Research Article

Inhibiting Factor of Primary School Teacher Competence in North Sumatra Province, Indonesia: Pedagogical and Professional

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Abstract

This study investigated the role of enabling school structures (ESS), collegial trust (CT), academic emphasis (AE), and collective efficacy (CE) in the development of professional learning communities (PLCs) in 67 schools in large southeastern school district. ESS represented the formal aspects of the school while the informal were characterized by CT, AE, and CE based upon the perceptions of teachers. As hypothesized, all of the variables shared a significant correlation with each other and collectively explained approximately 79% of the variance in PLCs development. Only ESS had a significant effect on PLCs development, which partially supported the second hypothesis.

Keywords: Pedagogic; Professional; School infrastructure; Training; Teacher education

Introduction

Competent for teachers becomes main requirements to perform their duties and profession professionally. Competence is an important issue, because of offering an organizational framework effectively and efficiently to empower the limitted resources. Teachers certainly need to have appropriate competencies for their duties and responsibilities. A teacher who has competence in the profession will be able to perform his duties well, efficiently, effectively, timely, and appropriate to the target.

Teacher competence includes: mastery of the subject matter, understanding human nature to improve professional knowledge, workshops, seminars, effective communication, as well as adequate knowledge [1-4].

Teacher competence is the roundness of knowledge, skills, and attitudes embodied in intelligent action and full of responsibility in carrying out the task of teaching agent which includes: personal, pedagogical, professional, and social [3-7].

From four competencies above, the teachers get difficulty to perform professional competence, focused on ability of writing scientific papers [6].

Teachers should have competence to develop students' potentials to become faith and piety man for Almighty God, noble, healthy, knowledgeable, capable, creative, independent, and becoming democratic and responsible citizens [3] [8-10].

Mere possession of knowledge and certified qualification gives no assurance to meet the aforesaid objectives. For this, it is obligatory for a teacher to have appropriate comprehension of human nature, its needs, and developmental principles in light of urbanisation, technology advancements and industrialisation locally as well as globally. Due to vast extension in roles and responsibilities, a teacher has to display high order of professionalism inside and outside the classroom. It is impossible for a teacher to possess all competencies in perfect amalgam though training and experience lead teacher towards proficiency. A competent teacher is temperamentally warm and cordial. She has clear vision of the set objectives. She executes meticulously whatever is planned. Management of affairs is done effectively by her inside and outside the classroom. Her skill of presentation of subject matter is able to seek attention of students. She is capable of motivating the back benchers [11].

Competence influences teacher performance to do his/her duty and profession as a teacher, counselor, as well as class administrator, for example teacher competence included: understanding the knowledge and education foundation; understanding strudent's psychology; developing curriculum/syllabus; instructional design; implementation the educated and dialogue learning; using learn-

ing technologies; evaluating learning outcomes; and developing student's ability to actualize themselves [12-14].

Learning conditional expectation as above still seems far-from the demands. Result of teacher competence examination held by testin 2013 for 30.695 primary school teachers from all primary school teachers in 33 districts/cities in North Sumatra provinceas many as 85.998 tecahers obtained an average value of 38.08 for value scale of 0-100, with the highest value of 82.05 and the lowest at 1.25.

Generally, the low competence of teachers is caused by 2 factors, namely: external and internal. External factors includes: lack of regulation as a district policy to increase teacher professionalism; lack of supervision for teacher competence; no synergy among related lining sector to implement education and training for teacher, starting from planning, implementation, and evaluation; implementation of education and training for teachers not based on the level and type of teacher competence required [11,15-17].

The internal factors of low teacher competence are caused by lack of teachers' teaching experience; apathy of teachers to make change for the better ones caused of minimal appreciation in reward from government; bad teacher socioeconomic; teacher socio-cultural; lack of teacher self-development; inefective teacher workload [10,15,18,19-23].

The low teacher competence in Indonesia is caused by no change of teaching pattern from conventional system towards competence system [24-28].

The study aimsto describe inhibiting factors of pedagogic and professional competencies from primary school teacher, as well asits problems.

Teacher competence

Characteristics of competent teacher are a teacher who encourages students to reflect social reality and empower them (students) to implement the existing conditions for their lives. In addition, a competent teacher is a teacher who always interacts with students, so they are making and building knowledge and sharing experience for each other.

Internal factors can inhibit the teacher competence in performing his/her duties as educator (Smith, 1994). A number of internal factors that affects teacher competence is demand of inefficient time; low salary; incooperative students attitude; and lack of support from all parties that impact on teacher performance. While, other external factors are the lackof gender justice, gender differences, transport problems, political instability and improperly political interference [16].

