RESEARCH ARTICLE

WORK EXPERIENCE AND PROFESSIONAL TEACHER OF MADRASAH ALIYAH, BENGKULU INDONESIA

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ARTICLE INFO	ABSTRACT
	The purpose of this research was to determine the stage and analyze the relationship between work experiences in improving the professionalism of teachers. Research conducted at the Madrasah Aliyah in Bengkulu. The research was conducted by descriptive method with quantitative approach. The data were collected by questionnaire as an instrument of research related to the study variables. Data analysis in this research used descriptive analysis and inferential analysis using t test analysis, ANOVA, correlation and regression analysis to determine the relationship between the study variables. The results showed that the work experience and professionalism of teachers are at a good level according to the respondents, there are no differences in work experience and professionalism of teachers based on the demographics of the respondents and there is a relationship between work experience and professionalism of teachers, the relationship to the level of a simple and significant, as well as aspects of the dominant work experience of teachers in the professionalism of teachers is the dimension of control over the work and equipment and working lives. It was concluded that work experience has a relationship to the development and improvement of the level of professionalism of teachers in performing their duties as an educator at the school, their work experience good teacher will have a positive influence on the professional development of teachers.

INTRODUCTION

The teacher as an educator has the duties and responsibilities required to run. Duties and responsibilities of the teacher as an educator will not run properly without adequate work experience. Their work experience for a teacher can assist teachers in achieving the professionalism of teachers in work. Professional teachers are required to have the ability as a teacher these capabilities will not be found if the teacher does not have a good working experience. The ability of teachers is not only the ability but also the ability of the theory of practice in the management of the learning process in schools. Professional teachers are teachers who have the ability and special skills in the field of teacher training so that he is able to perform its duties and functions as a teacher with the maximum capacity, (Usman, 2005). A professional teacher constantly is looking for valuable experiences as supporting success in being a professional teacher. Sumitro (2001) say things that need to be considered by teachers is that they must constantly improve the experience, so it has a lot of experience and quality to support the success in carrying out its duties and responsibilities. Useful experiences gained during the teaching will be able to affect teaching quality. Work experience is

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becoming one of the aspects that influence the professionalism of a teacher (Barizi, 2009). Someone who is experiencing something, and pursue its work, it will increase the knowledge and skill towards something higher the mastery of their duties, thereby increasing the work experience of a person, including teachers (Purwanto, 2003; Djamarah, 2006). Kunandar (2007) which states that professional teachers are educated and trained, and has a rich experience in the field. Teachers who have sufficient work experience will be easy in dealing with various issues related to the activities of the learning process, the learning process will go well with teachers who have work experience that high when compared with teachers who have experience of working poor. An increase in teachers' work experience that can tow a positive impact on improving the professionalism of teachers. Based on the description of the background above, formulated the problems associated with working experience in improving the professionalism of teachers in the madrasah. For the research alms to investigate and analyze the relationship between work experience in improving the professionalism of teachers in the madrasah. From the research objectives taken the research hypothesis, namely: 1) the level of work experience and professionalism of teachers; 2) differences in work experience and professionalism of teachers based on the demographics of the respondents; 3) the relationship between work experience and

professionalism of teachers, 4) the dominant aspects of teachers' work experience in the professionalism of teachers.

MATERIALS AND METHODS

This research used descriptive method descriptive with quantitative approach. Descriptive method of research methods that focus on the problems or phenomena that are current at the time the research is done, then describe the facts of the matter being investigated as it is accompanied by a rational and accurate interpretation (Nawawi, 2003). Quantitative research is the approaches to empirical studies to collect, analyze, and display data in numeric form of the narrative (Given, 2008). In the goals of this research basically for geting a picture much relationship of independent and dependent variable, the whole of the population was sample taken used specific data, if the population is less than 100 then the sample is taken as a whole, while the population is above 100 then samples were taken 10% -15% or 20% -25% of the population (Arikunto, 2004). The sample in this study was 158 samples from a population of 516 respondents. Analysis of data used in the study is the was anylized by descriptive and inferential statistic were used was the size of the central symptoms that include average, median and mode, and the size of the spread or variability using a standard deviation and the range of scores, the presentation of data each variable research is done by presenting the mean and standard deviation. Inferential statistics are used to analyze the hypothesis, tested with T test, MANOVA, regression analysis and for analysis resulted in the regression equation. The equation used to predict and foresee the effect multiple variables free (independent) on the dependent variables (dependent), while the correlation analysis is the analysis that is always inherent in the regression analysis is the analysis of correlation (Pratisto, 2009). In accordance with the method used in the data collection as described above, then the questionnaire is used as the instrumens in the likert scale form.

