The relationship between the interest and competency of driving teachers on the graduation rate in the driving teacher program in Riau Province

Robby Celvin Nendra[1], Darmansyah[2], Eldarni[3], Pearls of Felicita Proverbs[4]
[1234]Kurikulum dan Teknologi Pendidikan, Fakultas Ilmu Pendidikan, Universitas Negeri Padang
Email : robbycn77@gmail.com

Abstract
The Teacher Mobilization Program (PGP) is one of the strategic initiatives of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia to produce learning leaders who are able to create a quality learning environment. However, in Riau Province, the graduation rate for participants in this program shows significant variations between different classes. This research aims to analyze the relationship between the interests and competencies of Driving Teachers and their graduation rates in the Driving Teacher Program in Riau Province. This research uses a quantitative approach with a correlational design. Data was obtained through a questionnaire distributed to PGP participants from class 9 to class 11 in Riau Province. The data analysis technique uses the Pearson correlation test and multiple linear regression to measure the influence of interest and competency on graduation rates. The research results show that both interest and competency have a significant relationship with graduation rates. Teachers with high interest and competence have a greater opportunity to complete the program with optimal results. Simultaneously, the combination of interest and competence showed a greater influence on participant success than each factor individually. These findings can be used as a reference for policy makers in designing strategies to increase the readiness and competence of PGP participants in the future.

Keywords: Interests, Competencies, Graduation Levels, Driving Teachers, Driving Teacher Programs

INTRODUCTION

Article 12 of Government Regulation Number 57 of 2021 explains that learning must be held in an interactive, inspiring and free learning atmosphere. The Mover Teacher Program, as one of the efforts to realize this vision. And it is also necessary to pay attention to the interests and competencies of prospective driving teachers because they can influence the graduation rate for the program.

Previous research shows that interests and competencies have a positive correlation in educational contexts. However, there are still few studies that specifically examine the relationship between the two in the context of the Teacher Mobilization program. Therefore, this research focuses on teachers in Riau Province to provide a clearer picture of this phenomenon.

Various previous research results show that interest has a positive correlation with motivation, involvement, and success in the learning process (Schiefele, 2017). High interest in a field can encourage individuals to try harder to achieve goals, including in the context of teacher training programs.

In addition, teacher competency, which includes mastery of knowledge, technical skills, and professional attitudes, has been proven to be a predictor of success in carrying out educational

duties (Darling-Hammond et al., 2017). In the context of teacher training programs, participants with higher competencies tend to show better learning outcomes and more effective adaptation to program challenges (Yıldırım & Ors, 2020).

The results of the Riau Province Teacher Mobilization Center (BGP) evaluation are listed in the Graduation Teacher Mobilization Letter (CGP) Program PGP Batch 9, Batch 10, and Batch 11, showing differences in graduation rates for the Teacher Mobilization Program. Therefore, research was conducted regarding the level of interest and competency that influences the graduation rate in this driving teacher program.

Overall, it is hoped that this research can provide a clearer picture of the relationship between the interests and competencies of Mobilization Teachers in Riau Province. With a better understanding of these factors, it is hoped that it can help improve the quality of education and achieve the main objectives of the Teacher Mobilization program.

METHOD

The type of research used in this research is quantitative with a research method, namely correlational research. Quantitative research is research based on the philosophy of positivism,

used to research certain populations or samples, collecting data using research instruments, quantitative/statistical data analysis, with the aim of testing predetermined hypotheses (Sugiyono, 2019). Correlational research is research into the relationship between a variable or several variables and other variables (Winarni, 2011).

Sampling in this study used the method, *Slovin.* Method *Slovin* is one of the sampling techniques in research, where the population is divided into groups called clusters (*cluster*), then several clusters are selected randomly, and all members in the selected clusters are taken as samples (Suryani, A., & Hendrayana, A., 2021).

To see the relationship between the interest and competence of driving teachers on the graduation rate in study In this case, multiple linear analysis was carried out. In this research, what will be explained is the relationship between interest factors and competency factors that influence the graduation rate of driving teachers in Riau Province.

RESULTS AND DISCUSSION

Findings This research shows a significant relationship between interest and competency among Activist Teachers in the Activated Teacher Program in Riau Province, which is in line with existing literature on teacher motivation and professional development. The research results show that both high interest and competence are very important to achieve optimal graduation rates in educational programs.

