The Professional Competency Teachers Mediate the Influence of Teacher Innovation and Emotional Intelligence on School Security

by Sri Rahayu

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Abstract

Qualified educational institutions in Indonesia are recognized for their effectiveness, efficiency, and productivity. Leaders must pioneer, create, and encourage the growth of the quality culture in schools. They should handle the change and create the educational renewal toward the quality such that school achievement can be achieved effectively. School effectiveness is influenced by the external and internal factors. Thus, reviewing teacher professional competencies must mediate the effect of teacher innovation and emotional intelligence on school effectiveness. The samples of this research include 333 civil servant teachers (PNS) of the State Elementary School in Malang City Indonesia, and the data analysis used in this study is structural equation models. Results corroborate that innovation and emotional intelligence affect teacher professional competence and school effectiveness. Such competence can mediate the effect of teacher innovation and emotional intelligence on school effectiveness.

Key words: Teacher innovation, Emotional intelligence, Teacher professional competence, School effectiveness

Introduction

The role of education in life is important. UUD 1945 (The 1945 constitution) mandates that every citizen shall have the right to education and instruction. The government shall also endeavor to organize a national education system whose implementation should be governed by Law No. 20 of 2003 on the National Education System. This law states that education is a conscious and planned effort to create a learning atmosphere and learning process such that the learners actively develop their potential to have the spiritual power of religion, self-control, personality, intelligence, noble character, and skill that they, society, and the state need.

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On the basis of the human development index (HDI), Indonesia is ranked 113th in 2015. The HDI rating for Indonesia in 2014 was 110th. In the same year, education expenditures fell to 0.3% from 3.6% to 3.3 (% of PDB). Adult literacy skills (age 15+) rose to 1.1% from 92.8% to 93.9%. The number of students dropped out of school dropped from 11% to 18.1%. Education gap remains at 20.8% (Wikipedia, 2016). Therefore, improving the quality of education in the framework of human resource quality improvement is necessary. Such improvement is the policy and program that must be implemented optimally. Thus, effort must start from the most basic education unit, that is, elementary school.

Decentralization provides schools the freedom to develop management measures, which are oriented toward the initiatives of a quality culture. In management terminology, qualified educational institutions are those that meet the requirements of effectiveness, efficiency, and productivity. Leaders must pioneer, create, and encourage the growth of a quality culture in school by being forward-thinking and capable of handling change in creating educational renewals toward the quality. Thus, effective school predicates are achieved..

School effectiveness is influenced by external and internal factors (Karpov, 2017; Kılınc, 2017; Sander & Wiggins, 1985; Tarman, 2012; 2016; 2017; Tarman & Dev, 2018). Another opinion about the effectiveness of education in a school according to Heneveld in Taylor & Botoch (Rahayu, Ulfatin, & Wiyono, 2017) is influenced by the interaction between external and internal factors. External factors include community, parents, government, and environmental resource support, as well as the characteristics of prospective students. Internal factors of schools involve school climate, leadership curriculum, resources, and facilities. Therefore, factors such as organizational, environmental, worker, policy, and management characteristics affect the effectiveness of organizations (Steers in Meyer & Allen [1984]). The research on environmental balance toward non-formal education learning by Rahmat, Suryanto, & Rahim (2018) affirmed that positive direct effects of the learning environment exist on the learning outcomes of environmental balance. Moreover, environmental factors, technologies, strategies, structures, processes, and climate culture influence or cause organizational effectiveness (Clarke & Gibson-Sweet, 1998).

Lipham, Rankin, and Hoeh (1985) illustrated that school effectiveness can be assessed through organizational performance and maintenance. Organizational performances include the productivity variables, tuition fees, adoption, innovation programs, and students' achievement

levels. Organizational maintenance includes staff and student satisfaction, motivation, and morale. Thus, the rate of change in organizational performances and the level of change in organizational maintenance are key indicators that can be used to assess the effectiveness of school.

Teachers' innovation contributes to school effectiveness. Rogers and Shoemaker (1983) elucidated that the innovation is an idea, a technique or practice, or an object that people or groups consciously accept to adopt. Innovation plays an important role in schools. Apart from being a source of innovation, schools also accept and run innovations for school progress. Bafadal (2009) concluded that implementing educational innovation in good elementary schools occurs in the form of the activity cycle that includes the introduction of innovation, creation condition, implementation, assessment, improvement, and institutionalization. This implementation is possible because of the role of the change of agent, especially the agent of internal change. Lipham et al. (1985) illustrated that school effectiveness can be assessed through adopting innovation programs. Stoll (1992) validated that school effectiveness is influenced by initiation, improvisation, and reform..