A teacher worries about the number of teaching load; often involved for non-teaching activities that does not provide sufficient time for preparation in teaching; lack of self-motivation; minimal opportunity for career advancement in the teaching profession; lack of teacher incentives; inefective management information system; and high ratios of teacher-students [16].

Learning organization can build teacher basic competencies and increase their knowledge and skills used to solve teaching problems [29].

The characteristics of learning organization are an organization that can provide opportunities for teachers to learn continuously to improve their competence, competitiveness, efficiency, and organizational excellence. Therefore, the implementation of learning organisation at school is very important to develop teacher competence and education quality [30].

One of inhibiting factors of teacher competenceis lack of teacher education and training. Trained teachers show significant differences for some competencies, such as:pedagogic, management, and making assessment. All trained teachers aremore competent than teachers not yet [31]. This study shows that teacher training programs should be continuous (ongoing) to improve the teacher competence.

Professional development program for teacher has brought significant and positive changes for teacher professional competence [31-34]. According to them, concise training impacts for little teacher performance, while an inclusive program impacts a great effect on teacher competence and performance.

Generally, teacher pedagogic training impacts a graet effect on mastery of the subject matter and the effects of teaching behavior [35,36]. Developing teacher professional competence means to develop their knowledge, attitudes, skills, aspirations, and behavior, in turn can improve student learning outcomes [37-38].

A recent study of the key competencies required teachers in the light of curriculum reforms published by UNESCO suggests that teachers should be facilitating the learning process by creating an environment in which it can take place to be effective. Teachers should be able to determine the needs of each student in relation to a new learning task and then help the pupil. Teachers should be able to make the curriculum relevant to the individual child by linking it with the real life problems of the learner and making the student aware of societies concerns [19].

But there are some factors which have played an important role in shaping and determining the objective of education and the system of education [19].

Economic factor: Formal education is possible where production exceeds consumption. This will depend upon the fertility

of the soil abundant mineral deposits and proper climatic conditions for work where there is a subsistence economy. This is the reason why poorer and under developed countries have a minimum education for their children while industrially advanced countries keep nearly all their children at school and for a longer time. The educational process is affected by the economical status of individual.

Social factors: Education reflects the social pattern of society. Even the general social environment in which a teacher moves affect her emotional health favorably or adversely on the street the teachers lives in. The schools teachers and other people, she comes into contact with are predominantly suspicious, worrying quarrel some angry hostile and inclined to flare up into sudden fits of rage the teacher can hardly remain immune to their emotionally distributing influence. Different social problems also leave their effects on the teaching competencies and can be hurdle in running smoothly the learning process.

Environmental factors: the physical environment is also considerably potent on its ability to color one's health. A desirable healthy and aesthetically appealing atmosphere is soothing and comforting. It is liable to promote emotional harmony and balance in unhealthy environment on the contrary can become a source of many emotional upset and disturbances. These disturbances become a big obstacle in effective teaching. If the environment is not healthy then how can we expect teaching efficiency from the teachers?

Linguistic factors: Language is one of the natural factors that helps and influences growth of the educational system of a country. By the difference and clashes of languages the teaching competency can also be affected. We can say that in secondary level teaching is complex work. Unlike other professions teaching requires simultaneous interaction with large numbers of people. Decisions have to be made quickly and reasonably. No one day is quite similar as previous day, every day they have a lot of opportunity of new experiments and problems.

Traditionally, the role of teaching has been one of nurturing and developing students' potential. Teachers play a valuable role in helping children grow [39]. In order to do this they must remain physically and mentally well. However, there is apparent dissonance between teachers' perceived capacities and the expectations of their role yet, they continue to carry out their work. This may have implications for their physical and mental well-being and their professional competence as teachers.

Teacher well-being and competence have been related to job satisfaction and studies indicate that those teachers who are less satisfied are more likely to leave teaching. For example, found factors such as stress, burnout, work overload, and job dissatisfaction

contribute to teacher attrition while factors such as, administrative support, reasonable role expectations, and decreased workplace stress contribute to teachers' intention to stay in teaching.

