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The Influence of Pedagogical Competence, Social Competence, Personal Competence and Professional Competency on Performance Islamic Religious Education Teacher at Muhammadiyah Middle School, Banjar Regency, South Kalimantan Province

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ABSTRACT

This study aims to analyze the effect of pedagogic competence, social competence, personality competence and professional competence on the performance of Islamic religious education teachers in Middle Schools in Banjar Regency, South Kalimantan Province. The research method used is analytic survey. The type of research is explanatory research. The population in the study was 179 people, the determination of the number of samples used the Slovin formula with a sample of 65 people. Data collection techniques using questionnaires, documentation, interviews and observations. Validity and reliability tests were carried out on the research instrument. Data were analyzed by multiple linear regression analysis with classical assumption test. The results showed that pedagogic competence, social competence, personality competence and professional competence had a significant partial and simultaneous effect on the performance of Islamic religious education teachers in Middle Schools in Banjar Regency, South Kalimantan Province. The coefficient of determination of teacher performance can be predicted by the variables of pedagogic competence, social competence, personality competence and professional competence of 55.1%.

Keywords: Pedagogic Competence, Social Competence, Personality Competence and Professional Competence

INTRODUCTION

Professional teachers are teachers who prioritize the quality and quality of education, teacher services must meet the standardization of the needs of the community, nation, and users and maximize the abilities of students based on the potential and skills possessed by each individual. Competencies that must be possessed by a teacher include pedagogic competence, personality competence, social competence, and professional competence. All these competencies must be

possessed by a teacher in carrying out their duties and responsibilities in order to have good competence.

Teacher competence is a teacher's effort to improve student learning achievement through teaching. The competence of teachers through the implementation of their duties as educators, teachers and trainers of their students is expected to make a meaningful contribution to the achievement of the educational goals that have been set. Teacher competence in this study is the ability of a classroom teacher to carry out a job in accordance with predetermined goals that are directly related to their duties and obligations such as making lesson plans, implementing learning processes, and evaluating learning outcomes and other relevant tasks related to responsibilities. he answered. Therefore, teachers are required to display competence as much as possible, so that the expected goals can be achieved optimally.

Given the importance of the teacher's role in efforts to improve the quality of education, it is appropriate that the abilities of educators are improved, nurtured properly and given continuous motivation and supervision from the principal. However, if we look more closely at the existing reality regarding teacher competence, it is still far from expectations. Based on the results of observations, it can be seen that the competence of teachers in Banjar Regency is still not optimal. Where there are still many teachers who do not understand the management of learning and teachers have not been creative in delivering subject matter, they are more centered on the teacher as information while students are only listeners, so students feel bored and pay less attention. Besides that, there are still many teachers who have not incorporated character education into the activities of the learning process, developing teaching materials, many teachers are still experiencing some obstacles in the administration of learning such as not making learning tools as one of their responsibilities as a teacher.

Teachers must be able to create a new learning atmosphere so that learning becomes more interesting, so that students can be active in developing their potential, for example students can learn to interact with their friends in class and can be active in solving problems given by the teacher. In fact, the learning process carried out so far is still teacher-centered. The teacher explains the material and students take notes on the material that has been recorded on the blackboard. This kind of learning process will result in a lack of interaction between students and teachers. In addition, the mastery of the class carried out by the teacher was not optimal. This can be seen from the learning activities. When the teacher is busy explaining the subject matter, students are also busy with other activities, so students do not pay attention to the teacher's explanation.

With regard to interaction in learning, there are several factors that need to be considered. These facts include learning motivation and learning methods. Learning motivation is one of the internal factors that is quite important in the learning process. Motivation is needed to foster interest in the lessons taught by the teacher. While the learning method also determines the success or failure of the learning process. With the right method can foster student motivation in learning and will automatically support the achievement of learning objectives. Both of these factors affect learning achievement and have a big enough share in learning.

Learning outcomes are one of the things that are closely related to student learning motivation. If a student is motivated high enough to listen, learn and understand, then the value he gets will

meet the competency standards that have been set. Teachers greatly affect the learning outcomes of a student. Student learning outcomes are said to be good, can be obtained from the methods and methods used by the teacher during learning. The use of tools and props also clarifies the content of the learning material. The teacher's skills in delivering learning materials, the teacher's skills in telling stories or conveying a material and the teacher's body language will be able and easily understood by students.

