



PERFORMANCE ANALYSIS OF ISLAMIC RELIGION TEACHERS ACCORDING TO STANDARDS COMPETENCY AT ELEMENTARY SCHOOLS AND MADRASAH IBTIDAIYAH IN CILONGOK DISTRICT, BANYUMAS REGENCY

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Abstract

The purpose of this study was to analyze the performance and competency standards of Islamic Religion Teachers at Elementary Schools and Islamic Elementary Schools in Cilongok District, Banyumas Regency. The population of this study were all Islamic Religion teachers at MI in Cilongok District, Banyumas Regency, totaling 46 teachers. The sample in this study were 46 people. Sampling was done by total sampling method. Data was collected through a questionnaire. The data analysis includes descriptive analysis, prerequisite test consisting of normality test, linearity test, and multicollinearity test, and multiple regression analysis with F test, t test, and determination test. The results showed that there was a significant positive contribution of the principal's managerial skills, work discipline, and compensation for teacher performance at MI in Dlingo, Bantul Regency.

Keyword: *Analysis, Teacher Performance, Competency Standards, Elementary Schools, Madrasah Ibtidaiyah.*

INTRODUCTION

In order to achieve the goal of national education, namely to educate the nation's life and develop a complete human being, the role of professional educators is urgently needed. According to Law No. 20 of 2003, the position of a teacher as an educator is a professional

position. Therefore, teacher professionalism is required to continue to develop in accordance with the times, science, technology and community needs, including the community's need for quality human resources and have the capability to be able to compete in regional, national and international forums.

In the institutional context, Islamic education has the aim of increasing faith and devotion to Allah SWT and having noble character in personal, social, national and state life. From this goal, it is clear that Islamic religious education actually has a mission to shape students to become noble beings in their capacity as individuals and as social beings (Suyatno, 2003: 2). According to that goal, the teacher's task is to operationalize learning programs and approaches by engineering innovative curricula according to learning needs. The Education Unit Level Curriculum (KTSP) or the 2006 curriculum which is a refinement of the competency-based curriculum or the 2004 curriculum. is a set of plans and arrangements regarding competencies and learning outcomes that must be achieved by students (Balithang Depdiknas, 2003: 10)

The teaching process in the education unit level curriculum (KTSP), the teacher will *transfer values* to students, so that students will have academic knowledge and *life skills* in the form of practicing religious values into real life arrangements according to the environment and students' backgrounds. The strategic role of the teacher is determined by his activities in carrying out his functions and duties, namely carrying out teaching and learning activities. In teaching and learning activities (KBM) teachers need to use their authority or rights in building ideas or creativity that can provide encouragement or motivation to students. The responsibility for learning lies with the student but the teacher is responsible for creating a situation that encourages student initiative, motivation and responsibility for learning forever. Thus, the teacher's role is very strategic in determining the quality of the humanizing process for students.

The teacher is the spearhead of education because the teacher has a role in guiding students towards maturity, maturity and independence. The strategic role of teachers will be demonstrated by their performance according to teacher competency standards that refer to the Teacher Performance Assessment Tool (APKG). Aspects of assessment of performance standards according to APKG include aspects of learning management competence, educational insight, academic competence and professional development competence (Depdiknas 2004: 6). APKG performance standards are grouped into three ability assessments consisting of the ability to make teaching plans, the ability to teach in class and the ability to establish interpersonal relationships (Sutomo, tt: 6-7).

The first step that needs to be taken to determine the performance of teachers is to identify the potential of teachers to carry out their functions and duties. Then with the existing potential, it is necessary to identify the teacher's ability to carry out his duties and functions in achieving performance according to APKG standards. The final step is to identify various factors that can hinder the achievement of teacher performance according to APKG standards. According to this, this study aims to describe how the competency standards and

performance of Islamic religious teachers in Elementary Schools and Madrasah Ibtidaiyah in Cilongok District, Banyumas Regency are based on teacher competency standards.

