

PENGARUH KOMPETENSI PROFESIONAL GURU TERHADAP KINERJA GURU DAN PRESTASI BELAJAR PENDIDIKAN AGAMA ISLAM (PAI) SISWA SMA/SMK SE-KOTA BANJARMASIN

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Abstrak

Penelitian ini bertujuan untuk mengetahui Pengaruh Kompetensi Profesionalisme Guru terhadap Kinerja Guru dan Prestasi Belajar Pendidikan Agama Islam (PAI) Siswa SMA/SMK Se-Kota Banjarmasin. Metode analisis yang digunakan dalam penelitian ini adalah metode kuantitatif, dengan pengujian asumsi klasik, serta analisis statistik yaitu analisis multivariat general linear model (MANOVA), regresi linier sederhana dan regresi berganda (ANOVA). Variabel yang digunakan dalam penelitian ini adalah kompetensi profesional guru sebagai variabel independen, variabel kinerja guru dan prestasi belajar siswa sebagai variabel dependen. Metode penarikan sampel menggunakan simple random sampling terhadap 47 sekolah, 89 guru PAI, dan 825 siswa SMA/SMK Kota Banjarmasin. Hasil penelitian ini membuktikan pada model pertama bahwa kompetensi profesional guru pada sub komponen pengembangan profesi guru berpengaruh terhadap kinerja guru dan prestasi belajar siswa, dan model kedua menyimpulkan bahwa kinerja pelaksanaan pembelajaran berpengaruh secara signifikan terhadap prestasi belajar siswa.

Kata Kunci: Kompetensi Profesi, Kinerja Guru, Prestasi Belajar.

Abstract

This research aims to determine the Effect of Teacher Professional Competence on Teacher Performance and Learning Achievement of Islamic Education (PAI) of High School/ Vocational Students in Banjarmasin. This research used quantitative methods by testing classical assumptions and statistical analysis, namely analysis of the multivariate general linear model (MANOVA), simple linear regression, and multiple regression (ANOVA). The variables used in this research were teacher professional competence as independent variables, teacher performance, and student learning achievement as the dependent variable. The sampling method used simple random sampling toward 47 schools, 89 PAI teachers, and 825 students of high school/ vocational students in Banjarmasin. The results of this research proved in the first model that teacher professional competence in the sub-component (1) educator's certificate influenced learning achievement (2) teacher professional development influenced teacher performance and student achievement. The second model concluded that learning performance had significantly affected learning achievement.

Keywords: Professional Competence, Teacher Performance, Learning Achievement.

Introduction

Teachers as professionals occupy positions and play a very important role in education. Teachers are tasked with planning and implementing the learning process, assessing learning outcomes, and conducting guidance and training. The presence of teachers in the learning process at school still plays an important role.

To carry out this profession professionally, teachers are required to have good performance in realizing the hopes and desires of all parties, especially the general public who have entrusted schools and teachers to fostering all students. The quality of good education is strongly influenced by the performance of teachers in carrying out their duties. In other words, in general, it can be said that the quality of good education is a benchmark for the success of the performance shown by the teacher.

Teacher performance is a teacher's work performance as a result of work both in quality and quantity achieved by a teacher in carrying out his duties by the responsibilities assigned to him. The duties and responsibilities of teachers in preparing to learn, implementing learning, implementing evaluations, and analyzing evaluation results. Factors originating from teachers who are also suspected of influencing student learning achievement are the professional competence of teachers and professional development efforts made by teachers to build their performance more professionally.

Competence is the ability of the teacher personally to the various skills that have been mastered by the teacher. Amy M. Hightower et. al. (2011) stated teacher quality has a positive effect on student learning... This statement explains that teacher quality is one of the variables that have a positive effect on learning. In addition, the quality of teachers according to Hightower et al also has a positive effect on student development through a combination of content mastery, pedagogic skills, and communication/interpersonal skills.¹

One of the parameters used to measure the level of educational success is student achievement. The results of the initial assessment of the assessment process for Islamic Religious Education subjects at one level of high school and vocational education in the city of Banjarmasin, obtained an illustration, that the assessment process using the 2013 curriculum, the final assessment standard was measured on a scale of 1-4, while schools using the 2006 curriculum using a rating scale of 0-100, with the KKM for each subject set by the school.

Based on the information obtained from the Principal and Teachers of Islamic Religious Education, the cumulative score is still below the KKM given remedial and additional tasks to get the report card value at the KKM limit. Based on the results of interviews with PAI teachers, in general, student development in religious practice still needs to get the attention of schools.

Islamic Religious Education is one of the main subjects taught at all levels of education including high school/vocational secondary education with a total of 2 hours per week. The subject of Islamic Religious Education (PAI) as one of the main subjects in the school curriculum that administers school exams, also needs to get attention from all parties including schools. Therefore, to improve the quality/achievement of religious education learning, it is also necessary to increase the performance of teacher professionalism.

¹ Amy M. Hightower, et al., *Improving Student Learning by Supporting Quality Teaching: Key Issues, Effective Strategies*, (Bethesda: Editorial Projects in Education, 2011), h.15

Based on the description above, it is necessary to carry out research with the title *"The Influence of Teacher Professional Competence on Teacher Performance and Learning Achievement of Islamic Religious Education (PAI) for High School / Vocational High School Students in Banjarmasin City"*.

