



# Jurnal Pena Sains

## Jurnal Pendidikan Sains dan Sains Murni

Journal homepage: <https://journal.trunojoyo.ac.id/penasains>



### STUDENTS' RESPONSE TOWARD THE COMPETENCIES OF TEACHERS: AN EXPLORATORY STUDY

Susi Novita Sari<sup>1</sup>, Sulis Noviani<sup>1</sup>, Iin Murtini<sup>1\*</sup>

<sup>1</sup>Biology Education Study Program, Faculty of Teacher Training and Education, Universitas PGRI  
Ronggolawe  
Tuban, 62381, Indonesia  
Email: [iin.moertiny@gmail.com](mailto:iin.moertiny@gmail.com)

#### ABSTRACT

Teachers are one of the main key holders of the success of an education process. As the spearhead of education, the ability of teachers determines the success of education. Teachers apply their competences in conducting the learning process. This research aims to determine students' responses toward the integrity of honorary teachers and civil servant teachers in the Lamongan, Tuban and Bojonegoro residency areas. The method used in this research is a qualitative approach using a questionnaire distributed via Google Form to high school or equivalent students in several residency areas in Lamongan, Tuban and Bojonegoro. As well as literature studies to strengthen the information we obtain through library materials in the form of previous research articles that are relevant to the topic discussed. There are several differences in the responses of high school or equivalent students in the Lamongan, Tuban and Bojonegoro residency areas regarding the integrity of honorary teachers and civil servant teachers. Regarding the timeliness of starting and ending lessons, the percentage of discipline for honorary teachers is higher than that of civil servant teachers, in creating and using learning media, honorary teachers are more creative; in giving pre-tests and post-tests, honorary teachers carry them out more often. However, in terms of behavioral discipline when teaching in class, civil servant teachers are more disciplined than honorary teachers and in explaining material in class, students more easily understand the material presented by civil servant teachers. To conclude, teachers must have high integrity as educators, namely acting consistently between what has been said or taught with behavior in accordance with the values of a teacher, namely honesty, responsibility and discipline.

#### Article Info

**Article history:**

**Received:** April 18, 2024

**Accepted:** October 2, 2024

**Published:** October 31, 2024

**Keywords:**

Integrity;

Response;

Students;

Teachers.

## **Introduction**

Teachers are all people who have the authority and responsibility to guide and foster students (Hamid, 2017). With this authority and responsibility requires a teacher to have competencies that are relevant to the profession and the tasks he undertakes. His job in guiding students must be accompanied by a good example. In fostering students, proper direction is needed and according to learning objectives. Student character building is also the responsibility of teachers at school. Teachers are a very determining component in the success of an education (Damanik, 2019). Teachers are one of the main key holders of the success of a country's education process (Nur & Fatonah, 2022). As the spearhead of education, the ability of teachers determines the success of education. In conducting learning, teachers apply their competence. The goal is that students can capture and understand the explanation of the material provided.

Teachers are classified into two, namely teachers who have been appointed as civil servants and honorary teachers. In practice at school, there is a gap between teachers who have civil servant status and honorary teachers who are appointed by schools to fulfill the learning process carried out (Nugraha et al., 2022). Civil servant teachers are teachers who are paid a fixed salary by the government, teachers who have a minimum status as Civil Servant Candidates, and have been assigned to certain schools as their parent institution (Meiza, 2016). Honorary teachers who are still struggling to get civil servant status are required to have special skills. This is also supported by article 10 of Law No.14 of 2005 concerning Teachers and Lecturers which states that the professional competence of teachers is obtained through professional education (Handayani et al., 2021).

Teachers with civil servant status have their welfare guaranteed by the government, while honorary teachers have irregular jobs with low salaries and their welfare is not guaranteed so that there is a gap between honorary teachers and civil servant teachers (Rahardian & Nurjaman, 2022). This also affects the quality of student learning in schools, especially Senior High Schools. Because at this level, education is no longer a matter of reading and arithmetic, but also about ethics and character education to be able to continue studies in college or go directly to social life and the world of work. The influence of behavior on ethics and personality, the impact on teacher integrity.