RESULTS

Work Experience level and professionalism of teachers

To know and analyze the levels of work experience and professionalism of teachers use the descriptive. The data analysis of this study include the means and standard deviation of both variables of this study, is the processed of data is used descriptive statistic methods. Descriptive statistic methods more associated by collected and summarizing the data, as well as the presentation of the summary data. Descriptive research results can be seen in Table 1 below:

From Table 1, above, stated that the overall of the respondents quality care have a high. Value variable professionalism teachers, the respondent has a high value on the dimensions have academic qualifications (mean = 19.22, SD = 3.901), the dimensions of the ability of respondents have a value (mean = 19.15, SD = 4.876), in one after another by the dimensions of physical and spiritual health (mean = 19.11, SD = 4.286), the dimensions of the competence of the respondents have a value (mean = 18.89, SD = 4.051), as well as the dimensions of the certification of the respondents have a value (mean = 18.22, SD = 4.286). From these data shows respondents had high of professionalism level on dimensions of academic qualifications and have the lowest values on the dimensions educator certification. This study show that the respondents have good academic qualifications and ability as educators, physically and mentally healthy respondents, and respondents show competence and certification of educators are good also. In Table 1 also shows the overall variable work experience has a high value, the respondents have a good working experience, respondents had an average value that is high on the dimensions of the length of time or work period (mean = 33.54, SD = 7.139), the dimensions of mastery towards the work and equipment of respondents have a value (mean = 33.48, SD = 6.932), as well as the dimensions of the

Table 1. The descriptive of analysis of Work Experience and professionalism of teachers

No	Variable	Dimention	Mean	Standar Deviation	Interpretation
1	Professionalism of teachers	1)Academic qualifications,	19.22	3.901	High
		2)Competence,	18.89	4.051	
		3)Certificate of educators,	18.22	4.192	
		4)Physical and mental healthy, and	19.11	4.286	
		5)the ability to realize the goal	19.15	4.876	
2	Work Experience	1)The length of time / work period	33.54	7.139	High
		2)The knowledge and skills level possessed	32.97	6.457	
		3)The work and equipment control	33.48	6.932	

Instruments in sentence form questions or queries that are positively or negatively associated with variables research, structured instruments are tested for validity and calculated realibilitasnya. The validity of these instruments is the validity of the content or validity of the content, then calculated reliability is used cronbach Alpha form, if the realibilty of coefficient instrument produced greater mean that this instrument has a pretty good reliability. Teacher professionalism instrument used in this study is based on a professional the law of the teachers and lectures No 14, 2005, the profesional teacher consist realize the goal. To work experience with the instrument by Foster, (2001), the instrument changed and adapted to the needs of research, which consists of three dimensions, namely the length of time or length of service, the level of knowledge and skills possessed, mastery of work and equipment.

knowledge and skills possessed (mean = 32.97, SD = 6.457). From these data indicate that respondents had an average value of the highest on the dimensions of the length of time or service life and the lowest score on the dimensions of the knowledge and skills possessed. It can be concluded that overall respondents have a working experience of high, average respondent has tenure as an educator, understand and master the work and equipment with its duties and responsibilities as the educator as well as the respondent has knowledge and skills as an educator good also.

Differences in Work Experience and professionalism of teachers by Respondent Demographics

To determine differences in work experience and professionalism of teacher respondents in this study used a t-

test analysis, and analysis of MANOVA. Differences in work experience and professionalism of teachers come from the aspects of demography through gender, teaching experience, and level of education. Differences in work experience and professionalism of teachers based on the demographics of the respondents in Table 2.

(mean = 18.15, SD = 4.327), the certificate educators value by the women (mean = 18.29, SD = 4.080), the it shows that the certificate of educator value by the male is less than woman certificate male educators in women.

