

THE CORRELATION BETWEEN TEACHERS' COMPETENCE AND WORK CLIMATE, WITH STUDENTS' ACHIEVEMENT IN ALL STATE JUNIOR ISLAMIC SCHOOLS OF MATARAM CITY

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Abstract

This research aimed to determine the correlation between teachers' competence and work climate with students' achievement in all State Junior Islamic Schools of Mataram city, Indonesia. This research used quantitative research method. The population of this study was all 50 teachers in all State Junior Islamic Schools of Mataram city. A census was conducted. The data was collected by questionnaires. And data analysis used was regression analysis. The results of this study were: 1) there is a positive correlation between teachers' competence and students' achievement in all state Junior Islamic Schools of Mataram city by 10.4%. 2) there is a positive correlation between the work climate and students' achievement in all state Junior Islamic Schools of Mataram city by 13%. 3) there is a positive correlation between teachers' competence and work climate together with students' achievement in all State Junior Islamic Schools of Mataram City by 22.3%. In short, better teachers' competence and work climate would result in higher students' achievement in all state Junior Islamic Schools of Mataram city.

Keywords: Teachers' competence, work climate, students' achievement, education administration

INTRODUCTION

Mataram city, Indonesia is one of the cities that can be said to be advanced in the world of education, with many superior Islamic schools that can be a reference to be able to compete towards quality of Islamic schools, both in the order of educators and education, besides that there are 3 in all state Junior Islamic Schools of Mataram city is Junior Islamic Schools 1 Mataram, Junior Islamic Schools 2 Mataram and Junior Islamic Schools 3 Mataram. The Islamic schools can be said to be of quality if they have outstanding students at the result, it can be achieved if the Islamic schools has a skill and capable educator to create a pleasant environment. The Islamic schools so that students can be more easily directed to learn more actively.

In this case it is important to better understand the competence of a teacher in an environment that supports the work atmosphere in fostering students' achievement. For this reason, it is necessary to know that teacher' competence is essentially the ability of a person to do a work in the form of activities, behaviors whose results can be demonstrated and their level of success can be measured. Usman, (2011: 14). So to do work someone must have the ability in the form of knowledge, skills, and attitudes in accordance with the field of work. A pleasant work climate can also create a more harmonious atmosphere between all Islamic schools personnel as stated by Johns in Ganiru, (2008: 37) explaining that the work climate is determined by the social relations between people in the work environment and the reward system used to motivate workers / teachers. And what is meant by learning achievement according to what is stated in the large dictionary of Indonesian Language (2002: 895) is "mastery of knowledge or skills developed by subjects, usually indicated by test scores or values given by the teacher" learning achievement can provide satisfaction to people who is studying at the Islamic schools and is a pride that is obtained from the results of hard work in learning.

Understanding above shows the impulse arising from teachers' competence and the work climate can provide good results. All of this is related to one another because teachers' competence is a thing that must be developed and to develop it also requires a pleasant environment to work optimally to improve learning achievement students'.

As the result, of the observation conducted in all state Junior Islamic Schools of Mataram City, in fact, there were still many teachers who were not maximally carrying out their duties, many teachers lacked pedagogical and professional mastery, not a few were negligent in their responsibilities and there were still some teachers do not make learning plans. The enthusiasm of teachers in teaching is still not stable, it will also have an impact on students' enthusiasm for learning and it becomes quite difficult in uniting the vision and mission to achieve

the goals of the Islamic schools because of differences in perspective, ability, willingness and skill. In addition, a harmonious working climate is also still low, such as separating themselves due to lack of communication between people, lack of cooperation to help each other for the smooth learning process so that students' achievement is low. therefore it is necessary for further research in order to find solutions that can be a way out of existing problems. (source: results of observations and interviews with Islamic schools principals and teachers in all state Junior Islamic Schools).

As we know that competence is very necessary to improve in order to achieve the quality of human resources. Islamic schools have made every effort to improve teachers' competence, and now the government has also tried to map the competence possessed by teachers through Teachers' competence Test (UKG) activities. Teachers' competence Test aims to see the level of achievement of competence possessed by teachers, especially pedagogic and professional competence. The material tested covers how teachers understand the general education insights, activities for planning, implementing and evaluating learning, and mastering the material skills in the fields taught. Graduation standards in the Teachers' competency Test set nationally in the 2015-2019 Ministry of Education and Culture Strategic Plan are 5.5 in 2015 for mastery of pedagogic competence and teachers' professional competence. Teachers' competence and work climate is one measure of success in achieving goals, namely to improve student learning achievement. Based on the theories and problems above, the purpose of this study was to determine the correlation between teachers' competence and work climate with students' achievement in all state Junior Islamic Schools of Mataram City.

