Learning To Acquire And Improve The Skills Of Outside Of The Lecturers’ Leadership

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Abstract
The population in this research is all lecturer at the University of Jayabaya Jakarta which numbered 124 obtained samples as much as 62 people with merge updates the technique of random sampling. Data collection technique that used is test, questionnaires and documentary. Data analysis technique that used is a descriptive analysis and making inferences. Normality of regression data, regression coefficient significance test, linear regression equation, and hypothesis test using analysis of the band. The research results show that: (1) there is a direct influence of lecturers’ training experience of mastering; (2) there is the direct effect of motivation to teach against mastering; (3) there is directly influence training experience lecturers to lecturers’ teaching motivation. Thus the lecturers’ leadership can be improved through training on the lecturers’ performance. The leadership of the lecturers also can be enhanced by motivating lecturers to increase their knowledge. Lecturers’ teaching motivation can also be improved by following the training activities.

Key words: training, motivation, mastering, performance

INTRODUCTION
Related to the above opinions and efforts to improve the quality of education continuously done, either conventional or innovative. Education is a very important point in the style of life, in the life of the college, family, community and the life of the nation. As noted Soedjadi (2000: 43) that the aims of teaching mathematics is first, prepare students to be able to face changes the situation and think pattern in life and the world always developed, and second, prepare students use mathematics and think pattern of mathematics in daily life and in learning any knowledge.

From the opinion of the above it is clear that in living the life of this world will continue in accordance with the development of science and technology therefore students must have the ability to obtain, select and instruct the information to survive on the circumstances that always change. This capability requires critical thinking, systematic, logical, creative and ability to work together effectively. So, a lecturer must strive to be creative in the teaching so that can bring the students to the desired direction.

The measure of lack lecturers’ leadership ability is beginning competency test (called UKA) in 2016 announced Kemenristek of General Directorate. To achieve a good lecturer Leadership capabilities and one of the things that can be done is to follow the lecturers’ training. This is relevant to the opinion of Admodiwiro (1993: 23) says that "The aim of education and training to increase knowledge, attitude, and personality to meet the kingship in his work". From the opinion, the education and training of lecturers is a planned activities to develop the capacity of lecturers in
improving knowledge, attitudes and personality in carrying out the tasks and responsibilities as a lecturer.

In addition to factors such as the training experience lecturers, other factors that affect the leadership of the lecturers is teaching motivation. Schunk (2012: 475) said that the motivation is "the process to encourage and maintain the purpose by directing the behavior". This opinion can be interpreted that the motivation occurs because there is a strong encouragement that appears actions to achieve and maintain the aims pursued. Encouragement and maintaining this goal can come within and outside of lecturers' personality.

According to Gafur (2004: 63), "mastery of materials or teaching materials is the acquisition of knowledge, skills and attitudes that must be taught by lecturers and learned by students". This understanding can be understood as the ability to control the ingredients or the subjects that must be controlled by the lecturers and presented to the students. In this case the leadership of the lecturers is a set of the readiness of the lecturers before conducting the learning process in the form of knowledge about the concept of lecturer, definition and facts to achieve the goal of teaching learners after learning.

Majid (2009: 173) holds "Self learning materials or materials is the control of all forms of the material used to help lecturers in implementing teaching and learning activities". The materials can be in written or unwritten materials. This can be viewed as indicating that that the achievement of the purpose of the lesson is expected to depend on the ability of the lecturer in control of the subjects that will be taught to learners in accordance with the curriculum in higher education.

According to Sudjana (2009: 67) "Self learning materials or teaching materials is mengusai content that is given to the students at the time of the continuation of the learning process mangajar". With the control of teaching materials or materials this lesson students are conveyed to the purpose of the teaching. In other words the purpose of which will be achieved students colored and shaped by the ability of the lecturer in control of learning materials or teaching materials. Teaching materials or teaching materials on being alone is the content of the subjects or fields of study given to students in accordance with the curriculum that uses.

Understanding the teaching motivation can be reviewed as key words to be able to examine in depth so that we understand the motivation to teach. The opinion of Uno (2013: 63), "motivation is derived from the motives that can be interpreted as the force that there is in the individual that cause the individual to act or do". The motivation cannot be observed directly but can be interpreted in behavior. The motivation can be viewed as a change of energy in individual 26, and preceded by the response to the destination. This method for the opinion that one can have meaning that someone could do a thing because there is a thing that influence within.

While Schunk (2012: 475) said that the motivation is "the process to encourage and maintain the purpose by directing the behavior". This opinion can be meant that because of the desired motivation to achieve the goal of the intended. Another argument advanced by the Meece, Pintrich and Schunk (2012: 6) said the motivation is a "diinisiasikannya process and maintains the activities directed at the achievement of the purpose of". This opinion contains the understanding that someone do something due to pengerak power or boost the purpose, so that the person continues to abstain or perform actions that lead kepencapaian intended purpose.

