Effect of Teacher Competence and Student Learning Independence on Achievement Islamic Subjects

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ABSTRACT: This research is about the influence of teacher competence and student independence on academic achievement of Islamic subjects conducted research at State High School 66 Jakarta. The population in this study were students of class XI Natural Sciences and Social Sciences 64 students were sampled. And this study uses a questionnaire as a tool for collecting data that is related to the problem of influence Teacher competence and student independence for the subject's learning achievement Islamic. That based on the results of the study found in the field about Teacher competence and student learning independence are classified as good but indeed there still must be an increase again, especially for students whose grades are still being carried on average, because there are values ranging between 62-96, it means there is a vulnerable value of 34.

Keywords: Teacher competency, Student learning achievement, Student learning independence,Islamic education

INTRODUCTION

Education is an activity carried out consciously by humans in forming humans who have the skills, attitudes, character, morals, and good and right knowledge. There fore, education must managed and designed with a good system, because of the education system good will produce people who believe, pious, moral noble, and intellectually intelligent so that they can become generations who can build religion, the State, and his people to be developed and civilized, by paying attention to supporting factors such as Teachers, Students,Facilities and infrastructure, environment, and government support run well (Jeong & Luschei, 2018a, 2018b; Luna et al., 2022; Strom & Martin, 2022).

Besides the need for school support for the creation of an environment that can determine the independence of students through the improvement of facilities and infrastructure as well strengthening the capacity and competence of teachers. The low attention and support of schools to several factors above can significantly influence the low completeness of student learning outcomes (Allen et al., 2022; Shakhazhanova et al., 2021; Yenilmez Turkoglu et al., 2022).

SMA (High School Student) 66 Jakarta is one of the schools that often faces problems

completeness of student learning outcomes. This is predicted to be an indication of the low enthusiasm of students in learning which ultimately results in patterns independence of student learning, especially when studying religious subjects Islam. On one hand students face the demands of having sufficient competence to interact in the social life of the people after taking it education in school. While on the other hand, religious subjects Islam truly equips students about aspects of community life including imaniyah, ubudiyah, muamalah, muasyarah, and ahklaq, are the Subject that are devoid of the enthusiasm of students (Collings et al., 2023; Mutambara & Chibisa, 2022; Porsanger & Magnussen, 2021).

Assessment of learning achievements of Islamic Religious Education is very important, because in addition to the interests of development and quality improvement education, also as an evaluation material for the implementation of learning systems in high school 66 Jakarta in the future.

Based on the background of the problem, and motivated by desire
which is strong to advance the quality of education in SMA 66 Jakarta towards more well, it is considered important to do research on "Influence of Competence Teachers and Student Independence Against Islamic Subject Achievement ".

METHOD

According to Minister of Education Regulation Number 16 Year 2007, quoted by Jufri(2013: 153-155) in his book Learning and Learning Science about Standards Academic Qualifications and Teacher Competencies, have formulated four types competencies that must be possessed by teachers, namely:

1. Pedagogic competence, Is the ability to master the material broad and deep learning which includes: (a) concepts, structure, and scientific / technological / art covering / coherent methods with teaching material; (b) teaching materials that are in the school curriculum; (c) conceptual relationships between related subjects; (d) the application of scientific concepts in daily life; and (e) competence professionally in a global context while preserving values and national culture.

2. Personality competence, which is a personality ability that:
   (a) steady; (b) stable; (c) mature; (d) wise and wise; (e) authoritative;
   (f) having good character; (g) be a role model for students and Public; (h) evaluating one's own performance; and (i) developing yourself in a sustainable way

3. Professional competence, which is mastery ability extensive and in-depth learning material which includes: (a) scientific, technological / artistic concepts, structures and methods overshadow / coherent with teaching material; (b) teaching material contained in school curriculum; (c) conceptual relationships between related subjects; (d) the application of scientific concepts in daily life; and (e) professional competition in a constant global context preserving national values and culture.

4. Social competence is the ability of educators as part from the community to: (a) communicate verbally and in writing; (b) using communication and information technology functionally; (c) associate effectively with students, fellow educators, personnel education, parents / guardians of students; and (d) socializing politely with the surrounding community.

