
Within Groups	28647.799	78	367.279		
Total	28719.8	79			

The results of the test of significance of teacher competence based on school status (table 6) show that the teacher competency significance value is 0.659 (> 0.05), so H0 is accepted, which means that there is no significant difference in teacher competency in public and private schools in Southwest Sumba Regency.

3.2. Discussion

The results of the analysis of elementary school teacher competence in Southwest Sumba Regency reveal several phenomena. The average values of teacher competence in the regions of cities, districts, and villages are different. The average competency score of PSTin the districts (i.e., 254) is higher than the average competence score of PSTin the cities (i.e., 250) and villages (i.e., 39). In general, the competence of teachers in the city is higher than that of teachers in districts and villages [15][17][50]. However, this study found a different phenomenon, in which the competence of teachers in districts was higher than the competence of teachers in the cities. Another finding in this study is that the competence of public and private teachers is not significantly different, meaning that teacher status or school status does not affect the achievement of teacher competence. This finding is in line with several previous studies[26][25][27] [28]. Likewise, the competencies of teachers in public schools and private schools do not have a significant difference. This finding is in line with the results of previous studies [29][51]. However, some other previous studies present the opposite, in which competence between teachers working in public and private schools is significantly different [25][31][32]. Although there are differences and similarities in the quality of teacher competency in elementary schools, teacher professional development is undoubtedly necessary. Thus, PSTcan improve their performance in implementing educational programs. Those who determine education policy (such as the Government, Foundations, Principals, and Teachers themselves) must develop teacher competencies, among others, by seeking and maximizing supporting factors (such as education, training, courses, etc.), and minimizing or even eliminating these factors which hinder teachers to develop competence.

Factors that influence teacher competence come from the teacher themselves, teachers' psychology, and organizations or school[52]. The factors coming from teachers themselves are related to the mastery of pedagogic, professional, personality, and social competencies. Meanwhile, psychological factors are related to the motivation of teachers to improve their competence. In addition, organizational factors are related to teacher discipline in carrying out their duties. Apart from that, the factors that influence teacher competence are the level of education, teaching experience, training experience, motivation, facilities & infrastructure, and the supervision of the principal[53]. Meanwhile, the factors that hinder the development of teacher competence are poor communication with school principals [54], time constraints, motivation to develop their profession, lack of knowledge about teacher competence, limitations in developing educational ideas[55], and less skilled in carrying out classroom action research[56].

Efforts to improve teacher competence are not only the personal duty of the concerned teacher but also the responsibility of various parties in charge of education, such as the government, school committees, and educational institution graduate users as

stakeholders[57]. Teachers must be facilitated and assisted to improve their competence, thereby being able to show their best performance. The role of the principal is very important to encourage teachers to increase their capacity through school culture or involving teachers in training that can improve their competence. The Education and Culture Office of Southwest Sumba Regency must proactively encourage teachers to improve their competence through education and training, especially teacher professional education (teacher certification), and facilitate teachers to attend courses, seminars, and workshops either held on Sumba or outside Sumba[58]. Furthermore, education providers, such as foundations engaging in the field of education, can act as facilitators for teachers to improve their competence and performance[59]. Teachers as people who have an important role in education have the right to improve their competencies and need to be supported by various parties, such as the government and educational foundations where teachers work.

4 Conclusion

This research boils down to facts related to differences in teacher competence in districts, cities and villages. In addition, this research highlights the fact that there are differences but not significant between public teachers and private teachers. Even though there are demands that teacher competencies must be of equal quality, this fact provides information to related parties to control teacher quality and provide equal treatment. However, this difference in quality is an issue that must continue to be further verified.

Acknowledgments. We would like to thank the Head of the Faculty of Education, Indonesia University of Education, Head of Weetebula Catholic University, the leaders of the Misereor Indonesia Program in Southwest Sumba, PST and students in Southwest Sumba Regency, East Nusa Tenggara Province, Indonesia.