Limitation and Problem Formulation

This research is limited to describing: (1) A General description of teacher professional competence on teacher performance and learning achievement of Islamic Religious Education students at the high school level (SMA/SMK) in Banjarmasin City and getting an explanation (2) Teacher's professional competence on teacher performance and student achievement in Islamic Religious Education at the high school (SMA/SMK) level in Banjarmasin.

Based on the background and problem identification as described above, this research problem is formulated as follows:

1. What is the general description of teacher professional competencies, teacher performance, and student learning achievement in PAI subjects in Senior High Schools, and Vocational High Schools in Banjarmasin City?
2. Is there any influence of teacher professional competencies on teacher performance and student learning achievement of Islamic Religious Education in Senior High Schools and Vocational High Schools in Banjarmasin City?
3. Is there any influence of teacher performances on student achievement in Islamic Religious Education in Senior High Schools and Vocational High Schools in Banjarmasin City?

Research Purposes

The discussion in this study concerns two variables, namely teacher professional competence and teacher performance. The aims of this research are to:

1. Explain in general: (a) a description of the professional competence profile of Islamic Religious Education teachers in senior high schools and vocational high schools throughout the city of Banjarmasin, and (b) a description of teacher performance and student achievement in high schools and schools Vocational Middle School in Banjarmasin City.
2. Finding the size of the influence of teacher professional competence on teacher performance and student learning achievement of Islamic Religious Education students of SMA/SMK in Banjarmasin.
3. Finding the size of the influence of teacher performance on the learning achievement of Islamic Religious Education students of SMA/SMK in Banjarmasin City.

Research Hypothesis

Based on the background and problem identification as stated above, the research hypothesis is formulated as follows:

1. There is a significant influence of teacher professional competence on teacher performance and learning achievement of Islamic Religious Education in Senior High Schools and Vocational High Schools in Banjarmasin City.
2. There is a significant effect of teacher performance on the learning achievement of Islamic Religious Education students in Senior High Schools and Vocational High Schools in Banjarmasin City.

Operational definition

Beberapa istilah yang menjadi pembahasan dalam penelitian ini adalah:

1. Professional Competence of Teachers: The professional competencies of teachers in this study are: (1) educational background, (2) ownership of educator certificates, (3) teaching experience, (4) participation in Education and Training (Diklat), Technical Guidance (Bimtek), Workshop, Seminar or socialization as well as Subject Teacher Consultation activities (MGMP) within the last 3 years to increase pedagogic competence and professional competence and (5) Level of understanding of the teaching profession.

In detail it can be explained as follows:

- Basic Teacher Professional Skills: as measured by 1) Educational background, 2) Ownership of educator certificates, and 3) Teaching experience.
 - Teacher Professional Development: as measured by 1) Participation in training, education and training activities, socialization or seminars and 2) Understanding of teacher professionalism.
2. Teacher Performance: Performance is an action or activity that is displayed by a person in carrying out certain activities with an effort to improve work performance which includes pedagogic aspects and professional aspects of teachers. The results of teacher performance are the accumulated value of the results of the assessment carried out by assessors and students. Pedagogic competence and professional competence of teachers are specifically measured through: (1) Teacher performance assessment carried out by school assessors to carry out performance assessments for each teacher which includes activities on aspects of (a) teacher ability in preparing lesson plans, (c) teacher ability and implement learning, and (c) the ability of teachers to carry out assessments of learning outcomes. (2) The results of the performance assessment obtained from the observations made by students of the teacher during the learning process, include activities in the aspects of: (a) Opening the lesson, (b) Activities carrying out learning, and (c) Closing the lesson.
 3. Learning Achievement: Learning achievement is the result of student learning efforts that show a measure of the skills achieved in the form of grades, which describe the mastery of knowledge, attitudes, and skills achieved by a person after following the learning process.
Islamic Religious Education learning achievement is the average skill achievement obtained by each respondent student in the form of learning outcomes achieved by students during the academic year stated in the semester report card.

Research design

This research was designed using quantitative methods. Data analysis techniques used in this study are descriptive statistics and inferential statistics. Quantitative descriptive analysis is used to analyze the data by describing various characteristics of the data. The data described are data about teacher professionals. Inferential is used to make various inferences about a set of data originating from a sample or to analyze a sample of the resulting data to obtain an overview of the population.

The model used in this study is MANOVA, which aims to analyze the differences and relationships between variables so that, it is known the effect of a set of causal (exogenous) variables on the effect (endogenous) variables. This study tries to explain the effect variable (endogenous) determined by a set of causes (exogenous), which aims to explain the causal relationship between exogenous variables and endogenous variables.

The structure of the variables in this study is the professional competence of teachers (X_1), teacher performance (Y_1), and learning achievement (Y_2).

Population and Research Sample

The population in this study was the public and private high school/vocational schools in Banjarmasin. The selection of the city of Banjarmasin as the research location/location is based on the consideration that there are still many unresolved issues related to education financing, and the city of Banjarmasin is a barometer of the quality of education in South Kalimantan Province.