A teacher must be able to be a role model for students. He must be able to improve his competence as a teacher both professionally and pedagogically. He must also be able to provide motivation in learning to students so that students excel and are able to get satisfactory and desired learning outcomes. A teacher must have high motivation and he must be able to provide good and positive things to students, so that students are motivated and optimistic in getting satisfactory learning outcomes and able to excel. This is because good performance depends on the competence and quality of a teacher in providing lessons and directions.

The results of a preliminary study conducted by researchers, related to learning Islamic religious education for all students in Banjar Regency, South Kalimantan Province, from 179 schools with a total of 6,487 students as much as 35% are still incomplete in Islamic religious education subjects, even though Islamic religious education is very important for student life.

LITERATURE REVIEW

Teacher Competence

Competent and competence are two words that are increasingly spoken in business circles and government organizations lately. So often, the true meaning of the two words tends to be simplified. Competence and competence, for example, are considered the same as skills or abilities. People who are experts in the field of building engineering, for example, are considered competent in the field of building engineering. In fact, the competence of a building engineer who works as a lecturer will be different from that of a building engineer who works as a Project Manager. Here, it can be seen that individual competence cannot stand alone, only limited to a person's habits or abilities, but it is closely related to the duties and professions carried out by that person at work.

Competence is recognized as a factor that plays an important factor in a person's success in his work. As an example of a teacher as a profession, the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, states that teachers are required to have academic qualifications, competencies, educator certificates, physically and mentally healthy, and have the ability to realize national education goals. Furthermore, the Minister of National Education of the Republic of Indonesia through Ministerial Regulation No. 16 of 2007 stipulates the Standards of Academic Qualification and Teacher Competence. The identification of appropriate teacher competencies is considered to have a valid predictive value for the success of teachers in their work.

Kuswana (2010:3) states that teacher competence is the result of work given by teachers through teaching methods given to students so that students understand, are intelligent, experience much better behavioral changes and think systematically. Yamin and Maisah (2010:87) suggest that teacher competence is the teacher's way of doing something

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continuously and continuously in order to get results in accordance with previous wishes and goals.

Teacher Competency Indicators in the Law on Teachers and Lecturers NO. 14/2005 and Government Regulation No. 19/2005 covers professional, personal and social pedagogic competencies.

Pedagogic Competence

Pedagogic competence is the ability to manage student learning which includes understanding students, planning and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. Pedagogic competence includes understanding of students, planning and implementation of learning. Evaluation of learning outcomes, and the development of students to actualize their various potentials. In detail, each sub-competency is translated into essential indicators as follows: The sub-competence of understanding students in depth has essential indicators: understanding students by utilizing the principles of cognitive development, understanding students by utilizing personality principles, and identifying the initial provisions of students. Designing learning, including understanding the educational foundation for the benefit of learning. These sub-competencies have essential indicators: understanding the foundation of education, applying learning and learning theory, determining learning strategies based on the characteristics of students, competencies to be achieved and teaching materials, and preparing learning plans based on the chosen strategy.

The sub-competence of implementing learning evaluation has essential indicators: arranging the learning background, and carrying out conducive learning. The sub-competence of designing and implementing learning evaluations has essential indicators: designing and implementing evaluations of learning processes and outcomes by determining the level of mastery learning and utilizing the results of learning assessments to improve the quality of learning programs in general. Sub- competencies develop students to actualize various competencies, have essential indicators: facilitating students to develop various academic potentials, and facilitating students to develop various academic potentials, and facilitating students to develop various non-academic potentials.

Professional Competence

Professional competence is competence or ability related to the completion of teacher tasks. This competency is a very important competency, because it is directly related to the performance displayed. Therefore, the level of professionalism of a teacher can be seen from this competency. Professional competence is the ability to master academics (subjects/fields of study) that are taught and integrated with their teaching abilities so that teachers have academic authority. In the National Education Standards, the explanation of article 28 paragraph 3 point c states that what is meant by professional competence is the ability to master learning materials broadly and deeply which allows guiding students to meet the competency standards set out in the National Education Standards.