Table 2. T Test analysis of as follows Work Experience and teacher professionalism Teachers by Sex

Variable	Gender				T Value	Sig.
	Men		Women			
	Mean	S.D	Mean	S.D		
Professionalism of teachers	94.76	15.270	94.43	10.734	-.157	.876
Have academic qualifications,	19.61	4.250	18.84	3.502	-1.246	.215
Competence,	19.09	4.501	18.68	3.561	-.627	.531
Certificate of educators,	18.15	4.327	18.29	4.080	.208	.835
Physically and mentally healthy, and	18.77	4.117	19.46	4.449	1.002	.318
Have the ability	19.14	4.917	19.16	4.866	.033	.974
Work Experience	99.61	17.182	100.03	14.345	.166	.868
The length of time / work period	32.84	7.277	34.24	6.973	1.239	.217
The level of knowledge and skills possessed	33.39	7.228	32.54	5.595	-.825	.411
The control of the work and equipment	33.49	7.580	33.47	6.265	-.023	.982

Table 3. Analysis Anova One Line Work Experience and professionalism of teachers Based Teaching Experience Teacher

Dimention	Teaching Experience Teacher	N	Mean	SD	Subset for Alpha = .05		Sig
					1	2	
Have academic qualifications	1 s/d 6 years old	32	19.34	.013	8.80		.772
	7 s/d 14 years old	86	19.37	.929	19.34		
	14 years old	40	18.80	.818	19.37		
Competence	1 s/d 6 tahun	32	18.22	3.799	8.22		.528
	7 s/d 14 years old	86	19.15	4.177	8.85		
	14 years old	40	18.85	4.004	9.15		
Certificate educators	1 s/d 6 years old	32	17.72	3.735	7.48		.322
	7 s/d 14 years old	86	18.76	4.017	7.72		
	14 years old	40	17.48	4.804	8.76		
Physically and mentally healthy	1 s/d 6 years old	32	19.34	4.140	8.95		.903
	7 s/d 14 years old	86	19.10	3.902	9.10		
	14 years old	40	18.95	5.203	9.34		
Have the ability	1 s/d 6 years old	32	20.19	4.215	8.12		.116
	7 s/d 14 years old	86	19.24	5.057	9.24		
	14 years old	40	18.12	4.884	0.19		
Working period	1 s/d 6 years old	32	32.88	6.762	2.88		.741
	7 s/d 14 years old	86	34.00	7.268	3.08		
	14 years old	40	33.08	7.255	4.00		
The level of knowledge and skills	1 s/d 6 years old	32	32.34	6.977	1.22		.103
	7 s/d 14 years old	86	34.01	6.673	2.34		
	14 years old	40	31.22	5.122	4.01		
Mastery of the work and equipment	1 s/d 6 years old	32	34.12	6.857	1.98		.313
	7 s/d 14 years old	86	33.94	6.165	3.94		
	14 tahun ke atas	40	31.98	8.371	4.12		

Based on 2, the score of variable dimensions professionalism of academic qualifications (t = -1.246; Sig = 0.215) is greater than the 05, it's means that there are differences in qualification between man and woman, seen from the score of the average of qualification of man (mean = 19.61, SD=4.250), score academic qualifications of women (mean = 18.84, SD = 3.502), of the value shows the average of academic qualifications man was higher average academic qualifications. The competency dimensions has a value (t = -0.627; Sig = 0.531) is greater than the sig value, 0.05, it means that there is a differentiation of by man and woman, seen from mean value, value competence of man (mean = 19.09, SD = 4.501), the competence of women (mean = 18.68, SD = 3.561), of value it is seen that the average value of the competence of men is higher than the value of women. Mean while the teaching dimensions certificate has a value (t = 0.208, Sig = 0.835) it's means that the sig value 0,05 is known that there is not any difference teaching certificate between men and women, and the average educator certificate in by the man is lower than the value of certificate preceptress, which is visible from the value

Dimensions physical and spiritual health has a value (t = 1.002, Sig = 0.318) is greater than the value of the sig value is stated by, 0.05, it means that there is a differentiation by the man and woman sane man is lower than the average of physical and spiritual health of women, visible from the value (mean = 18.77, SD = 4.117), the value of physically and mentally healthy women (mean = 19.46, SD = 4.449), of it shows that the physical and spiritual health value of men is lower than in women. Dimensions ability to have a value (t = 0.033, Sig = 0.974) is greater than the value of sig. 0.05 it is proved that there is a differentiation of ability between man and woman ability, and the score man's ability is lees than woman ability, as seen from the value (mean = 19.14, SD = 4.917the woman score (mean = 19.16, SD = 4.866), the sig value its proved that 0,005 that the value of a man's ability is lower than in women. Variable professionalism of teachers have the value (t = -0.157, Sig = 0.876) is greater than the sig value,0.05, it is proved that there is a differentiation of ability between man and woman professionalism teachers between man and woman, and the value professionalism men is higher

than the average of professionalism woman, seen from the values (mean = 94.76, SD = 15.270), the value of professionalism woman (mean = 94.43, SD = 10. 734), the its proved that the professionalism man is higher than in woman. Table is also evident from the dimensions of working life has value (t = 1.239, Sig = 0.217) is greater than the sig value. 0.05, it is means that there is a differentiation of working live among man and woman, and the average life of men is lower than the average service life of a woman, seen from the values (mean = 32.84, SD = 7.277), the value of tenure women (mean = 34.24, SD = 6.973), of value its proved that the working life of man score is lower than in woman.