METHOD

This research is a quantitative research and it was conducted in all state Islamic schools Tsanawiyah Negeri of Mataram City, Indonesia. For the ranks of State Junior Islamic Schools, there are 3 State Junior Islamic Schools in Mataram City, namely Junior Islamic Schools 1 Mataram, Junior Islamic Schools 2 Mataram, and Junior Islamic Schools 3 Mataram. In this study the population was 50 Teachers in all state Junior Islamic Schools of Mataram City, the teachers who taught the subjects to be taught include: Indonesian Language Teachers, English Language, Science and Mathematics. For samples considering a population of less than 100, it is recommended that all be sampled. Arikunto, (2006: 134). Then the sample used in this study is a total of 50 teachers at State Junior Islamic Schools in Mataram City. The research instrument used to measure teachers' competency variables and work climate variables was a questionnaire on a Likert scale model with 5 (five) answer choices. For variable students'

achievement will be taken from the value of report cards. Questions and statements on each instrument are prepared based on the indicators of each variable. Teachers' competence indicators in this study are based on government regulation No. 32 of 2015 article 28 paragraph (3). But in this study focuses on pedagogic competence and professional competence. For work climate indicators based on Lussier's theory cited by Barkah (2002), in definition it leads to the concept of a work climate that is inseparable from: 1) good relations between superiors and subordinates, 2) openness of communication, 3) support and cooperation active, 4) attention and appreciation to highly creative teachers, 5) freedom of opinion and avoiding criticism, 6) time to think, and 7) management style, and lose control leadership. While the indicators of student learning achievement will be taken from the value of report cards. The data analysis technique used in this study is simple regression analysis and multiple linear regression analysis. Regression analysis is used to determine whether there is a correlation between independent variables and dependent variables. To find out the correlation, first tested the assumptions such as multicollinearity test, autocorrelation test, homogeneity test, and normality test. Then the hypothesis test uses a regression test, t test to determine the relationship partially between teachers' competence (X1) and work climate (X2) as independent variables with student learning achievement (Y) as the dependent variable. In addition to the t test, F tests were also conducted to determine the simultaneous correlation between teachers' competence (X1) and work climate (X2) with student learning achievement (Y).

RESULTS AND DISCUSSION

Teachers' competence and work climate, with student learning achievement measured by questionnaires that have gone through validity and reliability tests. There are 20 valid questions with good reliability status used to measure Teachers' competency, 25 valid statements with reliability status both used to measure the work climate.

Based on the results of the data description, it is known that: 1) the competence of teachers' in all state Junior Islamic Schools of Mataram "quite good", this is obtained from the respondents' most dominant opinions about teachers' competence which is equal to 10.4% of 50 respondents giving 20 to 75 scores to teachers' competence in the Islamic schools; 2) the working climate in all state Junior Islamic Schools Mataram City is categorized as "quite good", that is, 13% of the 50 respondents rated between 61 and 90 to the work climate of the Islamic schools; and 3) students' achievement in all state Junior Islamic Schools Mataram City "quite good". This is because, the highest number of respondents, amounting to 50 respondents, gave a score of 64 to 81 on students' achievement in the Islamic schools.

There is a correlation between teachers' competence and work climate together with student learning achievement, tested by multiple regression analysis. The results of multiple regression analysis can be seen in table 1 below:

Table 1. X1, X2, and X3 statistical test results with Y

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	41.205	2	20.602	6.749	0.003 _a
Residual	143.482	47	3.053		
Total	184.687	49			

Based on the results of the analysis, the results of Fcount were 6.749 and a significant value of 0.003. By using $\alpha = 0.05$ and $df_1 = 2$, $df_2 = 47$ ($n-k$) the value of Ftable is 3.20, meaning Fcount ($6.749 > F_{table}$ (3.20) and the significance value is smaller than 0.05. From these criteria, it can be said that H_a , which reads "there is a jointly significant correlation between teachers' competence and work climate with students' achievement in all state Junior Islamic Schools of Mataram City" accepted.

