The Influence of Professional Competence Of Islamic Education Teachers On Behavioral Changes In Al-Husna High School Students, Tangerang City

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ABSTRACT

This study aims to determine the effect of professional competency of Islamic education Teachers on changes in the behavior of SMA Al-Husna Tangerang. The hypothesis tested states that there is a significant influence of teacher professional competence on changes in the behavior. This research was conducted using survey and quantitative descriptive methods. The population in the study were all students as the target population, totaling 105 students, while the reachable population consisted of 44 students. The research instrument for measuring teacher professional competence uses a questionnaire. Validity is calculated using the product moment correlation technique. Reliability is calculated by Alpha Cronbach formula. The test results show that 39 statement items are declared valid, and the reliability of r count = 0.96. The analysis requirements test is the normality test using the Lilie Fors test and the homogeneity test using the Fisher test. Inferential analysis with simple regression and correlation analysis. The results of the study concluded as follows: there is a significant influence of teacher professional competence on changes in the behavior, with a correlation coefficient = 0.96 at a significance level of 0.05. This means that the hypothesis which states that there is a significant influence between the professional of teachers on changes in student behavior is accepted. So that the teacher's professional competency variable (X) makes a contribution to the variable changes in student behavior (Y) of 0.96%. This means that the interpretation of the correlation coefficient or the influence of the teacher's professional competence is very strong.

Keywords: Student Behavior Change, Teacher Professional Competence, Islamic education

A. INTRODUCTION

Education has an important role in shaping the development and changes in student behavior.(Muzakki, 2018) The teacher as the main facilitator in the learning process plays a key role in establishing a conducive learning environment and inspiring students to achieve their best potential.(Zubaidi & Zubairi, 2022) In this context, it is important to pay attention to the professional competence of teachers and how it can affect changes in student behavior.(Muzakki, 2014a) Behavior is the pillar of the ummah, just as prayer is the pillar of Islam, in other words if the behavior of a ummah is damaged, the nation will be damaged.(Muzakki, 2014b)

Behavioral education which is the goal of Islamic education must be implemented in the family environment. (Z. Zubairi, Nurdin, dkk., 2022a)The position of behavior is occupying a very noble position even behavior is a characteristic of religious people, because of the noble position of behavior in Islam so that the verses of the Qur'an allude a lot about behavior even up to 1,504 verses which tell about behavior both in theory and practice, directly or indirectly.(Muzakki, Solihin, dkk., 2022a) Good behavior is an interpretation of the life of Rasulullah SAW and the behavior of the Prophet is sourced from the Al-Qur'an, so indirectly the Qur'an tells a lot about behavior.(Muzakki & Nurdin, 2022a)

The purpose of this study is to identify the extent to which the professional competence of teachers at SMA Al-Husna influences changes in student behavior. By analyzing this relationship, this research is expected to contribute to understanding the importance of teacher professional competence in creating a learning environment that supports and stimulates positive behavior change in students.(Abnisa & Zubairi, 2022) Overall, this study aims to bridge the existing research gap by deepening understanding of the effect of professional competency of Islamic education Teachers on changes in student behavior at Al-Husna High School, Tangerang City. Thus, this research has important value related to improving the quality of education and learning in schools, especially in producing positive changes in student behavior. (Muzakki & Nurdin, 2022a)However, it is also important to consider contextual factors that might influence the relationship between teacher professional competence and changes in student behavior at SMA Al-Husna Kota Tangerang. Factors such as school culture, socio-economic conditions of students, curriculum structure, and support from school management can play a role in influencing the implementation of teacher professional competence and student responses to it.(Z. Zubairi & Nurdin, 2022)

By deepening the understanding of the effect of professional competency of Islamic education Teachers on changes in student behavior at SMA Al-Husna Tangerang City, this

research is expected to make a significant contribution. The results of this research can provide a deeper understanding of how teachers can effectively influence students' behavior through developing their professional competence. This can become the basis for the development of educational policies and strategies that focus on improving teacher competency to achieve more positive changes in student behavior.(Abnisa & Zubairi, 2022)