Integrity is the personality of someone who acts consistently and completely, both in words and deeds, in accordance with values and codes of ethics (Bafadal et al., 2020). As stated by Linda Aryani et al., (2013) integrity is an integral part of individual character. Integrity is an individual characteristic that consistently weighs compassion, transparency, honesty, and ethics. Integrity is the most important factor that a leader must have (Aryani et al., 2013). In this context, the teacher is a leader in the learning process in the classroom for students. So integrity is needed for teachers in carrying out their duties and obligations. According to Gunawan et al., (2023) stated that teachers must have high integrity as educators, namely acting consistently between what has been said or taught with behavior in accordance with the values of a teacher, namely honesty, responsibility and discipline (Gunawan et al., 2023).

An integrity for teachers cannot be separated from the competencies they must have. Professional teachers are required to have teacher competencies as outlined in the Law on Teachers and Lecturers Number 14 of 2005, namely personality, pedagogical, professional and social competencies (Darmadi, 2015). In accordance with the statement of Famahato Lase, (2016) based on Law Number 14 of 2005 article 10 paragraph (1) that personality competence is the ability of a steady personality, noble character, wise and authoritative and a role model for students (Famahato Lase, 2016). According to Lubis, (2018) who states that Pedagogic competence is one of the competencies that absolutely need to be mastered by teachers because paedagogic competence is essentially the teacher's ability to manage student learning (Lubis, 2018). According to Ilyas, (2022) states that professional competence is the teacher's ability to transfer or transform the knowledge and knowledge he teaches (Ilyas, 2022).

Social competence is defined in Article 28 paragraph (3) Part I Chapter VI of Government Regulation No. 19/2005 concerning National Education Standards as an educator's ability as part of the community to communicate and associate effectively with students, fellow educators, education personnel, parents/guardians of students and the surrounding community (Cahyani & Andriani, 2014). The problem raised in this research is how teacher position status influences teacher performance in the classroom and students' views on this. This research is important to conduct because it aims to determine the influence of

teacher position status and salary on teacher performance and integrity in providing teaching in the classroom.

But today, the quality of Indonesian education is still relatively low. The lack of quality human resources also affects the quality of education. The gap between honorary teachers and civil servant teachers is one of the challenges in the world of education in Indonesia. With the many competencies that honorary teachers must have to become civil servant teachers, not to mention the salary or intensive that is not equivalent to their duties and workload, it often makes honorary teachers feel that they have a gap with civil servant teachers. While civil servant teachers who have received sufficient salaries, many of them rely on their civil servant status without being accompanied by competency development according to the global challenges of today. As in line with the research of Ismail et al., (2023) which states that personal achievement is the difference between civil servant teachers and non-civil servant teachers (honorary) is the issue of salary both current and retired (Ismail et al., 2023). The main priority of seeing high teacher salaries will have an impact on teacher performance in the learning process. Because salary (money) can affect a person's happiness and professionalism at work (Mansir, 2020).

The difference in salary can affect the performance of a teacher. Of course, this will have an impact on differences in student responses to teaching provided by both honorary teachers and civil servant teachers. An increase in competence is needed as the world of education develops. Therefore, it is necessary to pay attention to this topic and compile a research article on the Response of High School or Equivalent Students to the Integrity of Honorary Teachers and Civil Servant Teachers with the aim of knowing the extent to which the gap between honorary teachers and civil servant teachers affects teacher integrity and student responses in learning. The aim of this research is to see how students respond to differences in the performance of civil servant and honorary teachers during classroom learning and to determine the effect of position status and salary on teacher integrity.

## Research Methods

This study analyzes students' responses to the integrity of honorary teachers and civil servant teachers in carrying out the learning process in

schools, especially at the high school level. The method used in this research is a qualitative approach through the method of distributing questionnaires distributed through Google form to high school / equivalent students in several areas of Lamongan, Tuban and Bojonegoro. In addition, it is also through a literature review to strengthen the information we get through library materials in the form of articles - previous research articles that are relevant to the topics discussed. The reference sources used are scientific articles and journals that are relevant to the study under study and can be accounted for.