Table 1. Results of Multiple Linear Regression analysis

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	39,170	1,681	
	Minat	-,052	,018	-,425
	Kompetensi	,031	,011	,437
a. Dependent Variable: Tingkat Kelulusan				

From the results of the regression analysis, it can be seen that the regression equation is as follows: $Y = 39.170 - 0.052 X1 + 0{,}031 X_2 +$ and

The regression equation above can be explained by showing a constant value of 39.170, which can be explained if the variables of interest in becoming a driving teacher and competence in

being a driving teacher are considered constant or have not changed, then the graduation rate for driving teachers will reach a value of 39.170. Based on the results of the equation above, the following explanation is obtained:

1. The beta coefficient value for interest in becoming a driving teacher is negative, namely -0.052. This means that if interest in becoming a driving teacher (X1) increases or increases by one unit, it will have an effect on decreasing the graduation rate for driving teachers by -0.052 units.
2. The beta coefficient value for the competency to be a driving teacher is positive, namely 0.031. This means that if the competence of being a driving teacher (X2) increases or increases by one unit, it will have an effect on increasing the graduation rate of driving teachers by 0.031 units.

Based on the data processing that has been carried out, a significant value was produced for the variable interest in becoming a driving teacher, showing that partially the interest in becoming a driving teacher has an influence on the graduation rate of driving teachers. So, these results prove that the hypothesis is accepted, where There is a significant relationship between interest and the graduation rate of driving teachers in the Driving Teacher Program in Riau Province.

Then, from the results of data processing, a significance value was also produced for the competency variable to be a driving teacher, that partially the competency of being a driving teacher had an effect on the graduation rate of the driving teachers. So, these results prove that the hypothesis is accepted, where there is a significant relationship between competency and the graduation rate of driving teachers in the Driving Teacher Program in Riau Province.

Table 2. Coefficient of Determination Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,301ᵃ	,091	,071	1,356
a. Predictors: (Constant), Kompetensi, Minat				

The results of the correlation analysis, where an R value of 0.301 was obtained, shows that the level of relationship between the interest

and competency variables on graduation rates is at a weak correlation strength. The R square result was also obtained at 0.091, this value shows that the interest and competency variables are able to influence the graduation rate by 9.1%. Meanwhile, the remaining 90.9% is influenced by other variables outside the model.

1. Interest and Motivation in Education

Recent studies have highlighted the importance of intrinsic motivation in educational settings. For example, Amelia et al. (2024) emphasize that teachers who have a strong interest in their profession are more likely to be actively involved in professional development, which leads to better educational outcomes. And also, in the research of Sukri, et al. (2023) show that support from parents can increase children's interest in learning, which is also relevant in the context of the support teachers need to increase their motivation. Likewise, Nabila et al. (2024) found that motivation significantly influences students' learning experiences, indicating that teacher motivation can directly influence student success. And also, according to Hidayati, Y., & Rahmawati, S. (2021) This research shows that interest and motivation to learn have a significant influence on student academic achievement, in line with researchers' findings regarding the importance of interest in graduation.

2. Competency as a Graduation Predictor

The role of teacher competence in educational success has been well documented. According to Gulo (2024), teachers who have strong pedagogical skills are better prepared to implement effective teaching strategies, which in turn improve student learning. Additionally, research by Wibowo (2024) shows that teacher competency is a critical factor in determining the effectiveness of educational programs, reinforcing the need for continuous professional development. Based on research by Hasanah, N. (2020) confirms that teacher competency in teaching has a direct effect on student graduation rates, supporting the researcher's argument about the importance of competency in the Activating Teacher program. And this is also in line with Kusnadi, E., & Lestari, R. (2023) that teacher competency contributes to student learning outcomes, which supports the importance of competency in achieving graduation.

3. Interaction between Interest and Competency

The interaction between interests and competencies is critical to teacher effectiveness. As highlighted by Yıldırım & Ors (2024), teachers who have high interest and competence are more likely to create engaging learning environments that encourage student participation. This is supported by findings from Umboh et al. (2024), who show that the combination of high interest and competence results in better teaching practices and better student outcomes. And according to Kusnadi, E., & Lestari, R. (2023) that high student interest in learning is related to good learning outcomes, indicating that teachers who have high interest and competence can create better results for students. In addition, research by Fitria, A. & Nugroho, S. (2024) shows that both teacher interest and competence influence their performance, supporting the results of researchers' research regarding the importance of the combination of these two factors.