Then, to understand about teaching, it is important that we do is to examine the concept of theory of the experts that may eventually lead us to the formulation of the theory of teaching. Teaching is defined as the process of delivering information or knowledge from the lecturer to the students. The process of delivery is often also considered as the process of transfer of knowledge. In this context, transfer is not defined by moving, such as for example the transfer of money. For if we analogikan with money transferring the amount of money that is owned by a person will be lessened even disappear after transfer to other people.

According to Lutan (1988: 376), "teaching is a set of deliberate activity and planning from a person or person (P) which has the advantages of the knowledge or skills to be given to the other people as the target or object (O), which has not yet developed the knowledge, skills or even a specific
biological attributes, and information or skills are conveyed through the channels or certain methods, that then get the response from the object and a role as subjects." This understanding can be narrowly defined as a conscious effort deliberately and planned from a lecturer to convey knowledge, skills and information by using certain methods to the students.

The relevant opinion advanced Basoeki (1994: 73) holds that "teaching means giving lessons, business so that the students gain understanding, skill or duel fought about something taught that includes all the factors that summarizes the whole situation of teaching that includes the student activities lecturer, the principles of teaching and teaching environment, the goals and evaluation". this sense can interpret the teaching as a lecturer structured leases all the factors and the principles of the learning environment and teaching and learning aims to be achieved and learning evaluation after the learners acquire knowledge, skill or really duel fought something that taught.

From the explanation of the explanation above it can be concluded "teaching motivation is inside encouragement and outside of themselves a lecturer to perform and maintain the tasks and responsibilities in teaching to achieve what is expected or learning aims to be achieved".

Education and training or more known by training lecturers are two different things but having relevance closely, where education theoretical nature while the training is more practical. Ranupandoyo dkk (1997:79) distinguish between education and training as follows: "Education is an activity to increase the knowledge of a person includes increasing mastery of the theory and skills, deciding issues related to the purpose of the organization. While the training to help someone in understanding a practical knowledge and its application to improve the skills, skill and attitudes required by the organization in the business of achieving".

According to the Government Regulation Number 101 2000 Article 1 paragraph (1) says that "lecturer training is the process of the implementation of the teaching and learning in order to improve the ability of Civil Servants". Understanding this lecturer training narrowly defined as an effort to improve the ability will knowledge , the attitude and value of an officer or a lecturer.

Furthermore According To Nitisemito (1996:122), said "lecturer training is an activity which aims to improve the attitude, behavior, skills and knowledge from the lecturer or his servants in accordance with the desire of a company." This opinion can be meant in lecturer training as an activity to improve or increase the knowledge and skills of the attitudes and behavior of lecturers in carrying out the tasks and responsibilities in order to achieve expected.

Other opinion that background are by Kamil (2012: 4) proposed that "lecturer training is the process of learning to acquire and improve the skills of outside of the education system that occur in the time frame is relatively short and merge updates the method preferring the practices of the theory". The sense of this means that the training lecturers as the learning process is organized and planned in relative short time to acquire and improve the skills of the lecturer or officers in order to achieve expected.

From the explanation of the explanation of it can be concluded "lecturer training is a learning process and practice in an organized manner in a short realif time to improve the ability, skills, knowledge, skill and attitude toward the work in order to achieve expected".

RESEARCH METHODOLOGY

This research conducted in August until October 2017. The method used in this research is a survey kausal with path analysis model (path analysis). Abbas, (2012: 78) (structural Model analysis of the band) is used to analyze the pattern of the relationship kausal (for result) between exogenous variables on the endogenous variavel. In this research there are three variables which made the research object. Two variables exogenous namely training experience lecturers (X1) and motivation to teach (X2) and one endogenous variable is the leadership of the lecturers (Y). According to Sudjana (2003: 297) exogenous variable is a variable which is assumed happened because the causes outside the model or causal constellation, while the endogenous variable is a variable which become due from exchangeable exogenous.
The population is regional generalization that consists of the object/subjects that having the quality and certain characteristics specified by the researchers to learn and then drawn the conclusion (Sugiyono, 2013: 117). The sample is part of the number and characteristics which owned by the population (Sugiyono, 2012: 119). Sampling techniques use simple random sampling. With the assumption that the capability of the lecturers is really homogeneous. A representative sampling in this research is namely 62 people from the population as much as 124 or a 50%. Sampling is in accordance with the opinion of Arikunto (2006: 116), "the determination of sampling when less than 100 b taken all that population research. If the amount of the subject or more than 100 can be taken between 10-15% or 20-55%.

