



## THE INFLUENCE OF COMPETENCE AND INNOVATION ON LECTURER PROFESSIONALISM AT THE INDONESIAN MARITIME ADIGUNA POLYTECHNIC MEDAN

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### ABSTRACT

In simple terms, education is a learning process for students to be able to understand, understand, and be more critical in thinking. This article aims to determine the effect of competence, innovation on professionalism. Education can occur anytime and anywhere, both on campus (school) and outside campus, which aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and being a democratic citizen is also responsible. The sample in this study found 35 people. Analysis of hypothesis testing using SPSS Research results Partially, competence has a significant effect on lecturer professionalism at the Indonesian Maritime Adiguna Polytechnic Medan. Partially, innovation has a significant effect on the professionalism of lecturers at the Adiguna Maritime Indonesia Polytechnic Medan. Simultaneously, competence and innovation have a significant influence on the professionalism of lecturers at the Indonesian Maritime Adiguna Polytechnic Medan.

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## 1. Introduction

Educational administration plays a very important role in supporting the achievement of educational goals, namely the intellectual life of the nation and state (Azis & Pd, n.d 2016). The importance of the role of education administration is because education administration involves the management of all material resources, lecturer personnel, planning, cooperation, leadership, curriculum, and student affairs. Good administration will increase the effectiveness and efficiency of the use of all resources in supporting the educational process.

As a learning process, education requires teachers who are sources of knowledge, called lecturers. Lecturers play a role in conveying knowledge, explaining and motivating students about the importance of the lessons given. Lecturers are also often role models or role models for students in behavior compared to their own parents.

Lecturers are professionals. Professionalism is a description of the degree or level of knowledge and level of expertise and attitude possessed by a person to be able to carry out tasks in accordance with his profession or position (Anggraini, 2016). Professionalism is a term that refers to a mental attitude in the form of commitment from members of a profession to always realize, maintain and improve their professional quality.

The professionalism of lecturers is strongly influenced by the competence factor. Competence or ability is defined as a basic characteristic of a person related to his ability to carry out a job (Thohirudin, 2020). Competence is a basic characteristic of a person that allows him to provide superior performance in work.

The ability of innovation also greatly determines the level of professionalism, meaning that the higher the ability to innovate, the person will tend to be more professional because his mastery of the field of his profession will be higher.



The Indonesian Maritime Adiguna Polytechnic (AMI Polytechnic) is one of the universities in the city of Medan. Indonesian Maritime Adiguna Polytechnic (AMI Polytechnic) Medan has been established for 60 years and is active in developing education in building Human Resources in the field of National and International Shipping.

The Indonesian Maritime Adiguna Polytechnic (AMI Polytechnic) Medan has tried to improve the professionalism of lecturers by providing various facilities and infrastructure to innovate in the learning process accompanied by the development of lecturer competencies.

The Indonesian Maritime Adiguna Polytechnic (AMI Polytechnic) Medan has made efforts to improve the professionalism of lecturers by providing various facilities and infrastructure to innovate in the learning process and create management that supports improving the professionalism of lecturers. Lecturers who teach at the Indonesian Maritime Adiguna Polytechnic (AMI Polytechnic) Medan consist of academics and practitioner lecturers.

## 2. Method

### 2.1 Theoretical Foundation

#### 2.2.1 Competence

In transferring knowledge to students, knowledge or skills or skills as lecturers are needed. Without this, it is impossible for the teaching and learning interaction process to run well. This is where the absolute competence needed by lecturers in carrying out their duties as educators.

Competence according to Law no. 14 of 2005 concerning teachers and lecturers is a set of knowledge, skills, and behaviors that must be possessed, internalized and controlled by lecturers in carrying out their professional duties.

According to Jackson et.al. (2010: 205 ) that "competence is a pattern of knowledge, skills, abilities, behaviors and other measurable characteristics needed by a person to perform a job role or job function well".

According to Djamarah (2012: 33) that competence as an adequate task or possession of knowledge, skills, and abilities required by one's position. Based on the above understanding, it can be concluded that lecturer competence means the possession of teacher knowledge, and the possession of skills and abilities as lecturers in carrying out their duties (Mata et al., 2016).

Furthermore, according to Wibowo (2012: 324) that competence is an ability to carry out or perform a job or task based on skills and knowledge and supported by the work attitude required by the job.

#### 2.2.1 Innovation

Innovation is an idea, practical things, methods, ways of man-made goods, which are observed to be perceived as new for a person or group of people (society). Therefore, educational innovation is very necessary (Kristiawan et al., 2018.).