Data and Data Sources

There are two types of data needed in the context of writing this dissertation, namely primary data and secondary data. First, the primary data needed in this study are:

- 1) **Teacher Performance Data:** Teacher performance data needed in this study is a description of teacher competence aspects (pedagogic and professional) which is realized through (1) the ability to prepare lesson plans, (2) the ability to carry out learning, (3) the ability to carry out assessment results study. The data is obtained through (1) Data of the results of performance assessments conducted by the principal or by assessors appointed by the school, (2) Data on the results of teacher performance assessments conducted by students. These data are the description of the implementation of teacher learning in the classroom.
- 2) **Teacher Professional Competence Data:** Teacher professional competence data needed in this study is data on Islamic Religious Education teachers in schools, consisting of (1) Basic professional Expertise through indicators (a) educational background, (b) educator certificate ownership, and (c) teaching experience, and (2) teacher professional development through indicators (a) participation in training and (b) level of understanding of the profession.

Second, secondary data; is available data that is used to complete the report. This data comes from school documents or from the education office which includes data: (1) data on the number of Islamic religious education teachers, (2) data on the number of students at each level of education, (3) data on student learning outcomes assessment and (4) report data. use of school budgets.

Learning Outcomes Data: Student learning outcomes data needed in this study are learning outcomes data for Islamic Religious Education subjects for both general high school and vocational high school levels. The learning achievement data are: (1) The results of the general test of each respondent in class X, XI, and XII odd semesters for the 2017/2018 academic year for PAI subjects, (2) The average value of the general test results from each -each PAI teacher.

Sources of data in this study were obtained from 1) Schools, 2) The education and Culture Office of South Kalimantan Province, 3) Information from Primary Data for Secondary Education (Dapodikmen), 4) Results of distributing questionnaires given to (1) Principals, (2) PAI teachers, and (3) Students. 5) The results of the documentation study of schools, which consist of: (1) documents for assessing student achievement in the odd and even semesters of the 2017/2018 academic year, (2) data documents for Islamic religious education teachers at each level of education, obtained from reports data on educators and education, and (3) documents on the number of students at each level and level of education, both at the secondary and vocational school levels.

Data collection technique

Data collection techniques are the methods taken by researchers in capturing the data needed to draw a research conclusion. The data collection tool in this study used an indirect technique. Based on the characteristics of the data studied, the data collection techniques in this study were through: (1) questionnaires, and (2)

documentation studies. To obtain valid and reliable questionnaire results, various considerations and operational steps are needed according to research needs.

Research Result

A. Characteristics of Respondents

Based on the data collected, the following are the characteristics of the respondents (Principal/Vice Principal, PAI Teachers, Students, and Parents) as follows:

1. Principal/Vice Principal

The number of respondents based on the data received reached 120 people. Principals/Vice Principals in SMA units are 69 people (57.5%) and at SMK units are 51 people (42.5%). There are 81 male principals/deputy school principals at the SMA/SMK level (67.5%), while the female Principals/Vice Principals of SMK are 39 people (32.5%).

2. Islamic Religious Education Teacher

There are 29 male PAI teachers (32.6%) and 18 female teachers (20.2%), while male PAI teachers at the SMK level are 26 people (29.2%) and women 16 people (8.0%).

There are 28 PAI teachers with ASN status (31.5%). PAI teachers with Non-ASN 61 people (68.5%). Thus, the number of PAI teachers who have the status of a State Civil Apparatus is less than those with the status of permanent and non-permanent honorary teachers.

PAI teachers who have a bachelor's degree education qualification are 71.9%, 16.9% are currently participating in master's degree activities, 11.2% have completed their master's degree education, while those who are currently pursuing a doctoral degree or have completed S.3 education as much as 0.0%. Thus, PAI teachers generally meet the minimum requirements as educators at the SMA and SMK levels in Banjarmasin City.

There are 52.8% of PAI teachers do not have an educator certificate, and 42.7% of those have an education certificate. Thus, almost 50% of PAI teachers have the required competencies as educators.

PAI teachers with less than 10 years of teaching experience were 57.3%, 17.9% had 11 to 20 years of experience, and 24.7% of teachers with more than 21 years of teaching experience. Thus, most PAI teachers have less than 10 years of teaching experience.

3. Student

There are 188 male students (22.8%) in the high school unit, and 211 female students (25.6%), with the total number of high school students being 399 (48.4%), while male students at the senior high school level Vocational High Schools are 217 people (26.3%) and women are 209 people (25.3%), with the number of students reaching 426 people (51.6%).

B. Hypothesis Testing:

The hypothesis in this study takes 1 dependent variable which is thought to influence teacher performance (Y_1), and Student Achievement (Y_2) in PAI subjects in Banjarmasin City. The independent variable is Teacher Professional Competence (X_1).

The teacher's professional competence variable will be seen in its influence on n teacher performance and learning achievement, and the teacher's performance variable will be seen specifically for its influence on student learning achievement. The variable of teacher professional competence is measured through the sub-

variables of educational background, ownership of educator certificates, teaching experience, training activities, and level of understanding of teacher competence.

1. Descriptive Data of Research Variables

a. Teacher Professional Competence

The level of professionalism of PAI teachers is seen from teacher professional development activities that describe participation in Education and Training (Diklat), Technical Guidance (Bimtek), Workshops, Seminars, or socialization as well as Subject Teacher Consultation activities (MGMP) within the last 3 years classified as training activities in category 1, there are 82 people (92.1%), category 2 as many as 7 people (7.9%) and none are included in category 3.

