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Inhibiting Factor of Primary School Teacher Competence in Indonesia: Pedagogic and Professionalism

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Abstract

The study aims to describe inhibiting factors of pedagogic and professional competencies from primary school teacher, as well as its problems. Primary data obtained through interviews on focus group discussion, and secondary data obtained through document. Research informants are teachers, principals, head of Education Department, head of District Staffing Agency, and head of District Planning and Development Agency. Data were analyzed descriptively. Result shows that there were four inhibiting factors of teacher competence, such as: inadequate school infrastructure; teacher educational qualification was low; implementation of teacher training was ineffective; and lack of government attention in reward for outstanding teachers.

Keywords: teacher, competence, pedagogic and professionalism

1. Introduction

Competence for teachers becomes main requirements to perform their duties and profession professionally. Competence is an important issue because of offering an organizational framework effectively and efficiently to empower the limited resources. Teachers certainly need to have appropriate competencies for their duties and responsibilities.

Teacher competence includes: mastery of the subject matter, understanding human nature to improve professional knowledge, workshops, seminars, effective communication, as well as adequate knowledge (Bovina, 2002; Akinbobola, 2004).

Teacher competence is the roundness of knowledge, skills, and attitudes embodied in intelligent action and full of responsibility in carrying out the task of teaching agent which includes: personal, pedagogical, professional, and social (Undang-Undang, 2005; Peraturan Pemerintah, 2005; Peraturan Pemerintah, 2008; Keputusan Menteri Pendidikan, 2002; Ahmad et al., 2012; Sagala, 2009; Syah, 2001; Mulyasa, 2009, Katane, 2006).

From four competencies above, the teachers get difficulty to perform professional competence, focused on ability of writing scientific papers (Ahmad et al., 2012; Setyarahajoe, 2013).

Teachers should have competence to develop students' potentials to become faith and piety man for Almighty God, noble, healthy, knowledgeable, capable, creative, independent, and becoming democratic and responsible citizens (Undang-Undang, 2005; Undang-Undang, 2003; Akhyak et al., 2013; Mustafa, 2013).

Simple ownership of information and confirmed capability gives no confirmation to meet the previously mentioned destinations. For this, it is mandatory for an educator to have fitting appreciation of human instinct, its needs, and formative standards in light of urbanization, innovation progressions and industrialisation locally and internationally. Because of immense augmentation in parts and duties, an educator needs to show high request of demonstrable skill inside and outside the classroom. It is inconceivable for an instructor to have all abilities in consummate amalgam however preparing and encounter lead educator towards capability. A capable instructor is inconsistently warm and genial. She has clear vision of the set targets. She executes fastidiously whatever is arranged. Administration of undertaking is done adequately by her inside and outside the classroom. Her ability of introduction of topic can look for consideration of understudies. She is fit for spurring the back benchers (Bhargava et al., 2011).

Competence influences teacher performance to do his/her duty and profession as a teacher, counselor, as well as

class administrator, for example teacher competence included: understanding the knowledge and education foundation; understanding strudent's psychology; developing curriculum/syllabus; instructional design; implementation the educated and dialogue learning; using learning technologies; evaluating learning outcomes; and developing student's ability to actualize themselves (Sudjana, 2011; Mulyasa, 2009; Liakopoulou, 2011; Syahruddin et al., 2013; Arikunto, 2004; Sukandar, 2003; Kheruniah, 2013).

Learning conditional expectation as above still seems far from the demands. Result of teacher competence examination held by test in 2013 for 30 695 primary school teachers from all primary school teachers in 33 districts/cities in North Sumatra province as many as 85 998 tecahers obtained an average value of 38.08 for value scale of 0-100, with the highest value of 82.05 and the lowest at 1.25 (Balitbang Kemdikbud, 2013).