In this research, the technique of data collection used a test, questionnaires and document. The tests used to collect data about the leadership of the lecturers lecturers. The tests are organized in the form of multiple choice and refers to indicators of Leadership lecturers. Questionnaires used to collect data about the motivation to teach lecturers. Questionnaires designed in such a way to record data about the motivation to teach a lecturer using the scale 1-5. For the training experience of lecturers as factual variables, then used the document in the form of training certificate lecturer to see the length of time the training lecturers. Where a range of the number of hours of training lecturers adjusted with Ministerial Regulation No. 16 The year 2009 About functional position lecturer and the number of credit.

Data analysis technique that is used is a descriptive analysis and making inferences. Descriptive analysis techniques used to obtain the description of the characteristics of the spread of the value of each variable score is examined. Scoring data description of research results based on the value of the average (mean), median and mode of the data in groups was also calculated data variance. The spread of the data based on the frequency distribution table group data in the form of histogram could be visualized.

THE RESEARCH RESULTS AND DISCUSSION

a. The First Research hypothesis

The first research hypothesis is "There is a positive direct influence training experience lecturer of mastering". This hypothesis is statistically formulated as follows.

\[ H_0 : \beta_1 = 0 \]
\[ H_1 : \gamma \beta > 0 \]

Testing criteria:
Reject \( H_0 \) if \( t_{\text{count}} > t_{\text{table}} \) on equal to the significance of \( \alpha \) the selected degrees free (db) = \( n - k - 1 \), on other conditions \( H_0 \) accepted.

From the results of the calculation of the value of the path coefficient \( X_1 \) to \( Y \) in the appendix VI p. 224 obtained the value \( \beta_{y_1} = 0.615 \). Based on the results of the calculation of the path coefficient significance tests on the attachments 19 222 page in obtain the value \( t_{\text{count}} = 8.023 \) and value \( t_{\text{table}} = 2.001 \) on equal significance \( \alpha = 0.05 \) with degrees free (db) = 59. Because the value of \( t_{\text{count}} = 8.023 > t_{\text{table}} = 2.001 \) then concluded that the path coefficient \( X_1 \) to \( Y \) is significant.

b. The Second Research hypothesis

The second research hypothesis is "There is a positive direct influence the motivation to teach against mastering". This hypothesis is statistically formulated as follows.

\[ H_0 : \beta_2 = 0 \]
\[ H_1 : \gamma_2 > 0 \beta \]

Testing criteria:
Reject \( H_0 \) if \( t_{\text{count}} > t_{\text{table}} \) on the rank of the significance of \( \alpha \) the selected degrees free (db) = \( n - k - 1 \), on other conditions \( H_0 \) accepted.

From the results of the calculation of the value of the path coefficient \( X_2 \) to \( Y \) in the appendix VI p. 224 obtained the value \( \beta_{y_2} = 0.363 \). Based on the results of the calculation of the path coefficient significance tests on the attachments 19 222 page in obtain the value \( t_{\text{count}} = 4.759 \) and
value $t_{\text{table}} = 2.001$ on equal significance $\alpha = 0.05$ with degrees free (db) = 59. Because the value of $t_{\text{count}} = 4.759 > t_{\text{table}} = 2.001$ then concluded that the path coefficient $X_2$ to $Y$ is significant.

c. **The Third Research hypothesis**

The third research hypothesis is "There is a positive direct influence training experience lecturers to teach motivation lecturer". This hypothesis is statistically formulated as follows.

$$H_0 : \beta_{21} = 0$$
$$H_1 : 21 > 0\beta$$

Testing criteria:

Reject $H_0$ if $t_{\text{count}} > t_{\text{table}}$ on the rank of the significance of $\alpha$ the selected degrees free (db) = $n - k - 1$, on other conditions $H_0$ accepted.

From the results of the calculation of the value of the path coefficient $X_1$ to $X_2$ on attachments 19 p. 224 obtained the value $\beta_{21} = 0.753$. Based on the results of the test calculations of path coefficient significance in the appendix 19 223 page in obtain the valu $t_{\text{count}} = 8.852$ and value $t_{\text{table}} = 2.000$ on equal significance $\alpha = 0.05$ with degrees free (db) = 60. Because the value of $t_{\text{count}} = 8.852 > t_{\text{table}} = 2.000$ then concluded that the path coefficient $X_1$ to $X_2$ is significant.

**CONCLUSION**

From the finding and discussion of the research results it can be concluded as follows:

1. There is a positive direct influence training experience of lecturers against the leadership of Dosendosen, means more and more often the lecturers do training, then the higher also build the mastery of the material.
2. There is a positive direct influence the motivation to teach against the leadership of Dosendosen, it means that the higher the motivation to teach the lecturers, then the higher also the mastery of the material.
3. There is a positive direct influence training experience lecturers to teach motivation lecturer, means more and more often the lecturers do training, and then the higher the motivation also taught them.

**REFERENCES**


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