The level of professional competence of PAI teachers is seen from the level of understanding of the teaching profession which describes the level of understanding and mastery of teachers in learning PAI teachers are classified as "good" and "very good" totaling 86 people (96.6%), and only 3 people (3.4 %) pretty good.

b. Teacher Performance

Teacher performance based on student observations, 41.6% of PAI teachers performed well and 58.4% performed very well, and none of the teachers received adequate and poor performance ratings.

The performance of teacher learning planning based on the observations of school assessors 65.2% of PAI teachers performed well, and 33.7% performed very well, the rest of the teacher's performance was in performance as much as 1 person (1.1%).

The performance of teacher learning implementation based on the observations of school assessors 23.6% of PAI teachers performed well and 76.4% performed very well, and none of the PAI teachers had sufficient and poor performance.

Teacher learning assessment performance based on the observations of school assessors 34.8% of PAI teachers performed well, and 61.8% performed very well, the rest of the teacher's performance was in moderate performance as many as 3 people (3.4%).

c. Student Learning Outcomes

Student learning achievement is based on acquisition of odd and even universal learning achievement scores for the 2016/2017 and 2017/2018 academic years in PAI subjects. At the high school level, the lowest score is 70.00, and the highest one is 95.00, with the average score for the two semesters being 83.62, while at the vocational level the lowest score is 71.00 and the highest is 71.00 with an average value of 84.11 of Student achievements is above the KKM (Minimum Completeness Criteria) which is referred to by each school.

2. The Effect of Teacher Professional Competence (X1) on Teacher Performance (Y1) and Student Achievement (Y2).

Based on the results of the test of the basic influence of teacher professional expertise and teacher professional development using the multiple linear regression analysis method variables of Teacher Performance (Y_1) and Student Learning Outcomes Achievement (Y_2), the following picture is obtained:

TABLE: THE INFLUENCE OF TEACHER PROFESSIONAL EXPERTISE AND TEACHER PROFESSIONAL DEVELOPMENT ON TEACHER PERFORMANCE

Calculation Result 1:

| Model Summary ^b | | | | | |
|---|-------------------|----------|-------------------|----------------------------|---------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
| 1 | ,274 ^a | ,075 | ,019 | 5,97193 | 2,237 |
| a. Predictors: (Constant), Kategori Pemahaman Profesi, Pengalaman Mengajar, Kategori Diklat, Latar Belakang Pendidikan, Kepemilikan Sertifikat Pendidik | | | | | |
| b. Dependent Variable: Kinerja Guru PAI | | | | | |

Data processed with SPSS 21

Calculation Result 2:

| ANOVA ^a | | | | | | |
|---|------------|----------------|----|-------------|-------|-------------------|
| | Model | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 240,471 | 5 | 48,094 | 1,349 | ,252 ^b |
| | Residual | 2960,106 | 83 | 35,664 | | |
| | Total | 3200,578 | 88 | | | |
| a. Dependent Variable: Kinerja Guru PAI | | | | | | |
| b. Predictors: (Constant), Kategori Pemahaman Profesi, Pengalaman Mengajar, Kategori Diklat, Latar Belakang Pendidikan, Kepemilikan Sertifikat Pendidik | | | | | | |

Data processed with SPSS 21

The results of the multiple regression test calculation based on the expertise of the teaching profession and the professional development of teachers together on learning achievement show a value of $r = 0.274$ and an R-Square of 0.075, meaning that the model can explain/describe the behavior of the data by 7.5% and the rest is influenced by other variables, meaning that the components of the basic influence of teacher expertise and teacher professional development have an effect of 7.5% on learning achievement, and the rest is influenced by other factors. However, based on the results of the F test, the calculated F value is 1.349 with a p-value.) of $0.252 > 0.05$ ($\alpha = 5\%$), then H_0 is accepted, meaning that the regression model is not significant. The hypothesis which states "there is a positive and significant influence on the bases on the expertise of the teaching profession and the professional development of teachers on PAI teacher performance in SMA and SMK Banjarmasin is rejected.

TABLE: THE BASIC INFLUENCE OF TEACHER PROFESSIONAL EXPERTISE AND TEACHER PROFESSIONAL DEVELOPMENT ON LEARNING ACHIEVEMENT

Calculation Result 1:

| Model Summary ^b | | | | | |
|---|-------------------|----------|-------------------|----------------------------|---------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
| 1 | ,467 ^a | ,218 | ,109 | 2,95304 | 1,722 |
| a. Predictors: (Constant), Kategori Pemahaman Profesi, Pengalaman Mengajar, Kategori Diklat, Latar Belakang Pendidikan, Kepemilikan Sertifikat Pendidik | | | | | |
| b. Dependent Variable: Rerata Prestasi Belajar Siswa | | | | | |