Innovation is the introduction or introduction of new things, new inventions from existing or previously known ones, be it ideas or tools. New things mean anything that has not been understood, accepted or implemented by the recipient of the innovation, even though it is not something new to others. Based on this understanding, innovation is new things whether it is values, norms, ideas, or new ways. According to the Big Indonesian Dictionary in Hasbullah (2017:159) that innovation is defined as the entry or introduction of new things; new inventions that are different from existing or previously known ones (ideas, methods, or tools).

Huad in Pakpahan (2015:39) states that innovation is a certain process of a person through the utilization of thought, imagination ability, various stimulants and individuals who surround him who try to produce new products, both for himself and for his environment.

According to Irwan (2015:12) that innovation can be interpreted as something new in certain social situations that is used to answer or solve a problem. Judging from the shape or form of "something new" it can be an idea, idea, object or maybe an action. Meanwhile, judging from its meaning, something new can be completely new that has not been created before which is then called invention, or it can also not be really new because it already existed in another social context and is then referred to as discovery.



According to the Education Administration Lecturer Team at the University of Education Indonesia (2017: 59) that the model and packaging in educational change cannot be separated from renewal (innovation) whose derivatives cannot be separated from the context of invention and discovery.

### 2.2.3 Professionalism

A job or position called a profession cannot be held by anyone, but requires preparation through special education and training. According to Webster's New World Dictionary in Nurdin and Adriantoni (2019: 1) that the profession is a job that requires higher education (to its bearer) in liberal arts or science, and usually includes mental work and not manual work such as teaching, engineering, composing, and writing. etc; especially medicine, law, and technology.

This definition defines a profession as a job that requires training and mastery of a specific knowledge and skill. A profession usually has a professional association, a code of ethics, as well as a certification and licensing process that is specific to that profession. According to Kunandar (2014:45), a profession is a job or position that requires certain skills.

According to Moenir (2012: 63) that the profession is an intellectual activity that is learned including training held formally or informally and obtaining a certificate issued by a group / agency responsible for the science in serving the community, using professional service ethics by implying competence sparking ideas, authority, technical skills and morals and that nurses assume a level in society.

## 2.2 Hypothesis

Based on the theoretical studies described above, the hypotheses in this study are:

H1: The magnitude of the influence of competence on the professionalism of lecturers at the Adiguna Maritime Indonesia Polytechnic Medan is determined by the dimensions of pedagogic competence, personality competence, social competence and professional competence.

H2: The magnitude of the influence of innovation on the professionalism of lecturers at the Adiguna Maritime Indonesia Polytechnic Medan is determined by the dimensions of innovation requiring an analysis of various opportunities and possibilities that are open, innovation is conceptual and perceptual, innovation must start small and innovation is directed at leadership or pioneering.

H3: The magnitude of the influence of competence and innovation simultaneously on the professionalism of lecturers at the Adiguna Maritime Indonesia Polytechnic Medan is determined by the dimensions of competence and the dimensions of innovation.

This research was conducted with quantitative methods. This type of research is associative, namely by collecting data on the events that become the problem, then analyzing the data to explore the causes of the problem. This research produces conclusions and suggestions to be followed up as corrective actions to overcome the problems that occur. The data collected includes two independent variables, namely competence (X1) and innovation (X2) and one dependent variable, namely lecturer professionalism (Y).

## 3. Result and Discussion

### Normality Test Results

TABLE 1.  
ONE-SAMPLE KOLMOGOROV-SMIRNOV TEST

		Unstandardized Residual
N		43
Normal Parameters <sup>a,b</sup>	mean	,0000000
	Std. Deviation	3.75659
Most Extreme Differences	Absolute Positive	,082
	negative	-,092
Kolmogorov-Smirnov Z		1,762
asympt. Sig. (2-tailed)		,071

a. Test distribution is Normal.

b. Calculated from data.

Source: Data Processing Results (2019)

Based on Table 4.13 it can be seen that the asymp value. sig ( 2-tailed) is  $0.071 > \text{sig-}\alpha (0.05)$  and the normal value is  $0.000 < 0.05$ . From the above findings when compared with the normality test requirements, namely if  $\text{sig-p} > \text{sig-}\alpha (0.05)$  or normal value  $< 0.05$ , it can be concluded that the entire research population comes from data that is normally distributed and each variable has a relationship. significant.

**Heteroscedasticity Test**

To test whether in a regression model there is an inequality of variance from the residual of one observation to another observation. If the residual variance from one observation to another observation remains, it is called homoscedasticity. And if the variance is different, it is called heteroscedasticity. Heteroscedasticity test can be done by observing the residual scatterplot.