Generally, the low competence of teachers is caused by 2 factors, namely: external and internal. External factors includes: lack of regulation as a district policy to increase teacher professionalism; lack of supervision for teacher competence; no synergy among related lining sector to implement education and training for teacher, starting from planning, implementation, and evaluation; implementation of education and training for teachers not based on the level and type of teacher competence required (Bhargava et al., 2011; Nadeem et al., 2011; Potyrala, et al, 2011).

The internal factors of low teacher competence are caused by lack of teachers' teaching experience; apathy of teachers to make change for the better ones caused of minimal appreciation in reward from government; bad teacher socioeconomic; teacher socio-cultural; lack of teacher self-development; inefective teacher workload. (Smit, 2014; Khatoon et al., 2011; Copriady, 2014; Mustafa, 2013; Widyoko, 2005; Pillay, 2005; Hinshaw, et al., 2010).

The low teacher competence in Indonesia is caused by no change of teaching pattern from conventional system towards competence system. (Mason, 1998; Lin et al., 2001; Silver et al., 2005; Spilkova, 2001; Sandt, 2007; Skot, 2009; Susan, 2009; Mulyasa, 2009).

The study aims to describe inhibiting factors of pedagogic and professional competencies from primary school teacher, as well as its problems.

1.1 Teacher Competence

Normal for capable instructor is an educator who urges understudies to reflect social reality and engage them (understudies) to actualize the current conditions for their lives. Also, an able instructor is an educator who dependably interfaces with understudies, so they are making and building information and sharing background for each other (Joy, 2013).

Internal factors can inhibit the teacher competence in performing his/her duties as educator (Smith, 1994). A number of internal factors that affects teacher competence is demand of inefficient time; low salary; incooperative students attitude; and lack of support from all parties that impact on teacher performance. While, other external factors are the lack of gender justice, gender differences, transport problems, political instability and improperly political interference (Nadeem et al., 2011).

A teacher worries about the number of teaching load; often involved for non-teaching activities that does not provide sufficient time for preparation in teaching; lack of self-motivation; minimal opportunity for career advancement in the teaching profession; lack of teacher incentives; inefective management information system; and high ratios of teacher-students. (Nadeem et al., 2011).

Learning organization can build teacher basic competencies and increase their knowledge and skills used to solve teaching problems (Wang et al., 2003; Senge, 1996; Marqued, 1996). The qualities of learning association is an association that can give chances to instructors to learn persistently to enhance their ability, intensity, proficiency, and authoritative greatness. Along these lines, the execution of learning association at school is critical to create educator ability and instruction quality (Ede, 2014).

One of inhibiting factors of teacher competence is lack of teacher education and training. Trained teachers shows significant differences for some competencies, such as: pedagogic, management, and making assessment. All trained teachers are more competent than teachers not yet (Aziz, 2014). This study shows that teacher training programs should be continuous (ongoing) to improve the teacher competence.

Professional development program for teacher has brought significant and positive changes for teacher professional competence (Prebble et al., 2004; Southwell et al., 2010, Aziz, 2014; Spafford et al., 2002; Hussain et al., 2010; Shaikh et al., 2008;). According to them, concise training impacts for little teacher performance, while an inclusive program impacts a great effect on teacher competence and performance.

Generally, teacher pedagogic training impacts a graet effect on mastery of the subject matter and the effects of teaching behavior (Norton et al., 2005; Hammond-Darling, 1999; Gibbs, 2004). Developing teacher professional competence means to develop their knowledge, attitudes, skills, aspirations, and behavior, in turn can improve student learning outcomes (Guskey, 2000; Walter et al., 1996; Borko, 1995).

A current investigation of the key abilities required instructors in the light of educational modules changes distributed by UNESCO proposes that educators ought to encourage the learning procedure by making a situation in which it can happen to be compelling. Instructors ought to have the capacity to decide the requirements of every understudy in connection to another learning errand and after that assistance the student. Instructors ought to have the capacity to make the educational modules pertinent to the individual youngster by connecting it with the genuine issues of the student and making the understudy mindful of social orders concerns (Khatoon et al., 2011).