While in the opinion of Khairan (2013: 7-8) in his journal states that qualified teachers must have competencies following:

1. Academic competence, this means a teacher must have a background behind linear education with the material being taught as well other academic achievements and abilities.
2. Pedagogic competence, which means the ability to teach and implement teaching skills and implement processes learning in the classroom, as well as high integrity in educating and develop the potential of their students.
3. Managerial competence, this competency is related to ability a teacher manages his class, subjects and students well and effective and efficient.
4. Social competence, is the competency of teachers associated with his ability to interact with students and the school community,and his ability to carry out humanistic learning systems according to the environment.
5. Professional competence, this competency is a person's ability the teacher performs his tasks and functions professionally and responsible for giving birth to success for their students

From the above quote it can be concluded that Khairan added more two teacher competencies so that it becomes 6 teacher competencies that must be possessed, however actually according to researchers academic competence has entered into professional competence and managerial competence enter into competence pedagogic. So in conclusion there are still four competencies of teachers, namely: pedagogic competencies, personality competencies, social competencies, and competencies professional.

RESULT AND DISCUSSION

A.   The Nature of Independence

Independence is an attitude that does not rely on others inside doing something. According to Bacharuddin Mustafa, quoted by Susanto (2013: 1), independence is: The ability to make choices and accept the consequences of that. Independence in children manifests when they use their own minds in making decisions; from choose the learning equipment you want to use, choose a playmate, to things that are relatively more complex and include consequences certain more serious. It can be concluded that independence is a decision which is not obtained from others and can be accounted for by the decision makers.

While Megan Northrup, in Research Assistant and edited by Stephen F. Duncan, professor from Birmingham Young's School of Family Life The University cited by Susanto (2013: 2) explains: *As children grow, they should be given more and more independence. At a young age children can select the clothes they wear, food they eat, places to sit, and other small decisions. Older children can have more of a say in choosing appropriate time to be at home, when and where to study, and which friends to associate with. The goal is to prepare children for the day they will leave their family and live without parental control.*

The independence stated by Northrup mentioned above is interpreted by Susnto (2013: 2) "as a child's ability to make choices he thinks is right, dares to make his choice, and is responsible for it

risks and consequences resulting from the choice ". According to researchers From the explanations above, it can be synthesized that the essence of independence is trying alone with the capabilities it has to the full responsibility for achieving the expected goals. So, child who having independence will have more intrinsic motivation than extrinsic motivation. Intrinsic motivation is motivation that arises from within yourse lf not from outside encouragement. There fore, children who have independence will have high self-confidence.

Independence of learning or self-regulated learning is one factor that also determines the success of children's learning in kindergarten. Children's learning independence can be built and developed through appropriate scaffolding, by following the stages of self-observation, self-control, and finally to what is mentioned independent children.

According to Zimmerman in Pape et al, quoted by Nani Ratnaningsih(2007: 50) and cited again by Susanto (2013: 7) there are three stages of independence learn, namely:
1. Think far ahead. In this case the child plans behavior independence by analyzing tasks and determining goals.
2. Performance and control. In this case the child monitors and controls his own behavior, awareness, motivating, and emotions.
3. Self reflection. In this case the child expresses an opinion about progress himself and change it according to his behavior.

It can be concluded that the core of the learning independence stage is the way directional thinking and towards the future that must be balanced with control which must then be reflected in good ways.

B. Learning achievement
Learning achievement is the best results achieved or done. So learning achievement is based on learning outcomes the abilities that we have that are characterized by a development as well changes in behavior in a person that is needed from learning with certain time that can be stated in the form of grades and test results or examinations done to someone Knowledge of Islam is the study of society as a whole overall, namely the relationship between humans and fellow humans both inside individual and social groups, human relationships with the surrounding environment, and human relations with the creator or Allah SWT. Learning achievement is an indicator of the quality and quantity of knowledge that children possess students in understanding subjects in school. Islamic Religious Education is a science that studies the rules and laws that cover how to act, think, act and interact with the environment in accordance with guidance and teachings that have been outlined in Islam.

