Competence of Military Teachers Members of Secaba (School for Non-Commissioned Candidates) Rindam Xiv Hasanuddin

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Abstract: This type of research is a descriptive research. This study aims to describe and analyze the competencies of military teachers from Secaba Rindam XIV Hasanuddin members. The population is a military teacher member of Secaba Rindam XIV Hasanuddin. The sample used was 70 military teachers from Secaba Rindam XIV Hasanuddin members. The sampling technique is by purposive sampling. Data analysis techniques used descriptive frequency statistical tests using SPSS version 23 and Excel 2013 software. The results showed that the competency of military teachers from Secuddin Rindam XIV Hasanuddin members was 47.1% in the excellent category.
Keywords: Military teacher competence.

I. INTRODUCTION

A. Background

Today the progress of the nation depends on the human resources in this case members of the TNI as a tool for the State to defend the Unitary State of the Republic of Indonesia (NKRI). The more advanced a country requires quality human resources. In the current era of globalization, TNI members are required to have intellectual qualities that are able to compete with foreign nations. In this case, the state depends on members of the TNI as a means of national defense. To improve the quality of TNI members to be able to compete internationally, members of the TNI must work hard in improving their quality both increasing their leadership, competence, and motivation in improving Secaba member performance. The success of TNI members in learning depends on quality military teachers.

The learning system of an educational institution within the Rindam (Military Region Main Regiment) has a big contribution in achieving development goals and objectives for TNI members. With regard to learning carried out by military teachers there are a number of fundamental issues, among others: what are the main factors that affect productivity in the organization of wheels, whether the implementation of organizational wheels has been oriented towards optimal and maximum results, and whether the implementation of education and training has put forward welfare of TNI members.

The process of education and training can run well and successfully, when the learning system that is applied supports the achievement of good performance goals and the implementation of saptamarga warriors themselves, benchmarks for the success of education and training depend on the implementation of management learning that is planning, implementing, and supervising. In line with this, the Reinventing Government movement implies that performance is no longer measured by the amount of input and how procedures are taken to achieve output as adopted so far, but by prioritizing the final results that are truly felt by customers or society (Osborne, 2004: 322)

The success of every public administration service, including in educational organizations, is of course directed at the democratic values of each element of personnel, including the performance of teachers in providing educational services in the public interest and efforts to improve the organization's output quality. The development of education that is being carried out should touch the paradigm of the universal education system. The current education system which is always based on a political paradigm has been proven to produce human resources that are only mechanical and less creative. Therefore, to build education, one of the best alternatives now is to update teacher performance orientation, manage resources and approach education management itself.

Management of human resources that lead to achievement can be done by fostering a competitive situation between people in the organization. Competition which means overcoming and struggling between two

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individuals, or between several groups to fight for the same object if done with clear and fair rules of the game will produce distinct advantages.

Likewise, military organizations in Indonesia, especially the Army, in carrying out their tasks were greatly affected by the development of technological and information systems that developed very rapidly, ranging from staff equipment to combat equipment. TNI soldiers as Gumil Teachers in Educational Institutions must be professional considering the future demands are increasingly severe, muiliter teachers as implementers in educational institutions have the duty and responsibility to improve the performance of Secaba members who have patriotic souls and saptamarga to defend the NKRI.

Professional and qualified military teachers are a unit of competence, experience and performance and work motivation possessed by TNI members to realize the learning process in Secaba in the effective and efficient Rindam XIV region of Hasanuddin. Learning in Hasanuddin XIV Rindam is a coaching program for non-commissioned candidates who have mental, attitude and behavior as well as high responsibility as Sapta Marga soldiers. In this regard, in learning teachers need to be able to not only be able to teach well, but also have competence, special qualifications in carrying out tasks both the task of maintaining the integrity of the NKRI as well as the tasks of world peace. To find out how good or bad a person is in completing his task can be seen from the characteristics or performance indicators of members of Secaba Rindam XIV Hasanuddin. Performance indicators in general can be seen from (1) quality (accuracy, completeness and acceptable work done); (2) productivity (amount and efficiency of work produced in a certain period of time); (3) position knowledge (skills and pracit / technical information used in office); (4) reliability (the degree to which a person can be relied on regarding the completion of tasks and follow-up); and (5) availability (the extent to which a person is on time, reviewing the period specified and the overall attendance record).

This is that the presence of competitors allows individuals to increase their competitive advantage. This study chose the object of study of the competence of military teachers members of Secaba Rindam XIV Hasanuddin.

B. Research Objectives
This study aims to describe and analyze the competencies of military teachers members of Secaba Rindam XIV Hasanuddin.

