The Influence Professional Competence Islamic Education Teacher Increase Motivation of Students at SMAN 2 Parepare

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Abstract

This research is quantitative research that aims to determine the effect of the professional competence of Islamic education teachers to increase the motivation of students’ at SMA State 2 Parepare. Research method, is descriptive quantitative methods that are correlational, to see the effect of the independent variables and the dependent variable. Data collection was performed using two instruments, namely Islamic Education teacher interviews and questionnaire. The data obtained were processed manually and using the help of SPSS statistical. The results of statistical analysis of teachers perception descriptive and students’ showed that the professional competence of Islamic Education teacher classified as high with score of the average 40.44 and learning motivation of Islamic Education class XII of SMA State 2 Parepare classified as moderate with score of an average 39.80. The results of statistical inferential analysis showed that the professional competence of Islamic education teachers is significant influential to students’ learning motivation at class XII of SMA State 2 Parepare.

Key Words: Competence, professional, motivation to learn, islamic religious education.
1. Introduction

Education is a conscious effort made by educators in order to bring students to be the ideal man. Human ideal aspired been formulated itself in each nation or each community. To Indonesia, the ideal man to be formed has been included clearly in the objectives of the National Education stated in Republic Act. No. 20 Year 2003 on National Education System chapter XI of article 39, namely:

National Education serves to develop the ability and character development and civilization of the nation's dignity in order to educate the life of the nation, is aimed at developing students' potential to become a man of faith and devoted to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent and be a citizen of a democratic and responsible "

Actualize the responsibility assumed by the teacher of Islamic education course using a procedure that is grounded in intellectual foundation must be learned in a planned, patient, resilient and responsive to any conditions encountered that are likely to produce the expected results.

The position of teachers of Islamic education at SMAN 2 Parepare is very important in learning process. In other words, the situation faced by teachers of Islamic education in teaching of having an enormous influence on the learning process.

Professional competence of teachers of Islamic education at SMAN 2 Parepare is a very important factor in influencing the performance of teachers of Islamic education to achieve educational goals while motivation is the driving force for the students to activity do the real that that supporting learning process. That the higher the motivation of learners, the higher the quality of learning and vice versa, the lower the motivation of learners, the lower the quality of learning. If the Islamic Education teachers in SMA 2 Parepare have a good professional competence, then learners will be encouraged and tried to improve their ability in learning, obey and submissive to what the prevailing at school so they can get maximum results.

2. Method

Type and Research Approach

Research is one of the ways to search for new knowledge. In this study, researchers used a type of quantitative research. The research location is SMA 2 Parepare.

This study uses a multi-disciplinary approach. Multi-disciplinary approach is the approach that sees a problem from the standpoint of a wide range of scientific disciplines, so the problems and the solutions offered a more comprehensive and complete.
The approaches used in the text are:

- First pedagogical approach
- Second Psychological Approach
- Third Theological-Normative

The Population and Sample

The population in this study are all teachers of Islamic education in SMA 2 Parepare totalling 3 and Class XII students totalling 250 people.

As for the samples in this study are three subject teachers of Islamic education or 100% of the population subject teachers of Islamic education in SMA 2 Parepare, and 25 students or 10% of the total population of learners. The fundamental reason sampling by percentage mentioned, therefore sampling technique was selected based on random sampling techniques (ie making the elements that are considered representative samples randomly and can represent the whole population).

The Instrument of Research

The research instrument used (1) interview (interview) related to the professional competence of teachers of Islamic education obtained from teachers and (2) questionnaire (questionnaire) consists of a questionnaire competence Teacher Professional and motivation of learners obtained from participants learners. Good instrument must meet two critical requirements that are valid and reliable. Therefore, the questionnaire should be tested the validity and the reliability before use. The questionnaire using in this study first validated by a validator expert who has conducted research on issues related to research. Based on the results of expert validation, the questionnaire used in this study is good with an average score of 3.6 or 4 in terms of valid and reliable distribution of data.

3. Data Analysis

To analyse the data analysis the result of the Research and submission of hypotheses have been proposed in the study, the data collected in the form of a questionnaire scores professional competence of teachers of Islamic education and motivation of learners at SMA 2 Parepare, all mixed with inferential statistical analysis and descriptive analysis.