The variable of dimension level of knowledge and skill has a value (t = -0.825, Sig = 0.411) is greater than the sig value 0.05, it means that there is a differentiation of knowledge and skill level among man and woman, and the score level of knowledge and skills of men is higher than the average level of knowledge and skills of women, visible on the value (mean = 33.39, SD = 7.228), the value of the level of knowledge and skills of women (mean = 32.54, SD = 5.595), from the value shown that the level of knowledge and skills of men is higher than in women. Dimensions mastery of the work and equipment has a value (t = -0.023, Sig = 0.982) greater than the value sig. 0.05, it means that there is a differentiation mastery work and equipment between men and women, and the average tenure of jobs and equipment men is higher than the average mastery of the work and equipment woman, seen from the values (mean = 33.49 , SD = 7.580), the value of the mastery of the work and equipment females (mean = 33.47, SD = 6.265), that value is seen that the value of the mastery of the work and equipment men is higher than in women. Variable work experience has a value (t = 0.116, Sig = 0.868) is greater than the value of 05, it means that there is a differentiation on work experience between man and woman, and the work experience score of man lower than woman, visible from the value (mean = 99.61, SD = 17.182), the value of work experience women (mean = 100.03, SD = 14.345), the its proved that the score of work experience lesser man and woman. ANOVA analysis of the lines used to determine differences in work experience and professionalism of teachers based on teaching experience. ANOVA analysis results of the lines of the work experience and professionalism of teachers based on teaching experience.

From Table 3 scores mean work experience and professionalism of teachers according to respondents based on the experience of teaching relative shows scores mean high scores mean high is shown on the mean value for the qualification of the teaching experience 1 to 6 years of (mean = 19.34, SD = 0.013), an academic qualification in teaching experience 7 to 14 years by (mean = 19.37, SD = 0.929), an academic qualification in teaching experience of 14 years and above is (mean =18.80, SD= 0.818), with the sig value (sig = 0.772) is greater than the sig value 0.05, this shows there is no difference of academic qualifications according to the respondents through the teaching experience of teachers. The mean value for competency in teaching experience 1 to 6 years of (mean = 18.22, SD = 3.799), the competence of the teaching experience 7 to 14 years by (mean = 19.15, SD = 4.177), the competence of the teaching experience of 14 years to on the amount of (mean = 18.85, SD = 4.004), with the value (sig = 0.528) is greater than the. 0.05, this shows there is no difference competencies possessed by the respondent through the teaching experience of teachers. The mean value for a

teaching certificate in teaching experience 1 to 6 years of (mean = 17.72, SD = 3.735), educator certificate in teaching experience 7 to 14 years by (mean = 18.76, SD = 4.017), educator certificate in teaching experience 14 years and over was (mean = 17.48, SD = 4.804), with the value (sig = 0.322) is greater than 0.05, this shows there is no difference educator's certificate according to the respondents through the teaching experience of teachers.