However, there are a few variables, which have assumed a vital part in forming and deciding the target of instruction and the arrangement of training (Khatoon et al., 2011).

Economic Factor: Formal instruction is conceivable where creation surpasses utilization. This will rely on the fruitfulness of the dirt rich mineral stores and legitimate climatic conditions for work where there is a subsistence economy. This is the motivation behind why poorer and immature nations have a base training for their kids while modernly propelled nations keep almost every one of their kids at school and for a more extended time. The instructive procedure is influenced by the efficient status of person.

Social Factors: Instruction mirrors the social example of society. Indeed, even the general social condition in which an instructor moves influence her passionate wellbeing positively or antagonistically in the city the educators lives in. The schools educators and other individuals, she comes into contact with are dominatingly suspicious, stressing squabble some irate threatening and slanted to erupt into sudden attacks of wrath the instructor can barely stay safe to their candidly appropriating impact. Diverse social issues additionally leave their impacts on the showing capabilities and can be jump in running easily the learning procedure.

Environmental Factors: the physical condition is likewise extensively intense on its capacity to shading one's wellbeing. An attractive solid and stylishly engaging climate is relieving and soothing. It is subject to advance enthusiastic amicability and adjust in undesirable condition unexpectedly can turn into a wellspring of numerous passionate surprise and unsettling influences. These aggravations turn into a major snag in compelling instructing. On the off chance that nature isn't solid at that point how might we expect showing effectiveness from the educators?

Linguistic Factors: Language is one of the regular factors that aids and impacts development of the instructive arrangement of a nation. By the distinction and conflicts of dialects the showing competency can likewise be influenced. We can state that in optional level instructing is intricate work. Not at all like different callings educating requires synchronous connection with expansive quantities of individuals. Choices must be made rapidly and sensibly. None of days is very comparative as earlier day; consistently they have a ton of chance of new trials and issues.

Generally, the part of instructing has been one of sustaining and building up understudies' potential. Instructors assume an important part in helping youngsters develop (Evers et al., 2004). With a specific end goal to do this they should remain physically and rationally well. Nonetheless, there is evident discord between educators' apparent limits and the desires of their part (Smith et al., 1992) yet; they keep on carrying out their work. This may have suggestions for their physical and mental prosperity and their expert ability as educators.

Instructor prosperity and fitness have been identified with work fulfillment and studies show that those educators who are less fulfilled will probably leave instructing. For instance, discovered factors, for example, stretch, burnout, work over-burden, and employment disappointment add to instructor wearing down while factors, for example, regulatory support, reasonable part desires, and diminished working environment push add to educators' expectation to remain in instructing (Singh et al., 1996).

One basic to instructor duty is the school central's help (Sarros et al., 1992; Taylor et al., 1995; Xin et al., 1999). Principals assume a critical part in controlling the heading of their school, which requires managing the everyday business of the school incorporating matters related with the two understudies and educators. As to principals' help, (Singh et al., 1996) found that principals who gave input, consolation and utilized participatory basic leadership cultivated responsibility inside their staff. It is additionally clear that an immediate adapting system embraced by educators to oversee pressure is looking for help from school principals (Howard et al., 2002). The setting gave by organization impacts association among staff, instructors' sentiments of being esteemed for their

work and their feeling of contribution in the school (Dear Hammond, 1995). Number of years of showing background is additionally regularly identified with work fulfillment. Longer showing knowledge is related with larger amounts of employment fulfillment (Taylor et al., 1995). In any case, in opposition to this, (Xin et al., 1999) report that educators who have shown longer are less fulfilled, consequently proceeding with the open deliberation and empowering further research.

Employment fulfillment and showing ability are imperative factors as to instructors' proceeding in the calling. Studies, for instance (Certo et al., 2002), demonstrate that activity fulfillment in educating is related with perspectives, for example, work environment conditions, managerial control, and hierarchical culture. It incorporates how instructors feel about their own capabilities, for example, their accomplishment in showing understudies and for the most part how they feel about coming to function ((Xin et al., 1999).