TABEL 2.  
HETEROSCEDASTICITY TEST

Coefficients <sup>a</sup>		Collinearity Statistics	
		Tolerance	VIF
1.	Kompetensi (X1)	.340	2.939
	Inovasi (X2)	.340	2.393

a. Dependent Variabel: Profesionalisme (Y)

**Hypothesis test**

**Partial Test (t Test)**

Partial test was conducted to determine the partial effect of the independent variables on the following dependent variables:

**Test Coefficients t**

TABEL 3.  
PARTIAL TEST

Coefficients <sup>a</sup>		t	Sig.	Correlations		
				Zero-order	Partial	Part
1.	(Constant	3.932	.000			
	Kompetensi (X1)	5.967	.000	.899	.686	.377
	Inovasi (X2)	2.865	.007	.836	.412	.181

a. Dependent Variable: Profesionalisme (Y)

Source: Processed with SPSS

It can be seen that:

1. The correlation coefficient between competence and lecturer professionalism is 0.686. The correlation coefficient is positive (+) which means the better the competence, the higher the professionalism of the lecturer. The t-count value for the competency variable is  $5.967 > 2.021$  with a significance level of  $0.000 < 0.05$ , so  $H_0$  is rejected and  $H_a$  is accepted. Thus, partially the competence variable has a significant influence on the professionalism of the lecturer.
2. The correlation coefficient between innovation and lecturer professionalism is 0.413. The correlation coefficient is positive (+) which means the better the innovation, the higher the professionalism of the lecturers. The t-count for innovation is  $2.528 > 2.021$  with a significance level of  $0.018 < 0.05$ , so  $H_0$  is rejected and  $H_a$  is accepted. Thus, partially the innovation variable has a significant influence on lecturer professionalism.

The correlation coefficient between competence and innovation with lecturer professionalism can be seen in Table 4.

**Correlation Coefficient X<sub>1</sub> X<sub>2</sub> Y**



TABEL 4  
CORRELATION COEFFICIENT X<sub>1</sub> X<sub>2</sub> Y

Model Summary <sup>b</sup>				
Model	RX <sub>1</sub> X <sub>2</sub> Y	R Square	Adjusted R Square	Std. Error of the Estimate
1	.917 <sup>a</sup>	.840	.832	5.28654

a. Predictors: (Constant), Inovasi (X<sub>2</sub>), Kompetensi (X<sub>1</sub>)  
b. Dependent Variable: Profesionalisme (Y)

Source: Processed with SPSS

Based on Table 4 it can be seen that the value of  $R_{X_1 X_2 Y}$  is 0.917, meaning that the influence of competence and innovation on lecturer professionalism is very strong, where the value of  $R = 0.917$  compared to the coefficient interpretation shows the coefficient interval 0.80 - 1.00 has a very strong level of influence.

### Simultaneous Testing (F Test)

Simultaneous or simultaneous testing is carried out to find out how the influence of lecturer competence and innovation on lecturer professionalism. The significance of this effect can be seen by comparing the calculated F and F table at a significant level ( $\alpha$ ) = 5%. The results of simultaneous testing of the SPSS program can be seen in Table 5.

### F Uji test

TABEL 5.  
F UJI TEST

Model Summary <sup>b</sup>					
Model	Change Statistics				
	R Square Change	F Change	df1	df2	Sig. F Change
1	.840	105.229	2	40	.000

b. Dependent Variable: Profesionalisme (Y)

Source: Processed with SPSS

The table above shows that the competence and innovation variables simultaneously have a significant influence on the professionalism of lecturers. The significant effect is shown in the Fcount of 105.0229 > F table of 3.232. Thus, the decision was taken, then H<sub>0</sub> was rejected and H<sub>a</sub> was accepted, meaning that the competence and innovation variables simultaneously had a significant influence on the professionalism of the lecturers.

The Effect of Competence on Lecturer Professionalism at the Indonesian Maritime Adiguna Polytechnic Medan. Based on the results of research that has been statistically analyzed, it is known that partially the competence variable has a significant effect on the professionalism of lecturers at the Indonesian Maritime Adiguna Polytechnic Medan. There is a positive influence where the better the competence, the higher the professionalism of the lecturer.

Based on the results of the research above, it can be said that the professionalism of lecturers can be improved by improving competence. The elements of competence that still need to be improved according to respondents' responses are: Lecturers lack a steady personality and unstable emotions and lecturers are less able to understand the characteristics of students.