## Result and Discussion

The results of the questionnaire from various student responses to the integrity of honorary teachers and civil servant teachers in conducting the learning process in high school / equivalent schools in several areas of the Lamongan, Tuban and Bojonegoro presidency are listed in tables 1 and 2. From the questionnaire distributed to students via google form, 30 students participated.

The questionnaire was made as many as 10 questions with 5 questions about the integrity of civil servant teachers and the remaining 5 questions about the integrity of honorary teachers. Each question is equipped with 3 options, where the options are used as a measure of the significance of the integrity of civil servant teachers and honorary teachers.

**Table 1.** Questionnaire Results on the Integrity of Civil Servant Teachers in the Lamongan, Tuban and Bojonegoro Prefecture

No	Results of each item				
	LT	LM	PT	DL	EM
1	D	C	ER	D	E
2	VD	C	O	VD	E
3	LD	LC	ER	D	E
4	D	LC	ER	D	E
5	VD	VC	ER	VD	VE
6	D	C	ER	D	E
7	D	C	ER	D	E
8	D	C	ER	VD	E
9	D	C	ER	D	E
10	D	C	ER	D	E
11	D	C	O	D	E
12	D	C	ER	VD	E
13	VD	C	O	VD	VE
14	VD	VC	O	VD	VE
15	D	C	ER	VD	E
16	LD	LC	ER	LD	VE
17	D	C	O	D	E
18	D	C	ER	D	E
19	D	C	ER	D	E
20	D	C	ER	D	E
21	VD	C	O	VD	E
22	D	C	N	D	E

No	Results of each item				
	LT	LM	PT	DL	EM
23	D	C	O	VD	E
24	D	C	ER	VD	E
25	D	C	O	D	VE
26	D	C	O	VD	E
27	VD	C	ER	VD	E
28	D	C	ER	VD	E
29	VD	VC	O	VD	VE
30	VD	VC	O	VD	VE

**Table 2.** Questionnaire Results on the Integrity of Honorary Teachers in the Lamongan, Tuban and Bojonegoro Prefectures

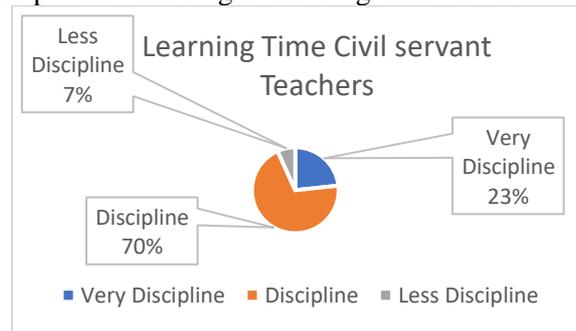
No	Results of each item				
	LT	LM	PT	DL	EM
1	D	C	ER	D	E
2	D	C	ER	D	E
3	D	C	O	VD	VE
4	D	LC	ER	D	E
5	VD	VC	ER	VD	VE
6	D	C	ER	D	E
7	D	C	ER	D	E
8	D	C	ER	D	E
9	D	C	ER	D	E
10	D	C	ER	D	E
11	D	C	O	D	E
12	D	C	ER	D	QD
13	D	LC	O	D	E
14	VD	VC	O	VD	VE
15	D	C	O	D	E
16	D	C	ER	LD	E
17	D	C	ER	D	E
18	VD	C	ER	D	E
19	D	C	ER	D	E
20	D	C	ER	D	E
21	D	C	ER	D	E
22	D	C	N	D	E
23	D	C	O	D	E
24	D	C	ER	D	QD
25	D	VC	ER	VD	E
26	D	C	ER	D	E
27	VD	C	ER	D	E
28	LD	C	O	VD	E
29	VD	VC	O	VD	VE
30	D	VC	O	VD	VE