C. Literature Review
A. Conceptual Description
1) Definition of Competence
Literally, competence comes from the word competence, which means skills, abilities, and authority. As for etymology, competence is interpreted as a dimension of the expertise or superiority of a leader or staff that has good skills, knowledge and behavior. The scope of competence itself can include several aspects both technical, non-technical, personality, soft skills and hard skills which at the moment the above aspects are often used as a basis for determining one's competence in the process of recruiting personnel. So in general competencies can be interpreted as the level of skills, skills and abilities of a person in carrying out his main tasks so that competency is a very important factor in determining one's performance and determining the success of an organization. Wibowo (2007: 93) argues that competence is the foundation of people's characteristics and indicates how to behave or think, equate situations, and support for a long period.
Sahputra and Hendriani (2015) competence is a character of attitude and behavior, or the willingness and ability of individuals who are relatively stable when facing situations and workplaces formed from synergies between character, self-concept, internal motivation, and conceptual knowledge capacity ". Mangkunegara (2005: 113) suggests that competency is a fundamental factor possessed by someone who has more ability, which makes it different from someone who has average or average ability

Competence according to Siagian (2003: 76) has several aspects, namely:

(1) Knowledge, namely awareness in the cognitive field. For example, an employee / employee knows how to identify learning and how to do good learning according to the needs of the organizational unit.
(2) Understanding (understanding), namely the depth of cognitive and affective owned by individuals. For example, an employee in carrying out learning must have a good understanding of the characteristics and conditions of work effectively and efficiently.
(3) Ability (skill) that is something that is owned by an individual to carry out a task or work that is charged to him. For example the ability of employees to choose work methods that are considered more effective and efficient.

(4) Value (standard), which is a standard of behavior that has been believed and psychologically integrated into a person. For example, the standards of behavior of employees in carrying out their duties (honesty, openness, democratic, etc.).

(5) Attitude (feeling) is feeling (happy-not happy, likes or dislikes) or reaction to a stimulus that comes from outside. For example, reactions to the economic crisis, feelings about salary increases and so on.

(6) Interest (interest), namely the tendency of someone to do an action. For example doing a work activity.

In the perspective of national education policy, the Government has enacted RI Permendiknas Number 16 of 2007 concerning Academic Qualification Standards and Competency of Educators, which explains that the Competency Standards of Educators are fully developed from 4 main competencies, namely:

(1) Pedagogic competence is the ability in the management of students which includes: 1) understanding of insight or educational foundation, 2) understanding of students, 3) developing curriculum / syllabus, 4) learning design, 5) implementing learning that is educational and dialogical, 6) evaluation of learning outcomes and g) development of students to actualize their various potentials.

(2) Personality competencies are personality abilities which include: 1) steady, 2) stable, 3) adult, 4) wise and wise, 5) authoritative, 6) noble, 7) being role models for students and society, 8) evaluate their own performance and, 9) develop themselves sustainably.

(3) Social competence is the ability of educators as part of the community: 1) oral and written communication, 2) using communication and information technology functionally, 3) interacting effectively with students, fellow educators, education staff, parents / guardians of students and 4) getting along politely with the surrounding community.

(4) Professional competence is the ability to master learning material widely and deeply which includes: 1) concepts, structures, and scientific / technological / artistic methods that overshadow / coherent with teaching materials, 2) teaching materials available in the school curriculum, 3) the relationship of concepts between related subjects, 4) the application of scientific concepts in everyday life and 5) professional competition in a global context while preserving national values and culture.

2) Competency Function

At present the concept of competency has begun to be applied in various aspects of Human Resource Management although the most is in the fields of training and development, recruitment, selection and remuneration systems. Ruky (2003) suggests that the concept of competency is becoming increasingly popular and has been widely used by work units, especially large organizations for various reasons, namely:

a. Clarify work standards and expectations to be achieved. In this case, the competency model will be able to answer two fundamental questions, namely skills, knowledge and characteristics that are needed in the work and what behaviors directly influence work performance. Both of these will help a lot in reducing subjective decision making in the field of Human Resources.

b. Employee selection tool. The use of standard competencies as an employee selection tool can help organizations to choose the best prospective employees. With clarity on the expected effective behavior of employees, we can aim at selective goals and reduce unnecessary recruitment costs. The way is by developing a behavior that is needed for each function function and focusing the selection interview on the behavior sought.

c. Maximizing productivity. The demand to make a "lean" organization requires us to look for employees who can be developed directed to cover gaps in their skills so that they are able to mobilize vertically or horizontally.

d. The basis for the development of a remuneration system. The competency model can be used to develop a remuneration system that will be considered fairer. Remuneration policy will be more directed and transparent by linking as many decisions as possible with a behavior that is expected to be displayed by an employee.

e. Facilitate adaptation to change. In an era of very rapid change, the nature of work is very fast changing and the need for new capabilities continues to increase. The competency model provides a means to determine what skills are needed to meet these ever-changing needs.

f. Align work behavior with organizational values. This competency model is the easiest way to communicate values and what things should be the focus of employee performance.