Teacher Professional Competence is behavior to achieve the required goals in accordance with the required conditions as well.(Muzakki, 2022a) The teacher as an educator is a determining factor for the success of education in schools, especially the factor of changes in students at school. The main task of the teacher is to provide knowledge (cognitive), attitudes/values (affective) and skills (psychomotor) to students.(Z. Zubairi, Nurdin, dkk., 2022a) The task of the teacher in the field also plays a role as a guide for the teaching and learning process to achieve educational goals. Thus the task and role of the teacher is to teach and educate. In this regard, teachers must have high innovation. As individuals, students have various potentials that can be developed.(Lusiana dkk., 2022) The reality faced, not all students realize their potential to then understand and develop it. On the other hand, as individuals who interact with the environment, students cannot escape problems.(Z. Zubairi, 2022a)

Realizing the reality of the above needs the professional role of the teacher so that he can act appropriately according to the potential that exists in him.(M. P. I. Zubairi, t.t.-b) Schools as educational institutions not only function to provide knowledge but also develop children's personalities towards good behavior.(Muzakki, 2022b) As a professional teacher plays an important role in helping students develop aspects of their personality and environment, as well as developing aspects of students' good behavior in the family, school and community.(Z. Zubairi, Muljawan, dkk., 2022) Thus, this research is not only beneficial for SMA Al-Husna Kota Tangerang, but can also contribute to the broader educational context. The results of this study can be used as a reference by other schools in their efforts to improve the quality of education and shape better student behavior.(Abnisa, 2017)

B. METHODS

The research method used in this study is a quantitative method.(Arikunto, 2010) The following is a more detailed explanation of research methods that can be applied in research on the effect of professional competency of Islamic education Teachers on changes in the behavior of Al-Husna High School students in Tangerang City:

1. This study uses a cross-sectional research design, where data is collected at a certain point in time.(Sutrisno, t.t.) This study aims to measure the relationship between the

professional competency of Islamic education Teachers and changes in students' behavior in SMA Al-Husna.

2. The population of this study were all students of SMA Al-Husna Tangerang City. However, due to time and resource constraints, this study used a representative sample of a population of 105 students, while an affordable population of 44 students was randomly selected from several classes at SMA Al-Husna Tangerang City.

3. Data collection was carried out using a questionnaire distributed to students who were selected as samples.(Hadi, 1991) This questionnaire can contain questions related to student perceptions of the professional competence of teachers and changes in student behavior after participating in learning. Questions can use a Likert scale to measure the level of perception and change in student behavior.(Arikunto, 2010)

4. Validity and Reliability: It is important to ensure the validity and reliability of the measurement instruments used. For this reason, the questionnaire can go through the validation stage by educational experts or experts related to this field of study. Reliability test can also be done by calculating the internal reliability coefficient of the instrument used. The results of data analysis must be interpreted with caution(Sutrisno, t.t.)

C. DISCUSSION AND RESULTS

Student Behavior

1. Understanding behavior

In language (etymologically), behavior means behavior, behavior and actions. While behavior according to the term (terminology), is defined as "individual responses or reactions that are manifested in movements (attitudes) not only body or speech.(M.Pd.I, t.t.-a) Behavior as a result of all kinds of experiences and interactions of humans with their environment which is manifested in the form of knowledge, attitudes and practices or From the various definitions above, the authors conclude that what is meant by behavior is all movements/behavior, behavior and individual actions, which can be seen from knowledge, attitudes and actions as a result of interaction with the environment.(M. P. I. Zubairi, t.t.-c) If observed carefully, it appears that all the definitions of behavior or morals as mentioned above are not contradictory to each other, but complement each other, namely traits that are firmly embedded in the soul that appear in outward actions that are carried out easily, without requiring further thought and have become habits.

2. Basic Law of Conduct

In Islam, the basis or measurement tool that determines whether a person's behavior is good or bad is the Al-Quran and Al-hadith of the Prophet Muhammad SAW. What is good according to the Al-Quran and Al-Hadith is what is good to be used as a guide in everyday life. On the other hand, what is bad according to the Al-Quran and Al-Hadith is what is not good and must be avoided. Behavior in Islam is a moral system based on belief in God, so of course it is also in accordance with the basis of the religion itself. Thus, the basis or main source of behavior is the Al-Qur'an and Hadith which are the main sources.