Emotional intelligence can affect school effectiveness. According to Goleman in Momeni (2009), emotional intelligence is the ability to motivate yourself and survive frustration. Controlling impulse and not exaggerating pleasure, regulating moods, and keeping the stress burden do not cripple the ability to think, empathize, and pray. Cooper and Sawaf (1998) verified that emotional intelligence is the ability to sense, understand, and effectively apply the power and the sharpness of emotions as a source of energy, information, and influence. Stoll (1992) revealed that, to have effective schools, things must be done with three stages of initiation, improvisation, and reform. Lezotte and Bancroft (1985) concluded that the superior school characteristics are safe school environment, school climate, high expectations, instructional leadership, clear and focused missions, learning lyrical opportunities, and student learning tasks.

Teachers' innovation in managing emotional intelligence can contribute to the professional competence of teachers. A bishop in McQualter (1985) asserted that professional teachers are self-managing teachers in performing their daily tasks. Glickman (1981) confirmed that professional teachers have high abilities and high working motivation. McGee and Banks (2004) proved that a relationship exists between the implementation level of the initiative and the improvement of the curriculum in the score, including the level of teachers' stage of concern and implementation. Serotkin (2006) contended that the assimilation model is holistic in the learning of information used in this research, which is influenced by several factors, such as the responsibility of learning,

degree of support, and impact on change. Teachers' positive attitude toward this model is good because it provides opportunities for professional development.

Ololube (2006) corroborated that teachers with high academic qualifications are more effective than low-qualified teachers. High academic qualifications play an important role in improving their performance. The professional training of teachers can also improve their performance. Teachers with professional qualifications motivate students to study hard and more intimately than before. They also use various learning methods to improve their learning performance. Professionalism uses appropriate evaluation methods rather than untrained teachers. Difference in work effectiveness exists between trained and untrained teachers. A significant difference also exists between the effectiveness of trained and untrained teachers in using the methodology competence. No difference is found in professional effectiveness between professional and unprofessional teachers in the competence of material use. Green (2008) affirmed that teachers, parents, and students agree on the five characteristics of school effectiveness, which are a supportive environment, positive school climate, high student expectations, and monitoring of success and basic skills.

Therefore, conducting a study of teacher professional competence (TPC) is necessary to mediate the effect of teacher innovation and their emotional intelligence on school effectiveness.

All text must be 1.5 spaced (except for the title), line spacing, justified size-12, Times New Roman. The specific problem under study, how it relates to previous work, why and how it is different and how it will contribute to the field should be explained in this section. The arguments and discussion should be grounded on relevant evidence from review of literature. The need that the study intends to meet should be stated clearly by providing evidence from previous research in the field. At the end of the Introduction, the aims of the study should be explained clearly as questions or hypotheses. Sub-headings can be used in this section if needed.

Literature Review

Effectiveness of School

Prince George county public schools (Chapman & Carrier, 1990) are organized and utilized to ensure that all students, regardless of their taste, gender, or socioeconomic status, can learn the essential curriculum materials in school. Cheng in Xiaofu and Qiwen (2007) revealed that school effectiveness shows the ability of schools to perform social function of humanity, political,

cultural, and educational functions. The economical function of schools is to provide supplies to students to perform their economic activities to live prosperously. The social function of the humanity of schools is as a medium for students to adapt to the life of the community. The political function of schools is as a vehicle to gain knowledge about the rights and the duties of citizens. The cultural function is a medium for the cultural transmission and transformation. Education functions as a vehicle for the process of the maturation and formation of student personality. Levine and Lezotte (1995) identified the six school characteristics with high achievements. These characteristics are collaboration skills, neat environment, broad principal support to teachers and parental involvement, emphasis on active learning and academic success, and respect for cultural and environmental differences. Johnson, Livingston, Schwartz, and Slate (2000) identified the seven school effectiveness, such as strong leadership, clean environment, clear curriculum, parental involvement, high expectations, students' progress monitoring, and professional development of staff.