**Table 3.** Symbol and Description of the table

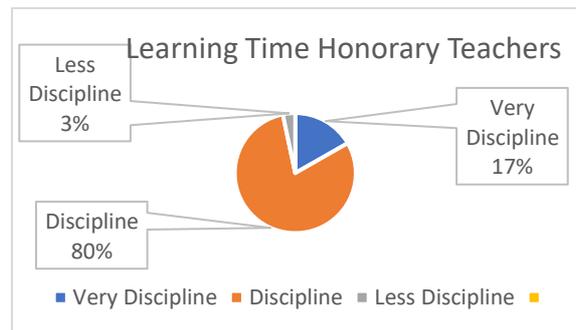
Symbol	Description
LT =	Lesson Time
LM =	Learning Media
PT =	Pre test & Post test
DL =	Disciplinary Level
EM =	Explanation of Material
VD =	Very Disciplined
D =	Discipline
LD =	Less Discipline
VC =	Very Creative
C =	Creative
LC =	Less Creative
O =	Often
ER =	Ever but Rarely
N =	Never
VE =	Very Easy
E =	Easy
QD =	Quite Difficult

Based on the data contained in table 1 above, the results show that civil servant teachers are categorized as disciplined in terms of starting and

ending class time. In table 2 above, it is also found that honorary teachers are categorized as disciplined in starting and ending lessons in class.



**Figure 1.** Percentage of students' response to civil servant teachers' learning time



**Figure 2.** Percentage of students' response to honorary teachers' learning time

From Figure 1, it can be seen that 70% of students responded that civil servant teachers are disciplined in starting and ending lessons in class, even 23% think that civil servant teachers are very disciplined in starting and ending lessons in class, although 7% think that civil servant teachers are less disciplined. In Figure 2, 80% of students assume that honorary teachers are disciplined in starting and ending lessons, 26.7% think they are very disciplined, and 3.3% are less disciplined. The data shows that honorary teachers are more punctual and disciplined in starting and ending lessons. This is in line with Febriarto, (2021) statement that teacher discipline in lesson time can increase significantly due to motivation, rewards or awards (Febriarto, 2021). This is related to the enthusiasm and motivation of honorary teachers to continue to develop and improve their integrity.

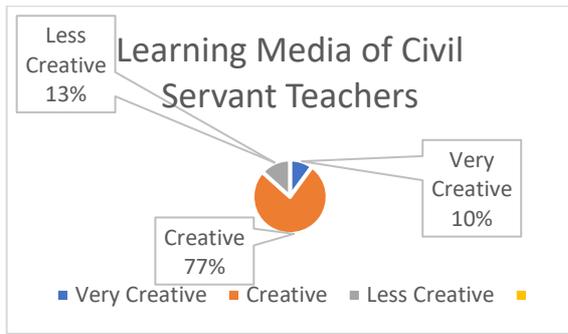


Figure 3. Percentage of student response to civil servant teacher Learning Media

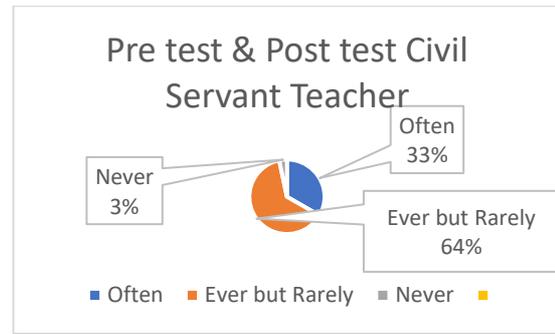


Figure 5. Percentage of student response to Pre test & Post test of civil servant teachers