The mean value for the physical and spiritual health on teaching experience 1 to 6 years of (mean = 19.34, SD = 4.140), the dimensions of physical and spiritual health on teaching experience 7 to 14 years by (mean = 19.10, SD = 3.902), physically and mentally healthy dimension to the teaching experience of 14 years and above is (mean = 18.95,SD=5.203), with (sig value = 0.903) greater than 0.05, this shows there is no difference physically and mentally healthy according to the respondents through the teaching experience of teachers. The mean value for the ability of teaching experience 1 to 6 years of (mean = 20.19, SD = 4.215), the ability of teaching experience 7 to 14 years by (mean = 19.24, SD = 5.057), the ability of the teaching experience of 14 years to on the amount of (mean = 18.12, SD = 4.884), with a value (sig = 0.116) greater than the value sig. 0.05, this shows there is no difference in the ability of teachers to teach participants through the experience. The mean value for the period of the teaching experience 1 to 6 years of (mean = 32.88, SD = 6.762), a period of work on teaching experience 7 to 14 years by (mean = 34.00, SD = 7.268), a period of work on teaching experience 14 years and over was (mean = 33.08, SD = 7.255), with the value (sig = 0.741) greater than the value sig. 0.05, this shows there is no difference tenure according to the respondents through the teaching experience of teachers. The mean value for the level of knowledge and skills on teaching experience 1 to 6 years of (mean = 32.34, SD = 6.977), the level of knowledge and skills on teaching experience 7 to 14 years by (mean = 34.01, SD = 6.673), level knowledge and skills on teaching experience of 14 years and above is (mean = 31.22, SD= 5.122), with the sig value (sig = 0.103) is greater than the sig value. 0.05, this shows there is no difference in the level of knowledge and skills according to the respondents through the teaching experience of teachers. The mean value for the mastery of the work and equipment on teaching experience 1 to 6 years of (mean = 34.12, SD = 6.857), mastery of the work and equipment on teaching experience 7 to 14 years by (mean = 33.94, SD = 6.165), mastery of the work and equipment at the teaching experience of 14 years and above is (mean = 31.98, SD = 8.371), with a value (sig = 0.313) greater than the value sig. 0.05, this shows there is no difference in comprehension of the work and equipment according to the respondents through the teaching experience of teachers. Based on the test post hoc test, and looks overall dimensions variable work experience professionalism of the work by the teaching experience of teachers at the subset 1. Thus shows that the overall dimensions of work experience and professionalism of the work by the teaching experience of teachers do not have differences. Furthermore, to determine differences in work experience and professionalism of teachers by education level used T test analysis and results can be seen in Table 4.

Based on From Table 4, it shows the value of variable dimensions professionalism of academic qualifications (t = 2.131; Sig = 0.035) lower than the value sig 0.05, it is known that there are differences of academic qualification level 1 to

Table 4. Analysis of T Test Work Experience and professionalism of teachers by Education Level

Variable	Education Level				T Value	Sig.
	Strata 1		Strata 2			
	Mean	S.D	Mean	S.D		
Professionalism of teachers	94.60	12.892	94.48	14.603	.045	.964
Have academic qualifications,	19.58	3.697	17.94	4.419	2.131	.035
Competence,	18.80	4.142	19.39	3.649	-.721	.472
Certificate of educators,	18.19	4.120	18.23	4.559	-.042	.967
Physically and mentally healthy, and	18.88	4.145	19.74	4.546	-1.016	.311
Have the ability	19.15	4.883	19.19	5.003	-.043	.965
Work Experience	100.04	15.418	99.45	17.395	.185	.853
The length of time / work period	33.52	6.911	33.65	8.228	-.090	.929
The level of knowledge and skills possessed	33.29	6.250	31.87	7.219	1.100	.273
The control of the work and equipment	33.37	7.082	34.23	6.233	-.614	.540

level 2 according to the respondents, the views from the mean value of the average overall academic qualifications stratum 1 (mean = 19.58, SD = 3.697), the value of academic qualifications stratum 2 (mean = 17.94, SD = 4.419), of average academic qualifications strata 1 higher than the average value of academic qualifications stratum 2. Dimensions competency has a value (t = -0.721; Sig = 0.472) greater than the value sig 0.05, competency Tier 1 stratum 2 according to the respondents, the views from the mean value, competence strata 1 (mean= 18.80, SD = 4.142), the value of competence stratum 2 (mean = 19.39, SD = 3.649), of it proved that the average score competence strata 1 lower than the value of strata 2. Dimensions teaching certificate has a value (t = -0.042, Sig = 0.967) higher than 0.05, is known that is not any difference teaching certificate between strata 1 to strata 2, and the average educator certificate strata 1 lower than the average teaching certificate stratum 2, which is visible from the value (mean = 18.19, SD = 4.120), the value of educator certificate stratum 2 (mean = 18.23 SD=4,559), its proved that values teaching certificate strata 1 less than in stratum 2. Dimensions physical and spiritual health has a value (t = -1.016, Sig = 0.311) greater than the value 0.05, it means there is differentiation of physical spiritual health among strata 1 to strata 2 according to respondents, as well as the average sane strata 1 lower than the average of physically and mentally healthy stratum 2, which is visible from the value (mean = 18.88, SD = 4.145), the value of physically and mentally healthy stratum 2 (mean = 19.74, SD = 4.546), of its proved that physical spiritual health strata 1 less than in stratum 2. Dimensions ability to have a value (t = -0.043, Sig = 0.965) is greater than the value 0.05, it means that there is a differentiation of ability among between Strata 1 stratum 2 according to the respondents, and the ability score of stratum 1 less than the ability of stratum 2, which is visible from the value (mean = 19.15, SD = 4.883), 2 strata ability scores (mean = 19.19, SD = 5.003), from the value shown that the ability of stratum 1 is lower than the second stratum. Variable professionalism of teachers have the value (t = 0.045, Sig = 0.964) is greater than the value of 05, its means there is a differentiation of professionalism teachers between Strata 1 with stratum 2 according to respondents, as well as the average of professionalism strata 1 higher than the average of professionalism stratum 2, which is visible from the value (mean = 94.60, SD = 12.892), the value of professionalism stratum 2 (mean = 94.48, SD = 14.603), the its proved that professionalism strata 1 higher than the second stratum.