The Emotional Intelligence

The term emotional intelligence was leveled in 1990 by psychologist Peter Salovey from Harvard University and John Mayer from University of New Hampshire. It describes the emotional qualities that appear to be essential to success. Goleman (1995) claimed emotional intelligence is the ability to motivate yourself and survive frustration. Controlling impulse and not exaggerating pleasure, regulating moods, and keeping the stress burden do not cripple the ability to think, empathize, and pray. Cooper and Sawaf (1998) affirmed that emotional intelligence is the ability to sense, understand, and effectively apply the power and the sharpness of emotions as a source of energy, information, and influence.

The Teacher Innovation

Rogers (1983) affirmed that innovation is an idea, a technique or practice, or an object that people or groups consciously accept to adopt. Social change is based on the following three stages in sequence: (1) invention or the process when new ideas are created and developed, (2) diffusion or the process of new ideas communicated to the social system, and (3) consequences of the change occurring in the social system as a result of adopting and rejecting new ideas. The totality of social change is the result of communication. In schools, innovation plays an important role. Apart from

being a source of innovation, schools also accept and run innovation for the school progress. Therefore, diffusing innovation is necessary. Diffusion of innovation has elements that must be understood and is the clarity of innovation. It implies whether adopting innovation, imitation or modification of ideas, practices and concepts can benefit organizations. Sharing ideas is possible given the elements of communication through various channels. Such ideas are practiced, as well as the time followed by the members.

The Teacher Competence

Stone (1998) affirmed that teacher competence is a descriptive qualitative nature of meaningful teacher behavior. Moqvist (2003) corroborated that *"competency has been defined in the light of actual circumstances relating to the individual and work."* Regarding training agency, Holmes (1992) said that: *"A competence is a description of something which a person who works in a given occupational area should be able to do. It is a description of an action behaviour or outcome which a person should be able to demonstrate."* Among the three opinions above, we can draw the red thread that competence is basically a picture of what should be done for someone in a job, in the form of activities, behaviors, and the outcomes that should be displayed. Someone must have the ability in the form of knowledge, attitude, and skills in accordance with the field work to perform the job. Sahertian (1994) asserted that competence is the ability to perform teaching and educating tasks gained through education and training.

Method

This study uses a quantitative approach with explanatory research. This method is used because the purpose of this study is to prove empirically and to explain the effect of teacher innovation and emotional intelligence on school effectiveness mediated by TPC. The technique of collecting data through direct observation at the research location is possible. Moreover, the questionnaires are distributed to selected respondents as the research sample.

The research respondents are civil servant teachers (PNS) of the State Elementary School in Malang city. The population includes 1,987 teachers. Thus, the tables Isaac and Michael with 5% error rate are obtained by 333 civil servant teachers (PNS) in Malang City. The sampling uses a probability sampling method with a professional area random sampling technique. Each region uses this technique. The data analysis uses the structural equation models (SEM). Its used too with

Tulus Suryanto to to examine the influence of past audits, auditors' training and auditors' experience on audit quality in companies (Yazid & Suryanto, 2017).

Instrument

The research instrument is a tool used by researchers in collecting data to measure variables that contain indicators. Variables in this study can be explained as follows:

Table 1.

Summary of Variables

Variables	Indicators
Teacher Innovation	Self
	Task
	Impact
Emotional Intelligence	Empathy
	Ability to express oneself
	Self-regulation
	Self-awareness
	Social Skills
Professional Teacher Competence	Lesson Planning
	Implementing learning process
	Assessment/ Evaluation
School Effectiveness	The mission clarity
	Positive school climate
	High Expectations
	Monitoring
	Learning Opportunity
	Parental Involvement

Source: Authors' own.