The dimensions used in this study are according to RI Minister of National Education Regulation No. 16. Year 2007 which consists of Pedagogic Competence, Personality Competence, Social Competence and Professional Competence.

D. Research Hypothesis

Based on the problem formulation and literature review, the action hypothesis of this study is the competency of Hasanuddin Secaba Rindam XIV members in the good category.

II. RESEARCH METHODOLOGY

A. Research Methods
The method used in this study is descriptive research.

B. Place of Research
Research This study was conducted on military teachers and members of Hasanuddin Secaba Rindam XIV from October 24 to November 23, 2018.

C. Data Collection Techniques
1) Observation Method
The observation phase is carried out, namely (1) initial identification, (2) the implementation stage based on field observations. Observations carried out when teaching and learning activities take place and recorded in the observation sheet as the data collected can be in the form of quantitative research data.
2) Documentation Method
The documentation method in this study is used to obtain photos, videos and data about the names of members of the Secaba Rindam XIV Hasanuddin.
3) Questionnaire Method
Questionnaires were distributed to administrators and members of Secaba Rindam XIV Hasanuddin to obtain quantitative data.
D. Data Analysis Techniques
Data collected through tests is still rough data. The data is then analyzed using statistical tests with the help of SPSS version 23.00 and Excel 2013 programs.

III. RESULTS AND DISCUSSION

A. Research Results
The results of this study used descriptive frequency analysis to test the competency of members of the Hasanuddin Secaba Rindam XIV. For more details, see the following table 1:

Table 1. Summary of descriptive analysis of competency data of members of Secaba Rindam XIV Hasanuddin

Statistics	Variabel			
	Pedagogik	Kepribadian	Sosial	Profesional
N	70	70	70	70
Mean	33.00	40.60	39.26	15.43
Std. Deviation	5.731	7.310	7.916	3.516
Range	20	33	38	12
Minimum	20	17	12	8
Maximum	40	50	50	20
Sum	2310	2842	2748	1080

Based on the results of descriptive analysis of competencies consisting of pedagogic, personality, social and professional in the table above can be described as follows: 1) Pedagogic of 70 samples obtained an average value of 33, the standard deviation value is 5.731 and obtained a range value of 20 from the difference between the maximum value of 40 and the minimum value of 20 and obtained a total value of 2310, 2) Personality of 70 samples obtained an average value of 40.60, the standard deviation value is 7.310 and obtained a range value of 33 from the difference between the maximum value 50 and a minimum value of 17 and obtained a total value of 2842, 3) Social from 70 samples obtained an average value of 39.26, a standard deviation value of 7.916 and obtained a range value of 38 from the difference between a maximum value of 50 and a minimum value of 12 and obtained a total value of 2748, and 4) Professionals from 70 samples obtained an average value of 15.43, nil the standard deviation is 3.516 and a range value of 12 is obtained from the difference between a maximum value of 20 and a minimum value of 8 and a total value of 1080 is obtained. Furthermore, the descriptive results of research frequency competency data can be seen in table 2 below:

Table 2. Summary of descriptive frequency of competency data of members of Secaba Rindam XIV Hasanuddin

Statistics	Variabel			
	Pedagogic	Personality	Social	Professional
N	70	70	70	70
Mean	33.00	40.60	39.26	15.43
Std. Deviation	5.731	7.310	7.916	3.516
Range	20	33	38	12
Minimum	20	17	12	8
Maximum	40	50	50	20
Sum	2310	2842	2748	1080

Based on the results of descriptive competency analysis in table 2 above from 70 samples obtained an average value of 128.29, the standard deviation value is 21.145 and obtained a range value of 84 from the difference between the maximum value of 159 and a minimum value of 75 and obtained a total value of 8980 From the results of descriptive frequency analysis, the categorization of competencies of members of Hasanuddin Secaba Rindam XIV in the table is as follows:

Table 3. Competency categories of members of Secaba Rindam XIV Hasanuddin

No	Converse Value	Interval value	Category	Frequency	Percentage (%)
1	≥ 138	5	Strongly agree	33	47.1%
2	128 - 137	4	Agree	1	1.4%
3	119 - 127	3	disagree	22	31.4%
4	99 - 118	2	disagree	2	2.9%
5	≤ 98	1	Strongly disagree	12	17.1%
total				70	100%