The table is also evident from the dimensions of working life has value (t = -0.090, Sig = 0.929) greater than the value 0.05, it means that there is a differentiation of tenure between Strata 1 with stratum 2 according to the respondents, and the average

tenure strata 1 lower than the average tenure stratum 2, which is visible from the value (mean = 33.52, SD = 6.911), the value of tenure stratum 2 (mean = 33.65, SD = 8.228), of the its proved that tenure strata 1 value less than in stratum 2. Dimension level of knowledge and skill has a value (t = 1.100, Sig = 0.273) is greater than the value of 05, it means that there is a differentiation of level knowledge and skills between Strata 1 with stratum 2 according to respondents, as well as the level of knowledge and skill score level 1 is higher than the stratum 2, which is visible from the value (mean = 33.29, SD = 6.250), the value of knowledge and skills level stratum 2 (mean = 31.87, SD = 7.219), from the value shown that the level of knowledge and skill level 1 is higher than the second stratum. Dimensions mastery of the work and equipment has a value (t = -0.614, Sig = 0.540) is greater than the value of 0.05, it means that there is a differentiation of mastery work and equipment between Strata 1 with stratum 2 according to the respondents, and the average tenure of jobs and equipment strata 1 lower than the average mastery of the work and equipment stratum 2, which looks of values (mean = 33.37, SD = 7.082), the value of the mastery of the work and equipment stratum 2 (mean = 34.23, SD = 6.233), of value its proved that the mastery of the work and equipment score strata 1 less than in stratum 2. Variable work experience has a value (t = 0.185, Sig = 0.853and it is higher that 0,05 is known that are differences in work experience between strata 1 to strata 2 according to the respondents, and the average work experience strata 1 higher than on an average work experience stratum 2, which is visible from the value (mean = 11.04, SD = 15.418), the value of work experience stratum 2 (mean = 99.45, SD = 17.395), the it proved that the work experience 1 score is higher than strata of the stratum 2.

Relationship between Work Experience and professionalism of teachers

Data of relationship between work experience and professionalism of teacher are taken from a questionnaire, the questionnaire consists of 158 teachers with Pearson correlation analysis same form there is a positive (+) or negative (-) in the show form of interaction between variables. The coefficient values between 0:00 to 1:00 also shows the strength of the relationship. Value 'rule of thumb' by Johnson and Nelson (1986) is used to describe the strength of the correlation was no correlation (0.00); very low; low; simple; very high and the perfect relationship (1.00). The relationship between work experience and teachers professionalism as shown in Table 5; Refer to table 5 above, it is shown that variable work experience in the professionalism of the work has a value of correlation (r = 0.475) demonstrated an association overall work experience in the professionalism of teachers is simple.

Table 5. Relationship between Work Experience Against The professionalism of teachers

Work experience \ Professionalism work	Academic qualifications	Competence	Certificate educators	physical and mental health	skil	professionalism work
Work Period	.093	.104	.294**	.253**	.363**	.370**
Level of Knowledge and Skills	.067	.073	.244**	.112	.366**	.292**
Mastery of the Works and Equipment	.114	.112	.283**	.194*	.554**	.427**
Work experience	.118	.133	.358**	.246**	.553**	.475**