Measurement Model

Testing of the goodness of fit model should be made to ensure that the prepared structural models can explain the direction of the influence appropriately and avoid a biased estimation. The model is used to explain whether the hypothetical model is supported by empirical data. Figure 1 and Table 1 exhibit the complete SEM analysis.
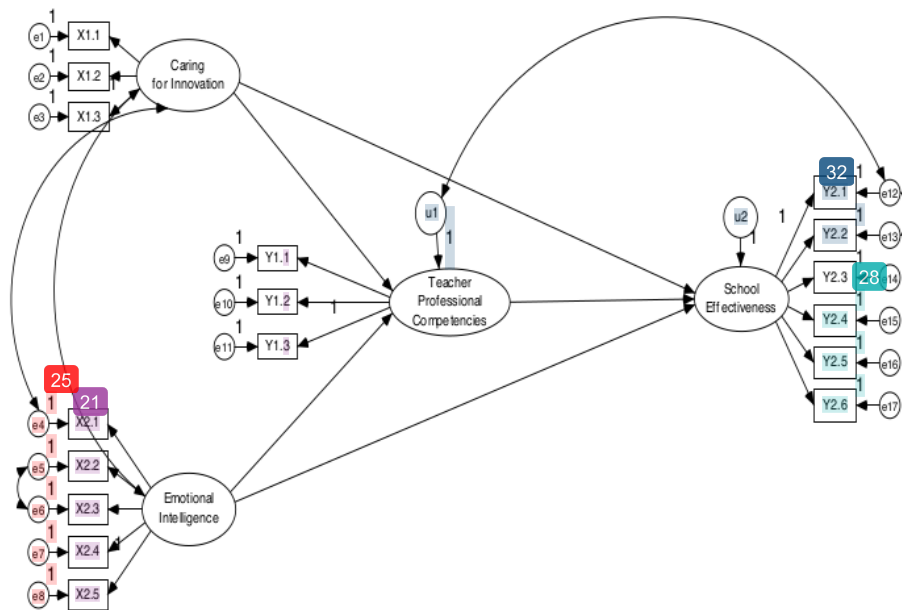
Figure 1. The Path Diagram of the SEM Analysis Result

Table 2

The Result of Goodness Of Fit Overall Model Testing

Criteria	Cut-of value	Model Result	Note
Khi Quadrate	Small	240.632	Less Good Model
p-value	≥ 0.05	0.000	
CMIN/DF	≤ 2.00	2.208	Marginal
GFI	≥ 0.90	0.924	Good Model
AGFI	≥ 0.90	0.894	Marginal
TLI	≥ 0.95	0.932	Marginal
CFI	≥ 0.95	0.945	Marginal
RMSEA	≤ 0.08	0.060	Good Model

All criteria show a marginal model. Thus, the model can be categorized feasibly to be used such that the interpretation can be done for further discussion

Analysis

SEM analysis using AMOS 18.0 is used to test the hypothesis proposed by the researcher. As a basis for testing the hypothesis, critical ratio (*Cr*) from the output regression weight is used. The hypothesis is accepted if p *value* < the significance of 5%. Table 2 presents the analysis result.

Table 3

Standardized structural estimates of the structural model Direct Effect

			Estimate	C.R.	P
Teacher Professional Competencies	<---	Caring for Innovation	0,315	5,010	0.000*
Teacher Professional Competencies	<---	Emotional Intelligence	0,146	2,590	0.010*
School Effectiveness	<---	Caring for Innovation	0,468	4,001	0.000*
School Effectiveness	<---	Emotional Intelligence	0,277	3,476	0.000*
School Effectiveness	<---	Teacher Professional Competencies	0,247	3,665	0.000*

Note: * significance at 5%

Table 3 depicts that the effect of teacher innovation and emotional intelligence on TPC is significant at the 5% level, that is, teacher innovation and emotional intelligence contribute to the improvement of TPC. The test results of teacher innovation, emotional intelligence, and TPC on school effectiveness are significant at the 5% level. Thus, all factors contribute to school effectiveness.

The test of indirect effects is used from a certain direct test result. The complete test result of the direct effect is presented in the following table.

Table 4.
The Result of hypothesis testing indirect effect

Influence among variables	Direct Influence	Indirect influence through TPC
Caring for innovation on TPC	0,315	–
Emotional intelligence on TPC	0,146	–
Caring for innovation on school effectiveness	0,468	$0,315 \times 0,247 = 0,078$
Emotional intelligence on school effectiveness	0,277	$0,146 \times 0,247 = 0,036$
TPC on school effectiveness	0,247	–

Table 4 explains that TPC can mediate the effect of teacher innovation and emotional intelligence on school effectiveness. Thus, the innovations made by teachers and their emotional intelligence improve their professional competence, which ultimately affects school effectiveness.