Professional competence is mastery of learning materials broadly and deeply, which includes mastery of curriculum material in school subjects and the scientific substance that overshadows the material, as well as mastery of the structure and scientific methodology. Each of these sub-competencies has the following essential indicators: The sub-competence of

mastering scientific substances related to the field of study has essential indicators: understanding the teaching materials in the school curriculum, understanding the structure, concepts, and scientific methods that are overshadowing or coherent with teaching materials, understanding the relationship between concepts between related subjects, and apply scientific concepts in everyday life. The sub-competence of mastering scientific structures and methods has essential indicators of mastering research and study steps to deepen knowledge of subject matter in a professional field of study in a global context.

Personal Competence

Personality competence is an ability that reflects a steady, stable, mature, wise, and authoritative personality, becomes an example for students and has noble character. Personal competence is a set of behaviors related to the individual's ability to manifest himself as an independent person to carry out self-transformation, self-identity, self-identity and self-understanding. Personal competence includes "the abilities in self-understanding, self-management, self-control and self-respect". In detail, these sub-competencies can be described as follows: A stable and stable personality sub- competence has essential indicators: acting in accordance with legal norms, acting in accordance with social norms, being proud as a teacher, and having consistency in acting according to norms. Mature personality sub-competence has essential indicators: showing independence in acting as an educator and having a work ethic as a teacher.

The sub-competence of a wise personality has essential indicators: showing actions based on the benefits of students, schools, and communities and showing openness in thinking and acting. An authoritative personality sub-competence has essential indicators: having a behavior that has a positive effect on students and having a respected behavior. Sub-competences of noble character and being able to be role models have essential indicators: acting according to religious norms (faith and piety, honest, sincere, helpful), and having behaviors that students imitate. Self-evaluation and self-development sub-competencies have essential indicators: having the ability to introspect, and being able to develop one's potential optimally.

Social Competence

Social competence is the ability of teachers to communicate and interact effectively with students, fellow educators, education staff, parents/guardians of students, and the surrounding community. Social competence is a set of certain behaviors that are the basis of self-understanding as an inseparable part of the social environment and the achievement of effective social interactions. This competency has sub-competencies with essential indicators as follows: Able to communicate and interact effectively with students, this sub-competency has essential indicators: communicate effectively with students. Able to communicate and get along effectively with fellow educators and teaching staff. Able to communicate and get along effectively with parents/guardians of students and the surrounding community.

Teachers are social beings, who in their lives cannot be separated from the social life of the community and their environment, therefore teachers are required to have adequate social competence, especially in relation to education which is not limited to learning at school but also to education that occurs and takes place. in society. The teacher is a character and type of being who is given the task and responsibility, fosters and guides the community towards the prevailing norms. For this reason, teachers need to have social skills with the community in

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order to organize an effective teaching and learning process. Because with the social skills that the teacher has, automatically the relationship between the school and the community will go hand in hand smoothly. So that if there are problems between the school and the community (parents or guardians) they do not find it difficult to find a solution.

Teacher Performance

Mulyasa (2012: 125), the performance criteria include an understanding of duties and responsibilities, abilities and skills, high morale, and initiative. Darajat (2012:266), a teacher is someone who can provide knowledge and explanations about learning based on his experience, insight and sufficient knowledge so that others are able to accept, be guided and can be directed to become a much better person. A teacher is a good role model for students or the community. The requirements for a teacher according to Darajat (2012: 182) are fear of God Almighty, knowledgeable, namely having extensive knowledge and being able to convey to students, having good health physically or spiritually in the sense of not experiencing mental disorders and not in a state of health, seriously ill, has good manners and is virtuous which students can emulate.

The factors that influence the role of teachers in educating according to Djamrah (2012: 43), as correctors, are able to be fair and honest by distinguishing things scientifically or facts such as right and wrong things and considering the impact of mistakes and minimizing mistakes made. As an inspiration, he is able to provide an image that can be used as an example and role model for students. As an Informer, able to provide the latest information. As an organizer, able to divide time and competent in carrying out tasks. As a motivator, able to encourage students to be passionate and active in learning. As a facilitator, providing facilities, both facilities and infrastructure for students that allow the convenience of students' learning activities so that a pleasant learning environment will be created for students. As a mentor, able to teach and educate children to think better. As a Demonstrator, able to demonstrate and provide an overview of learning so that students better understand not only in theory but also in practice.