Furthermore, to find out the level of strength of the correlation between teachers' competence and the teacher's work climate with student learning achievement can be seen from the value of R square in the following table:

Table 2. Test the coefficient of determination

Model	R	R Square	Adjusted R square
1	0.472 _a	0.223	0.190

From the table above it can be seen that the results of the R square test get a value of 0.223. This means that student learning achievement has a correlation of 22.3% by the two independent variables namely teachers' competence and work climate while the rest has a correlation with other variables that are not examined in this study.

Table 3. Regression Coefficient

Variable	B	Std. Error
Constant	78.391	2.726
Teacher' competency	0.038	0.016
Work climate	0.022	0.033

The results of multiple regression calculations in the coefficient table obtained a regression equation $Y = 78,391 + 0,038X_1 + 0,022X_2$, which means that student learning achievement without being supported by teachers' competence variables and work climate is 78,391 and each change together from these two variables will determine the level of achievement student learning. In addition, if viewed from the coefficient value of each variable, teachers' competence is one of the variables that has the greatest correlation with student learning achievement.

DISCUSSION

Correlation between teachers' competence and students' achievement

Based on the results of research on teachers' competence, it was found that there was a significant correlation between teachers' competence and students' achievement, this can be seen from the results of $t_{count} (2.359) > t_{table} (3.20)$ and significant value smaller than 0.05. That is, if the teachers' competence is good it will also be good for student learning achievement. In this study also explains the teachers' competence in carrying out the tasks as follows:

Pedagogic and professional competence of teachers are seen from the average ability of teachers in Junior Islamic Schools I, II, and III including good categories, it means that the teachers are able to carry out the task well, but teachers' competence is also seen from the teacher's ability to manage learning to students who includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. Whereas teachers in Junior Islamic Schools II fall into the fairly good category and need to improve their competence, meaning that the Islamic schools can be said to be quite good even though they cannot be resolved to the maximum. As for the good Junior Islamic Schools I and Junior Islamic Schools II, it also needs to be supported by human resource development in order to improve the quality of education and increase pedagogical and professional competence.

This is reinforced by the results of unstructured interviews with teachers in Islamic schools, according to some teachers that they teach according to their abilities, and in the Islamic schools they also hold regular meetings to discuss the development of Islamic schools, and participate in various training activities that can add insight and ability of the teacher, besides that also to improve the quality of the Islamic schools. although in this case it still cannot be carried out maximally.

In this study found the correlation of teachers' competence with student learning achievement only up to 10.4% and is still relatively low, so that it can mean that the high or low teachers' competence will not have a big influence on students' achievement. This can be seen

from the existence of teachers who can already be said to be good in pedagogic competence, but in professional competence it is still not maximal, this certainly can be a reference to be able to improve competence and implement teaching and learning activities better.

In addition, most teachers have been able to improve their competence so that the abilities possessed by the teacher have been able to help in providing excellent learning. This means that in this case the teacher can be a supporter of the success of students. This is in line with the opinion of Djamarah, (2012: 33), which the researcher concludes in terms of teachers' competence because competence is essentially the ability of a teacher to do a work in the form of activities, behaviors whose results can be demonstrated and their level of success can be measured. Of course it is closely related to the performance of a professional teachers who puts forward his duties and responsibilities as a teachers.

Further explained also by Mangkunegara in Suyono (2012: 21) which explains that performance is the result of work in quantity and quality that is achieved by a person in carrying out his duties in accordance with the responsibilities given to him. So the teachers must really have a good ability to be able to carry out his duties, and have the power of innovation and high creativity so that students can continue to progress and get better achievements. Based on this opinion it was concluded that with good competence the teacher is expected to be a driver for students to be able to carry out the tasks that are the best responsibility so that they can improve student learning achievement.

Correlation of teacher work climate with students' achievement

Based on the results of research on the teacher's work climate it was found that the teacher's work climate had a significant correlation with student learning achievement ($t_{count}: 2.682 > t_{table}: 3.20$). The better the work climate of the teachers in the Islamic schools, the better the student learning achievement will be. this shows comfort in the classroom and an atmosphere that supports learning, so that it can increase enthusiasm for learning. It was also explained by Supardi (2013: 139), stating that the work climate is an atmosphere felt by all teachers, students, education staff and principals including: the dimensions of the teachers feel comfortable, satisfied and have confidence, the dimensions of the teachers are not feeling depressed and the principal has confidence in his performance and has concern, the dimensions of students feel comfortable and study seriously.