One imperative to teacher commitment is the school principal's support [40-41]. Principals play a pivotal role in steering the direction of their school which requires guiding the day-to-day business of the school including matters associated with both students and teachers. With regard to principals' support, found that principals who gave feedback, encouragement and employed participatory decision-making fostered commitment within their staff. It is also apparent that a direct coping strategy adopted by teachers to manage stress is seeking support from school principals. The context provided by administration influences interaction among staff, teachers' feelings of being valued for their work and their sense of involvement in the school. Number of years of teaching experience is also often related to job satisfaction. Longer teaching experience is associated with higher levels of job satisfaction. However, contrary to this [41], report that teachers who have taught longer are less satisfied, thus continuing the debate and encouraging further research.

Job satisfaction and teaching competence are important variables in regard to teachers' continuing in the profession. Studies, for example [42], indicate that job satisfaction in teaching is associated with aspects such as workplace conditions, administrative control, and organizational culture. It includes how teachers feel about their own competencies such as their success in teaching students and generally how they feel about coming to work [41].

Pedagogic competence

Pedagogic competence has been considered able to develop teacher behavior and capacity as minimum professional standards based on the existing rules to enhance the role of the teaching profession [43].

Pedagogic competence reflects teacher competence in terms of collaboration, comprehensive view, and contribute to the pedagogic development to solve the problem and pedagogical tasks by applying knowledge, professional and life experience, values and talents in a creative way, so that the results are precise and effective.

Nevertheless, theoretical perspectives, policies and professional practices, internationally, seem to indicate convergence on a few, very broad teacher paradigms or models, which can entail a plurality of educational aims and practices: the teacher as instructional manager; caring person; expert learner; cultural and civic person [44-46].

In academic literature and debate, the predominant teacher paradigm, globally, seems to be the clinician-professional model [46-47] which codifies the bases of professional knowledge for

practice, and claims to be based on research and the shared perspectives of experts and education professionals. The model, which takes after medical professionalism, describes the teacher as a reflective practitioner, who actively carries out research and critically deploys scientific knowledge to inform practice. Even though several references to key features of such a paradigm can be traced in most teacher education programmes of teacher education providers, as well as in official national documents regarding the competences required of teachers, the gap between theory and practice, between aims and results often turns out tobe significant in the specific socio-cultural contexts of teachers' professional activities.

Professional competence

Professional competence is the ability of teachers to master the knowledge in science, technology, and/or arts and cultural related to teacher teaching subject, at least included of: (a) subject matter broadly and deeply in accordance with the standards ofthe program content unit of educational subjects, and/or a group of subjects that will be of teaching; and (b) the concepts and methods ofthe science discipline,technology, or the relevant art, which conceptually coherent with as hade or educational unit program, subjects and/or groups of subjects that will be of teaching [1].

Professional competence is as the ability of teachers to master subjects as well as how to present it to the students appropriately.

Professional competence is understood as a complex ability or qualifications of performance profession that involves the knowledge, skills, attitudes, values, and personal qualities [48]. Becoming a competent teacher is not enough just to follow the seminars and training or passing profession certificate examination. Teacher competence grows from a wide range of experience that involves the whole teacher personality.

One way to improve the quality of education is through teacher professional competence [49]. It affects the value of teacher competence, behavior, communication, purposes, and teachings, as well as supporting curriculum for professional development. The role of teacher as professional educater relies on their educational background and experience [13,50].

Teacher professional competence can be maintained and developed through initial education and continuous training [51]. In particularly, research has shown that traits such as flexibility in terms of student performance, sense of humor, sense of justice, patience, passion, creativity, care and interest for the students, all ones contribute to the teacher effectiveness [12,52].

Method

The study useda descriptive approach taken place in 4 districts/cities, namely: Pematangsiantar, Labuhanbatu Utara, Humbang Hasundutan and Nias Barat, asthe representative of the 33 districts/cities in North Sumatra Province, Indonesia. The choice of locationis based onthe level of Human Development Index (HDI) districts/cities in North Sumatra Province with the level categories of: "high, medium, less, much less", so assumed that the inhibiting factors of teacher competence from four districts/cities can represent all primary school teachersin North Sumatra Province.

Primary data is obtained through interviews on focus group discussion (FGD), and secondary data obtained through document. Documentation study is addressed to the Education Department to obtain some data, namely: teacher's professionalism profile, teacher education level, years of service, the linearity of educational background and certification-teaching, and teacher's amount and distribution. FGD was conducted to obtain the primary data from education department, district staffing agency, district planning and development agency, principals and teachers. Some collection-data activities were conducted in FGD such as: personal interviews and participatory observation.

Research informents are teachers, principals, head of education department, head of district staffing agency, and head of district planning and development agency. The number of informants is tailored to the research need.

