
Research Article

Demographic Perspective of Teacher Competence: A Comparative Study of the Teachers at Senior High Schools in Tangerang, Banten, Indonesia

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ABSTRACT: The objective of this research is to compare teacher competence based on their sex, levels of education level, age and the length of their devotion. The conceptual framework of this study based on the national education ministry's regulations of the Republic of Indonesia No: 17 of 2007 about academic qualifications and teachers competence. To collect in data, questionnaire was utilized Regulation ministry national education Republic Indonesia No: 17 year 2007, regarding qualification of academic and teacher competence' was employed. The instruments were sent to the Senior High School Teachers in Tangerang City. The data was analyzed using SPSS version 16.00. The inferential statistical method used t-Test and one-way ANOVA were employed. The findings of this research show that there is a difference of teacher competence based on levels of education, age and the length of their devotion. But there is no difference in the teacher competence based on their sex. The implication of this finding was the competence may be improved by level of education, short course, training and education.

Keywords: pedagogic, personality, professional, social, teacher competence.

1. Introduction

The Competent teacher is a skilled teacher for: 1) preparing lesson plans; 2) implementing learning; 3) assessing the student achievement; 4) providing feedback for assessing the student achievement; 5) developing professionalism; 6) understanding the educational insights; 7) mastering the material academic (Directorate of Personnel Ministry of National Education, 2003).

According Mulyasa (2005) there are 7 (seven) errors that often do teachers that is: 1) taking shortcuts in learning; 2) waiting learners do negative behavior; 3) using a destructive discipline; 4) ignoring the differences of learners; 5) feel the most know and smart; 6) unfair; 7) forcing the right of learners. Whereas the teacher is supposed has the attitude and character namely: 1) be fair; 2) trust and happy to learners; 3) patient and willing to sacrifice; 4) has authority in front of learners; 5) cheerleaders; 6) be nice to the other teachers; 7) be nice to community; 8) truly mastery of subject; 9) like with subject taught; 10) Knowledgeable.

The new paradigm that must be shown by teachers as revealed, Kunandar (2007) that the teachers should: 1) do not get stuck in a routine activity but always development and empower themselves continuously to improve the qualification and competence; 2) teachers skilled to planning and practicing strategies and active learning models, innovative, creative, effective, and fun which can improvement the motivation of learners; 3) reduce the dominant role in learning and provides learning opportunities self-learning, active and creative; 4) skilled modify and empower learning materials; 5) liked what he taught and enjoy teaching as a profession fun; 6) up to date to the science and technology; 7) be an example for learners and community; 8) has a vision about the future and read the challenges of the times.

The teacher competence improvement in Indonesia is indispensable, because the findings of general directorate teacher and education personal (2005) quality improvement showed the of around 2.05 million teachers (public and private) 733.881 with qualification D-IV and undergraduate eligible to receive certificates. The qualification view shows that it still required the development of teacher competence level in order to achieve the purpose of primary and secondary education. The teacher competence improvement can improve the quality and skills of graduates in order to compete at the global level.

Teacher competence between men and women one day will be the similarities, but will be more prevalent differences. In terms the leadership, referring to Coleman (1994), woman administrator more of applying human values in leadership style. It is different on men administrator who is more concerned with the organization. According Sala (2002), the improvement someone's age will bring to development and improvement in emotional competence. This is because a person's emotional maturity competency is through learning and life experiences (Boyatzis & Sala, 2004). According Goleman (1998) A person's emotional intelligence is increasing when grow up.

2. Review of Related Literature

2.1 A Demographic Perspective

According to Hauser and Duncan (1959) demography is the study about the size, territorial distribution and composition of population, changes there in and the components of a such changes may be identified as natality, territorial movement (migration), and social. Bougue (1969) defines demography as the part of science which studying about statistic and mathematically number,

composition, population distribution, and their changes as the result of the population growth component such fertility, mortality, marriage, migration, and social mobility.

Demographics associated to years of service, age and level of education (Robbins, 2007). Demographics are the factors related to the selected characteristic and sharpened their difference becomes age, sex, marital status, education level, ethnic group, and others it expressed as the component of social population change (Graziella and Vallin, 2006). Demographics is one aspect that affects the performance of the job (Testa and Mueller, 2009).

