

The influence of school environment and the performance of the honorary teachers of Islamic education toward the learning achievements

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Abstract

This research aims to know the influence of school environment and the performance of the honorary teachers of Islamic Education in SD Negeri Jetis I and SD Negeri Nampu I Karangrayung toward the students' learning achievements. The study as designed as a research survey using quantitative methods (implementing partial regression or double recreation). The respondents are the fifth-grade students of SD Negeri Jetis I and SD Negeri Nampu I Karangrayung. The findings show that (1) there is a positive influence of school environment in SD Negeri Jetis I and SD Negeri Nampu I Karangrayung toward the students' learning achievement as much as 2.7%. It means if the school environment is increased by one point then the students' learning achievements will be increased by 2.7%, (2) there is a positive influence on the performance of the honorary teacher Islamic Education in SD Negeri Jetis I and SD Negeri Nampu I Karangrayung toward the students' learning achievement as much as 13.7%. This means if the performance of the honorary teachers Islamic Education is increased by one point then the students' learning achievements will be increased by 13.7%, and (3) there is a positive influence of school environment and the performance of the honorary teachers Islamic Education in SD Negeri Jetis I and SD Negeri Nampu I Karangrayung toward students' learning achievement as much as 13.7%.

Keywords: school environment, teacher's performance, learning achievement

INTRODUCTION

Education is the main factor impacting the development of young generation as a successor of the nation. Education also prepares students who can play a role in society, both as individuals and as citizens of the community, it can be done through guidance, training, and teaching (Tirtaraharja & La Solu, 1994: 20). It is also the educational needs of every citizen that always crave for quality improvement of human resources as the main element in the country's development. The purpose of education in Indonesia are: National Education serves to develop the ability to form character and the civilization of the people's dignity in the framework of the intellectual life of the nation, aimed at the development of the potential of the students to become faithful to God, honorable, healthy, knowledgeable, competent, creative, independent, democratic and responsible (Regulation of the Government of Indonesia, No. 14, 2005, concerning Lecturers and Teachers).

According to Bimo Walgito, environment is society's environment which includes interaction between individuals, individual with group and between groups (2003: 46). Meaning of society also defined by Ngalim Purwanto that all off people or humans in a society who interact directly or indirectly (1997: 104). Based on the statement above, we can conclude that environment is a condition of mutual connection between individuals, individual and group, and between groups which is dynamic so can create individuals' development on it.

School is an educational institution which is developing education and teaching intentionally, regulated and planned (Darodjat, 1995: 77). In school environment, children get a variety of information about science and life skill. School environment can influence students' development on study process in school and achievement on study students will achieve. Indicator on this research based on school's environment factor, such: relation between teacher and students, between students and school's discipline, building's condition and homework (Slameto: 2003: 64).

Based on the formulation of the purpose of education, faith, devotion and *akhlakul karimah* is the mandate of the legislation which must be manifested by the institution as a goal to achieve. Improvement of intelligence and the development of students ' potential will only be embodied if the environment supports, as well as the performance of a good teacher. The more the environment support and teacher performance good, it also increases student learning achievement in Islamic studies. In line with this reasoning, a supportive school environment and the performance of a good teacher is not only important but it is a must to improve the quality of student achievement in Islamic studies.

Learning success is expectation well by educational institutions or students. Therefore, the success of learning have always strived and fought to become a reality. But not all teachers are aware of the purpose of national education. Based on pre-observation that writer did, many found the case on Honorary teachers of Islamic Education is related to their job

as educators. For example, Honorary teacher of Islamic Education made his job as educators into a side profession. So, when he was supposed to teach on the hours that are already defined or scheduled but, that has happened they are absent for reasons of other side jobs which are more profitable. In addition, there are Honorary teachers of Islamic Education coming late to the class and just giving the task without explaining the content of the material. Also, while students are working on assignments in class, the teacher just sat down in the room playing with their mobile phone.