Findings

Direct Relationship of Teachers' Innovation with TPC

On the basis of the result of the inferential statistical analysis, a significant direct relationship exists between teacher innovation and TPC. The higher the teachers' concern for innovation, the higher the TPC. Rogers and Shoemaker (1983) corroborated that innovation is an idea, a technique or practice, or an object that people or groups consciously accept to adopt. Robbins (1996) defined innovation as a new idea applied to initiate or improve products, processes, and services. Moreover, Freedman (1988) confirmed that innovation is a process of implementing new ideas by turning creative concepts into reality.

The process of implementing new ideas, such as broad-based education, life skill, school-based education management, contextual learning, and KTSP, are deliberately created by the superiors to improve the quality of education or its efficiency. These innovations are done and applied to teachers by inviting, encouraging, and imposing what creators perceive as good for teachers' benefits. If teachers implement the innovation well, then TPC increases. Teachers' concern for educational innovation is emphasized by three indicators, namely, self, task, and impact. Indicators have the greatest and strongest contribution to shape teachers' concern for innovation. This condition indicates that teachers' concern for innovation is formed by knowing its demands in learning information about time, commitment, effort, and resources in innovation.

The results of this study reinforce the previous studies conducted by Serotkin (2006), which shows that the holistic model assimilation in the study of information use in research is influenced by several factors, such as the responsibility of learning, the degree of support, and the impact on change. Teachers' positive attitude to this model is good because it provides opportunities for the professional development.

Relationship between Emotional Intelligence and TPC

On the basis of the result of the inferential statistical analysis, a significant direct relationship of emotional intelligence with TPC can be accepted. The higher the emotional intelligence of

teachers, the higher the TPC. Teachers who can optimize their emotional intelligence well can manage their emotions. They can also keep up with their students, colleagues, or with parents and guardians. Thus, the competence that teachers must own can realize and carry out all the demands and duties of each teacher competence well.

Emotional intelligence improving TPC is explained by five indicators, such as empathy, self-expression, self-regulation, self-awareness, and social skills. When viewed from the loading factor value of each indicator, the largest and strongest contribution is considered to form the emotional intelligence variable. This condition is called self-regulation, which shows that self-regulation is one of the most effective forms of emotional intelligence. Teachers have good emotional intelligence if they can adapt to the environment. Doing so makes classrooms feel familiar. Working together while performing daily tasks and developing learning programs also becomes possible. These conditions are consistent with the opinion presented by Goleman (2001) who explained that emotional intelligence is the ability to recognize the feelings of oneself and of others, as well as the ability to manage emotions well on oneself and in the relationship with others. The study conducted by Weninger, Hong, and Koh (2017) concluded that a positive correlation exists between the nine principles of professional ethics and TPC. Teachers and practitioners must promote professional ethics in their educational and teaching settings. Teachers should be aware of this important issue because understanding professional ethics can affect teachers' emotional intelligence and to students' achievement. Teachers' should pay attention to all the principles of professional ethics and should consider them in their academic. Fahanani (2010) affirmed that a significant positive reciprocal relation exists between emotional intelligence and teacher competence. Their relationship is positive and significant.

Direct Relationship between Teachers' Care Innovations with School Effectiveness

On the basis of the results of the inferential statistical analysis, a significant direct relationship is found between teacher innovation and school effectiveness. Therefore, the higher the teachers' concern for innovation, the higher the school effectiveness.

Teacher innovation is necessary because teachers themselves are instrumental in the learning process. They should process their ability to create effective and efficient learning media that can ultimately improve school effectiveness. Increasing school effectiveness through the role of teacher innovation can be done by three indicators, such as self, task, and impact. The largest

contribution of those indicators in shaping teachers' concern for the innovation is the task. This condition indicates that teachers' concern for innovation is formed by knowing its demands in learning and knowing information about time, effort, and resources.

A study conducted by Hill and Serdyukov (2007) claimed that education desperately needs an effective scale innovation that can help produce high-quality learning outcomes required across the system. Improving the quality and the innovation in education can possibly affect education itself and benefit the entire community. Atmono in Maulida and Dhania (2012) contended that a significant relationship between teachers' concern for innovation and school effectiveness at SD Negeri Banjarmasin. Therefore, the more teachers care about innovation, the higher the school effectiveness.