Perspective is from Latin word, *per* meaning through and *spectra*, looking at. Simply, the word perspective maybe defined into looking at something in the forms of objects, ideologies, concepts, beliefs, and the like through certain media. Perspective means view, namely the views about something. The view is based on the conceptual framework, a set of assumptions, values, which result the actions in the context of the particular situation.

The word of perspective according to the cognitive science is estimation in politics from the context or reference in ideologies considered as a legitimating based on codification, experiences, evaluation to build a coherent trust. Therefore, this demographic perspective in this research is a view about the reality of teacher competence by paying attention to differences and similarities aspects of teacher competence from sex, age, levels of education and the length of devotion as teachers.

2.2 Teacher Competence

According Wibowo and Tjiptono (2002), Competence is the skill in the form of motivation, character traits, self-concept, value, knowledge, or skills cognitive, or behavioral skills. According Sin (2004), terms of competence include the following: 1) tries to perform daily tasks according to skill set; 2) Skill implement something successfully; 3) Have the personal traits and behavioral independence according to the task; 4) Have sufficient knowledge to carry out tasks responsibly; 5) Have the practical skills to run the task.

According to Armstrong and Haris (2003), the concept of competency is used as a reference skill to practicing a profession or a task well done and also how a person should behave in carrying out the role properly. If associated with work it is known by job competence. According to Armstrong and Harris (2003) job competence is a personal trait, traits or skills that can be shown, and directly associated with the main work result. Competence of work include is knowledge, skills, personal image, social motives, traits, patterns of thinking, ways of thinking, feeling and acting.

Byham, Smith and Pease (2002) the view that, for a leader including teachers to leading learning activities needs a set of competencies included: knowledge, behavior and motivation. Wibowo and Tjiptono (2002) requires that competencies required of someone working as follows: 1) The personality

competence, 2) Competence mastery of knowledge and skills, 3) Competence to job, 4) the character and behavior competence in the job so it can be independent, assess and make decisions responsibly; 5) Can live in a society with cooperation, mutual respect, and appreciate the diversity and peace value.

Standard Chartered has formulated the standards of competence as follows: 1) working and profession knowledge, 2) organizational or consumer awareness, 3) communication, 4) interpersonal skills, 5) teamwork, 6) initiative, adaptability and creativity, 7) skills analysis or decision, 8) productivity, 9) quality, 10) the management and supervision, 11) leadership (Darma, 2005).

In Indonesia, teacher competency model has been developed is a model of Ministry of National Education Regulation No. 16 of 2007 about Academic Qualification Standards and Competencies of Teachers. Academic qualification is the certificate-of academic education level to be possessed by the teacher according to the type, level, formal educators unit work place, Competence is a set of knowledge, skills and behavior must-have, internalized and mastered by teachers in performing professional duties (Law of the Republic of Indonesia No. 14 of 2005).

Competence of teachers include: pedagogical, personality, social, and professional. Pedagogical competence is the ability of the learning process of learners. Pedagogical competence of teachers include: understanding of the learners, planning and implementation of learning, assessing of learning achievement and developing of learners to implement the various skills they have. The personality competence is the steady, mature, wise and dignified, personality being a model for learners and having good attitude. Professional competence is the ability of adjusting the learning materialism is broadly and deeply it allow develop learners to meet the standard of competence specified the National Education Standard. Social competence is the ability of teachers as part of the community to communicate and get along effectively with students, staff, parents of students, and surrounding communities. (The Indonesian Government Regulation No. 19 of 2006).

Pedagogical competence implies that a teacher must has capability in mastering of learning theory the basics of learning, because learners have different character, traits, and interest (Ministry of National Education, 2008). Personal competence implies that a teacher should be supported by a sense of pride a about task that will entrusted to prepare the quality of nations future generations. Teachers need to have social competence in the association in the community, implement of the teaching and learning process effective. Professional competence of teachers should be supported by mastery of the subject matter by seeking information through a variety sources, like reading the latest books, access the Internet, always follow the latest developments and progress about the subject matter presented.