Kuswana (2010:3) states that teacher performance is the result of work given by teachers through teaching methods given to students so that students understand, are intelligent, experience much better behavioral changes and think systematically. Yamin and Maisah (2010:87) suggest that teacher performance is the teacher's way of doing something continuously and continuously in order to get results in accordance with previous wishes and goals. Fadel (2012:195) indicators used to measure teacher performance: Understanding of the main tasks and functions, Innovation, Speed of work, Accuracy of work and Cooperation

RESEARCH METHODOLOGY

Population and Sample

This research was conducted at elementary schools in Tapin Regency, South Kalimantan Province, the population in this study were all teachers of Islamic religious education at Middle Schools in Banjar Regency, South Kalimantan Province, totaling 179 people. Determination of the number of samples using the Slovin formula with a sample of 65 people. The collection technique is a survey method with a questionnaire instrument, the data measurement scale uses a Likert.

Data analysis used multiple linear regression which serves to determine the effect/relationship between the independent variable and the dependent variable. Data processing using SPSS version 25 program with multiple regression equations $Y = a + {}_{b1} X_1 + b_2X_2 + b_3X3 + b_4X4 + e$

RESULTS AND DISCUSSION

Multiple Linear Regression Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5,456	1,890		2,887	,005
	X1	,931	,390	,516	2,384	,020
	X2	,940	,416	,618	2,968	,000
	X3	,653	,300	,465	2,174	,034
	X4	,363	,143	,244	2,532	,014

a. Dependent Variable: Y

Based on the results of data processing, the multiple regression equation obtained is Y= 5.456 + 0.931X1 + 0.940X2 + 0.653X3 + 0.363X4, meaning that the regression coefficient of the Pedagogical Competency variable (X1) is 0.931, meaning that if the Pedagogical Competence (X1) increases by 1 unit, then the Performance Islamic Religious Education teachers will increase by 0.931. The regression coefficient of the Social Competence variable (X2) is 0.940, meaning that if Social Competence (X2) increases by 1 unit, then the Performance of Islamic Religious Education Teachers will increase by 0.940. The regression coefficient of the Personality Competence (X3) variable is 0.653, meaning that if the Personality Competence (X3) increases by 1 unit, then the Performance of Islamic Religious Education Teachers will increase by 0.653. The regression coefficient of the Professional Competence (X4) variable is 0.363, meaning that if the Professional Competence (X4) increases by 1 unit, then the Performance of Islamic Religious Education Teachers will increase by 0.363.

Simultaneous Test

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1264,479	4	316,120	18,378	,000[a]
	Residual	1032,074	60	17,201		
	Total	2296,554	64			

Predictors: (Constant), X4, X2, X3, X1
Dependent Variable: Y

The results of the analysis show that (Sig. = 0.000 <0.05), meaning that pedagogic competence, social competence, personality competence and professional competence have a significant simultaneous effect on the performance of Islamic religious education teachers in Middle Schools in Banjar Regency, South Kalimantan Province.

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Partial Test

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5,456	1,890		2,887	,005
	X1	,931	,390	,516	2,384	,020
	X2	,940	,416	,618	2,968	,000
	X3	,653	,300	,465	2,174	,034
	X4	,363	,143	,244	2,532	,014

a. Dependent Variable: Y

The results showed that the prob value. t count (Sig.) of the independent variables of 0.020 <0.05, it means that there is a significant influence of Pedagogic Competence on the performance of Islamic religious education teachers in Middle Schools in Banjar Regency, South Kalimantan Province. The results showed that the prob value. tcount (Sig.) of the independent variable of 0.000 <0.05, it means that there is a significant influence of Social Competence on the performance of Islamic religious education teachers in Middle Schools in Banjar Regency, South Kalimantan Province. The results showed that the prob value. t count (Sig.) of the independent variables of 0.014 <0.05, it means that there is a significant influence of Personality Competence on the performance of Islamic religious education teachers in Middle Schools in Banjar Regency, South Kalimantan Province. The results showed that the prob value. tcount (Sig.) of the independent variables of 0.013 <0.05, it means that there is a significant effect of Professional Competence on the performance of Islamic religious education teachers in Middle Schools in Banjar Regency, South Kalimantan Province. To test the most dominant influence by comparing the value of Beta, based on the results of data processing, the Beta value of the variable pedagogic competence was 0.516, social competence was 0.618, personality competence was 0.465 and professional competence was 0.244. Social competence has the largest Beta value (0.618), meaning that social competence has the most dominant influence on the performance of Islamic religious education teachers in Middle Schools in Banjar, South Kalimantan Province.