Direct Relationship between Emotional Intelligence and School Effectiveness

A significant direct relationship is found between emotional intelligence and school effectiveness. Emotional intelligence is the ability to understand emotions. The main source of information is provided to convince oneself and others to step the goal achievements. Teachers as educators have an important role to achieve such goals. As professional educators, teachers cannot be separated from the outside influences, which lessen or maximize performance. One of the factors that can affect the performance of teachers is emotional intelligence. It can also be interpreted as a mental ability that helps us control and understand our feelings and others that lead to the ability to manage those feelings. Therefore, intelligent people not only have emotions or feelings but also understands their meanings.

Schools run effectively related to emotional intelligence of teachers, which is due to empathy indicators, self-expression, self-regulation, self-awareness, and social skills. Moreover, when viewed from the value factor loading of indicators, which have the largest and strongest contribution to form, emotional intelligence variable is the self-regulation.

Results of this study reinforce the previous review conducted by Moore (2009), which concluded that emotional intelligence and its development should be encouraged by school administrators. These administrators can benefit from the learning of how to handle emotions of others, as well as their own. Universities, school boards, and the state department of education should reconsider implementing the construction of emotional intelligence and coaching programs for the potential and current school administrators. School administrators who have high emotional

intelligence do not only have a strong relationship with their peers, teachers, parents, and students but may also be effective in leading change and initiating school reform. Van Rooy and Viswesvaran (2004) concluded that emotional intelligence can be considered a valuable predictor of work performance. Effective middle schools and principals must understand and manage emotions to implement and lead school reform. Fahanani (2010) concluded that a significant positive relationship exists between teachers' emotional intelligence and school effectiveness

Direct Relationship of TPC with School Effectiveness

The significant direct relationship between TPC with and school effectiveness is acceptable. Therefore, the higher the TPC, the higher the school effectiveness.

This result implies that schools can be effective if teachers have a high professional level. Thus, schools always establish a positive communication with parents; they always maintain the assurance of parents' support; they always cooperate with parents and the community; and they always need support from professional teachers who have high professional competence. Indicators of the learning and planning implementation of the learning process specify such competence.

Preparing the lesson plan should always describe the basic competencies. Moreover, the clarity of formulating, selecting, and organizing the learning materials; the scope of materials, including its order and its demands; the suitability among the source, the learning material, and the learning media with the ability of learners; the suitability of the selected learning method with the material to be given; and the suitability between the assessment technique and basic competence achievement must be given attention.

In addition to the learning process, teachers should carry out the learning process well. In the beginning, they must do the apperception. In implementing the learning, they should always master the learning materials, carry out the learning and delivery of materials coherently and systematically, require to master the class, skillfully use the media and learning resources that have been prepared, and provide positive response to the participants of learners. The learning process finishes by reflecting or creating a summary that involves the learners.

The results of the study reinforce the previous study conducted by Fahanani (2010), which concludes that a significant positive relationship is found between teacher competence and

school effectiveness. Moreover, Triono (2008) concluded that human resource competence has a significant effect on school performance.

Indirect Relationship between Teachers' Concerns for the Innovation with School Effectiveness through Professional Competence

On the basis of the results of the inferential statistical analysis, TPC is a mediator of teachers' concerns for the innovation with school effectiveness. Teachers are concerned about the demands of innovation in learning and obtaining additional information about time, commitment, and effort. The resources needed in innovation can improve TPC, such as in planning lessons. Implementing the learning process that ultimately affects the improvement of school effectiveness that always maintains a positive communication with parents, guarantees parents' support, and cooperates with parents and the community.

Indirect Relationship of Emotional Intelligence with School Effectiveness through Professional Competence

TPC is a mediator for the relationship of emotional intelligence with school effectiveness. Thus, teachers who have high emotional intelligence, which is reflected in their ability to adjust to the environment so that the class atmosphere becomes familiar, can do daily tasks and can develop learning programs, such as planning lessons that improves TPC and implementing the learning process, which ultimately affects the improvement of school effectiveness. School effectiveness always maintains a positive communication with parents, guarantees parents' support, and cooperates with parents and the community.

Discussion, Conclusion and Implications

Teacher innovation and emotional intelligence affect TPC and school effectiveness. TPC mediates the effect of teacher innovation and emotional intelligence on school effectiveness. School administrators must pay attention to TPC through supervision starting from class visit, teachers' class visit, assessment of the way and the work, joint research on school and teacher condition, teachers' attendance, and daily journal entry checking. These activities can improve TPC and the school culture that can mediate teachers' influence on innovation and emotional intelligence on school effectiveness.

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