Another competency model that has been developed and similar to the model of teacher competence in Indonesia is Anderson competence model. According Anderson (1997), competence is a statement of behavior it fixed and shows the achievement in work and job competence is the combination of knowledge, a variety of skills, traits and a particular attitude. Anderson's argument is equipped with an image of competence as follows:

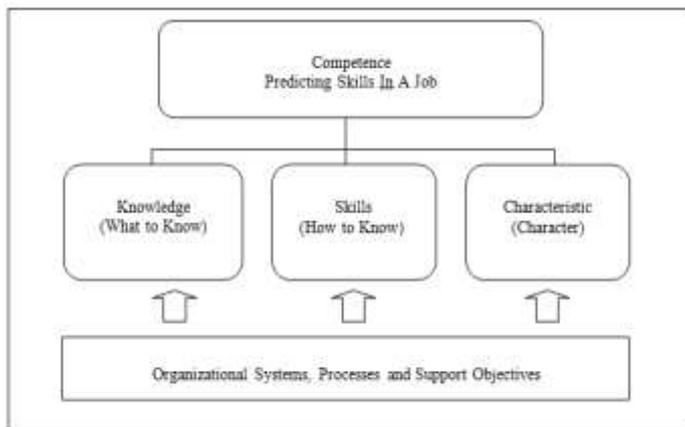


Figure 1. Component of Competence (Anderson, 1997)

Figure 1, shows that basically competence consists of three (3) components: the first component is knowledge, second component is skill and third components are character and behavior. The third component, each component influence the behavior of teachers in implementing the learning task, the third component can improve the work achievement individuals in the organization.

Another competency model that has similarities with the teacher component model in Indonesia and Anderson competency model is ice berg Spencer. Competence model According to Spencer (1993), competence is the fundamental characteristics of individuals regard with the effectiveness of working implementation in different situations, so resulting in a superior work. More Spencer (2002) describes with making analog such as iceberg, where skills and knowledge are more easily recognized and be seen as well as relatively easy to set up and developed through education and training process and relatively short. While the self-image, the nature and patterns are not easy to the identified because they are relatively hidden and need a long time to develop. Spencer competency model can be described as follows:

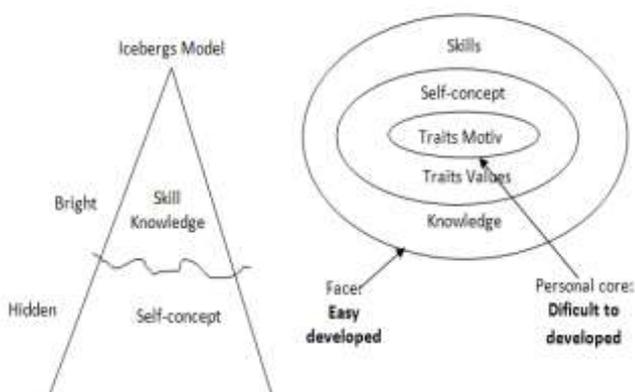


Figure 2. Iceberg Competence Model

Source: Spencer and Spencer (1993), *Competence at Work, Models for Superior Performance*

Figure 2 shows the motive core competencies and character are in the basic of iceberg personality, so it is difficult to measure and developed, and thus costly to be developed into a strong character. While the self-concept is in between attitudes and values such as self-confidence can be changed through training and psycho therapy or positive experience a development, although it requires a longer time and hard (Spencer and Spencer, 1993).

Each job requires competence, in accordance with the field job. Competencies provide assurance to someone in carry out a task that becomes his responsibilities. The teaching profession requires certain qualifications and competence. In order to carrying out tasks in the school, management of the teaching, approaches to students and so on. With these qualifications and competencies, the teacher can achieve good performance and realize the education and learning.

2.3 The Conceptual Framework of the Research

Referring to the previous results of researches, a conceptual framework is developed by the researcher by using Demographic perspective and teacher competence (see Figure 1).