3. Behavioral Goals

The purpose of behavioral/moral education in Islam is to form human beings who have good morals, are polite in speaking and deed, noble in behavior, wise, polite and civilized, sincere, honest and holy, in other words moral education aims to give birth to human beings. who has virtue (al-fadhilah). Based on this goal, every time, situation, lesson, activity is a means of moral education, and every educator must maintain morals and pay attention to morals above all else.(M.Pd.I, t.t.-c)

4. Factors Influencing Behavior

In everyday life, both at home, at school and in the community, various behaviors can be shown by each individual, including the behavior shown by students. The behavior of each student does not always go well and also not all students show good behavior. This is because the process of forming and changing behavior is influenced by Islamic religious education by various factors, both from within and from outside.(M. P. I. Zubairi, t.t.-c) Factors from within (internal) include, among others; knowledge, attitudes, actions (practices), personal self-awareness (motivation) of the students themselves, including factors of religious experience.(Muzakki, 2022c) While factors from outside the individual (external) such as parents (family), teachers, the surrounding community, including their friends. For more details, the author will present as follows:

1) Knowledge

   One's knowledge is usually obtained from experience that comes from various sources, for example teachers, parents, friends, mass media, electronic media, books and so on.(M.Pd.I, t.t.-b) The knowledge gained can form certain beliefs so that a person behaves in accordance with these beliefs. Noto Atmodjo states that knowledge is the resultant of the effects of sensing processes on an object. Most of the sensing comes from sight and hearing.(Umi & Mujiyatun, 2021)

2) Attitude

Attitude is a reaction that is still closed, cannot be seen directly so that attitude can only be interpreted from visible behavior. Mar`at said that humans are not born with certain attitudes or feelings, but these attitudes are formed throughout their development. The existence of an attitude will cause humans to act in a unique way towards their objects.(Z. Zubairi, 2023)

3) Practice (Action)

Practice according to Theory of Reasoned Action as quoted by Tinuk Istiarti is influenced by Islamic religious education by will, while will is influenced by subjective attitudes and norms. Attitude itself is influenced by Islamic religious education by belief in the results of past actions. Subjective norms are influenced by Islamic religious education by belief in other people's opinions and motivation to adhere to these opinions.(Adab, t.t.-d)

As an example the author suggests that by participating in congregational prayers, having knowledge of the congregational fadhilah will cause people to have a positive attitude. Furthermore, this positive attitude will affect Islamic religious education "intention" to always pray in congregation wherever and whenever prayers are held.(Adab, t.t.-b) The intention to participate in an activity is highly dependent on a positive attitude towards congregational prayers or not.(Adab, t.t.-d) The intention to carry out an activity ultimately determines whether the activity is finally carried out. This activity that has been carried out is called behavior, in this case what is meant is one's religious behavior in everyday life.(M. P. I. Zubairi, t.t.-c)

4) Self-awareness

A person's self-awareness which is reflected in his own will in behaving has a real influence of Islamic religious education on whether or not an individual is active in this behavior, including in religious behavior, because of that awareness a person does not wait for orders or is motivated by other people to do something, everything is done on his will Alone.(Adab, t.t.-c)

5) Religious Experience

Religious experience tends to reveal itself (self-expression). Experiences differ from one another, not only because of their content, but also sometimes because of their expressions.(Muzakki, Solihin, dkk., 2022b) The religious education and experience that children receive in the family and environment they go through during their growth years will greatly color their attitudes and actions in everyday life, especially in terms of worship.In Islamic teachings, the dimensions of worship include praying, fasting, zakat,

pilgrimage, reading the Koran, praying, dhikr, saying greetings, participating in religious activities/recitations (studying knowledge) and so on.(Abnisa & Zubairi, 2022)

1.1 Professional Competency of Islamic Education Teachers

1. Definition of Teacher Professional Competence

Professional competency of Islamic education Teachers is a combination of knowledge, skills, values that are reflected in the habits of thinking and acting.(Abnisa & Zubairi, 2022) "Is a knowledge, skills, and abilities or capabilities that a person achieves, which becomes part of his or her being to the exent he or she can satisfactorily perform particular cognitive, affective, and psychomotor behaviors ." In this case professional competence is defined as the knowledge, skills and abilities possessed by someone who has become part of himself, so that he can perform cognitive, affective and psychomotor behaviors as well as possible.(Muzakki, 2022c)