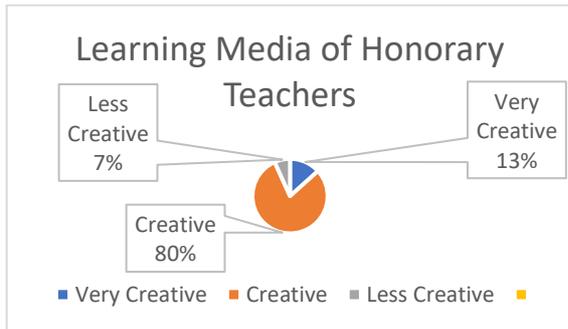


Figure 4. Percentage of student response to Honorary teacher Learning Media

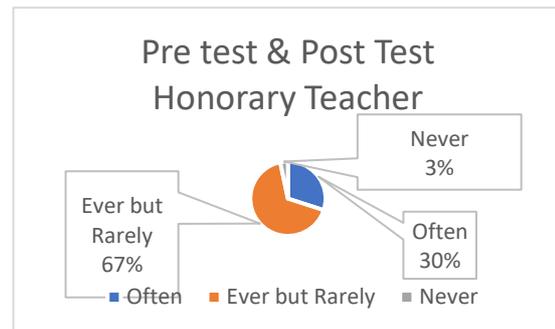


Figure 6. Percentage of student response to Pre test & Post test of Honorary teachers

Based on Figure 3 regarding student responses to learning media used by civil servant teachers in teaching, 77% assume that civil servant teachers are creative, while 13% assume that civil servant teachers are less creative in making learning media, although 7% of them think that civil servant teachers are very creative in using learning media to support the learning process in class. In Figure 4, 80% of students assume that honorary teachers are creative in using learning media, even 13% consider honorary teachers to be very creative, although 7% of them think that honorary teachers are less creative in using effective learning media.

The data shows that honorary teachers have higher creativity in making and using learning media than civil servant teachers, because they tend to be more familiar with the development of science and technology. Of course, this is the same as Riskiawan et al., (2016) opinion that activities are needed to improve the quality and creativity of teachers in developing learning media. In the sense that to make creative learning media, both civil servant teachers and honorary teachers can go through training and utilization of science and technology to improve their integrity in teaching (Riskiawan et al., 2016).

Then in Figure 5 about the application of pre tests before giving material and post tests after the material is given, 64% of civil servant teachers have done it but rarely, 33% often and 3% have never done it. In Figure 6, student responses illustrate that 68% of honorary teachers have carried out pre and post tests, 31% often and 1% never. From this data, both honorary teachers and civil servants are classified as having given pre and post tests to students.

In this case, according to student responses, honorary teachers who give pre tests and post tests with a higher percentage than civil servant teachers, because of the motivation of honorary teachers to improve learning effectiveness. Giving tests in the form of pre tests (before starting the material) and post tests (after the material) in each learning activity is expected to increase the effectiveness of student learning in an effort to improve learning achievement (Donuata, 2019).

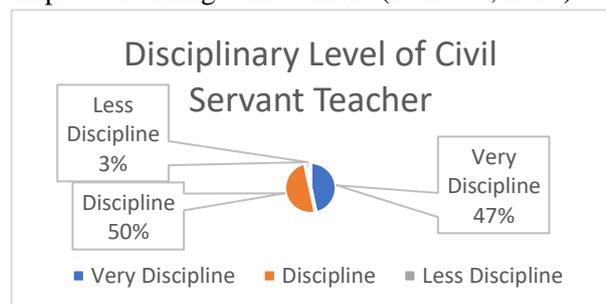
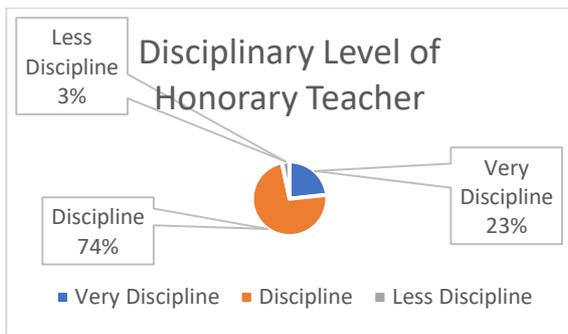
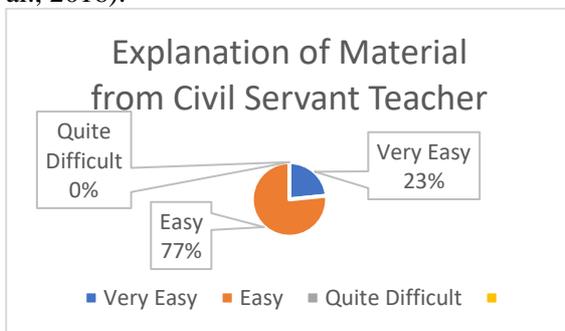