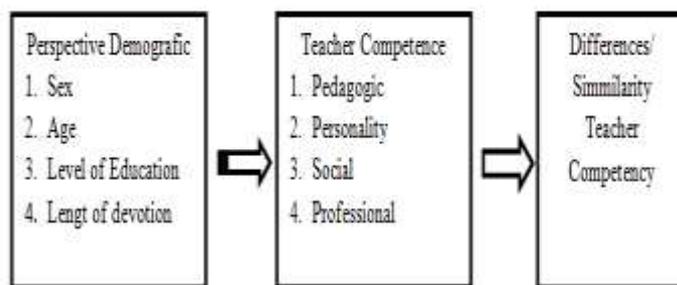


Figure 3. A conceptual framework of the research

The conceptual framework of this research is based on the opinion that there are differences in teacher competence of men and women Bar On (1997), difference of achievement of men and women (Al-Jabri, 2008, Don, 2009), length of devotion (Djaali, 2008; Djainal dan Subeli, 1990; Sunaryo, Sukarnyana, dan Mukiyat, 1990, Araoz, 2001; Crick, 2002;); the level of education (Sasube, Wongkar, dan Tondombata, 1990; Legowo, Wagimin dan Paino, 1990). The influence of demographic factors on the performance: Muklis (2006); Faizin and Winarsih (2008); Ahmadi (2009); Kusmiyati, et. al (2010); Hamzah (2011); Diguna (2011).

3. Research Method

In this present research, the method used is quantitative because quantitative research matches for measuring variables dealing with a phenomenon without questioning why the variables exist or happen, Konting (1990). Another opinion that a quantitative method is most appropriately used, it caused the focus of the in research is investigate the comparison of teacher competencies based on the sex, age, levels of education and the length of devotion.

Data in this research were collected by using questionnaires. A questionnaire is a way to obtaining the answers for research questions (Kerlinger, 1993), and the questionnaires may cover a wide area and easily made without the attendance of the

researcher (Rubin & Babbie, 2001).

The objective of this research is comparing teacher competencies based on sex, age, levels of education and length of devotion. So that, the inferential statistics employed were the t-test and one-way ANOVA test. This research was made in ten sub-districts in Tangerang city: *Tangerang, Cipondoh, Pinang, Ciledug, Karang Tengah, Larangan, Karawaci, Batu Ceper & Benda*.

The population is all teachers about 600 persons are working in secondary high schools in Tangerang city, Banten province. All the population is taken as the sample. Gay and Airasin (2001), state that 10% is a minimum number of samples that may be used to represent a population. In this research, a questionnaire covering aspects discussed in the conceptual framework was used.

The questionnaire on teacher competencies is the regulation of the Educational Ministry of Indonesian Republic No. 16 year 2007 also used to develop the questionnaire. The test items divided into four groups namely: 1) pedagogic, 2) personality,

3) social, 4) professional.

Before the application, the validity and the reliability of the instrument were try-out. The instrument of the teacher competencies consists of four subthemes namely pedagogic, personality, social, professional and the number of the questionnaires items is 70.

In this research, the correlation between the items and the number of scores was used to measure the validity of the questionnaires and the Cronbach alpha index is used to measure the levels of reliability of the items and the subthemes in the instrument. The coefficient value at 0.3 (Pers, 1996) and the Cronbach Alpha index, at 0.7 above (Pallant, 2001; Hair, 1998) are used to determine the level of the instrument validity and reliability, respectively. The try-out analysis for each subtheme and items of the questionnaires are presented in table 1.

Table 1. The Value of the correlation between the score of each item and the number test and index of Alpha-Cronbach for subthemes in teacher competence

Number	Aspects	Number of Items	Correlation between the Items and the Scores	Alpha Value
1	Pedagogic	37	0.367 – 0.660	0.911
2	Personality	13	0.355 – 0.720	0.803
3	Social	9	0.517 – 0.805	0.825
4	Professional	11	0.418 – 0.708	0.783
	Sum/Average	70	0.414 - 0.723	0.831

Based on the Table 1, there is a correlation between the score of each item toward the number of the pedagogic subthemes, where the number of the items are 37. The value of the correlation is from 0.367 to 0.660. The whole items had a correlation between an item and the number of the highest scores namely 0.25 (Nunally, 1978) and 0.3 (Pers, 1996), are respectively. The Alpha-Cronbach reliability index for the pedagogic subtheme is also very high, namely 0.911. This shows that all the items in the self-management aspect have high validity and reliability and may be used in this present research (Sekaran, 1992; Konting, 1990). This analysis shows that each item in the sub-themes of pedagogic has high validity and reliability.

