

A Teacher Personality Competence Contribution To A Student Study Motivation And Discipline To Fiqh Lesson

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Abstract : - The purpose of this research is to discuss not only a teacher's personality competence but also a student's study motivation and discipline of Fiqh Lesson. The methodology used is a quantitative method through the analytical approach of *inferesia* statistic by observation, interviews, documentation, questionnaires, and books. The analytical process of data uses the counting technique of correlation statistic of Product Momen of Pearson. The result of learning shows that a teacher's personality competence gives the positive contribution to a student's study motivation and discipline of Fiqh Lesson.

Keywords: - a teacher's competence, motivation, discipline

1 INTRODUCTION

TA teacher's competence on a large scale which must be owned in accordance with no 14 law of 2005 includes the competence of *pedagogik*, personality and professional obtained by the profession education. The writer illuminates a personality competence among four kinds of competence a teacher must have, for compared with *pedagogik*, professional, and social, the personality competence is the most important, but it does not mean three other kinds are unimportant, and the solicitation of three other competence depends on the personality. E Mulyasa (2003). The personality competence is the basis for three other kinds of competence. In this case, a teacher is demanded to explain learning process, and the most important thing is how a teacher makes a learning process the site of a student's competence formatting and personality quality improvement. The hope of a teacher's personality competence is the personality ability (pertinacious, stable, mature, wise, and prestigious) and becomes a teacher having ethics for his or her students in other to emerge positive attitude for students. Experience shows that problems such as motivation, discipline, social behavior, achievement and continuous study desire source from a teacher's personality. Naturally, enrolling their children in school, parents want to know a teacher teaching their children and his or her personality. In studying, the motivation for a student is very important because the motivation can accompany someone's purpose. Richard A Fear quoted by Ramayulis says that the motivation someone has determines the success of a job although the activity is indicated by character, natural ability and competence. A student having the high study motivation will hard try to reach the purpose of study. Actually, only motivation is not enough to reach the purpose we want because the way to go towards the purpose needs to be arranged, pointed, and controlled to be suitable for the rule. That is discipline. And in this matter, Hasan Langgulang says:

"That is so accurate that the motivation is in line in the discipline as being strong and quick and arranging and training in order that the motivation can have the certain purpose."

Therefore, every student must have the study motivation and good study discipline in order that the purpose of study can be reached. By applying discipline, a student can get knowledge and the good study method and form the nature and good ethics. Thus, to create successful process of teaching and studying, a teacher must have ability and skill in teaching and realizing discipline to her or his students. On grounds of the previous explanation, the research relating to the problem above needs undertaking.

2. LITERATURE REVIEW

According to Broke and Stone (quoted by E Mulyasa), a teacher's competence is descriptive of qualitative nature of teacher behavior appearing to be entirely meaningful. Broke (like Muhibbin Syah) defines a teacher's competence is the ability of a teacher to responsibly perform his or her duties appropriately. Another opinion is posed by Sahertian. According to Sahertian, there are three definitions of a teacher's competence. (1) A teacher's competence is the ability of a teacher to realize the planned educational aim. (2) A teacher's competence is the real characteristic of a teacher's personality showing the way to create fixed educational purpose. (3) A teacher's competence is the conditioned behavior to reach the educational purpose. Also, Trianto defines that a teacher's competence is aptitude, ability and skill owned by someone having a job to teach a student to have exalted personality like the educational purpose. In no 14 law of 2005, it is explained that competence is a set of knowledge, skill, and behavior which must be owned, perceived, and mastered by a teacher in undertaking her/his professional duty. Personality teachers have contributed enough to the success of education, especially in learning activities. And significant influence on the formation of private students. As well as encouraging students to learn with enthusiasm. As revealed Isjoni that the learning process is done by enthusiastic teachers will be transmitted to the students. Teachers who teach with enthusiasm will encourage student motivation. Dealing with the statement W. S Winkel

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also found that teachers' competence personality influence student motivation. With the following statement:

"Typical personality traits of teachers, for the most part, seen in the way he does his job. This fact is increasingly true in the work of a teacher who educates young people in schools. Conscious or not his presence in the classroom, teachers have an impact on the development of students including motivation in learning. "