The school environment is a formal institution, where this is a learning activity to take place to develop its potential regarding aspects of moral, spiritual, intellectual, and social. The concept of school education is a formal institution to effectively deliver the child at the destination point specified in an education. The school is meant to guide, direct and educate so that the institution requires the presence of certain age groups in classrooms led by the teacher to learn a multilevel curriculum. The school has two functions, i.e. the place of education and socialization. Based on both the functions, then the school's influence on the students not only as on the transfer of knowledge, but the environment of schools and the education system are applied can also affect the development of the functions of the personality of the student (Azizah, 2007: 1). School environment can affect a child's development in the process of learning at school and learning effect on the achievements gained by the students themselves. The indicators in this study refer to environmental factors i.e.

the relation between school teachers with students, the relation between the student, school discipline, State building and home tasks.

The teacher's performance is the ability of a teacher to carry out the task of learning and is responsible for the students under his direction by enhancing the learning achievements of students (Supardi, 2014: 54). Performance within an organization can be improved if it meets among other indicators; the quality of the work, punctuality, initiative, skills, good communication (Syukur, 2001: 129). Employee performance can be seen from how good the quality of the work produced, the level of honesty in a variety of situations and initiatives gave rise to new ideas in the performance of duties, the employee's attitude toward a job in (like it or not like it, accept or decline), cooperation and reliability, knowledge and skills on the job, the implementation of responsibility, time utilization, as well as the utilization of time effectively.

Individually, someone's performance is determined by some classification: ability, commitment, feedback, task complexity, situational constraint, challenge, goal, facilities, self-efficacy, direction, effort, persistence, task specific strategies (Supardi, 2014: 48-49). Every single person's performance who works in an organization get affected by some factors, such as individual actor including ability, skill, mental, physical, family background, social rank, experience, and demography; organizational factor including resources, leadership, reward, work design's structure; psychological factor including perception, behavior, personality, learning and motivation (Donnelly, 2000: 20).

Some points should be done by a teacher as a part of responsibility toward their students, are:

- A teacher should demand students to study
- Taking a part on constructing the curriculum of school
- Doing construction toward students (personality, character, and physical)
- Giving guidance to students
- Diagnosing problems and issues on learning activities and scoring students' development on study
- Holding researches
- Recognizing the society and participate
- Comprehending fully and putting Pancasila into practice
- Taking a part and helping on creating unity and integrity of nation and world's peace.
- Participating on making development successful
- Be responsible to develop a professional role of teacher (Hamalik, 2001: 127).

Learning is a process in which individuals interact with their environment to get a change in his behavior. Learning is a psychic/mental activity which takes place in the active interaction with the environment produces changes. The change is obtained by effort (not because of maturity), settled in a relatively long time and is the result of experience (Purwanto, 2009: 38-39). The learning process involves two subjects, namely teachers and students will result in a change in the student as a result of the learning activities. The changes that happen to students as a result of the learning activities are non-physical such as a change in

attitude, knowledge or skills. Those various changes are as a result of the learning process. Accomplishment/result (product) showed a gain due to doing an activity or process that resulted in the above-mentioned input functionally (Purwanto, 2009: 44). Achievement on study is abilities students get after having their study experiences (Sopiatin & Sahrani, 2011: 63-64).

Achievements of study skills is owned by students after he accepted their learning experience. In general the factors that influence the outcome of learning to distinguish the top two categories, internal factors and external factors. Both of these factors influence each other in the learning process of individuals so as to determine the quality of the results of the study (Baharuddin & Wahyuni, 2010:19).

Student's internal factors

Internal factors are factors from internally students themselves. Internal factor includes 2 aspects: physiology aspect (physically) and psychology aspect (spiritually) (Syah, 2009: 130).

Physiology aspect

Physiology factors are factors which related to individual condition physically (Baharuddin & Wahyuni, 2010: 19). Their condition physically here are health, including physical and spiritual health which really important on learning process.