Table 1 show the value of the correlation between the score of each item toward the number of the scores of the personality subtheme, where the number of the items are 13. The value of the correlation between items and the number of scores are 0.355–0.720. The Alpha-Cronbach reliability index for the personality subtheme is also high, namely 0.825. This shows that all items in the subtheme of personality have high validity and reliability, so that they may be used in this research.

Table 1 also shows the value of the correlation between the score of each items toward the number of scores of the subtheme of social is (9 items). The value of the correlation

between items and the number of scores are 0.517–0.805. The Alpha-Cronbach reliability index for the subtheme of social is

also high, namely 0.825. This shows that all items in the social subtheme have high validity and reliability, so that they may be used in this research.

Table 1 also shows the value of the correlation between the score of each item and the number of scores of the professional subtheme is (11 items). The value of the correlation between items and the number of scores are 0.418–0.708. The Alpha-Cronbach reliability index for the professional subtheme is also high, namely 0.783. This shows that all items in the professional subtheme have high validity and reliability, so that they may be used in this research.

4. Results and Discussion

4.1 Results

4.1.1 Differences in Teacher Competence based on Sex

From the questionnaire answer on teacher competence from 248 male and 352 female respondents, the differences in teacher competence based on the sex are known. The summary of the results is presented at Table 2.

From the table, the t-test of the sex-based on teacher emotional

intelligence competence shows that there is not the differences in sex-based on teacher competence at the limit of $p < 0.05$ as a whole is $t = .204$; Sig. = .891. It may be concluded that there

is no difference between the sex-based on teacher competence toward the subthemes of pedagogic, personality, social, professional.

Table 2. T-test on sex-based teacher competence

Source	N	Mean Score	Standard Deviation	t-value	Significance
Pedagogic Competence					
Men	248	147.26	11.24	-1.139	.217
Women	352	148.28	10.20		
Personality Competence					
Men	248	54.62	5.88	.287	.079
Women	352	54.48	5.42		
Social Competence					
Men	248	37.42	4.82	1.117	.618
Women	352	36.96	5.01		
Professional Competence					
Men	248	45.62	5.89	1.320	.591
Women	352	44.972	5.96		
Whole Teacher Competence					
Men	248	284.91	12.73	.204	.891
Women	352	284.69	12.58		

*Significant at the level $p < 0.05$

4.1.2 Differences in Teacher Competence Based on Age

The differences of the age-based on teacher competence are obtained from the questionnaires returned by the following groups of respondents and also their numbers: 42 respondents at the group of 25 years of are, 111 respondents, 30 years of more are; 138 respondents, 35 years or above are; 149 respondents for, 40 years of more are; 59 respondents, 45 years of above are; 48 respondents, 50 years of above are; and 53 respondents for, 55 years of more. The data were analyzed by used the one-way ANOVA. The results, as shown in Table 3 above showed that the highest mean scores of the teacher competence based on age are obtained from the age groups of 40 years of more (average = 291.07), then followed by the age group of 30 years of more (286.86), of 40 years (286.68), 50 years of more (285.89), 35 years of more (284.28), 55 years of more (277.94) and by the age group of 25 years of more (273.33).

Table 3. Mean scores of the teacher competence based on age

Age Group	N	Average Rate	Standard of Deviation
25 years of more	42	273.33	15.10
30 years of more	111	286.86	12.52
35 years of more	138	284.28	13.81
40 years of more	149	286.68	9.17
45 years of more	59	291.07	10.14
50 years of more	48	285.89	11.01
55 years of more	53	277.94	12.18

In Table 3 the results of the one-way ANOVA about the differences of the teacher competence based on age show that there is a significant difference of the mean score of the teacher competence based on age ($F; 6: 1903.45 = 13.35$; sig .000).