References

[1] F. N. Arifa, "Implementasi Kurikulum Merdeka Belajar Dan Tantangannya," *Pus. Penelit. Badan Keahlian DPR RI*, vol. 14, no. 9, pp. 25–30, 2022.

[2] Kasman and S. K. Lubis, "Teachers' Performance Evaluation Instrument Designs in the Implementation of the New Learning Paradigm of the Merdeka Curriculum," *J. Kependidikan*, vol. 8, no. 3, pp. 760–775, 2022, doi: https://doi.org/10.33394/jk.v8i3.5674.

[3] M. A. Alsubaie, "Curriculum Development: Teacher Involvement in Curriculum Development," *J. Educ. Pract.*, vol. 7, no. 9, pp. 106–107, 2016.

[4] S. Rani, "Role of Teacher as Curriculum Maker," *J. Emerg. Technol. Innov. Reasearch*, vol. 6, no. 5, pp. 198–202, 2019.

[5] A. Musanna, "Reformulation of Teacher Beliefs in Curriculum Implementation," *J. Pendidik. Dan Kebud.*, vol. 1, no. 10, pp. 219–234, 2016.

[6] Nirmala, "Implementasi Kurikulum 2013 Dalam mendorong Kepemimpinan Pembelajaran Kepala Sekolah," in *Prosiding seminar Nasional Adminstrasi Pendidikan dan manajemen Pendidikan Makasar April 2018*, 2018, pp. 29–40.

[7] Sugiati, "Implementasi Kurikulum Berbasis IT dalam Sekolah dimasa Pandemi Covid-19," *J. Educ.*, vol. 4, no. 1, pp. 102–113, 2021, doi: 10.31004/joe.v4i1.408.

[8] E. Yayuk, "Pemetaan Kompetensi Guru Bersertifikat Pendidik Untuk Pemanfaatan Media TIK Dalam Kegiatan Pembelajaran Di Sekolah Dasar," *Prem. Educ. J. Pendidik. Dasar dan Pembelajaran*, vol. 4, no. 2, pp. 205–215, 2016, doi:

10.25273/pe.v4i02.319.
[9] B. D. Cahyotlogo and Jumadi, "Pemetaan Kompetensi Pedagogik, Profesional, Kepribadian dan Sosial Guru Fisika SMA di Kabupaten Kulon Progo Pasca Sertifikasi," *J. Pendidik. Fis. dan Keilmuan*, vol. 3, no. 2, pp. 96–109, 2017.
[10] A. Sukmana, T. Iskandarsyah, E. Chendra, D. P. Adhitya, Dewiyani, and C. H. R. Panditha, "Program Capacity Building Untuk Pendidik Di Kabupaten Sumba Barat Daya: Kerjasama Dengan STKIP Weetebula," Bandung: UNPAR Institutional Repository, 2016.
[11] A. Avenzora, *Potret Pendidikan Indonesia: Statistik Pendidikan*. Jakarta: Badan Pusat Statistik, 2020.
[12] W. Luthfi, "Melihat Catatan Rasio Murid-Guru dalam Jenjang Pendidikan di Indonesia," *Online, 7 Agustus*, no. 7 Agustus, 2021.
[13] Kemendikbud, *Statistik Sekolah Dasar*. Jakarta: Kementerian pendidikan dan Kebudayaan, 2021.
[14] Y. Zogara, *Kabupaten Sumba Barat Daya Dalam Angka 2020*. Tambolaka: BPS Kabupaten Sumba Barat Daya, 2020.
[15] B. Vito, H. Krisnani, and R. Resnawati, "Kesenjangan Pendidikan Desa Dan Kota," in *Prosiding Penelitian dan Pengabdian kepada Masyarakat*, 2015, vol. 2, no. 2, pp. 247–251, doi: 10.24198/jppm.v2i2.13533.
[16] Saripudin, "Faktor-Faktor Yang mempengaruhi Kompetensi Profesional Guru Bidang Kompetensi Keahlian Teknik Instalasi Tenaga Listrik di SMK," *Invotec*, vol. 10, no. 1, pp. 67–88, 2014.
[17] Hamidi, B. Endang, and M. Chiar, "Motivasi Guru Bertahan Mengajar di Daerah Terpencil," *J. Pendidik. dan Pembelajaran Khatulistiwa*, vol. 4, no. 3, pp. 1–12, 2015.
[18] V. Hardinata, "Penguatan Kompetensi Guru dalam Penyusunan Media Visual Digital di Desa Toyomarto Kecamatan Singosari Kabupaten Malang," *J. Gramaswara*, vol. 2, no. 2, pp. 13–21, 2022, doi: 10.21776/ub.gramaswara.2022.002.02.02.
[19] N. Ulfatin, "Perbedaan Tingkat Kecenderungan dan Adopsi Bagi Guru Wanita Sekolah Dasar Di Pedesaan, Pinggiran Kota, Dan Tengah Kota," *J. Ilmu Pendidik.*, vol. 2, no. 1, pp. 46–56, 2015.
[20] A. Purnama, "Kompetensi Profesional Guru Bahasa Arab Madrasah Tsanawiyah (MTs) Se-Kecamatan Salem Kabupaten Brebes," (Skripsi). Jurusan pendidikan Bahasa Arab Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Purwokerto, 2018.
[21] C. D. Setiyaningsih, "Status Akreditasi Dan Kualitas Sekolah di Sekolah Dasar Negeri," *Manaj. dan Supervisi Pendidik.*, vol. 1, no. 2, pp. 138–145, 2017.
[22] N. Sanjaya, "Pengaruh Kualitas Guru dan Akreditasi Sekolah Terhadap Kepuasan Siswa Pada SMK Buddhi Tangerang (Tesis)," Fakultas Bisnis Universitas Buddhi Dharma Tangerang, 2020.
[23] D. Sukriyah and N. S. Agustina, "Hubungan Status Akreditasi Sekolah Dengan Kemampuan Berpikir Kritis Matematis Guru," *J. Mat. dan Pendidik. Mat.*, vol. 4, no. 2, pp. 128–137, 2019.
[24] P. D. Purnasari and Y. D. Sadewo, "Strategi Pembelajaran pendidikan Dasar di Perbatasan Pada Era Digital," *J. Basicedu*, vol. 5, no. 5, pp. 3089–3100, 2021.
[25] A. Z. Sopiana, "Analisis Perbandingan Kinerja Guru Pegawai Negeri Sipil dengan Guru Pengawai Swasta di Kabupaten Rokan Hulu (Studi Kasus di SMP Negeri 1 Rambah dengan SMP Muhammadiyah Rambah)," Universitas RiauProgram Studi Ilmu Adminstrasi Negara FISIP, 2016.