Psychology aspect

In fact, Learning is a psychology process, so that's why every condition and function of psychology is surely affecting people's learning process. Some students' psychological factors which are generally considered more essential are:

- *Students' intelligence level.* Intelligence is a psychophysical ability to give a reaction toward stimulus or adapt with environment precisely (Syah, 2009: 131). So, intelligence is a most important factor on students' learning process. If a student has high intelligence, it will be easy to get and understand lessons presented by teacher so a chance to achieve success on learning became high. On the contrary, a student with low intelligence will have a small chance to be successful on learning
- *Students' attitude.* Attitude can be defined as a predisposition or tendency to do a response in a specific way toward surroundings, can be individuals or specific objects (Nurkancana & Sunartana, 1986: 275).
- *Students' aptitude.* Hilgard defined aptitude as "*the capacity to learn*". In other words aptitude is an ability to learn. Every single person has their own aptitude (*maziyyah*) which is not belonged to other people. Humans have a potential to reach achievement on a level based on their own capacity (Mahmud, 2010: 97).
- *Students' interest.* Interest is a feeling of preference or getting interested on thing/activity with nobody's order (Rohmah, 2012:196).

- *Students' motivation.* Mc Donald, on his book *Educational Psychology* defined motivation as: *Motivation is an energy change within the person characterized by affective arousal and anticipatory goal reactions* (Mc. Donald, 1959: 77). Motivation is energy changing on a person which indicated by transforming behavior and reaction according to the previous goal.

Students' external factors

The external factors include family scope, school environment and social environment.

Family scope

Family factor (parent) has a big influence toward students' success on learning. Parents' educational level, rate of their income, intensity of parents' guidance and attention, intimate of their relationship with their children, all of them affecting on children's achievement on learning (Dalyono, 1997: 59). Prophet Muhammad SAW said (Muhammad, Chapter VII: 269):

عَنْ أَبِي هُرَيْرَةَ قَالَ: قَالَ رَسُولُ اللَّهِ ﷺ: (مَا مِنْ مَوْلُودٍ إِلَّا يُولَدُ عَلَى الْفِطْرَةِ، فَأَبَوَاهُ يُهَوِّدَانِهِ وَيُنَصِّرَانِهِ). (روه بخارى)

Abu Hurairah said : Rasulullah SAW said: "no child is born but upon *fitra* (the natural inclination to Islam), it is his parents who make him Jew or Christian (Bukhari)

School Environment

School's condition, a place to study also gives effect on teaching success level. If a school gives low attention to discipline, students will give a low respect toward teachers' orders and as a result they will not study seriously both at home and school, so they will get low achievement on learning (Dalyono, 1997: 59-60).

Social environment

Condition of social environment where students live also influence students' learning achievement. Dirty environment, a lot of people have no job and abandoned children will surely effect students' learning activity, at least students will barely get partner to, discuss or even borrow learning equipment or tools they don't have yet (Baharuddin & Wahyuni, 2010: 27). Learning achievement indicator on this research is last semester scores on subject *Pendidikan Agama Islam*, educational year 2016/2017

It is therefore important to investigate about the influence of school environment and the performance of the honorary teacher of Islamic Education in *SD Negeri Jetis I* and *SD Negeri Nampu I Karangrayung* towards the students' learning achievements. And the influence of school environment and the performance of the honorary teacher of Islamic Education in *SD Negeri Jetis I* and *SD Negeri Nampu I Karangrayung* towards the students' learning achievements.

After analyzing literature related to this research, there are some similar researches. A research about Influence of School Environment on Academic Achievement of Students in Secondary Schools in Zone "A"

Senatorial District of Benue State Nigeria was conducted by Odeh, Oguche, Angelina & Ivagher (2015). The result shown that school climate, discipline and school facilities influenced significantly on academic achievement of Students in Secondary Schools in Zone “A” Senatorial District of Benue. Based on this research, Odeh et.al recommended school authority must provide school environment in a good condition with good climate of effective teaching and learning. This kind of environment should be secure, students treated equally by teachers and feel happy to be in school area and feel being a part of the school. Based on this research, the researcher conclude that school authority must provide school environment in a good condition with good climate and effective teaching and learning to develop students’ enthusiasm on teaching and learning process. And difference between Odeh et. al’s and this research is that Odeh et.al. focused more on its school environment while the researcher did not only focus on school environment but also teachers.