Data processed with SPSS 21

Calculation Result 2:

| ANOVA ^a | | | | | | |
|---|------------|----------------|----|-------------|-------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 87,540 | 5 | 17,508 | 2,008 | ,101 ^b |
| | Residual | 313,937 | 36 | 8,720 | | |
| | Total | 401,476 | 41 | | | |
| a. Dependent Variable: Rerata Prestasi Belajar Siswa | | | | | | |
| b. Predictors: (Constant), Kategori Pemahaman Profesi, Pengalaman Mengajar, Kategori Diklat, Latar Belakang Pendidikan, Kepemilikan Sertifikat Pendidik | | | | | | |

Data processed with SPSS 21

The results of the multiple regression test calculation on the components based on the expertise of the teaching profession and the professional development of teachers together on learning achievement show a value of $r = 0.467$ and an R-Square of 0.218, meaning that the model can explain/describe the behavior of the data by 21.8% and the rest influenced by other variables, meaning that the basic influence component of teacher expertise and teacher professional development has an effect of 21.8% on learning achievement, and the rest is influenced by other factors. However, based on the results of the F test, the calculated F value is 2.008 with a p-value (sig.) of $0.101 > 0.05$ (= 5%), then H_0 is accepted, meaning that the regression model is not significant. The hypothesis which states "there is a positive and significant effect of teacher professional competence on student achievement in high school and vocational school in Banjarmasin is rejected.

Based on the results of the teacher's professional competency data test using the MANOVA analysis method on the variables of Teacher Performance (Y_1) and Student Learning Outcomes Achievement (Y_2) together, the following picture is obtained:

TABLE: LEVENE'S TEST OF PROFESSIONAL COMPETENCY

| Levene's Test of Equality of Error Variances ^a | | | | |
|--|-------|-----|-----|------|
| Variabel | F | df1 | df2 | Sig. |
| Kinerja Guru PAI | ,964 | 29 | 59 | ,531 |
| Prestasi Belajar Siswa | 1,467 | 29 | 59 | ,106 |
| Tests the null hypothesis that the error variance of the dependent variable is equal across groups. | | | | |
| a. Design: Intercept + Pendidikan * Sertifikat * Pengalaman * Diklat * Paham + Pendidikan + Sertifikat + Pengalaman + Diklat + Paham | | | | |

Data processed with SPSS 21

Judging from the significant number of Levene's Test for the two dependent variables, namely the Teacher Performance Assessment variable (0.531) which means accepting Ho, and the Learning Outcomes Achievement variable (0.106) it also means accepting Ho. Overall, it can be decided that there is no difference in the variance-covariance matrix between the two individual variables.

TABLE: MULTIVARIATE DIFFERENT TEST OF PRTESTSSIONAL COMPETENCY

| Multivariate Tests ^a | | | | | | |
|--|--------------------|---------|-----------------------|---------------|----------|------|
| Effect | | Value | F | Hypothesis df | Error df | Sig. |
| Intercept | Pillai's Trace | ,992 | 3653,795 ^b | 2,000 | 58,000 | ,000 |
| | Wilks' Lambda | ,008 | 3653,795 ^b | 2,000 | 58,000 | ,000 |
| | Hotelling's Trace | 125,993 | 3653,795 ^b | 2,000 | 58,000 | ,000 |
| | Roy's Largest Root | 125,993 | 3653,795 ^b | 2,000 | 58,000 | ,000 |
| Pendidikan * Sertifikat * Pengalaman * Diklat * Paham | Pillai's Trace | ,492 | 1,013 | 38,000 | 118,000 | ,462 |
| | Wilks' Lambda | ,553 | 1,051 ^b | 38,000 | 116,000 | ,408 |
| | Hotelling's Trace | ,725 | 1,087 | 38,000 | 114,000 | ,360 |
| | Roy's Largest Root | ,584 | 1,813 ^c | 19,000 | 59,000 | ,043 |
| Pendidikan | Pillai's Trace | ,020 | ,294 | 4,000 | 118,000 | ,881 |
| | Wilks' Lambda | ,980 | ,290 ^b | 4,000 | 116,000 | ,884 |
| | Hotelling's Trace | ,020 | ,287 | 4,000 | 114,000 | ,886 |
| | Roy's Largest Root | ,020 | ,592 ^c | 2,000 | 59,000 | ,556 |
| Sertifikat | Pillai's Trace | ,057 | 1,769 ^b | 2,000 | 58,000 | ,180 |
| | Wilks' Lambda | ,943 | 1,769 ^b | 2,000 | 58,000 | ,180 |
| | Hotelling's Trace | ,061 | 1,769 ^b | 2,000 | 58,000 | ,180 |
| | Roy's Largest Root | ,061 | 1,769 ^b | 2,000 | 58,000 | ,180 |
| Pengalaman | Pillai's Trace | ,119 | ,933 | 8,000 | 118,000 | ,492 |
| | Wilks' Lambda | ,882 | ,936 ^b | 8,000 | 116,000 | ,490 |
| | Hotelling's Trace | ,132 | ,938 | 8,000 | 114,000 | ,488 |
| | Roy's Largest Root | ,118 | 1,739 ^c | 4,000 | 59,000 | ,153 |
| Diklat | Pillai's Trace | ,178 | 6,263 ^b | 2,000 | 58,000 | ,003 |
| | Wilks' Lambda | ,822 | 6,263 ^b | 2,000 | 58,000 | ,003 |
| | Hotelling's Trace | ,216 | 6,263 ^b | 2,000 | 58,000 | ,003 |
| | Roy's Largest Root | ,216 | 6,263 ^b | 2,000 | 58,000 | ,003 |
| Paham | Pillai's Trace | ,063 | ,952 | 4,000 | 118,000 | ,437 |
| | Wilks' Lambda | ,937 | ,951 ^b | 4,000 | 116,000 | ,437 |
| | Hotelling's Trace | ,067 | ,950 | 4,000 | 114,000 | ,438 |
| | Roy's Largest Root | ,066 | 1,957 ^c | 2,000 | 59,000 | ,150 |

a. Design: Intercept + Pendidikan * Sertifikat * Pengalaman * Diklat * Paham + Pendidikan + Sertifikat + Pengalaman + Diklat + Paham