In line with the above opinion mengenai teachers for their students the importance of personality, Zakiah Darajat confirmed as cited by Muhibin Shah:

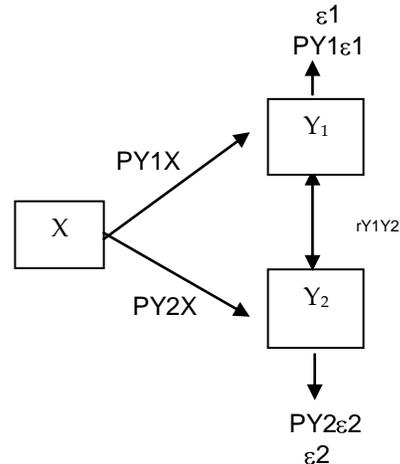
"Personality is what will determine whether he was a good educator and a builder for the students. Or would it be a destroyer or destroyer for the future of their students, especially for students who are still young and those who are experiencing mental turmoil (intermediate level) "

Teachers who have a good personality to foster motivation in students. Many students were excited, passionate, and fun to learn with a teacher because of the personality of the teacher is good and interesting. But on the contrary there are also some students who feel discouraged, lazy, indifferent, sleepy, noisy, because of the teacher's personality is not good and not interesting. Motivation to learn can arise when a good response to the students' teachers, especially in terms of his personality. While a good response will appear when the ditanggapinya positive. In other words, students will have a good response to the competence of the teacher's personality, if the teacher is showing a good person that deserves to be imitated by students. While teachers who show a lack of good personality, then this will lead to a negative response from students so that they are not motivated to learn in earnest in Fiqh subjects both in school and outside of school. Another thing that affects the teacher's personality is his discipline in carrying out their duties. And discipline will then be followed by the students learn discipline. Teacher as an example or model must be able to conduct a good discipline to the learners, because how could the students be disciplined if the teacher was not disciplined. In the learning process, learning discipline needs to be created because of how it is possible objectives expected to be achieved, if the path to achieving that goal is not directed, controlled, organized and set. In other words, no discipline. In the discipline needed to do something. This principle is expressed by Oteng Sutisna. Discipline is the mental attitude and the willingness to show a willingness to abide by and comply with and implement the regulations, rules and values as well as the rules and regulations. Thus, people who are disciplined people who work out regularly, is responsible for what is assigned and trustworthy. Motivation to learn and learning discipline can arise when a good response to the students' teachers, especially in terms of his personality. While a good response will appear when the ditanggapinya positive. In other words, students will have a good response to the competence of the teacher's personality, if the teacher is showing a good person that deserves to be imitated by students. While teachers who show a lack of good personality, then this will lead to a negative response from students so that they are not motivated to learn and do not have the discipline

to study Fiqh subjects both at school and outside of school. Incidence feedback on students after they make observations, in this case made the object of observation, namely the competence of the teacher's personality.

3. THE METHODOLOGY OF RESEARCH

a. The Paradigm of Research



Picture 3: The research paradigm of teacher's personality competence contribution to a student's study motivation and discipline The methodology of this research is based on quantitative model with statistic analysis, the measurement of correlation coefficient and experiment of t. The respondent who becomes a source has a profession as a student in the object research. The used sampling technique is stratified random sampling, with 72 respondents. And the place of this research is MTs Negeri Cikancung, the district of Bandung, Jawa Barat, Indonesia.

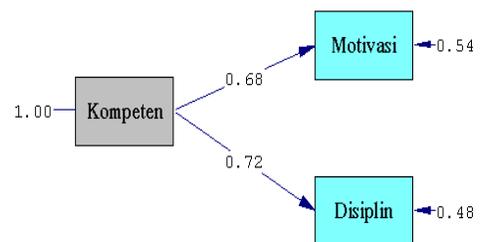
4. RESULT AND DISCUSSION

a. The Result of Research

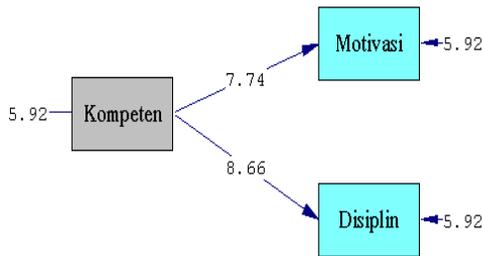
Personality Competence Construction (X) To A students' Study Motivation (Y1) And Discipline (Y2) To Fiqh Lesson.