Data is analyzed descriptively. The data from FGD was analyzed by 2 levels, namely: micro and macro. The micro level analysis was conducted by some steps: (1) performing the coding on the same participants'attitudes and opinions; (2) determining the similarity of attitudes and opinions based on different contexts; (3) determining the similarity including the different opinion; (4) classifying and categorizing the participants' attitudes and opinions; (5) finding a relationship between each categorization. For macro level analysis is to obtain the factual teachers' professionalism in North Sumatra Province.

Results

Based on interviews result on focus group discussion and document study, found 4 inhibiting factors of teacher pedagogic and professional competencies from primary school teacher in North Sumatra, including:

First, inadequate school infrastructure, for example:science and language laboratories; internet facilities; computers; library; reading materials/books, instructional media, and even though some schools in rural area or far from urban area have no electricity, particularly in Nias Barat District.

The lack of school infrastructure does not only have a negative impact on students, but also make it difficult for teachers to develop their competence, especially professional and pedagogical

competence.

The teachers do teaching and learning process in the classroom by only utilizing the existing school facilities. For example: teachers must use no change handbook for over years, even though the book is outdated and irrelevant materials to the current issue.

Teachers get difficulty to access internet to search for teaching materials of subjects, because the schools do not have internet facilities or schools has no electricity. On the other hand, teachers are also difficult to interact by online with other fellow teachers, and students. Limited internet facilities also have an impact on teacher access to submit student examination value by online to the Education Department as a form of their responsibilities and competencies.

Teachers get difficulty to develop their competencies to teach science materials when requiring experiment in lab caused of limited science laboratory, so the learning process only takes place in the form of face-to-face in the classroom that students can be boring. This condition is no different when teachers teach subjects of Indonesia and English Languages. Limited laboratory facilities inhibit teacher competence. For example: when English Language learning process, teacher must prepare and train himself/herself for conversations and prononciation. When Indonesia Language learning process, one of subjects materials taught is "drama", which should be practiced together with the students, but because of limited lab, then learning process is only done by dialogue in the classroom.

Limited instructional media impacts on teacher pedagogic competence. Teachers get difficulty to explain the subject matter without learning media, so that students do not understand what the teacher explains. Teachers cannot demonstrate subject materials concretely to help students understand them, especially primary school students generally only be able to accept concrete things. Primary school students still think concretely. Providing an understanding for subject materials and teaching them clearly to students are teacher pedagogic competencies.

Agency of District Planning and Development as an institution which plans district development, including to education development states that lack of educational infrastructure is caused of limited district budgets, which is not only in education, but also in other sectors. It is always allocated a budget for the education sector each year based on the proposal of Education Department, but because of limited budget, and then funding for school infrastructure cannot be done evenly in every school each year.

Through on focus group discussion, finally Agency of District Planning and Development knows the fundamental problems related to teachers difficulty to develop their competencies, and promises to prioritize isolated school infrastructure away from urban areas in rural areas, for example:schools have no electricity as a basic necessities for teachers to support the improvement of their pedagogical and professional competencies.

On the other hand, Education Department justifies the lack of school infrastructure as complaints of almost every teacher to develop his/her competence, even though to be public complaints (students' parents) informed through principal. Inequalities school infrastructure is also caused of political factors to get the funding. Some principles are much closed to government official, then almost every year the schools receive funding for infrastructure by lobbying to several officials.

Second, the teacher educational qualification is low. Based on document data, teacher education qualification can be seen as follows:

No.	Education qualification	Total (persons)
1	≤Secondary school	23
2	High school	11.47
3	Diploma	6.794
4	≥Graduate degree	12.408
	Total	30.695

Table 1: Education qualification ofprimary school teacher.

Based on Table 1 above can be explained that the number of teachers who have undergraduate degree is 18 287 teachers or 59.58%, even more than the number of teachers who have graduate degree with the value of 40.42%. Teachers who have bachelor is not feasible to teach and educate.

Conditions of low teacher education qualification above certainly affect the poor performance of teachers, both pedagogical and professional competence, as well as one of inhibits for teacher competencies development. Teachers who have graduate degree are more qualified competence, both of pedagogic and professional.

Two things can be done to improve the competence of teachers, namely: sustainable education and training of teacher competence.

Results of interviews with a number of teachers obtained information that to improve their competence, teachers need sustainable education and training. The problem is the cost to pursue higher education is not little. Teachers are burdened on the tuition fee.