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

Data processed with SPSS 21

Based on the data above, the variables of teacher professional ability together with the variables of Teacher Performance and Student Learning Achievement can be explained: (1) The partial MANOVA output results were tested using Pillai, Wilk's Lambda, Hotelling's Trace, and Roy's Largest Root procedures, background variables education background have a sig. (0.881, 0.884, 0.886, 0.556), the variable ownership of educator certificates has sig. (0.180, 0.180, 0.180, 0.180), the teaching experience variable has sig. (0.492, 0.490, 0.488, 0.153), the variable level of understanding of teacher professionalism has a sig. (0.437, 0.437, 0.438, 0.150). The four variables show a significant number above 0.05, meaning Ho is accepted. This means that there is no difference through the test of the four procedures. Teacher Performance Assessment by Students and TIM simultaneously, not influenced by educational

background, ownership of educator certificates, teaching experience, and level of professional understanding of teachers. (2) The results of the MANOVA output tested using the Pillai, Wilk's Lambda, Hotelling's Trace, and Roy's Largest Root procedures, obtained sig. (0.462, 0.408, 0.360, 0.043), which overall can be concluded to be above 0.05, meaning H_0 is accepted. This means that there is an interaction between the variables of educational background, certificate ownership, teaching experience, participation in education and training, and the level of professional understanding of teachers.

The results of the MANOVA test, on the differences between individual groups between the variables of Teacher Performance and Student Achievement with the variable of teacher professional competence, obtained the following data:

TABLE: DIFFERENT TESTS OF BETWEEN-SUBJECTS EFFECTS ON PROFESSIONAL COMPETENCY

| Tests of Between-Subjects Effects | | | | | | |
|---|------------------------|-------------------------|----|-------------|----------|------|
| Source | | Type III Sum of Squares | df | Mean Square | F | Sig. |
| Corrected Model | Kinerja Guru PAI | 1202,521 ^a | 29 | 41,466 | 1,224 | ,251 |
| | Prestasi Belajar Siswa | 340,339 ^b | 29 | 11,736 | 1,002 | ,483 |
| Intercept | Kinerja Guru PAI | 46067,612 | 1 | 46067,612 | 1360,316 | ,000 |
| | Prestasi Belajar Siswa | 85160,918 | 1 | 85160,918 | 7270,139 | ,000 |
| Pendidikan * Sertifikat * Pengalaman * Diklat * Paham | Kinerja Guru PAI | 753,404 | 19 | 39,653 | 1,171 | ,312 |
| | Prestasi Belajar Siswa | 157,384 | 19 | 8,283 | ,707 | ,797 |
| Pendidikan | Kinerja Guru PAI | 3,765 | 2 | 1,883 | ,056 | ,946 |
| | Prestasi Belajar Siswa | 9,458 | 2 | 4,729 | ,404 | ,670 |
| Sertifikat | Kinerja Guru PAI | 3,972 | 1 | 3,972 | ,117 | ,733 |
| | Prestasi Belajar Siswa | 33,340 | 1 | 33,340 | 2,846 | ,097 |
| Pengalaman | Kinerja Guru PAI | 123,790 | 4 | 30,948 | ,914 | ,462 |
| | Prestasi Belajar Siswa | 27,847 | 4 | 6,962 | ,594 | ,668 |
| Diklat | Kinerja Guru PAI | 128,477 | 1 | 128,477 | 3,794 | ,056 |
| | Prestasi Belajar Siswa | 62,003 | 1 | 62,003 | 5,293 | ,025 |
| Paham | Kinerja Guru PAI | 5,284 | 2 | 2,642 | ,078 | ,925 |
| | Prestasi Belajar Siswa | 36,051 | 2 | 18,025 | 1,539 | ,223 |
| Error | Kinerja Guru PAI | 1998,057 | 59 | 33,865 | | |
| | Prestasi Belajar Siswa | 691,114 | 59 | 11,714 | | |
| Total | Kinerja Guru PAI | 308241,397 | 89 | | | |
| | Prestasi Belajar Siswa | 625624,762 | 89 | | | |
| Corrected Total | Kinerja Guru PAI | 3200,578 | 88 | | | |
| | Prestasi Belajar Siswa | 1031,453 | 88 | | | |

a. R Squared = ,376 (Adjusted R Squared = ,069)

b. R Squared = ,330 (Adjusted R Squared = ,001)