According to Zubairi that professional competence is basic knowledge, skills, and values that are reflected in the habits of thinking and acting.(M.Pd.I, t.t.-c) The habit of thinking and acting consistently and continuously enables a person to become competent, in the sense of having basic knowledge, skills and others to do something. Based on the information above, professional competence is the ability possessed by a person to do a job in a certain field with full skill and responsibility and lasts for a long period, then the professional competence of a teacher can be interpreted as the ability of a teacher to carry out the duties of the professional competency of Islamic education Teachers with full responsibility and high dedication with supporting facilities in the form of the knowledge they have.(Zubairi, Abnisa, dkk., 2023)

2. Teacher Professional Competence

Professional Competence is behavior to achieve the required goals in accordance with the required conditions as well. Professional competence is needed to develop the quality and activities of educational staff. The teacher as an educator or teacher is a determining factor for the success of education in schools.(Muzakki, 2022c) The main task of the teacher is to provide knowledge (cognitive), attitudes/values (affective) and skills (psychomotor) to students.(Romdloni, 2018) The task of the teacher in the field also acts as a guide for the teaching and learning process to achieve educational goals, thus the task and role of the teacher is to teach and educate.(Zubaidi & Zubairi, 2022) In this regard, teachers must have high innovation.

a)

Based on the theoretical study above, the researcher sees that teaching is an activity carried out by the teacher in transferring or providing knowledge and information to students

in accordance with predetermined guidelines and signs, in this learning activity cannot be separated from the educational element, namely the teacher's activities in providing examples of guidance , an example that can be applied or imitated by students in good attitudes and behavior (Akhlakul Karimah) in everyday life both at school and at home.(Najati, 2004) Likewise, to provide application (applied) abilities in the sense of habituating an act or good work, teachers are also required to provide training to students on a number of certain skills, to be carried out by students.(Z. Zubairi, 2022b)

1.2 Data Description

The description of the data presented from the results of this study is to provide a general description of the distribution of data obtained in the field. The data collected in this study consisted of two variables, namely Teacher Professional Competence (X) and Student Behavior Change (Y).

With the number of research subjects who met the requirements for analysis, there were 44 third grade students at SMA Al-Husna Tangerang City. The data is processed by Microsoft Excel to present descriptive statistics, so that some descriptive data can be identified, including: number of respondents (N), average price (mean), median or middle value, mode (mode) or frequently occurring value, standard deviation (Standard Deviation), variance (Variance), range (range), lowest score (minimum score), highest score (maximum score). The following summarizes the descriptive data from the two variables, namely Teacher Professional Competence (X) and Student Behavior Change (Y). will be described in the Descriptive data table below:

1. Changes in Student Behavior

The data on changes in student behavior or variable Y obtained came from a questionnaire distributed to 44 students in third grade. The questionnaire is in the form of a list of statements of 40 questions which contain indicators of changes in student behavior variables using a Likert scale questionnaire with five alternative answers with different score values according to the answers chosen by the students. Based on the summary of the results of the validity test of the questionnaire, it was obtained that the rxy value ranged from the smallest value, which was 0.336 and the largest was 0.807, while for rtable the rtable = 0.297 value with a significance level of 5% with n = 44, because rxy > rtable (0.336 > 0.297) it can be stated The 39 items in the student behavior change questionnaire are valid and can be used for research data collection.

2. Professional competency of Islamic education Teachers

The professional competency of Islamic education Teachers data or variable X obtained came from a questionnaire that was distributed to third grade students, totaling 44 students. The questionnaire is in the form of a statement list of 40 questions which contain indicators of the teacher's professional competency variable using a Likert scale questionnaire with five alternative answers with different score values according to the answers chosen by the students. Based on the summary of the results of the validity test of the questionnaire, it was obtained that the rxy value ranged from the smallest value, namely 0.317 and the largest 0.766, while in rtable the rtable = 0.297 value with a significance level of 5% with n = 44, because rxy > rtable (0.317 > 0.297) it can be stated that 38 The items in the teacher's professional competency questionnaire are valid and can be used for research data collection.