1.1.1 Pedagogic Competence

Pedagogic competence has been considered able to develop teacher behavior and capacity as minimum professional standards based on the existing rules to enhance the role of the teaching profession (Suciu, 2001; Gliga, 2002).

Pedagogic competence reflects teacher competence in terms of collaboration, comprehensive view, and contribute to the pedagogic development to solve the problem and pedagogical tasks by applying knowledge, professional and life experience, values and talents in a creative way, so that the results are precise and effective (Ryegard, 2010).

Nevertheless, hypothetical points of view, strategies and expert practices, globally, appear to demonstrate joining on a couple of, extremely expansive instructor standards or models, which can involve a majority of instructive points and practices: the educator as instructional director; minding individual; master student; social and urban individual (Altet et al., 1996; Conway et al., 2010; Hansen, 2008; Seifert, 1999; Sockett, 2008).

In scholarly writing and level headed discussion, the overwhelming educator worldview, all inclusive, is by all accounts the clinician-proficient model (Dear Hammond et al., 2005; Shulman, 1987, 2005; Sockett, 2008), which systematizes the bases of expert information for training, and claims to be founded on examine and the common viewpoints of specialists and instruction experts. The model, which takes after therapeutic polished skill, portrays the instructor as an intelligent professional, who effectively does inquire about and fundamentally sends logical information to educate rehearse. Despite the fact that few references to key highlights of such a worldview can be followed in most instructor training projects of educator instruction suppliers, and additionally in official national reports in regards to the abilities expected of instructors, the hole amongst hypothesis and practice, amongst points and results frequently ends up being critical in the particular socio-social settings of educators' expert exercises.

1.1.2 Professional Competence

Professional competence is the capacity of educators to ace the learning in science, innovation, and additionally expressions and social identified with instructor showing subject, at any rate included of: (a) topic comprehensively and profoundly as per the gauges of the program content unit of instructive subjects, or potentially a gathering of subjects that will be of instructing; and (b) the ideas and techniques for the science train, innovation, or the important craftsmanship, which reasonably sound with a shade or instructive unit program, subjects or potentially gatherings of subjects that will be of educating (Undang-Undang, 2005).

Proficient fitness is as the capacity of instructors to ace subjects and additionally how to show it to the understudies fittingly (Badan Standar Nasional Pendidikan, 2009; Hung et al., 2005; Rusman, 2010).

Proficient fitness is comprehended as an intricate capacity or capabilities of execution calling that includes the learning, aptitudes, dispositions, values, individual characteristics (Spilková, 2004). Turning into a capable educator isn't sufficient just to take after the classes and preparing or passing calling endorsement examination. Educator ability develops from an extensive variety of experience that includes the entire instructor identity.

One approach to enhance the nature of training is through instructor proficient fitness (Betoret, 2006). It influences the estimation of educator ability, conduct, correspondence, purposes, and lessons, and supporting educational modules for proficient improvement (Selvi, 2010). The part of instructor as expert educator depends on their instructive foundation and experience (Pantic, 2011; Syahruddin et al., 2013).

Instructor proficient ability can be kept up and created through starting training and persistent preparing (Whitty 1996). In especially, inquire about has demonstrated that attributes, for example, adaptability as far as understudy execution, comical inclination, feeling of equity, tolerance, enthusiasm, innovativeness, tend to the understudies,

each of the ones add to the educator viability (Malikow, 2005; Harslett et al., 2000; Liakopoulou, 2011).

2. Method

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

Primary data is obtained through interviews on focus group discussion, and secondary data obtained through document. Research informants are teachers, principals, head of education department, head of district staffing agency, and head of Agency of District Planning and Development. The number of informants is tailored to research need. Data is analyzed descriptively.