Table 4. The results of the one-way ANOVA of the teacher competence based on age

Source	Sum of Squares	Df	Mean Square	F	Sig.
Between Group	11420.69	6	1903.45	13.35	.000**
In Group	84534.58	593	142.55		
Sum	95955.27	599			

*significant at the level $p < 0.05$

**significant at the level $p < 0.01$

4.1.3 Differences in Teacher Competence Based on the Level of Education

To understand whether there is a difference in the teacher competence based on the level of educational, data were obtained from the questionnaires distributed from 549 teachers with degree certificates and 51 teachers with master certificates. The data were analyzed by using independent t-test. The results are presented in Table 5.

Table 5 T-test teacher competence based on the level of education

Source	N	Mean Score	Standard of Deviation	t-value	Significance
Pedagogic Competence					
Certificate S1	549	147.26	11.24	-1.14	.22
Certificate S2	51	148.28	10.20		
Personality competence					
Certificate S1	549	54.62	5.88	2.28	.04
Certificate S2	51	54.48	5.42		
Social Competence					
Certificate S1	549	37.42	4.82	1.12	.62
Certificate S2	51	36.96	5.01		
Professional Competence					
Certificate S1	549	45.62	5.89	1.32	.59
Certificate S2	51	44.97	5.96		
Teacher Competence					
Certificate S1	549	284.91	12.73	2.20	.05
Certificate S3	51	284.70	12.58		

*significant at the level $p < 0.05$

**significant at the level $p < 0.01$

Table 5 presents the results of the t-test teacher competence based on the level of education showing that there is no difference in the teacher competence based on the level of education at limit of $p < 0.05$. There is no difference in the teacher competence at the subtheme of pedagogic ($t = -1.14$; Sig = .22), and also in social ($t = 1.12$; Sig. = -.62), professional ($t = 1.32$; Sig. = -.59), but there is difference in the subtheme of personality ($t = 2.28$; Sig. = .04). There is difference in the teacher competence ($t = 2.20$; Sig. = .05). In conclusion, as a whole, there is a difference in the teacher competence based on the level of education in the personality subtheme.

4.1.4 Differences in Teacher Competence Based on the Length of Devotion

To understand the difference in the teacher competence based on the length of devotion, the questionnaires distributed to the teachers are analyzed. There are 55 teachers with the length of devotion of 1-5 years, 202 teachers, in 6-10 years, 164 teachers, in 11-15 years, 128 teachers, in 16-20 years, 51 teachers 21 or more. A one-way ANOVA was used to analyzing the difference of the teacher competence based on the length of devotion. Table 8 shows that the highest mean scores are from the teachers' length of devotion of 16-20 years (the mean of 288.00), then followed by 11-15 years (285.83), 6-10 years (285.06), 21 years or more (281.43) and the lowest the length of devotion of 1-5 years (276.69).

Table 6. The mean score of teacher competence based on the length of devotion

Length of devotion	N	Mean	Standard of Deviation
1 - 5 years	55	276.69	16.65
6 – 10 years	202	285.06	12.82
11 – 15 years	164	285.83	10.90
16 – 20 years	128	288.00	10.42
21 more years	51	281.43	13.49
Total	600	284.82	12.66

Table 6 shows that there is a significant different mean scores of the teacher competence based on the length of devotion ($F; 4:1471.88 = 6.176$), sig. 0.000). Table 7. The results of the one-way ANOVA show a difference in teacher competence based on the length of devotion.

Table 7. The results of the one-way ANOVA show a difference in competence based on the length of devotion

Source	Sum of Squares	df	Mean Square	F	Sig.
Out Group	5693.63	4	1243.21	9.38	.000**
Ingroup	90261.64	595	161.70		
Si,	95955.27	599			

*significant at the level $p < 0.05$

**significant at the level $p < 0.01$

4.2 Discussion

The analysis results showed that there is no difference in the teacher competency based on the sex with the subthemes of

pedagogic, personality, social, and professional. It is also found that there is a significant difference in the teacher competency based on the ages between the teachers with the age group of 25 years or more toward the age groups of 30, 35, 40, 50, and of 55 years or more.