Coefficient of Determination Test (R^2)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,742[a]	,551	,521	4,147	1,051

Predictors: (Constant), X4, X2, X3, X1

Dependent Variable: Y

The value of the coefficient of determination is 0.551 or equal to 55.1%, meaning that teacher performance can be predicted by the variables of Pedagogic Competence (X1), Social Competence (X2), Personality Competence (X3) and Professional Competence (X4) of 55.1%, while the rest is influenced by variables that do not exist in this study.

DISCUSSION

Pedagogic competence is the ability of teachers to manage student learning at least including: (1) Ability to manage learning, (2) Understanding of students, (3) Development of curriculum/syllabus,

(4) Design of learning, (5) Implementation of effective learning educating and dialogical, (6) Utilization of learning technology, (7) Evaluation of learning outcomes, and (8) Development of students to actualize their various potentials (Mulyasa, 2007). Government Regulation Number 19 of 2005 concerning National Education Standards states that professional competence is the ability of teachers to master learning materials broadly and deeply including concepts, structures, and scientific/technology/art methods that are overshadowed/coherent with teaching materials. Siswandari and Susilaningsih (2013) state that pedagogic competence is a distinctive competence as a teacher, which will distinguish teachers from other professions and will determine the level of success of the process and learning outcomes of their students. Professional competence can be carried out by further study in the Strata 2 program, attending seminars, courses and training, journaling, and utilizing professional institutions.

Personality competence according to the National Education Standards is an ability that reflects a steady, stable, mature, wise and authoritative personality, as well as being a role model for students and having noble character. All teacher behavior is personally a concern for students. Personality competencies allow teachers to be examples and role models for students. Teacher personality competencies according to Mulyasa (2007) include: 1) Stable and stable personality, 2) Mature personality, 3) Wise personality, 4) Authoritative personality, 5) Personality with noble character and being a role model for students. The Effect of Professional Competence on the Performance of Middle School Islamic Religious Education Teachers in Banjar District, South Kalimantan Province.

Teacher professionalism is the views and feelings of teachers towards their profession as educators which is manifested in the form of a sense of devotion to the profession, application of social obligations, teacher independence in making / making decisions, independence, confidence in the profession, and teacher relationships with fellow professions (Deni Koswara, et al. ., 2009). Teacher professionalism is a condition that must always be achieved by teachers in the learning process. As learning agents, teachers are required to always develop themselves both scientifically and self-skills related to the subjects being taught. Based on PP RI No. 74 of 2008 and its amandments regarding teachers, a teacher is said to have professionalism if he has four competencies, namely having an undergraduate education qualification, certified educator, having pedagogic competence, professional competence, social competence, and personality competence. Teacher professionalism cannot be separated from the teacher development process, either directly by the principal and supervisor or also by the Centers for Development and Empowerment of Education for Education Personnel (Dwi Diar E and Nikmat Akmal, 2014). Professionalism is a commitment of professionals to their profession which is manifested in the form of pride in their profession, trying continuously to develop their quality. There are efforts to improve the quality of self in professionalism. Professionalism is the attitude of members of the profession towards their profession in earnest and the degree of knowledge and expertise possessed in carrying out their professional duties.

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CONCLUSION

Pedagogic Competence, Social Competence, Personality Competence and Professional Competence have a significant simultaneous effect on the Performance of Middle School Islamic Education Teachers in Banjar Regency, South Kalimantan Province. Pedagogical Competence, Social Competence, Personality Competence and Professional Competence partially have a significant effect on the Performance of Middle School Islamic Education Teachers in Banjar Regency,

South Kalimantan Province. Social Competence has the most dominant influence on the Performance of Middle School Islamic Religious Education Teachers in Banjar District, South Kalimantan Province.

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