* significant at the level of P <0.05

Table 6. Correlation between Work Experience Work Toward Professionalism

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.427ᵃ	.183	.177	11.934
2	.508ᵇ	.258	.248	11.408

a. Predictors: (Constant), working and equipment mastery

b. Predictors: (Constant), work and equipment, working period

Table 7. Stepwise multivariate regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	67.442	4.697		14.357	.000
	Mastery of the work and equipment	.811	.137	.427	5.902	.000
2	(Constant)	54.335	5.576		9.744	.000
	Mastery of the work and equipment	.680	.135	.358	5.023	.000
	Working period	.521	.131	.283	3.965	.000

a. Dependent Variable: Teacher professionalism

Table 8. Varian Linearity of Regression analysis Y=54.335+0.680 X_1 + 0.521X_2

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4961.566	1	4961.566	34.836	.000ᵃ
	Residual	22218.510	156	142.426		
	Total	27180.076	157			
2	Regression	7007.236	2	3503.618	26.920	.000ᵇ
	Residual	20172.840	155	130.147		
	Total	27180.076	157			

a. Predictors: (Constant), work and equipment mastery

b. Predictors: (Constant), the work and equipment, working period

c. Dependent Variable: Teacher professionalism

The relationship between the two variables indicated also by the aspects contained therein. Aspects or dimensions of tenure have low relation to the dimensions of teaching certificate at (0.294), the dimensions of physical and spiritual health of (0.253), a simple relation to the dimensions of the ability of (0.363), to variable professionalism of teachers of (0.370). Aspects or dimensions of the level of knowledge and skill has a low relation to the dimensions of teaching certificate (0.244), the professionalism of the variable (0.292) and has a simple relation to the dimensions of the ability of (0.366). Aspects mastery of the work and equipment have a low relation to the dimensions of teaching certificate at (0.283), the dimensions of physical and spiritual health of (0.194), has a simple relation to variable professionalism of the work of (0.427), and has a high relationship to the dimensions has the capability of (0.554). Variable work experience has simple relation with the variable of teaching certificate (0.358), variable of physical and spiritual health of (0.246), to variable professionalism of (0.475) and had a strong connection to the dimensions of the ability of (0.553), while on the other aspects of the table for the association seen very low. Thus it can be seen that the work experience teachers have had a relationship in the professionalism of teachers as educators in the school. the increasing professionalism of the work can be caused by high work experience of a teacher as educators.

Dominant aspects Against Work Experience Teacher Professionalism of teachers

The next question is a dominant aspect of work experience in the professionalism of teachers in schools, to determine the dominant aspect affects the professionalism of teachers in this study analyze matter study used stepwise regression analysis, correlation analysis was first conducted as Table 6. From table 6 found that the correlation dimension mastery of the work and equipment amounted to 0.427, with a correlation value determination for 0.183, this means that approximately 18.3% of factors professionalism of teachers can be explained by the mastery of the work and equipment, as written by the dimensions tenure correlation value amounting to 0.508 with a correlation value determination for 0.258 which shows the percentage becomes 25.8% factor professionalism of teachers affected by the mastery of the work and equipment as well as working life, it means will be 74 factors influence of professionalism teachers and it explaining other factors. Calculation of data regression uses stepwise method and it snows on Table 7.

Based on table 7 above it shows the stepwise multivariate regression on first model method towards regression a1 0.811 and the dimensions X_1 (mastery of the work and equipment) with a constant value of 67.442, the second model towards

regression a1 of 0.680 to variable X_1 (mastery the work and equipment), a2 of 0.521 to variable X_2 (working period), with a constant value of 54.335. The final form of multivariate regression work experience and professionalism of the work stated by regression equation Y= 54.335 + 0.680X1 + 0.521X2. Before going to divination purposes, the regressionn equation should be performed by interest. The interest level of multiple regression and F test are presented in table 8.

Based on the the variance regression analysis on table 8 above, its proved that the first model of dimension X_1 (mastery of the work and equipment) value F count of 34 836 equal 0,000, the second model of dimensions X1 (mastery of the work and equipment) and X_2 (working period) value F count of 26.920 equal 0,000. It proved that the regression Y value =54.335+680X_1 + 0.521X_2, was very significant these data stated that there is a relation among teacher exprerience to of work experience to teacher professionalism through dimensional control over the work and equipment and working lives.