To see the results of student learning achievement, research is conducted with explanatory survey method with the approach qualitative through correlational methods. In this correlational method the influence is between The variable will be examined and explained, which will test the magnitude of the effect shown the correlation coefficient between the variable perception of teacher competence (X1), Student independence (X2) on the learning achievement of PAI (Y).

Relationship between variables can be described in the form of a constellation of problems as follows:

Correlational Graphic Design
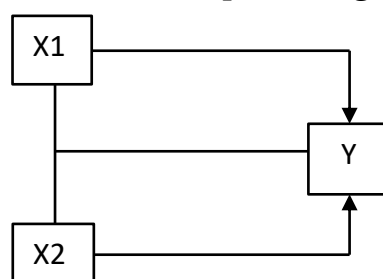
Information:

X1   : Teacher Competency

X2   : Student Independence

Y   : Learning Achievement in Islamic subjects

Research data collection was conducted based on research variables, in this case three research variables are distinguished including: Student learning independence variable, Teacher Competency Variable, and Variable Islamic Learning Achievement

Data on learning independence variables were obtained from questionnaire results about the independence of student learning. So it is primary data. Variable data Teacher competence is obtained from the results of a questionnaire about students' perceptions of the teacher competency, which is primary data. While the achievement variable data Student's Islamic learning is obtained from the student's mid-semester 1 report card documentation XI IPS class at SMAN 66 in Cilandak Sub-district, South Jakarta.

In the case that researchers attempt to access all documentation of learning achievement (data secondary) which has been achieved by each student on the results of the midterm report card I class XI IPS 2016/2017 academic year so that the obtained value of the average student between 62 to 96 with a vulnerable value of 34

Perception research instruments on teacher competencies are arranged based on several indicators which amounted to 57 items of the previous statement first tested the validity of the items and the reliability of the instrument so that it can be used as a research instrument. Validity or validity of the questionnaire items are tested with using the product moment coefficient (r) with the formula:

$$\mathbf{r_{xy}} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{n(\sum X^2) - (\sum X)^2\}\{n(\sum Y^2) - (\sum Y)^2\}}}$$

Information:

rxy = correlation coefficient

n = total of respondents

X = The score of the questionnaire items whose validity is calculated

Y = Total score

Reliability Test, Where as the reliability of the question set for the questionnaire used the Cronbach Alpha reliability index, with the formula:

$$r_{ac} = \frac{k}{k-1}\left(1 - \frac{\Sigma\ S_{b2}}{S_t^2}\right)$$

Information:
rii = Test reliability coefficient
k = Number of valid items
S_t^2□□□ Total variance
Σ S_{b2}□□□ The number of score variances of each item
1 = constant number

The instrument used to collect data about teacher's work motivation is in the form of a questionnaire using a rating scale. The rating scale model used in the study is formulated in a continuum with 5 (five) categories; i.e. Always = 5, Often = 4, sometimes = 3, Ever = 2, and not = 1. All questions are arranged in such a way that all are positive.

The study was conducted on 60 students of class XI 66 State Senior High School in the area in Cilandak District, South Jakarta. This study consisted of 3 variables, are : the Teacher Competency variable (X1) and Student Independence (X2) as the independent variable and the Islamic Learning Achievement variable (Y) as the dependent variable.

The description of the results of the study is presented in the form of variability from the three variables of this study which include the highest score, lowest score, standard deviation, mode, median, and data distribution, as a basis for further discussion. The overall data description is as follows:
After processing the research data for the scores of Islamic learning achievement in State High School students in Cilandak Sub-district of South Jakarta obtained the highest score of 96 and the lowest score of 62. Thus the range of scores between the highest score and the lowest value is 34. From the results of data analysis for Islamic learning achievement variable, the diversity of data is indicated by the presence of a variance value of 87.78 and a standard deviation of 9.37. Data from this variable has a mean of 80.32, mode 78, and a median of 81. This shows that the average score of Islamic learning achievement in State High School 66 students in the Cilandak District of South Jakarta is in the high category.