In this study it was also found that the work climate of teachers in all state Junior Islamic Schools of Mataram City varied greatly. If seen from each Islamic schools there are still teachers who are classified as having a fairly high (moderate) work climate that is felt in the Islamic schools, this can be seen from the fact that there are some teachers who do not

maintain the relationship between Islamic schools personnel that makes them feel uncomfortable, besides it is also if the lack of communication will be difficult if working together because each teacher will need the support and cooperation of both fellow teachers and all Islamic schools personnel

But not a few teachers who have a very good and good working climate, as in Junior Islamic Schools II, there are 27% of teachers who have a very good working climate and 56% are good, as seen from the teacher's openness of communication, good relations with Islamic schools personnel, good support and cooperation, attention and freedom of opinion are very important

The work climate is very important in supporting the smooth learning process and all activities in the Islamic schools. Besides Supardi, (2013: 122) also stated that the school climate is the main factor that determines the state of quality of learning faced by students in school. So for Islamic schools that are said to be good with good teaching and learning patterns, they are all closely related to a good work climate in these Islamic schools to improve student learning achievement.

Correlation between teachers' competency and work climate with student learning achievement

Based on the results of research and data analysis, it can be concluded that there is a correlation together Teachers' competency and work climate with students' achievement in all state Junior Islamic Schools of Mataram City "accepted ($F_{count} = 6.749 > F_{table} = 3.20$). The correlation between teachers' competence, work climate and work motivation of students with students' achievement reaches 22.3%, while the remaining 77.7% has a correlation with other variables not examined.

In this study it was also found that most of the teachers could already be said to be good in carrying out their duties, although there were still some teachers who could not carry out their duties to the fullest. This can be seen from the enthusiasm and responsibility of the teacher in completing his tasks, and every teacher always tries to improve his competence and professionalism to be able to improve student learning achievement.

Although in this case the correlation of teachers' competence with student learning achievement is classified as low but good teachers' competence is expected to improve high work performance in carrying out their duties, as revealed Husdarta (2007: 13), teachers performance in learning is the most important part in supporting the creation the education process effectively especially in building the discipline and quality of student learning outcomes. besides that also the teacher's performance can be seen clearly in learning that is considered

from the learning achievements of students. A good teachers' performance will produce good student learning achievement. Furthermore, "good performance can be seen from the results obtained from students' achievement assessments" (Glasman, 1993: 12).

The good work climate is also one of the important factors in supporting learning activities as well as for the creation of good student learning achievements, this can be seen from the correlation between the work climate and students' achievement that is classified as good. As stated by Marzuki, (1997: 84) that "the work climate in schools / Islamic schools is:" the conditions around the Islamic schools and atmosphere that are "quiet and comfortable" that are appropriate and conducive to learning that can improve academic achievement. In line with that, Newel (1978: 171) also explained that "the climate of work in schools can enhance / enrich children's experiences in formulating self-concepts, more effective work skills and developing mutual benefits among other friends". Therefore a conducive climate in Islamic schools will provide a good influence for students to develop themselves, both for the short and long term.

From the description above, it can be concluded that even with different teachers criteria and backgrounds, each teachers needs to be given the opportunity to be able to improve his competence. Teachers work competence is the key to improving student learning achievement. This means that the higher the competence possessed by the teacher and the more conducive the work climate in the Islamic schools, the higher students' achievement.

CONCLUSIONS AND SUGGESTIONS

Based on the results of research and discussion, conclusions can be taken as follows: 1) Teachers' competency has a significant correlation with students' achievement in all state Junior Islamic Schools of Mataram city, the strong correlation between teachers' competence and student learning achievement is relatively low at only 10.4%. 2) The work climate has a significant correlation with students' achievement in all state Junior Islamic Schools of Mataram city, the better the work climate, the better students' achievement. 3) Teachers' competence and work climate, have a significant correlation together with students' achievement in all state Junior Islamic Schools of Mataram city, a strong correlation which is equal to 22.3%.

The limitation of study are: 1) the number of samples used is only 50 teachers, it would be even better if the number of samples was added and not only from the teachers; 2) the variables that have relations with students' achievement in this study only consist of two variables, namely teachers' competency and work climate, while there are still many other variables that have a relationship with student learning achievement; 3) the indicators of each variable used to compile instruments are limited by researchers, while there are many other indicators that can be used to measure the state of teachers' competence and work climate.

Suggestion from this study are: Teachers should continue to improve the competence of both pedagogic and professional competence with good teacher skills. It is expected that each teachers can be a driver for fellow teachers and students to be able to continue to improve their abilities so that they can carry out their tasks maximally for the realization of skilled and achievement students.

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