Data processed with SPSS 21

Based on the data above, the variables of teacher professional ability together with the variables of Teacher Performance and Student Learning Achievement can be explained: 1) The p-value (sig.) shows the number sig. > 0.05 for both Teacher Performance and Student Learning Achievement variables, except for the dependent variable participation in education and training which has a p-value (sig.) of $0.25 < 0.05$. This is for learning achievement and the p-value (sig.) of $0.56 > 0.05$ is above the standard value of significance but is still within the tolerance limit of 10%. This shows that there is a difference in the average of each group. Thus, the participation variable in the training and education has different results between groups on the Learning Achievement variable and the Teacher Performance variable. 2) Value of sig. the corrected model shows the test results of 0.483 for Teacher Performance and 0.251 for Student Learning Outcomes. This means that the two regression models are not feasible to predict the relationship between Teacher Professional Competence

(X_2) and Teacher Performance (Y_1) and Learning Outcomes (Y_2) variables. So the next test cannot be continued.

The results of individual calculations without involving other components on the sub-variables of participation in training on teacher performance and learning achievement can be seen from the following test results:

TABLE: TESTING DIFFERENT PARTICIPATION IN TRAINING

| Tests of Between-Subjects Effects | | | | | | |
|---|------------------------|-------------------------|----|-------------|-----------|------|
| Source | | Type III Sum of Squares | df | Mean Square | F | Sig. |
| Corrected Model | Kinerja Guru PAI | 213,421 ^a | 1 | 213,421 | 6,216 | ,015 |
| | Prestasi Belajar Siswa | 72,077 ^b | 1 | 72,077 | 6,536 | ,012 |
| Intercept | Kinerja Guru PAI | 95892,835 | 1 | 95892,835 | 2792,849 | ,000 |
| | Prestasi Belajar Siswa | 175009,041 | 1 | 175009,041 | 15870,505 | ,000 |
| Diklat | Kinerja Guru PAI | 213,421 | 1 | 213,421 | 6,216 | ,015 |
| | Prestasi Belajar Siswa | 72,077 | 1 | 72,077 | 6,536 | ,012 |
| Error | Kinerja Guru PAI | 2987,157 | 87 | 34,335 | | |
| | Prestasi Belajar Siswa | 959,376 | 87 | 11,027 | | |
| Total | Kinerja Guru PAI | 308241,397 | 89 | | | |
| | Prestasi Belajar Siswa | 625624,762 | 89 | | | |
| Corrected Total | Kinerja Guru PAI | 3200,578 | 88 | | | |
| | Prestasi Belajar Siswa | 1031,453 | 88 | | | |
| a. R Squared = ,067 (Adjusted R Squared = ,056) | | | | | | |
| b. R Squared = ,070 (Adjusted R Squared = ,059) | | | | | | |

Data processed with SPSS 21

Based on the data above, the sub-variable of participation in training simultaneously on the variables of Teacher Performance and Student Learning Achievement has a calculation result that is almost the same as the involvement of other components. The calculation results can be explained: 1) The p-value (sig.) on the dependent variable of participation in the training has a p-value (sig.) of $0.015 < 0.05$ on teacher performance, and a p-value (sig.) of $0.012 < 0.05$ on student achievement. Both models are below the 0.05 significance value. This shows that there is a difference in the average of each group. Thus, the participation variable in the training and education has different results between groups on the learning achievement variable and the teacher performance variable. 2) Value of sig. the corrected model shows the test results of 0.015 for teacher performance assessment and 0.012 for student achievement. This means that the two regression models are declared feasible to predict the relationship between Participation in Education and Training on Teacher Professional Competence (X_2) with the variables of Teacher Performance (Y_1) and Learning Outcomes Achievement (Y_2) so that the next test can be continued.

3. The Effect of Teacher Performance (X_1) on Student Achievement (Y_2).

Based on the results of the teacher's performance data test, which consists of (1) Teacher Performance and Planning, (2) Teacher Performance in the Implementation of Learning, and (3) Teacher Performance in Assessment with the Linear Regression analysis method on Student Learning Outcomes Achievement obtained picture as follows:

TABLE: EFFECT OF TEACHER PERFORMANCE (X_1) ON LEARNING OUTCOME ACHIEVEMENT (Y_2)

| Model Summary ^b | | | | | |
|---|-------------------|----------|-------------------|----------------------------|---------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
| 1 | ,316 ^a | ,100 | ,068 | 3,30492 | 1,558 |
| a. Predictors: (Constant), Kinerja Perencanaan Pembelajaran, Kinerja Pelaksanaan Pembelajaran, Kinerja Penilaian Pembelajaran | | | | | |
| b. Dependent Variable: Rerata Prestasi Belajar Siswa | | | | | |

Data processed with SPSS 21

The results of the calculation output to see how much the contribution of the teacher performance variable to learning achievement, the results of the regression test on (1) Learning Planning Performance, (2) Teacher Performance in Learning Implementation, and (3) Teacher Performance in Assessment of Learning Outcomes Achievement Students (Y_2) obtained (1) R-value of 0.316, this illustrates that there is a significant correlation between the independent variable of teacher performance and the dependent variable of student achievement, (2) the R-square value of 0.100 indicates that the model can explain the behavior of the data by 10% and the rest is influenced by other factors.