Beside research conducted by Odeh et.al, we also can analyze research by Shamaki Timothy Ado (2015), about Influence of Learning Environment on Students’ Academic Achievement in Mathematics: A Case Study of Some Selected Secondary School in Yobe State-Nigeria. The aim of that research is examining the influence of learning environment on students’ learning achievement in Mathematics on secondary school. That research investigated some components of learning environment and possibility of influence on students’ academic achievement in mathematics. Sample is taken from 337 students class SS II randomly,

from population of 1682 students in Poliskum LGA, Yobe State. Data analysis conducted using descriptive method and t-test. The result showed there is a significant difference between average students' performance who study in a good or ideal learning environment and students who study in a boring learning environment with 0.05 significance level. The finding is discussed on purpose to improve quality of learning environment and academic achievement in mathematics. That's why a recommendation made to learning environment improvement. From the research by Shamaki Timothy Ado, researcher conclude that good learning environment has a big impact on students learning achievement showed by significant difference. And difference between research conducted by Shamaki Timothy Ado and this research is that Shamaki Timothy Ado focused more on its school environment while researcher not only focused on school environment but also teachers.

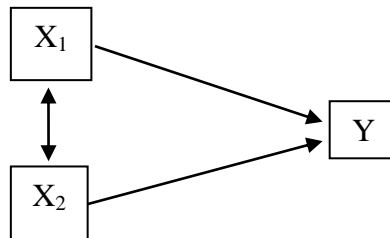
Another research which we can analyze is research conducted by A.S. Arul Lawrence (2012), School Environment and Academic of Standard IX Students. This study is about school environment and standard of academic achievement of IX students examined to explore connection between school environment and standard of academic achievement of IX students. Data used for that research collected using self-made School Environment Scale (SES). The researcher used stratification determining sample randomly technique to determine sample. The sample is 400 IX students. Statistic technique used for analyzing t-test data and moment product Pearson co-efficient. The

findings show there is no significant connection between school environment and academic achievement of IX students. Based on the research conducted by A.S Arul Lawrence, the researcher concludes that there is no significant connection between school environment and academic achievement of IX. And difference between research conducted by A.S Arul Lawrence and this research is that A.S Arul Lawrence only focused on school environment while researcher not only focused on school environment but also teachers.

METHODOLOGY

The technique used in this research is a survey and description of regression. This type is chosen because this research intends to reveal the extent of the influence between the school environment variables and performance of PAI honorary teacher toward the results of learning. The technique of sampling done using the *Stratified Random Sampling* technique, namely how to take samples by observing the *strata* (Level) in the population. In the *Stratified Random Sampling* first grouped into certain levels. The sample in this research are learners SD Negeri Jetis I and SD Negeri Nampu I, Karangrayung. So, from the 6 classes in SD Negeri Jetis I and SD Negeri Nampu I only one class selected, namely the fifth grade. Fifth-grade were selected as the sample in this research since the fifth-grade class at the top and can distinguish between right and wrong. Fifth grade were selected in this study is that the learners in the teaching of 2017-2018 rose to the sixth grade. In this study, there are three variables that are grouped

into two, namely the free variable (independent) and attached variable (the dependent). The independent variables consisted of the school environment (X_1), honorary teacher performance PAI (X_2), and learning achievement (Y). The interrelationship between variables in this study can be explained on the following paradigms:



Description:

- X_1 :School Environment
- X_2 :PAI Teachers Performance
- Y :Learning Achievement

DISCUSSION

Validation is a measure that shows the levels validity or the truth of an instrument. The validity is tested using the help *soft file* computer program *SPSS release 16*. Statements item consider valid if the value of $c_{\text{ount}} > r_{\text{table}}$. Validity test on school environment variables there are 15 statements that can be used as an instrument of research and 14 instruments of research on teacher performance variables. Reliability test is used to find out *keajegan* (consistency) of research instrument. Research instrument is said to be reliable if always *ajeg* (consistent), not changeable. The alpha value

for the environment variable school and teacher performance is 0.444. After comparison with the coefficient analysis results, it can be concluded that the nature of the research instrument is reliable.