The district government through the Education Department and/or District Staffing Agency has allocated higher education expenses every year, including the cost of sustainable education for teachers, both of graduate and postgraduate degrees. However, the opportunity to earn higher education scholarship, the quota is

very limited. No all teachers who continue their education have the same chance to get a scholarship.

Results of interviews obtained information that some teachers do not even know the scholarship information referred. Further scholarship disclosure information is not published openly to the public audience (teachers) to be able to compete professionally.

Further more, district government policy for higher education scholarship for teachers is not based on the needs of the total teachers who follow more education. The findings of inequality opportunities for teachers to gain higher education scholarships, not only caused of inadequate education budget, but no transparance budget from Education Department and/or District Staffing Agency in selecting and determining eligible teachers for scholarship.

Third, the implementation of teacher training is ineffective. Implementation of teacher training held by Ministry of Education by collaborating with district governments has not been classified based on level of teacher competence. Based on documents data, teachers have got the distribution of diverse competence value. Here are the results of teacher competency based on competence levels.

Value classifi-cation	Value stan-dard	Total of teach-er (persons)	Persentage (%)
Very high	90 -100	-	-
High	80 – 89	5	0.018
moderate	65 - 79	256	0.91
low	55 - 64	1701	6.07
very low	0 – 54	26.083	93.00
	Total	28.045	

Tabel 2: Teacher competence level.

The value of teacher competency in (Table 2) is an average value of pedagogic and professional competencies. All teachers are given the same training materials, though these teachers have varied competence level as shown in (Table 2), for example: the category level is "very low, low, medium, and high". On going implementation, the widyaswara gives the same training approach to the teachers who have diverse competence level. The diversity of teacher competence level shows early knowledge differences possessed by each teacher before training treatment that impact on differences in the ability of teachers to accept and understand the training materials.

Teachers who have got "very low and low" competence levels cannot keep training optimally when compared with teachers who have higher competence level on.

Implementation of teacher training by equal treatment for teachers who have diverse competence levels, including to the similarity of material, method of implementation, time required, strategy approach, as well as system of teacher evaluation is certainly less effective to develop and enhance the teacher pedagogic and professional competencies.

In addition, the implementation of teacher training is not based on the urgency of the need for the development or improvement of competence. For example: a teacher needs training on the use of technology in process of teaching and learning, but the training materials provided by widyaswara different to what expected by teachers.

Experience of other teachers is what the teacher get difficulty to provide an understanding of teaching materials for students. Understanding the characteristics of students to what taught by teachers is one of pedagogic competencies to be improved through training. However, in practice that the training material provided by widyaswara is different from what required by teachers indeed.

Training materials, methods of implementation, required time, treatment approach, as well as system of teacher evaluation, all of which have been conceived and designed by Ministry of Education with out considering the level and ability of competence for each teacher in the district.

Education Department confirms that the implementation of teacher training has not been classified based on the level and urgency of teacher competence needed. There is not map of teacher competence to determine the level and urgency intended. Education Department will prioritize for mapping of teacher competence for the next programs and activities, in coordination with Agency of District Planning and Development.

Fourth, the lackof government attention forthe teacher. Government attention for professional teachers compared withteachers whoteach only to fulfill his/her dutyas a teacheris almost nodifference. The teachers state that there ward is something important to motivate them to teach and educate professionally.

Despite of the duty of teaching an deducating students is an obligation for all teachers, but not all teachers can perform the duties and obligations based ontheir conscience. Every teacher has different work ethos. The difference should not contradict with the attention difference from government for each teacher depending to the level of their professionalism. The impact of government injustice for teacher competence is to whom teachers do not carry out/arrange learning devices such as: delays in the preparation of lesson plans, syllabus, and teacher work program.

Reward as the school policy is ideal and strategic related to the principles of school regulation to stimulate teachers in the framework of improving performance and developing the teacher potential. The reward system is intended as a tribute obtained

through hard work, either through the groups and individuals who produce the accomplishment of teacher performance. The principal policy to improve the quality of teachers and the continuity of the learning process by giving an reward for an exemplary teacher based on high work ethos. Reward is something given to someone caused of getting desired achievement by following determined school rules.

Based on interviews with teachers and principals is obtained information that the reward for the teacher performance as a policy for increasing the teacher professionalism needs to consider the teacher ability based on the value of pedagogic and professional competencies. By giving positive reward for teachers, they always try to enhance their performance achievement. In addition, the reward system is very considerable influence on the teaching profession to do something positive and progressive.