The Validity of Test Data

Test the validity of the data in this study only focused on the validity and reliability. Validity in this is a concept that refers to the validity of the questionnaire validated by an expert in the field of research to analyze how far the conclusion of the study reflects the real condition. Reliability is the translation of a word that has the word Rely reliability and ability. Measurements have high reliability called a reliable measurement (reliable). In this study demonstrated the consistency of scores obtained subject is measured with the same tool.
4. Findings

The Teacher Professional Competence of Islamic Education

First, The meaning of Professional teacher competence.

UzerUsman argued that: competence means the authority (power) to determine or decide something. The meaning of basic competence is the ability or skill which is explained in Indonesian general dictionary, competence is (authority) the power to determine or decide a thing. While professionals are concerned with the profession, requiring specialized skill or expertise to run and be according of the meaning above, we can conclude that the professional competence of teachers are special abilities possessed an educator in the form of mastery of the subject matter field of study is broad and deep that include, mastery of the substance of the content of curriculum subjects in schools and scientific substance.


Characteristics of professional teacher Competence is a reflection is always be a consideration for the figure of a teacher, especially in this case in Islamic religious education teacher who incidentally has a heavy task in carrying out the duty as educators are expected to contribute to and be able to realize perfect man, and always be a human rahmatanil 'alamiin. As for the character of professional competence itself, namely:

Third Mastering the material, structure, concept and mind set of scientific support Educational Islamic subject.

Fourth, Mastering of standards competence and basic competences Educational Islamic subject.

The Role of the Teachers as Professionals

Law No. 14 Year 2005 on Teachers and Lecturers Article 2, paragraph 1, explained that teachers as professionals meant that the teacher's job can only be done by someone who has academic qualifications, competency, and certification of educators in accordance with the requirements for each type and level of education. As professionals, teachers should realize that the essentials of a profession or occupation are professional technical capabilities acquired through education and training in long time. However, technical expertise does not guarantee a person becomes a professional. A person can be said professional if they have not only technical skills, but also have a personality and professional attitude based on the philosophy that believes.

The Students Learning Motivation

Motivation comes from the Latin "movere" which means "impulse or motive power". This motivation is only given to humans, especially to the subordinates.
or followers. Basically motivation questioned how encouraging passionate person with the intention that they would work hard to provide all of the capabilities and skills to achieve a certain goal.

According to Wagner and Hallenbeck cited by Imran Sireger et.al motivation is a factor that directly initiated and sustained human behaviour from time to time. Thus, motivation is a process in which the device is capable and can evoke, direct, and maintain or keep a person's behaviour in order to achieve the goal. In this regard, some psychologists said that motivation is a hypothetical construction that is used to describe a desire, intensity direction, and regularity goal-directed behaviour. Motivation included concepts such as the need for achievement, need for affiliation, habits and curiosities someone to something.

**Nature and Types of Motivation**

Motivation of someone sourced from within us, which is known as the internal motivation, and from outside oneself called external motivation. In essence motivation has two properties, namely: (1) intrinsic motivation and (2) extrinsic motivation, which interconnectedness with one another.

First Intrinsic, motivation intrinsic motivation is motivation that comes within oneself commonly known as internal motivation. This motivation arises not require stimuli from the outside because it has existed within the individual that is in line with their needs.

Second Extrinsic, motivation extrinsic motivation is a boost to the behaviour of someone who is outside the act of doing. People do things because encouragement from the outside, such as their reward and avoid punishment. This is commonly referred to as external motivation.

Motivation in Learning, motivation as a mental potential of every individual with a degree of force is different. Psychologists disagree about the level of such power. But they agree that the motivation it can be divided into two types, namely: (1) the primary motivation and (2) a secondary motivation.

Third Primary Motivation, the primary motivation is a fundamental mental stimulation or physical human biological urge. In general, the actions and behaviours of individuals are influenced by instinct or physical needs. For example, hunger, thirst, religion, sexuality, curiosity, nurture, and so forth. It could also be referred to as motivation around the globe.