3. Result

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

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

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

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

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

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

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

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

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

On the other hand, Education Department justifies the lack of school infrastructure as complaints of almost every

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

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

Table 1. Education qualification of primary school teacher

No.	Education qualification	Total (persons)
1.	≤ Secondary school	23
2.	High school	11.470
3.	Diploma	6.794
4.	≥ Graduate degree	12.408
	Total	30.695

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

Conditions of low teacher education qualification above certainly affect the poor performance of teachers, both pedagogical and professional competence, as well as one of inhibits for teacher competencies development. Teachers who have graduate degree are more qualified competence, both of pedagogic and professional. Two things can be done to improve the competence of teachers, namely: sustainable education and training of teacher competence.

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

The district government through the Education Department and/or District Staffing Agency has allocated higher education expenses every year, including the cost of sustainable education for teachers, both of graduate and postgraduate degrees. However, the opportunity to earn higher education scholarship, the quota is very limited. No all teachers who continue their education have the same chance to get a scholarship.

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

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

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

Table 2. Teacher competence level

Value classification	Value standard	Total of teacher (persons)	Persentage (%)
Very high	90 -100	-	-
High	80 – 89	5	0,018
moderate	65 - 79	256	0,91
low	55 - 64	1701	6,07
very low	0 – 54	26.083	93,00
	Total	28.045	

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

Teachers who have got "very low and low" competence levels cannot keep training optimally when compared with teachers who have higher competence level on. Implementation of teacher training by equal treatment for teachers who have diverse competence levels, including to the similarity of material, method of implementation, time required, strategy approach as well as system of teacher evaluation is certainly less effective to develop and enhance the teacher pedagogic and professional competencies.

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

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

Training materials, methods of implementation, required time, treatment approach, as well as system of teacher evaluation, all of which have been conceived and designed by Ministry of Education without considering the level and ability of competence for each teacher in the district.

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

Fourth, the lack of government attention for the teacher. Government attention for professional teachers compared with teachers who teach only to fulfill his/her duty as a teacher is almost no difference. The teachers state that the reward is something important to motivate them to teach and educate professionally.

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

Reward as the school policy is ideal and strategic related to the principles of school regulation to stimulate teachers in the framework of improving performance and developing the teacher potential. The reward system is intended as a tribute obtained through hard work, either through the groups and individuals who produce the accomplishment of teacher performance. The principal policy to improve the quality of teachers and the continuity of the learning process by giving an reward for an exemplary teacher based on high work ethos. Reward is something given to someone caused of getting desired achievement by following determined school rules.

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

4. Discussion

The research finding is relevant with findings of previous studies. The lack of school infrastructure facilities as an inhibiting factor of pedagogic and professional competence for teachers (Watzke, 2007). For example: internet facilities, teachers have to know about technology, so that modern technology can be used by teachers for the benefit of learners in the learning process, although technology knowledge is not the main factor that should be possessed by the teacher as a basic competence (Bhargava et al., 2011). The use of technology in the learning process is very difficult to do caused of the lack of school facilities.

Educators require something other than knowing how to work PC or a specific programming (Potyrala et al., 2011). ICT encourages educators to be innovative in getting data as a type of academic and expert skills. Educators should be persuaded about the estimation of ICT devices to help and improve the learning procedure to exhibit the esteem included instrument expected (Kiridis et al., 2006; Edwards et al., 1999; Peiter et al., 2003). Instructors additionally require academic substance information about the part of ICT devices in defining learning goals (Louka, 2007).

ICT is exceptionally valuable and supportive in creating a speedy effect on the learning of English. The majority of the high and elementary teachers who have been organized by the area government are extremely mindful of the utilization of the web and PCs and related programming capability in English lessons (Mahmood, 2014). On the off chance that the instructors are given and further prepared, they can show English adequately. Amid the study, most schools from country zone don't have PC labs for youngsters, notwithstanding for understudies who are learning PC lessons, they should join the private classes to run their course. Most instructors likewise says that there ought to be an exceptional class of English consistently in the PC lab for understudies who are learning English. The reason is that understudies will have the capacity to use however many words as could be expected under the circumstances and get the opportunity to see equivalent words, antonyms, and expressions that contrast just by a couple of snaps on their PC.