No difference is also shown in the teacher competency based on the levels of education, with certificates of S1 and S2, and also in the subthemes of pedagogic, personality, social and of professional. The analysis also shows that there is a difference in the teacher competence based on the length of devotion. A significant difference is shown among the teachers with the length of devotion of 1-5 years, 6-10 years, of 11-15 years toward with the lengths of devotion of 16-20 years and of 21 years or more

The results of this present research are there notary different from those a competency between men and women. In life is basically there not any difference between men and women, especially in terms of skills, abilities, or competencies in job. As disclosed by Bar-On (1997, 2000) there is not any significant difference overall in emotional competence between men and women administrators. Furthermore, Bar-On (1997), argued that there are many similarities in emotional competence between men and women.

As Robins said (1996), in the organization of today: flexibility, teamwork, trust and a variety of information is shifting the tight structure, individual competition, control and confidentiality. The best managers are listening, motivating, and providing support to their people, and many women seem to do the same thing as good as men.

Men and women likely have an overconfidence attitude, but men usually tend more overconfidence than women, men also tend to feel more competent than women in terms of finance (Prince, 1993). But salim study (2008), of a teacher in Oman shows there are differences in achievement between male teachers with female teachers. Male teacher achievement is higher compared to female teachers. Likewise in the case of a teacher job motivation, male teacher is higher compared to female teachers.

The results of this research are different from the researches on the differences of competency long devotion. Competency Djali (1990) through his study of the teachers in South Sulawesi province found that, length devotion of teaching mathematics in high school have a positive relationship to the mastery of mathematics teaching material. Similar studies conducted by Tamjid, Djainal and Subeli (1990) toward the math teachers in junior high school in the South Kalimantan, also showed a positive relationship between length devotion and ability toward teachers perform in their duties. Both of the results of this study confirmed by the research results of Sunaryo, Sukarnyana, and Mukiyat (1990) was conducted at senior high school in East Java Province, it found a positive relationship between teaching experience with opening and closing skills lessons. The results of the study above is in line circuitry Wright study about 300 managers at General Electric, it proved that, 90 percent of some one's ability development is determined by the outcome of their daily job (Manulang, 1978).

The results of this research are different from the researches on the differences competency between based a level of

education. There are several studies about the effect of educational level toward teacher ability level. Sasube, Wongkar and Tondombata (1990) through his studies at the teachers in the province of North Sulawesi find that the background of teacher education level greatly affects the quality of teacher performance in the teaching tasks. The Similar studies conducted by Legowo, Wagimin and Paino (1990) at the Surakarta Residency, it found that the counseling teacher with educational degree it is better in learning activities than the teacher with educational bachelor. Bhandari and Deaves (2006), Mittal and Vyas (2009) states that people who have higher education are more rational in making financial decisions, Because they feel have better knowledge and information, so they can take the accordance and expected decision.

5. Conclusions and Suggestion

5.1 Conclusions

There is not any difference in the teacher competence based on the sex with the subthemes of pedagogic, personality, social and professional. There is a significant difference in the teacher competency based on the age, namely the age group of 25 years or more and of 30 years or more, the age group of 35 years or more and of 40 years or more, and of 45 years or more and that of 5 years or more and other age groups. There is a difference in the teacher competence based on the education level between teachers with S1 degree and S2 degree in the subthemes of personality, social, and professional. But there is the difference in the subtheme of personality and the whole.

There is the difference in the teacher emotional intelligence based on the length of devotion. The differences happened to the teacher with the length of devotion 1-5 years and 6-10 years, and 11-15 years and 16-20 years and with other groups of devotion. But there is not any significant difference in the teacher competence with the length of devotion 1-5 years and 6-10 years, and 11-15 years and 16-20 years, someone from 21 years or more and the other groups of length of devotion.

5.2 Suggestion

The Department of Education and Art in Tangerang, should tried to improving competence by providing teachers with a short course, workshop, teaching and learning. Principal should improve their teacher competence by supervision and development of competence. Teachers should improve their competence by doing teacher group activity, suggestion action and developmental of principal supervision.

Other researchers should widen researcher by involving mode samples and wider areas such as provincial or national scopes in order to produce in-depth and detailed explanations on comparison the teacher competence. Other researchers should also make qualitative researches or combine two methods namely quantitative and qualitative methods.

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