Based on the results of research, on the school's environment variables in *SD Negeri Jetis I* and *SD Negeri Nampu I, Karangrayung* obtained the mean of 45.56 with standard deviation 4.849. Honorary teacher performance variables obtained the mean of 44.33 with standard deviation 3.381. The learning achievements variable obtained mean of 85.64 with standard deviation 7.068. The school environment variables in *SD Negeri Jetis I* and *SD Negeri Nampu I Karangrayung* have the criteria excellent 28%, good 64% and adequate 8%. School environment in *SD Negeri Jetis I* and *SD Negeri Nampu I Karangrayung* consider in the criteria of good lies on the interval 39-49. Honorary teacher performance variables in *SD Negeri Jetis I* and *SD Negeri Nampu I Karangrayung* have the criteria excellent 44%, good 56% and adequate 0%. Retrieved the mean of 44.33 located at intervals 35-45 also in the category of good.

The form of the influence of school environment in *SD Negeri Jetis I* and *SD Negeri Nampu I Karangrayung* regression obtained coefficient of 0.238 and constants of 74.776. Then the school environment variable relationships form in *SD Negeri Jetis I* and *SD Negeri Nampu I Karangrayung* (X_1) of student learning achievement bound variable (Y) in the regression equation $Y = 74,776 + 0,238 X_1$. This means if the school environment increased one point then the learning achievements of students will be increased by 0.238 points at constant 74.776. The school environment in

SD Negeri Jetis I and *SD Negeri Nampu I Karangrayung* effect on student learning achievement of 2.7% and the rest is influenced by other factors.

Honorary teacher performance influence in *SD Negeri Jetis I* and *SD Negeri Nampu I Karangrayung* obtained regression coefficient of 0.773 and constants of 51.354. Then form of relationship to teacher's performance variables in *SD Negeri Jetis I* and *SD Negeri Nampu I Karangrayung* (X_2) toward student learning achievement bound variable (Y) in the regression equation $Y = 51.354 + 0.773 X_2$. This means if the teacher's performance increased one point then the learning achievements of students will increase of 0.773 points at constant 51.354. Retrieved *R square* of 0.137 means the variable performance of teachers at *SD Negeri Jetis I* and *SD Negeri Nampu I Karangrayung* effect on student learning achievement of 13.7% and the rest is influenced by other factors.

The influence of school environment and the performance of the honorary teacher of *SD Negeri Jetis I* and *SD Negeri Nampu I Karangrayung* together acquired the regression coefficients as follows: constants of 51.578, the school environment (X_1)-0.014, and performance (x_2) honorary teacher of 0.783. Thus, the equation is $Y = 51.578 - 0.014 x_1 + X_2 0.783$. The equation of a regression line is a negative school environment, this means that if the school environment is compare with the teacher then influential performance negatively to the achievement of learning. Otherwise the performance of the honorary teacher together with influential positive environmental learning achievements toward Islamic Religious education in *SD Negeri Jetis I* and *SD Negeri Nampu I*

Karangrayung. *R square* school environment and teacher performance of 0.137 which means environment variables of the school and teacher performance to student achievement honorary together was 13.7% and the rest of 86.3% were influenced by other factors.

CONCLUSION

Based on the data retrieved can be explained that there is a positive influence of school environment *SD Negeri Jetis I and SD Negeri Nampu I Karangrayung* toward the learning achievement as much as 2.7% with the regression equation $Y = 74.776 + 0.238 X_1$. This shows if the school environment increased by one point then the learning achievements of students will be increased by 2.7%. There is a positive influence on the performance of the honorary teacher of *SD Negeri Jetis I and SD Negeri Nampu I Karangrayung* toward the learning achievement as much as 13.7% with the regression equation $Y = 51,354 + 0,773 X_2$. This shows if the performance of the honorary teacher increased by one point then the learning achievements of students will be increased by 13.7%. There is a positive influence of school environment and the performance of the honorary teacher in *SD Negeri Jetis I and SD Negeri Nampu I Karangrayung* together toward students' learning achievement as much as 13.7% with the regression equation $Y = 51,578 - 0,014 X_1 + 0,783 X_2$.

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