By using *lisrel*, the diagram of lane is obtained as follows:

Standardized solution



Chi-Square=2.85, df=1, P-value=0.09145, RMSEA=0.163



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The result of correlation test shows that the influence between X variable (a student’s personality competence) toward Y1 variable (a student’s study motivation) and Y2 variable (a student’s study discipline) has the correlation coefficient above 0, 3 concluding a significant and positive category. From the analyzing of SEM using the diagram of lane, the contribution of X variable (a teacher’s personality competence) toward Y1 variable (a student’s study motivation) is 0, 68 and the contribution of X variable (a student’s personality competence) toward Y2 variable (a student’s study discipline) is 0, 72. But from the analyzing with R square in output SSPS.12, the contribution of a teacher’s personality competence toward a student’s study motivation is 0, 461 or 46, 1%. The contribution of a teacher’s personality competence toward a student’s study discipline is 0, 517 or 51, 7%, and a student’s study motivation and discipline are 0, 386.

The test of hypothesis

$$H_0 : \hat{\beta}_1 = 0 \quad \text{versus} \quad H_1 : \hat{\beta}_1 \neq 0$$

The test statistic

$$t = \frac{b_1 - \beta_1}{S}$$

The test criterion, *tolak* H₀ if *t hitung* > *t* α/2, n-2 is acquired from t table. From the result of calculation by *lisrel* and *spss*, the value of *t hitung* is 7, 74. From the table of t student of *signifikansil* level of 5%, the value of t table is 1, 96. The result of the calculation above shows that the value of *t hitung* is bigger than that of t table, so it can be concluded that there is the significant contribution of a teacher’s personality competence toward a student’s study motivation. The contribution which can be calculated with R square in output of *sps* is 0, 461 or 46, 1 %

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The test of hypothesis

$$H_0 : \rho_{y_2y_1} = 0 \quad \text{versus} \quad H_1 : \rho_{y_2y_1} \neq 0$$

The test statistic:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} = \frac{0.386\sqrt{72-2}}{\sqrt{1-0.386^2}} = 3.5$$

From *spss*, the correlation value of Y1 and Y2 (r) is 0,386.

The test criterion:

Tolak H₀ jika *t hitung* > t table with db = (n- 2) in level of α = 5%

Because of *t hitung* > t table, it can be concluded that there is the connection between a student’s study motivation and a student’s study discipline.

b. Discussion

Based on the data analysis, the following is the short description of the research result to get illustration and clearness of the research to make conclusion. The signified illustration is not only to detect the contribution of a teacher’s personality competence to a student’s study motivation and discipline but also to know whether there is the connection between a student’s study motivation and a student’s study discipline. The result of correlation test shows that the influence between X variable (a student’s personality competence) toward Y1 variable (a student’s study motivation) and Y2 variable (a student’s study discipline) has the correlation coefficient above 0, 3 concluding a significant and positive category. From the analyzing of SEM using the diagram of lane, the contribution of X variable (a teacher’s personality competence) toward Y1 variable (a student’s study motivation) is 0, 68 and the contribution of X variable (a student’s personality competence) toward Y2 variable (a student’s study discipline) is 0, 72. But from the analyzing with R square in output SSPS.12, the contribution of a teacher’s personality competence toward a student’s study motivation is 0, 461 or 46, 1%. The contribution of a teacher’s personality competence toward a student’s study discipline is 0, 517 or