The Teacher Competency Variable in this study is the score from the sensing process which involves students' knowledge to perceive teacher's performance and attitude based on the four competencies that must be owned by the teacher is pedagogical competence, personality competency, social competence, and professional competence.

Based on the results of a questionnaire for Teacher Competencies collected using research instruments, to measure Teacher Competency using 57 items of questions submitted to respondents with the highest theoretical score of 285 and the lowest score of 57. Thus the

theoretical score ranges obtained between 57 to 285. After processing the research data for the Teacher Competency scores of State High School 66 students in Cilandak Sub-district of South Jakarta collected with the Teacher Competency scale the highest score is 237 and the lowest score is 160. Thus the range of scores between the highest score and the lowest score is 77.

From the results of data analysis for variables on Teacher Competence, the diversity of the data is indicated by the presence of a variance value of 390.49, and a standard deviation of 19.76. The data from this variable has a mean of 199.57, a mode of 184, and a median of 200. Based on these data it can be concluded that the average score of 66 State High School Student Teacher Competencies in the Cilandak District of South Jakarta is in the high category.

Based on research data for student independence collected using research instruments, to measure student independence using 22 items of questions submitted to respondents with the highest score of 110 and the lowest score of 22. Thus obtained a theoretical range for student independence variables 22 to 110. Theoretical score ranges This is obtained from the number of items contained in the students' independence instruments, namely 22 Likert scale items with five answer choices, is always, often, sometimes, ever, and never.

After processing the research data for scores on the independence of students at 66 State High School students in Cilandak Subdistrict, South Jakarta, collected with a Likert scale obtained the highest score of 103 and the lowest score of 67. Thus the range of scores between the highest value and lowest value is 36.

From the results of data analysis for student independence variables, the diversity of the data is indicated by the presence of a variance value of 89.83 and a standard deviation of 9.48. Data from this variable has a mean of 80.27, mode 87, and a median of 81. From these data it can be concluded that the level of independence is in the high category.

C. Analysis Strategy and Data Validity Test Results

From the hypothesis testing it was found that the value of Sig = 0.003 and t = 3.062, while ttable = 2.002. Because the Sig value <0.05 and tcount> ttable, H0 is rejected, which means there is a significant influence of the independent variable X1 (perception of teacher competence) on the dependent variable Y (Islamic learning achievement). Teacher competence can affect student achievement.

Student perception of teacher competence is a sensing process that involves student knowledge to perceive teacher performance and attitudes based on the four competencies that must be owned by the teacher namely pedagogical competence, personality competence, social competence, and professional competence. To support the learning activities to be active and creative, teachers must try to improve their competence.

Hypothesis testing obtained that the value of Sig = 0,000 and tcount = 4,180, while ttable = 2,002. Because the Sig value <0.05 and tcount> ttable, H0 is rejected, which means that there is a

significant influence of the independent variable X2 (student independence) on the dependent variable Y (Islamic learning achievement).

CONCLUSION

The study aims to determine the effect of teacher competence and student independence individually or jointly, on Islamic learning achievement in class XI 66 State High School (SMA) students in Cilandak District, South Jakarta. From the results of hypothesis testing the following conclusions are obtained:

1. The magnitude of the effect of teacher competence and student independence together on Islamic learning achievement. in class XI State High School (SMA) 66 students in Cilandak District, South Jakarta.
2. The magnitude of the effect of teacher competence on Islamic learning achievement in students of class XI 66 State Senior High School (SMA) in Cilandak District, South Jakarta
3. The magnitude of the influence of the independence of students on Islamic learning achievement in class XI State Senior High School 66 students in Cilandak District, South Jakarta.

Based on the conclusions stated above, the suggestions from the authors are:

1. Student achievement in Islamic subjects in this study is in the high category, for that reason it should be maintained and improved again especially for students who have grades below the average.
2. Improvement of students' Islamic learning achievement can be achieved by increasing teacher competence and student independence even better.
3. Need further research that includes variables other than teacher competence and student independence as a more complete predictor of Islamic learning achievement

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