Based on table 3 above for competencies it is known that 33 samples are at intervals interval 138 categories strongly agree or equal to 47.1%, 1 sample is at intervals 128 - 137 categories agree or equal to 1.4%, 22 samples are at intervals 119 - 127 the category of disagree or equal to 31.4%, 2 samples were in the interval of 2.9% the category did not agree or equal to 1.4% and 12 samples were in the interval ≤ 98 categories strongly disagree or equal to 17.1%. Thus it can be concluded that the value interval strongly agrees to get the highest value. This can be interpreted as the performance of Hasanuddin Secaba Rindam XIV members which is obtained from the results of statistical analysis in the category strongly agree or in the excellent category. This is evidenced by the acquisition of interval values ≥ 138 categories strongly agree or equal to 47.1% which shows the categories strongly agree or in very good categories. To clarify the results in the table above, the following is presented the score data of Hasanuddin Rindam XIV military teacher competency results in the form of the following histogram:
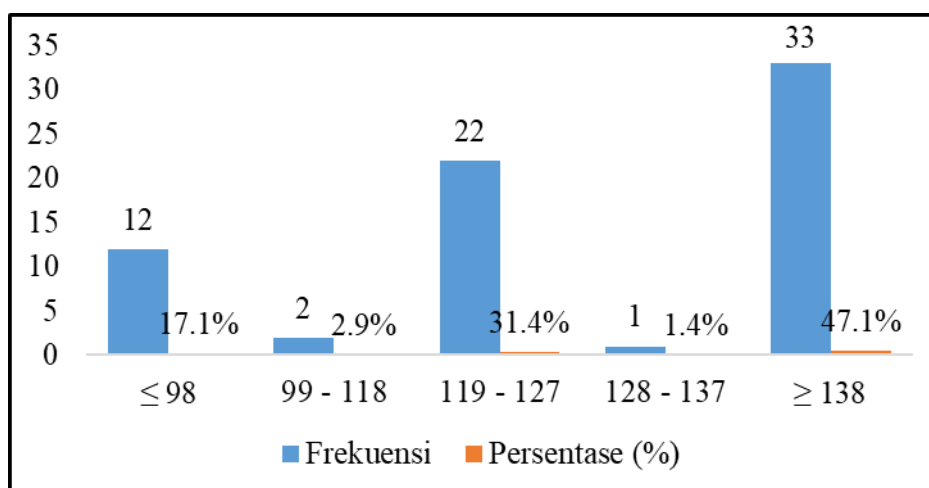
Figure 1. Histogram of competency of members of Secaba Rindam XIV Hasanuddin

IV. DISCUSSION

Based on the results of the research hypothesis test, it can be concluded that the competence of the performance of members of Hasanuddin Secaba Rindam XIV in the category is very good or equal to 47.1%. Thus the TNI AD members are expected to have excellent competence. Achievement of organizational goals in this case Hasanuddin Rindam XIV many elements that become important in its fulfillment, including competence is still many other factors as supporters. The available resources if not managed properly will not get the planned goals, so the role of military teacher competencies and performance is very important for the implementation of learning activities that are able to apply good leadership in the Ruddin Hasan XIV.

These results are in line with the research conducted by Jamaran, et al. (2010) concluded that one of the main benefits of using competencies in organizations is to move human resources toward the targets the company wants to achieve. Besides that competence will encourage employees to obtain and apply Skills and Knowledge according to job requirements, because this is an instrument for achieving their targets. For this reason, the system for developing human resources in the company must be based on competence. The system must be integrated starting from recruitment, person placement, performance appraisal, compensation system, and career development. The results of this study were also strengthened by Widyatmini and Hakim. L (2008), competence contributes 48.9% to variations that occur in employee performance. This means that the higher the competency of employees, the higher the performance of employees. According to Denni, A. Jamaran, (2010), a competency-based performance management system is a formal way of forming employee skills and behaviors to succeed in their current role for future organizational growth.

The research was confirmed by Boulter et. al, 1996 Competence is a basic characteristic of a person that allows them to produce superior performance in their work. Yunus (2012) argues that competence is the ability and willingness to perform a task with effective performance.

Based on the description, the meaning of competency contains a part of personality that is deep and attached to someone with predictable behavior in various situations and work tasks. Prediction of who is performing well and less well can be measured from the criteria or standards used while the competencies that must be possessed by military teachers are pedagogic competence, social competence, personality competence and professional competence.

V. CONCLUSION

Based on the results of the study, the competence of members of the Hasanuddin Secaba Rindam XIV in the category is very good or equal to 47.1%.

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