[26] S. M. Nastiti, “Perbedaan Kinerja Guru Berdasarkan Status Kepegawaian PNS dan Non PNS di SMA Negeri Se-Kabupaten Rembang,” Universitas NegerJurusan Pendidikan Sosiologi dan Antropologi Fakultas Ilmu Sosiali Semarang, 2016.
[27] N. T. Aisyah, “Perbedaan Persepsi Guru PNS dan Non PNS Pada Sekolah Dasar Negeri di Desa Saotengnga Kabupaten Sinjai,” Jurusan Manajemen Fakultas Ekonomi dan Bisnis Islam Universitas Islam Negeri Alauddin Makasar, 2017.
[28] N. Sa’dah, I. M. Yudana, and A. Sunu, “Studi Komparatif Tentang Perbedaan Kinerja Guru Pendidikan Kewarganegaraan PNS Dengan Non PNS (Studi pada SMP di Kota Singaraja),” *J. Pendidik. Kewarganegaraan Undiksha*, vol. 6, no. 2, pp. 1–10, 2018, doi: https://doi.org/10.23887/jpku.v6i2.22063.
[29] A. S. Rahman, “Tingkat Perbedaan Profesionalitas Guru Sekolah Dasar Negeri Dan Sekolah Dasar Swasta Di Gugus Gajahmada Kecamatan Gajahmungkur,” Pendidikan Guru Sekolah Dasar Fakultas Ilmu Pendidikan Universitas Negeri Semarang, 2016.
[30] V. M. Kumala, R. Susanto, and J. Susilo, “Hubungan Pengetahuan Pedagogik Dengan Kompetensi Pedagogik Serta Perbedaannya Di Sekolah Negeri Dan Sekolah Swasta,” in *Prosiding SNIPMD*, 2018, vol. 1, no. 1, pp. 1–23.
[31] S. Winarni and Lismadiana, “Kompetensi Guru Pendidikan Jasmani Olahraga dan Kesehatan Ditinjau Dari Usia dan Jenis Sekolah,” *J. Pendidik. Jasm. Indones.*, vol. 16, no. 1, pp. 101–114, 2020.
[32] T. Damayanti, S. R. Hamdan, and A. N. Khasanah, “Kompetensi Guru Dalam Proses Pembelajaran Inklusi Pada Guru SD Negeri Kota Bandung,” *SCHEMA J. Psychol. Res.*, vol. 3, no. 1, pp. 79–88, 2017.
[33] *Peraturan Pemerintah Nomor 74 Tahun 2008 Tentang Guru*. .
[34] M. Mulder, “Conceptions of Professional Competence,” in *International Handbook of Research in Professional and Practice-based Learning*, H. G. S. Billett, C. Harteis, Ed. 2014, pp. 107–137.
[35] O. Nessipbayeva, “The Competencies of the Modern Teacher,” in *Paper presented at the Annual Meeting of the Bulgarian Comparative Education Society (10th, Kyustendil, Bulgaria)*, 2012, pp. 148–154.
[36] *Undang-Undang Nomor 14 Tahun 2005 Tentang Guru dan Dosen*. .
[37] A. Sopian, “Tugas, Peran, Dan Fungsi Guru Dalam Pendidikan,” *Raudhah J. Tarb. Islam.*, vol. 1, no. 1, pp. 88–97, 2016, doi: 10.48094/raudhah.v1i1.10.
[38] A. Akbar, “Pentingnya Kompetensi Pedagogik Guru,” *JPG J. Pendidik. Guru*, vol. 2, no. 1, pp. 23–30, 2021, doi: 10.32832/jpg.v2i1.4099.
[39] R. Z. Toshtemirovich, “Development of Professional Competence of Educator,” *Eur. J. Res. Reflect. Educ. Sci.*, vol. 7, no. 10, pp. 99–106, 2019.
[40] J. Sukoyo, “Interaksi Kompetensi Kepribadian Guru dengan Kepuasan Kerja,” *Munaddhomah J. Manaj. Pendidik. Islam*, vol. 2, no. 2, pp. 95–102, 2021, doi: 10.31538/munaddhomah.v2i2.98.
[41] A. Rahmawati and C. I. Nartani, “Kompetensi Sosial Guru Dalam Berkomunikasi Pembelajaran Bahasa Indonesia di SD Negeri Rejowinangun 3 Kotagede Yogyakarta,” *Trihayu Jural Pendidik. ke-SD-an*, vol. 4, no. 3, pp. 388–392, 2018.
[42] A. Ibrahim, A. H. Alang, M. Baharuddin, M. A. Ahmad, and Darmawati, *Metodologi Penelitian*. Makasar: Gunadarma Ilmu, 2018.
[43] Badan Pusat Statistik Kabupaten Sumba Barat Daya, *Kabupaten Sumba Barat Daya Dalam Angka 2020*. Tambolaka: Badan Pusat Statistik Kabupaten Sumba Barat Daya, 2020.
[44] L. R. Gay, G. E. Mills, and P. Airasian, *Educational Research: Competencies For*