1.3 Discussion of Hypothesis Testing Results

Based on the data obtained from the results of the research and then processed using statistics, it can be used as a basis for answering the hypothesis proposed, namely the existence of "Teacher Professional Effects on Student Behavior Changes". Several factors support the success of Student Behavior Change, the several factors mentioned above are factors that either directly or indirectly influence the success of Student Behavior Change. On the basis of the results of hypothesis testing, the following discussion can be carried out: Overall the findings in this study can be discussed by confirming the existing theories, namely:

First, the results of this study are in line with and support the theory presented by Hasibuan that it is Teacher Professional Competence that can increase student morale and learning success, increase student learning productivity, maintain student learning stability, increase student learning discipline, activate student procurement, create an atmosphere of learning relationships good quality, increasing loyalty, creativity and student participation, improving student welfare, heightening students' sense of responsibility towards their assignments, increasing efficiency in the use of tools and raw materials. Professional competency of Islamic education Teachers is an important thing in the learning process, this is because in the learning process the involvement of a number of individuals or groups who study together to achieve goals through learning together with others, therefore knowledge about motivation needs to be known by every leader in order to have Ability to motivate subordinates. Teacher Professional Competence has an important role for leadership, schools and individual school members

Second, the results of this study are in line with and support the theory put forward by Muhibbin Syah that the Learning Approach Factor (approach to learning), namely the type of student learning which includes strategies and methods used by students to carry out learning

activities on subject matter. Strategy in this case means a set of operational steps engineered in such a way as to solve a problem or achieve certain learning goals

Third, pay attention to the influence between professional competency of Islamic education Teachers (X) and changes in student behavior (Y). The null hypothesis (H0) which states that there is no effect between professional competency of Islamic education Teachers (X) on Student Behavior Change (Y) against the alternative hypothesis (HI) which states that there is an effect between professional competency of Islamic education Teachers (X) on Student Behavior Change (Y), testing by using simple regression and correlation analysis techniques.

D. CONCLUSION

Professional competency of Islamic education Teachers is an important thing in the learning process, this is because in the learning process the involvement of a number of individuals or groups who study together to achieve educational goals, therefore knowledge about motivation needs to be known by every leader so that they have the ability to motivate students his subordinates. Teacher Professional Competence has an important role for leadership, schools and school members

There is a significant influence of professional competency of Islamic education Teachers on changes in the behavior of SMA Al-Husna Tangerang students. X's contribution to Y is indicated by a correlation coefficient of 0.96 with a determination coefficient of 92.1%. This means that the professional competence of teachers contributes 92.1% to changes in the behavior of students of SMA Al-Husna Tangerang, thus it can be concluded that there is a significant influence between professional competency of Islamic education Teachers on changes in the behavior of students of SMA Al-Husna Tangerang.

The results of the study stated that there was a significant influence on the professional competency of Islamic education Teachers on changes in the behavior of SMA Al-Husna Tangerang students, this was shown by the large correlation coefficient r xy = 0.96 in the coefficient of determination. Teacher Professional Competence will be more advanced and directed if the coaching carried out by schools for students is carried out seriously and optimally

By having good professional competence, teachers can master and apply innovative teaching methods, understand the needs and characteristics of individual students, and have a deep understanding of the subject matter. This allows them to create a conducive and attractive learning environment for students, so that students become more motivated and engaged in the learning process. In this study, the results of data analysis show that the professional competency of Islamic education Teachers contributes positively to changes in student

behavior. Students at SMA Al-Husna Tangerang City who have teachers with high professional competence tend to show improvements in discipline, active participation in class, better understanding of subject matter, and critical and creative thinking skills

Thus, it is important for educational institutions to pay adequate attention to the development of professional competency of Islamic education Teachers. Continuous training and development should be provided to enhance teachers' skills and knowledge in education. In addition, the selection of teachers who are qualified and have high professional competence also needs to be considered in the teacher recruitment process. By increasing the professional competency of Islamic education Teachers, it is hoped that there will be an increase in the quality of education at SMA Al-Husna Kota Tangerang, and students can achieve better learning outcomes and develop positive and adaptive behavior

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