4. Implications for Teacher Training Programs

The results of this research have significant implications for the design of teacher training programs. As noted by Mulyasa (2024), training programs should focus on increasing both teacher interest and competency to ensure higher graduation rates. In addition, research by Hartina et al. (2024) show that combining strategies to increase teacher motivation can result in more effective teaching and learning experiences. And according to Dessyta Gumanti, et al. (2023), strategies that increase student interest can be implemented in teacher training programs to increase teaching effectiveness. Findings by Sari, D. P., & Prabowo, H. (2022), emphasize that teacher training programs must focus on increasing competency to improve the quality of learning.

5. Policy Recommendations

Based on these findings, it is recommended that education policy makers prioritize initiatives that encourage teacher interest and competency. As discussed by Suryana (2020), policies that support professional development and provide resources for teachers can have a significant impact on their effectiveness. Additionally, the work of Setiawan & Rahmawati (2022) emphasizes the need for ongoing support and guidance for teachers, which can improve their skills and motivation over time. And also this research shows that financial support can increase motivation and interest in learning, which is relevant to policies that support teachers, Nafisah, R. (2021). And also as stated by Kusnadi, E., & Lestari, R. (2023), that policies that support students' interest in learning can contribute to overall educational success.

6. Future research directions

Future research should explore the long-term effects of interests and competencies on teacher performance and student learning outcomes. As suggested by Damayanti (2022), longitudinal studies can provide deeper insight into how these factors develop over time. And also, the importance of psychological aspects in education, which can be a focus in future research to understand more deeply about interests and competencies, Yahdi, M. (2020).

CONCLUSION

Based on the results of research conducted regarding the 'Relationship between Interest and Competence of Driving Teachers to Graduation Rate in the Teacher Mobilization Program in Riau Province", it can be concluded several things as follows:

1. The interest of motivating teachers has a significant relationship with graduation rates.

The research results show that the higher the teacher's interest in participating in the Teacher Mobilization program, the greater their chances of graduating. High interest increases intrinsic motivation, dedication and perseverance in completing each stage of the program.

2. The competency of the Driving Teacher is significantly related to the graduation rate.

Teachers who have higher competency tend to find it easier to understand training material, implement innovative learning strategies, and meet the standards set in the program. Strong competency is the main supporting factor for success in completing the Teacher Mobilization program.

3. Interest and competency simultaneously contribute to graduation rates.

These two factors have a complementary relationship in determining the success of program participants. Teachers who have high interest but low competence or vice versa will face challenges in completing the program. Therefore, the combination of interest and competence is an important aspect in the success of the Teacher Mobilization program.

SUGGESTION

Based on the findings in this research, there are several suggestions that can be given to various related parties, both for driving teachers, program organizers, and further research:

1. Advice for Prospective and Participating Master Teachers.

Increase interest and commitment before joining the program. Prospective participants are expected to have strong motivation in participating in the Teacher Mobilization program so that they are better prepared to face challenges during the training. And teachers need to proactively develop professional competence through independent training, reading educational literature, and discussing with fellow teachers or mentors before and during the program.

2. Suggestions for Teacher Mobilization Program Organizers

Improve preparation programs for prospective participants. Before entering the program, there needs to be an initial orientation and coaching session to increase teacher interest and competency readiness.

Then provide more intensive assistance and guidance. By having a mentor or facilitator who actively accompanies participants, teachers who are less competent

or less motivated can be given appropriate intervention so that they do not experience difficulties in completing the program.

Conduct ongoing evaluation of program effectiveness. By identifying factors that hinder and support graduates, programs can continue to be improved to increase overall graduation rates.

3. Suggestions for Further Research

Adding other variables that can affect graduation rates. For example, social support factors, school policies, or external motivation may also play a role in participant success.

Using a mixed methods approach (quantitative and qualitative). With this approach, data is not only obtained from the results of statistical analysis but also in-depth interviews to understand the factors that influence graduation more comprehensively.

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