Lecturers lack a steady personality and unstable emotions, which means the lecturer is not able to do his job calmly and unequivocally and is easily provoked emotionally. Lecturers with unstable personalities tend to be unstable in the sense of being easy to change, or in other words not having a strong stance, so that their words cannot be held by others. Lecturers with unstable emotions will certainly get angry easily if they see a

few mistakes made by students so that it can have a negative impact on the continuity of the learning process. Therefore, lecturers should need to do self-training in order to have a stable personality and stable emotions.

Lecturers are also less able to understand the characteristics of students, even though understanding the characteristics of students can help lecturers in developing students' learning potential. In the learning process, it would be better if the lecturer did not treat students equally, because after all, it is likely that every student has differences in various things according to characteristics that are generally influenced by family background and daily social environment. Some students may find it easier to understand the sciences related to mathematics, while other students will more easily understand the sciences that are less related to mathematics. Or maybe there are students who have difficulty understanding language and literature lessons so that they require more intense attention or need to look for other potentials that are the advantages of these students. What treatment should be given to each student will be easier to know by understanding its characteristics, so that the learning potential of students can really be developed properly. Therefore, every lecturer needs to actively seek various information related to students, especially regarding their family background. This information can be used by lecturers to understand and develop the potential of each student according to their background and social environment, which means that it will increase the professionalism of lecturers in the learning process.

The Effect of Innovation on Lecturer Professionalism at the Indonesian Maritime Adiguna Polytechnic Medan. Based on the results of research that has been statistically analyzed, it is known that partially the innovation variable has a significant effect on the professionalism of lecturers at the Indonesian Maritime Adiguna Polytechnic Medan. There is a positive influence where the better the innovation, the higher the professionalism of the lecturers will also be.

Based on the results of the research above, it can be said that the professionalism of lecturers at the Adiguna Maritime Indonesia Polytechnic Medan can be improved by improving lecturer innovation. The elements of lecturer innovation that still need to be improved according to respondents' responses are: Lecturers rarely analyze the difficulties of training participants in learning, lecturers do not want to look for new things in learning, and lecturers rarely innovate to overcome difficulties in delivering learning.

Lecturers rarely analyze the difficulties of training participants in learning, even though each participant can experience difficulties in mastering the teaching material. Lecturers are certainly very concerned with the level of mastery of students over the subject matter, and it can be said that the level of success of an education and training lecturer can certainly be measured from the level of understanding of students on the subject matter provided. The higher the student's mastery of the subject matter, it can be said that the lecturer who provides teaching will be judged to be more successful. Therefore, to achieve the success of education and training lecturers, it is necessary to analyze the things that cause students to have difficulty understanding them, which is then used as a basis for finding ways to overcome these difficulties.

Lecturers do not want to look for new things in learning, even though in science and technology that development is something that always happens, and it can even be said that in today's era the development or change is happening very quickly. This means that it is very likely that there have been new things in learning, both in terms of subject matter and in terms of learning methods. Every time new things are discovered, the old things will become less useful or even no longer used at all. This means that if the lecturer does not always look for new things related to the learning process, then the things that the lecturer has will be out of date. Therefore, every education and training lecturer must have a strong desire to always look for new things, especially regarding all matters related to his field of expertise.

Lecturers rarely innovate to overcome difficulties in delivering learning, even though the main key to smooth learning is the ease in delivering subject matter, so that students become easier in learning, and lecturers also become more confident in their profession as education and training lecturers. Lecturers need to try to find new methods in learning and try to apply them, which then chooses the most appropriate method, according to the subject matter given. There is a high probability that different subject matter will be more effectively delivered using different methods. It can be faced that if the delivery of material will be difficult to implement if there is no match between the learning method and the material being taught.

#### 4. Conclusion

Based on the results of the study it was concluded that: Partially, competence has a significant effect on the professionalism of lecturers at the Indonesian Maritime Adiguna Polytechnic, Medan. This means that the



higher the competence, the higher the professionalism of the lecturer. Partially, innovation has a significant effect on the professionalism of lecturers at the Adiguna Maritime Indonesia Polytechnic, Medan. This means that the better the innovation, the better the professionalism of the lecturers will also be. Simultaneously, competence and innovation have a significant influence on the professionalism of lecturers at the Indonesian Maritime Adiguna Polytechnic Medan. As much as 84.00% of the variation in lecturer professionalism can be explained by lecturer competence and innovation simultaneously, while the remaining 16.0% are other factors that are not examined, such as motivation variables, income and others.

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