Analysis And Applications, 10th ed. Boston: Pearson, 2012.
[45] Raihan, *Metodologi Penelitian*. Jakarta: Universitas Islam Jakarta, 2017.
[46] K. Miysell and J. Wasisto, "Persepsi Mahasiswa Program Studi Ilmu Perpustakaan Universitas Diponegoro pada Peluang Kerja Information Professional," *J. Ilmu Perpust.*, vol. 9, no. 2, pp. 42–50, 2020.
[47] D. Priyatno, *Analisis Korelasi, Regresi dan Multivariate Dengan SPSS*. Yogyakarta: Gava Media, 2013.
[48] D. Wahyudi and A. R. A. Djamaris, *Metode Statistik Untuk Ilmu dan Teknologi Pangan*. Jakarta: Universitas Bakrie, 2018.
[49] A. Quraisy, Wahyudinn, and N. Hasni, "Analisis Kruskal-Wallis Terhadap Kemampuan Numerik Siswa," *VARIANSI J. Stat. Its Appl. Teach. Res.*, vol. 3, no. 3, pp. 156–161, 2021, doi: 10.35580/variansiunm29957.
[50] A. Y. Anas, A. W. Riana, and N. C. Apsari, "Desa Dan Kota Dalam Potret Pendidikan," in *Prosiding Penelitian dan Pengabdian kepada Masyarakat*, 2015, vol. 2, no. 3, pp. 301–444, doi: 10.24198/jppm.v2i3.13592.
[51] V. M. Kumala, R. Susanto, and J. Susilo, "Hubungan Pengetahuan Pedagogik Dengan Kompetensi Pedagogik Serta Perbedaannya Di Sekolah Negeri Dan Sekolah Swasta," in *Prosiding SNIPMD*, 2018, pp. 170–181.
[52] W. A. Pratiwi, I. Prasetyo, and M. N. Shabrina, "Faktor-Faktor yang Berpengaruh Terhadap Kinerja Guru Taman Kanak-Kanak," *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 5, no. 2, pp. 1741–1753, 2021, doi: 10.31004/obsesi.v5i2.970.
[53] N. Yuli, "Faktor-Faktor Yang Mempengaruhi Kompetensi Pedagogik Guru," *J. Al Mabhats*, vol. 5, no. 1, pp. 77–103, 2020.
[54] A. Mukhlasin, "Pola Komunikasi Kepala Sekolah Dalam Meningkatkan Kompetensi Profesionalisme Guru Di SD Islam An-Nizam," *J. Manaj. Pendidik. Islam*, vol. 1, no. 1, pp. 54–64, 2017.
[55] M. Hendrik and V. Martahayu, "Pemahaman dan Partisipasi Guru Sekolah Dasar Dalam Menulis Karya Ilmiah," *Society*, vol. 6, no. 1, pp. 30–41, 2018, doi: 10.33019/society.v6i1.61.
[56] S. Haryati, "An Evaluative Review of School Accreditation Implementation Program in Indonesian Contexts," *Int. Educ. Stud.*, vol. 7, no. 5, pp. 138–146, 2014, doi: 10.5539/ies.v7n5p138.
[57] M. F. Novauli, "Kompetensi Guru Dalam Peningkatan Prestasi Belajar Pada SMP Negeri Dalam Kota Banda Aceh," *J. Adm. Pendidik. Progr. Pascasarj. Unsyiah Kuala*, vol. 3, no. 1, pp. 45–67, 2015.
[58] M. U. Hoesny and R. Darmayanti, "Permasalahan dan Solusi Untuk Meningkatkan Kompetensi dan Kualitas Guru: Sebuah Kajian Pustaka," *Sch. J. Pendidik. dan Kebud.*, vol. 11, no. 2, pp. 123–132, 2021.
[59] S. Purba, "Analisis Peranan Ketua Yayasan Dalam Upaya Meningkatkan Kualitas SDM Kepala Sekolah Dan Guru Di Yayasan Perguruan Budi Luhur Bahal Batukabupaten Simalungun," Magister Manajemen Pendidikan Tinggi Universitas Muhammadiyah Sumatera Utara, 2022.