TABLE: FEASIBILITY MODEL OF TEACHER PERFORMANCE INFLUENCE (X_1) ON LEARNING OUTCOME ACHIEVEMENT (Y_2)

| ANOVA ^a | | | | | | |
|--|------------|----------------|----|-------------|-------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 103,043 | 3 | 34,348 | 3,145 | ,029 ^b |
| | Residual | 928,410 | 85 | 10,922 | | |
| | Total | 1031,453 | 88 | | | |
| a. Dependent Variable: Rerata Prestasi Belajar Siswa | | | | | | |
| b. Predictors: (Constant), Kinerja Perencanaan Pembelajaran, Kinerja Pelaksanaan Pembelajaran, Kinerja Penilaian Pembelajaran, | | | | | | |

Data processed with SPSS 21

Based on the results of the F test on the data, the calculated F value is 3.145 with a p-value (sig.) of 0.029 < 0.05 ($\alpha = 5\%$), then H_0 is rejected, meaning that the regression model is significant and feasible to use. The hypothesis which states "there is a positive and significant influence on Teacher Performance (X_1) on Student Achievement (Y_2) in SMA and SMK Banjarmasin City" can be accepted.

TABLE: INFLUENCE OF TEACHER PERFORMANCE (X_1) ON LEARNING OUTCOME ACHIEVEMENT (Y_2)

| Coefficients ^a | | | | | | |
|---------------------------|----------------------------------|-----------------------------|------------|---------------------------|--------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 77,461 | 2,979 | | 26,002 | ,000 |
| | Kinerja Perencanaan Pembelajaran | -,159 | ,132 | -,262 | -1,200 | ,233 |
| | Kinerja Pelaksanaan Pembelajaran | ,217 | ,080 | ,652 | 2,733 | ,008 |
| | Kinerja Penilaian Pembelajaran | -,129 | ,111 | -,212 | -1,165 | ,247 |

a. Dependent Variable: Rerata Prestasi Belajar Siswa

Data processed with SPSS 21

Based on the results of the partial test of teacher performance data on: (1) Teacher Performance in Planning, (2) Teacher Performance in Learning Implementation, and (3) Teacher Performance in Assessment of Student Learning Outcomes Achievement (Y_2), the picture is obtained: (1) Values constant = 77.461, with details: (a) the correlation coefficient of learning planning performance is -0.159 with a p-value (sig.) of 0.233. The learning planning performance variable did not differ on learning achievement and gave a negative contribution to learning achievement, (b) the correlation coefficient of learning implementation performance was 0.217 with a p-value (sig.) of 0.008. Variables of learning implementation performance differ on learning achievement and give a positive contribution to learning achievement, and (c) the correlation coefficient of learning assessment performance is -0.125 with a p-value (sig.) of 0.247. The learning assessment performance variable did not differ in learning achievement and gave a negative contribution to learning achievement. Thus, the implementation of teacher performance assessment that has been carried out so far cannot be measured empirically through learning planning and assessment, it can only be seen from the implementation of learning assessments, (2) The regression model for this model is $Y = 77.461 + (-0.159) + (0.217) + (-0,129)X_1$.

Conclusion

Based on the data presented in the research and discussion that has been described in the previous chapter, it can be concluded as follows:

- 1) Professional Competence of Teachers: Professional Competencies of Islamic Education Teachers in the Banjarmasin city environment are generally included in the good category.
- 2) Learning Achievement: The results of high school/vocational high school student achievement in Islamic Religious Education subjects are in the range above the KKM, with the lowest score of 70.00 and the highest being 96.00 for high school units with an average value of 83.62 and SMK with the lowest score 71 and the highest 96 with an average score of 84.11.
- 3) Teacher Performance: The performance of PAI teachers is seen in the preparation of lesson plans, implementation of learning, and implementation of assessments. 26.6% of PAI teachers perform well and 76.4% perform very well.
- 4) There is no significant effect of teacher professional competence on teacher performance and student learning achievement in high school and vocational education units in Banjarmasin City. However, in the sub-variable of participation in education and training, there is a significant influence on teacher performance and student achievement.

- 5) Teaching experience has no significant effect on teacher performance and student learning achievement. However, the training activities based on the consideration of the experience of the teacher's tenure indicate a significant difference and influence on teacher performance and learning achievement.
- 6) There is a significant influence of teacher performance on the learning achievement of Islamic Religious Education.
- 7) Teacher performance on the components of lesson planning, implementation of learning, and assessment of learning based on the results of multiple regression calculations have different results. The components of learning planning and learning assessment have no significant effect on learning achievement, but the components of the implementation of learning have effects on student achievement.

Suggestion:

As an effort to improve the quality of PAI learning in SMA/SMK units in the City of Banjarmasin, South Kalimantan, based on the conclusions above, the following points need to be considered:

1. Teacher performance in this study is still limited to the pedagogic and professional competence of teachers which is processed through performance planning, implementation of learning, and assessment of teacher learning. Competence in personality and social aspects has not been explored with the target students, peers, and parents of students. Therefore, there is a need for more comprehensive research on teacher performance from the perspective of the principal, peers, students, and students.
2. "Willingness and Commitment" are sub-variables that can affect a person's "performance" which has not received special attention in this study, therefore it is recommended to carry out comprehensive research on the elements forming performance, including "Willingness and Commitment".

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