Successful educating happens when instructors have the information and identity. It is on the grounds that the science idea is demonstrated through perception and examination of analysis in the science lab (Copriady, 2014). Tragically, Science instructors still have a low competency level in directing functional or logical trials. There are mechanical and electrical dangers in leading science tests, it is likewise identified with understudies' reasoning procedure when directing an examination. Therefore, in all actuality, educators don't give the possibility for understudies to think, in certainty most instructors neglect understudies' reasoning exercises.

Another hindering component of instructive and expert ability for educators are poor state of school structures; absence of library offices, absence of educating and learning materials (Nadeem et al., 2011). This examination is centered around female instructors, particularly those living in rustic zones, so transportation access from home to class is additionally a repress of educator ability. Transport is a noteworthy issue for ladies to movement long separations for 1 or 2 hours from home to class, particularly in country territories. This exploration isn't just worried about transportation, yet in addition different offices, for instance: the absence of showing helps and PC research centers.

Notwithstanding the constrained offices, the instructors should likewise be prepared to utilize the innovation without a doubt and not simply hypothetical information, but rather educators must be prepared to apply it for all intents and purposes in the classroom. In Indonesia, most prepared educators are not genuine in getting learning (Mustafa, 2013). This is an antagonistic impact for instructing calling. Preparing educator has been situated as an imperative factor for enhancing the instructor execution capacity (Kamis, 2013).

Educators are exceptionally prescribed to be prepared related for the learning procedure as a type of instructive capability for instructors, for example, the administration of understudies conduct, spurring understudies to learn, instruct understudies to think fundamentally and innovatively, conferencing amongst educators and guardians, and show understudies for critical thinking and abilities deciding (Crump et al., 2010).

Some farming instruction specialists (Layfield et al., 2002; Garton et al., 1997) have demonstrated that to oversee understudy conduct issues isn't a noteworthy concern, however different examinations (Joerger, 2002; Duncan et al., 2005) demonstrate that the instructors require the preparation of showing skills (administration of understudies conduct and inspiration, and basic reasoning system) as a type of academic and expert capabilities through expert advancement programs. (Crump, 2010). These discoveries bolster the consequences of research by the creators that the usage of instructor preparing must be identified with the earnestness of educator ability required.

The nature of educators is an imperative issue in training. Capability is an essential part to take a gander at the nature of instructors (Sweetheart et al., 2000). Qualified educators should grasp the vision and mission of learning. Showing part has turned out to be one of educator obligations to build up understudies' capability to enable them to grow up (Evers et al., 2004). Instructor endeavors ensnares to government's consideration regarding educator welfare (Pillay et al., 2005).

In a related report for instructor welfare for 123 educators in Australia found that the instructor capability is expanded altogether when government gives consideration for their welfare (Goddard et al., 2003), one of them through the arrangement of prizes for outstandings instructors, or generally ability will be declined when the obligation of expert instructor more than they get. Further, educators endeavors ought to be practically identical

to compensate instructors get (Pillay et al., 2005).

5. Conclusion

In accordance with the discussion, it can be concluded that the competences of the primary teachers were influenced by four factors. They were: inadequate school infrastructure; teacher educational qualification was low; implementation of teacher training was ineffective; and lack of government attention in reward for outstanding teachers. Therefore, the infrastructure in school should be developed appropriately and matched with the teachers and students' needs. Furthermore, the teachers should be given a chance to improve their educational qualification such as professional course from other countries or further study on their expertise. Besides that, the teachers should be controlled and monitored on their teaching and learning process because they are required to implement the knowledge from training given to make sure the teaching and learning is effective and efficient. Then finally, the outstanding teachers should be given a reward so the other teachers will be motivated to improve their competence and professionalism.

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