DISCUSSION

From the research results can be seen that the level of work experience and professionalism of teachers has a high value, high work experience and professionalism of teachers indicating teachers has been getting supplies as an educator well. This study shows that the respondents have good academic qualifications and ability as educators, physically and mentally healthy respondents, and respondents indicated competence and certification of educators are good also. Professional teachers are required to have a high scientific capacity, so in order to fulfill the task of a teacher needs to be equipped with some of the requirements of both academic and non-academic. Professional teachers should have a mature personality and developed, with a strong mastery of knowledge and skills to generate learners to science and technology and continuous professional development. Besides the overall respondents have experience of working height, the average respondent has tenure as an educator, understand and master the work and equipment are carrying out its as well as the respondent has knowledge and skills as an educator that good anyway, A professional will continuously improve the quality of his work consciously, through education and training (Tilaar, 2002). The teacher as an educator requires professionalism in work, professionalism will arise with their abilities to support educators in the learning process. A teacher needs to have a special ability, an ability that may not be owned by people who are not the teacher was some one sharged to their responsibility to helping some one in learning and behaving in the different or same ways. Results of the overall study also showed no differences in work experience that teachers have in the professionalism of labor by sex, it can be seen that there is not any differentation of professionalisme teachers among man and woman, the same thing is shown by the overall dimensions of the variables of work experience and professionalism of teachers. Overall dimensions variable work experience and professionalism of the work is based on teaching experience teachers have no differences, the mean score of work experience and professionalism of teachers according to respondents based on the experience of teaching relative showed high mean scores. From the results of this research is that there is no difference between the work experience strata 1 to strata 2 according to the respondents, but the dimensions having academic qualifications have different

levels of education according to the respondents, the overall work experience and professionalism of teachers by education level there is not any differentation.

Based on demographics working experience and professionalism of teachers, there is no difference it indicates respondents know that the work experience and professionalism of teachers rely on their own individual self. Mastery of the work became his profession requires a good experience in that field. A teacher has a good working experience in depth has mastered at least one field of science. Professional teachers required in the learning process this was due to professional teachers have good working experience, a teacher who has a working experience mastered techniques and procedures that rely on intellectual foundation refers to the service of their tasks and responsibilities. To be a teacher is required special conditions, especially as a professional teacher must master the true ins and outs of education and teaching with a variety of other science that needs to be controlled and developed through a certain level of education. From these studies it appears that the variables of work experience in the professionalism of the work demonstrated an association overall work experience in the professionalism of teachers is simple. In connection with the dominant aspects of teachers' work experience in the professionalism of teachers, teachers has a work experience of the professionalism of work relationship the relationship can be seen from the relationship dimensions of each variable. There is arelations of work experience toward teacher professionalism through dimensional control over the work and equipment and working lives. Teachers who have work experience are the teacher who is able to manage the learning process. Teachers are required ability to formulate and integrate the objectives, materials, methods, media and evaluation of teaching appropriately in designing and managing the learning process, in addition to the teacher should also be able to conduct or guide the quality of the learning process that will be experienced by the disciples (Sabri, 1992). Robert W. Riche, in Arifin (1993) states a professional is more concerned with the ideal human services compared to private interests. A professional worker, relative takes a long time to learn the concepts and principles that support specialized knowledge expertise. Having certain qualifications to enter the profession and be able to follow the developments in the growth of office. Having a code of conducting that governs membership, behaviors, attitudes and ways of working. It requires a high intellectual activity. The existence of organizations can improve service standards, self-discipline in the profession, as well as the welfare of its members. It provides opportunities for advancement, specialization and independence ones. Looking at the profession as a career life (a live career) and became a permanent member.

Conclusion

The teacher is a position or profession that requires specialized skills as a teacher. From the research results can be seen that the level of work experience and professionalism of teachers has a high value. From this research proves the teacher has the experience and professionalism of the good work. The existence of professional teachers in addition to affecting the teaching and learning process, professional teachers are also expected to provide a good quality of education so as to produce students who excel. Professional teachers are the people who have the ability and special skills in the field of

teacher training so that he is able to perform its duties and functions as a teacher with a maximum capability. To be a professional, they should be able to discover the identity and self-actualize. Teachers are able to live the educational goals of national, institutional and the subject curriculum achieves its objectives. For example, in high school mathematics teacher must know the purpose of education in the Law on National Education System (LNES) No. 20 of 2003. It also must understand the purpose of the school where the teacher teaches, the destination field of study that teaches mathematics to ICT on a certain subject that is being taught in the classroom. Professional teachers in an educational institution are expected to provide improved quality of education will affected toward student achievement. With the improvement quality of education and increase student achievement, it is expected that the national education goals will be realized well. Professional development of teachers is absolutely necessary both by teachers individually or programmed by the government so that teachers always have the knowledge. Increased work experience teachers can do with their every teacher training or upgrading, expected of him will be an increase in capacity and willingness.

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