51, 7%, and a student's study motivation and discipline are 0, 386. From analysis and hypothesis test, there is 0, 461 or 46, 1 % of a teacher's personality competence contribution to a student's study motivation. Like the definition of personality competence according to Tjokorde Raka Joni quoted by Suhartini Arikunto, the personality competence is that a teacher must have the good personality attitude to be intensification source of subject, whereas no. 14 law of 2005 about teacher and lecturer. The personality competence is the personality ability (pertinacious, stable, mature, wise, prestigious and moral) becomes a guide for students and society, evaluates self performance and independently develops herself / himself, so a teacher's personality is hoped to give the positive effect on a student. The positive effect hoped in this research is how a teacher's personality can give the motivation to a students' study. According to Ngalim M Purwanto, motivation is encouragement appearing from someone and causing her or him to do something, so his or her action reaches the purpose successfully. According to McDonald quoted by Sardima A M, motivation is an energy alteration in oneself signed by feeling and preceded by a perception to purpose. The result of this research shows that the teacher of Fiqh lesson in MTs Negeri Cikancung can give the positive contribution of her or his personality to a student's study motivation. Therefore, what law of Permendiknas can be reached. A student's personality competence contributes to a student's study motivation and discipline. The definition of a student's study discipline is a situation or obedience attitude and awareness of the rules, norms, or orders which are the process of self-control of the acceptable rule in reaching an accurate standard, and the expected purpose is the process of study occurring fluently and effectively. The wide definition is presented by Oteng Sutisna. He says that discipline has four meanings, that is, discipline is

- a. The process or result of mobilizing or the control of a wish, motivation, or importance to reach a hope and a more effective step.
- b. The search of an action-taking way selected tenaciously and actively and guided although avoiding obstacles.
- c. The direct and authoritative attitude control through a punishment and prize.
- d. The repression of motivation through disagreeable steps.

According to Usman Effendi and Juhaya S. Praja, learning is an individual process of effort or interaction to get something new and the whole behavior change as the result of experience. Alterations appear to control new responses to an environment (skill, habit, attitude, ability, knowledge, understanding, appreciation, emotion, social relation, physique, and ethics). Thus, learning is the individual process of effort or interaction to get something and the behavior change through training and experience toward environmental adaptation as a physic and physical process to get ability, skill, ethics, authority, attitude, and emotion. The result of this research shows that the personality competence of a teacher of Fiqh lesson in MTs Negeri Cikancung can give 0, 517 or 51, 7 % of the contribution to a student's study discipline, so this research concludes that a teacher can give a positive effect to a student if she or he can undertake the duty and function well so that what becomes the educational purpose can be reached. In this research, the researcher wants not only to

know a teacher's personality competence expected to be able to give the contribution to a student's study motivation and discipline, but also to know whether the motivation and discipline have a connection or not. According to the result of this research, a student's study motivation having a connection with a student's study discipline amounts to 0, 386. It means that the success of education is influenced by a teacher and a student. And the case becomes the whole totality. This research can prove that hypothesis formulated by the researcher contains not only a teacher's personality competence contribution to a student's study motivation and discipline but also the correlation of a student's study motivation to a student's study discipline. The researcher realizes that this research has much inadequacy of variable analyzed, instrument given, analysis, time, method, and others. Actually, after analysis and experiment, there are other factors like family, environment, and the teachers of the other lesson which can contribute to a student's study motivation and discipline and which the researcher does not analyze. The other inadequacy in this research can be seen from the time limit of this research, funds, books, and others. The inadequacy is hoped to be able to open a chance for the next research to analyze other factors which can give the contribution to a student's study motivation and discipline.

5. CONCLUSION

The conclusion of this research is that a teacher's personality competence has the contribution to a student's study motivation discipline. There is a significant correlation of a student's study motivation and discipline. The influence of personality competence of teachers to motivate students by 46.1%, personality competence of teachers affects student discipline by 51.7% and there is a significant relationship between motivation and discipline students for 0386. Therefore, to improve a student's study motivation and discipline can be reached by the good quality of a teacher's personality competence.

Recommendation

For the researcher who will undertake the research with the same matter, the writer advises to analyze the matter which the writer has not analyzed yet like the competence of *pedagogik*, professional, and social. Three kinds of competence must be owned by every teacher in accordance with no 14 law of 2005 about teachers and lecturers.

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