Discussion

The research finding is relevant with findings of previous studies. The lack of school infrastructure facilities as an inhibiting factor of pedagogic and professional competence for teachers [53]. For example: internet facilities, teachers have to be able for technology, so that modern technology can be used by teachers for the benefit of learners in the learning process, although technology knowledge is not the main factor that should be possessed by the teacher as a basic competence [11]. The use of technology in the learning process is very difficult to do cause of the lack of school facilities.

Teachers need more than just knowing how to operate computer or particular software [17]. ICT helps teachers to be creative in obtaining information as a form of pedagogic and professional competencies. Teachers need to be convinced about the value of ICT tools to support and enhance the learning process to demonstrate the value-added tool intended [54]. Teachers also need pedagogical content knowledge about the role of ICT tools in formulating learning objectives.

ICT is very useful and helpful in producing a quick impact on the learning of English. Most of the high and primary school teachers who have been prioritized by the province government are very aware of the use of the internet and computers and related software competence in English lessons [55]. If the teachers are given and further trained, they can teach English effectively. During the survey, most schools from rural area do not have computer labs for children, even for students who are learning computer lessons; they must join the private classes to run their course. Most teachers also says that there should be a special class of English regularly in the computer lab for students who are learning English. The reason is that students will be able to use as many words as possible and get to see synonyms, antonyms, and idioms that differ only by a few clicks on their computer.

Effective teaching occurs when teachers have the knowledge and personality. It is because the science concept is proven through observation and analysis of experiment in the science laboratory [20]. Unfortunately, Chemistry teachers still have a low competency level in conducting practical or scientific experiments. There are mechanical and electrical risks in conducting chemistry experiments; it is also related to students' thinking process when conducting a research. Thus, in reality, teachers do not give the chance for students to think; in fact most teachers misregard students' thinking activities.

Another inhibiting factor of pedagogic and professional competence for teachers are poor condition of school buildings; lack of library facilities, lack of teaching and learning materials [16]. This study is focused on female teachers, especially those living in rural areas, so transportation access from home to school is also an inhibit of teacher competence. Transport is a major problem for women to travel long distances for 1 or 2 hours from home to school, especially in rural areas. This research is not only concerned about transportation, but also other facilities, for example: the lack of teaching aids and computer laboratories.

In addition to the limited facilities, the teachers must also be trained to use the technology indeed and not just theoretical knowledge, but teachers must be trained to apply it practically in the classroom. In Indonesia, most trained teachers are not serious in acquiring knowledge [10]. This is an adverse effect for teaching profession. Training teacher has been positioned as an important factor for improving the teacher performance ability [56].

Teachers are highly recommended to be trained related for the learning process as a form of pedagogic competence for teachers, such as: the management of students behavior, motivating students to learn, teach students to think critically and creatively, conferencing between teachers and parents, and teach students for problem solving and skills making decisions [57].

Some agricultural education researchers [58] have shown that to manage student behavior problemsis nota major concern, butother studies [59] show that the teachers need the training of teaching competencies (management of students'behavior and motivation, andcritical thinking methodology) as a form ofpedagogicand professional competencies through professional development programs [57].These findings support the results of research bythe authors that the implementation of teacher training must be related to the urgency of teacher competence needed.

The quality of teachers is an important issue in education. Qualification is an important component to look at the quality of teachers [60,64]. Qualified teachers should embrace the vision and mission of learning.

Teaching role has become one of teacher duties to develop students' potential to help them grow up [39]. Teacher efforts implicates to government's attention to teacher welfare [22].

In a related study for teacher welfare for 123 teachers in Australia found that the teacher competence is increased significantly when government gives attention for their welfare [61], one of them through the provision of rewards for out standings teachers, or otherwise competence will be declined when the duty of professional teacher more than they get. Further, teacher efforts should be comparable to reward teachers receive [22,65,68].

Conclusion

The implementation of educating and training for teachers is not yet based on the type and level of teachers' competence they have. The school has carried out various training for teachers, for example: workshops, seminars, educational discussions, but only at certain moments and no- programmed activities. Reward and punishment for teachers have not become a prior program yet for the government.

Acknowledgments

Highlights

- Pedagogic and professional competence of teachers is low.
- School infrastructure is very minimal, so teachers get difficulty to develop and improve their competence.
- Majority of teachers do not have education qualifications for graduate degree.
- Implementation of teacher training is ineffective.
- No reward for outstanding teachers, so teachers feel apathetic to do the best

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