Fourth Secondary Motivation, secondary motivation is motivation acquired through learning. This is different from the primary motivations. For example, people who are hungry to be interested in food without learning. To obtain these foods people should work on first. In order to work properly, then people have to learn to work. Works well is a secondary motivation. By working people will get the money, so the money as the reinforcement of the secondary motivation, and with money one can buy any food to relieve thirst and hunger.
The Role of Motivation in Learning

Motivation can essentially help in understanding and explaining the behaviour of individuals, including the behaviour of individuals who are learning. There is some important role of motivation in learning. Further Hamzah B. Uno said that the role of motivation in learning are follows:

- First Motivation in Determining Reinforcement Learning
- Second Clarify Purpose Motivation in Learning
- Third Determine Perseverance Motivation in Learning.

5. Discussion

Based on analysis of data shows that in general the professional competence of teachers of Islamic education has positive effect of increasing the motivation of learners at SMA 2 Parepare, and then the research study will be presented a discussion of the results of research conducted.

The Results of Descriptive Analysis

The results of descriptive statistical analysis of the third interview the teacher of Islamic education shows that a relatively high with a total score of 47, while the result of the acquisition of the questionnaire teachers and learners about the professional competence of teachers of Islamic education is high. Of the 25 respondents who exist, gained 40.44 averages of an ideal score of 43 and motivation of learners were moderate with an average of 39.80 from an ideal score of 44.

From the analysis of the data found that the implementation of high professional competence of teachers of Islamic education is also influenced by internal factors and external factors on the teachers themselves. Teachers who have adequate IQ and other factors that support well then the teacher will be able to maximize their professional competence.

Motivation to learn is one of the internal and external factors that are important to support the achievement of learners according Khoiriyah that motivation is one of the factors that can improve the quality of learning. Motivation to learn both would provide a boost for learners to achieve good results. The average learning achievement of Islamic Religious Education class XII SMA 2 Parepare obtained by the 39.80. This means that the level of motivation of learners have not been able to maximize their learning to achieve good performance because learning results will be optimal if you have the motivation, the higher the motivation of the better accomplishments to be achieved. This is because the contribution of learning motivation of learners XII SMA 2 Parepare is only 37% while the rest influenced by other factors.

The Result of Inferential Analysis

Inferential analysis results indicate that the professional competence of teachers of Islamic education has positive influence on the motivation of learners at
SMAN 2 Parepare with a contribution of 93.2%. So the higher the professional competence of teachers of Islamic Religious Education (X2), the participants, the higher the motivation of learners (Y), with an increase of 0.750 units of X1 and an increase of 0.601 units of X2 or can be explained by the regression equation Y = 10.391 + 0.755.

Then from hypothesis testing results showed that the professional competence of teachers of Islamic education has positive influence on the motivation of learners at SMAN 2 Parepare with determination coefficient of 10.391. This means that 93.2% variable professional competence of teachers of Islamic education can increase the motivation of learners with the assumption that the influence of other variables is ignored.

6. Conclusion

Based on the discussion above, the conclusions of this study are follows:

First implementation of professional competence possessed by the teachers of Islamic education of teachers’ perspective descriptive analysis results with an average score of 47 and students is high with an average of 40.44 from an ideal score of 43.

Second conditions learning motivation of students in SMA 2 Parepare classified as moderate with an average of 39.80 from an ideal score of 44.

Third hypothesis test results showed that: a significant difference between the professional competence of teachers of Islamic education to the motivation of learners class XII SMA 2 Parepare, where every increase of one unit X1 resulted in 0.755 unit increase in Y, or can be explained by the regression equation Y = 10.391 + 0.755 X1.

Fourth from the results of hypothesis testing concluded that: a significant difference between the professional competences of teachers of Islamic Education to Increase the motivation of learners class XII SMA 2 Parepare, with the contribution of 93.2%. So the higher the professional competence of teachers of Islamic Religious Education (X2), the participants, the higher the motivation of learners (Y), with an increase of 0.750 units of X1 and an increase of 0.601 units of X2 or can be explained by the regression equation Y = 10.391 + 0.755.

References