Figure 7. Percentage of student response to Disciplinary Level of Civil Servant Teacher

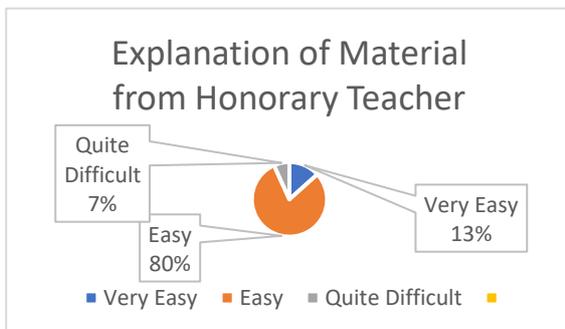


**Figure 8.** Percentage of student response to Disciplinary Level of Honorary Teacher

From the data in Figure 7 regarding the discipline of civil servant teachers in teaching in class, students think that 50% of civil servant teachers are disciplined and even 47% are very disciplined in carrying out the learning process, a fairly high percentage and shows the integrity of civil servant teachers although 3% of them are still less disciplined. Meanwhile, the data in Figure 8 shows that 74% of honorary teachers have discipline in teaching in class, and 23% are very disciplined in giving directions during learning to students, and 3% of honorary teachers are still less disciplined. It can be said that civil servant teachers are more disciplined than honorary teachers because the percentage of very disciplined 47% is almost equal to the percentage of disciplined. Discipline for teachers is an inseparable part of carrying out their duties and obligations (Jayen et al., 2016).



**Figure 9.** Percentage of student response to Explanation of Material from Civil Servant Teacher



**Figure 10.** Percentage of student response to Explanation of Material from Honorary Teacher

In accordance with the data in Figure 9 which concerns the explanation of the material delivered by civil servant teachers, student responses stated that 77% of civil servant teachers' explanations were easy to understand, 23% were very easy to understand, and no one found it difficult to understand the explanations of civil servant teachers. Meanwhile, in Figure 10, 80% of honorary teachers' explanations were easy to understand, 13% were very easy and 7% were quite difficult to understand. This indicates that civil servant teachers' explanations are easier to understand because there are still 7% of honorary teachers' explanations that are quite difficult for students to understand.

This is because the teaching experience of civil servant teachers is higher than honorary teachers, not to mention that honorary teachers who have just entered the world of education are still not fully aware of the characteristics of students in the classroom and the delivery of material that can be easily captured by students. This is also because civil servant teachers have passed certification to improve competence so that they are better able to master learning techniques and explain the material well. This is supported by Hasmiah's (2020) statement which states that one of the main objectives of the certification program is to improve the quality of educators, so the government must also concentrate on improving the quality of educators by monitoring the performance of each certified teacher so that they are getting better at teaching (Hasmiah, 2020).

### Conclusion

From the data obtained, it shows that there are some differences in the responses of high school students in the Lamongan, Tuban and Bojonegoro Prefecture to the integrity of honorary teachers and civil servant teachers. Among others, in the timeliness of starting and ending lessons, the percentage of honorary teachers' discipline is higher than that of civil servant teachers, in making and using learning media honorary teachers are more creative, in giving pre and post tests honorary teachers more often carry it out.

However, in the discipline of behavior when teaching in class, civil servant teachers are more disciplined than honorary teachers and in the description of material in class students more easily understand the material delivered by civil servant teachers. Based on these results, honorary teachers and civil servant teachers have their own advantages according to their students in the learning process. All in all, it needs to improve the quality of education in Indonesia through

competent and meritorious teachers for the next generation of the nation.

## Acknowledgement

The author would like to thank for the encouragement from Biology Education Study Program, Faculty of Teacher Training and Education, Universitas PGRI Ronggolawe Tuban.

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