METHOD

This type of research uses a quantitative descriptive approach, meaning that the existing variables are revealed and measured based on numbers, while the data analysis uses statistical analysis. The population and sample that became the subject of this study were teachers at Elementary School (SD) and Madrasah Ibtidaiyah (MI) in Cilongok District, Banyumas Regency. The population of teachers in SD is 43 people, and the population of teachers in Madrasah Ibtidaiyah is 42 people. The sampling method was based on strata, namely male-female, with a proportional stratified random sampling method of 60 percent, the results were 25 people for SD and 25 for MI. Data was collected through the distribution of questionnaires. Data analysis carried out includes descriptive analysis, scoring, validity and reliability tests and multiple regression analysis with F test, t test, and determination test.

RESULTS AND DISCUSSION

A. Description of the State of Islamic Religion Teachers

Description of the condition of teachers according to the level of the teacher's task load, namely the ratio of the number of students to teachers, can be seen as in table 4.

Table 1. Development of Religion Teachers for Elementary Schools and Madrasah Ibtidaiyah in Cilongok District, Banyumas Regency Year 2002-2006

| No | Year | Elementary School Religion Teachers (SD) | Religious Teachers Madrasah Ibtidaiyah/MI | Total | Percent Perk. (%) |
|-------------------|------|--|---|--------|-------------------|
| 1 | 2002 | 37 | 51 | 88 | |
| 2 | 2003 | 36 | 43 | 79 | -10.23 |
| 3 | 2004 | 36 | 44 | 80 | 1.27 |
| 4 | 2005 | 36 | 38 | 74 | -7.50 |
| 5 | 2006 | 43 | 42 | 85 | 14.86 |
| Total | | 188 | 218 | 406 | -1.60 |
| Average | | 37.6 | 43.6 | 81 | -0.40 |
| Percentage | | 46,31 | 53.69 | 100.00 | |

Source: Education Unit of Cilongok District, Banyumas Regency

In table 1, it can be seen that the number of religious teachers in SD and MI is on average 81 teachers per year. Overall, both in SD and MI, the number of teachers has decreased by an average of 0.40% per year. In 2002 the number of teachers in MI was 51 and in SD 37 people, while in 2006 the number of teachers in MI decreased to 42 people and in SD increased to 43 people. In percentage terms, the number of Islamic religious teachers in MI is 53.69% greater than in SD 46.31 percent.

The difference in the number of teachers causes differences in the teacher's workload or the ratio of the number of students to the number of teachers. Changes in the teacher's workload can be explained by looking at changes in teachers and students, and for students the condition of their development both in SD Negeri and in Madrasah Ibtidaiyah can be seen.

The number of elementary school students in the working area of the Cilongok District Unit is an average of 10,065 students and in MI the average is 2,994 students per year, or 77.07 percent and 22.93 percent, respectively. Judging from its development, the average number of students each year decreases by 1.76 percent and according to observations, the decline in the number of students is due to a decrease in the participation of the population of elementary school age, namely under 7 (seven). Perhaps a factor in the success of the family planning program is the decline in the participation rate of the primary school age population, so that currently several public elementary schools are regrouped due to the absence of students.

Based on tables 1 and 2, the teacher's workload which is a comparison between students and teachers shows the teacher's workload in public elementary schools with a ratio of 1: 268 and in Madrasah Ibtidaiyah 1: 69, so that in SD Negeri 1 Islamic religion teacher fosters 268 students while in MI 69 students. The difference in the workload makes the difference in preparing lesson plans and coaching programs for students so that the performance of each teacher will also be different according to teacher competency standards.

Teacher competence is faced with the challenge of the low quality of education at every level or education unit, especially at the primary and secondary education levels. Various efforts to improve the quality of education have been carried out by the government in this case the Ministry of National Education, for example the development of a national curriculum through competency-based KTSP and local, increasing teacher competence through education and training, providing school facilities such as procurement of books and learning tools, procurement and repair educational advice and infrastructure, and improving the quality of school management. However, these efforts have not shown significant indicators of the quality of education.

In relation to teacher performance, the factors that cause the quality of education in Indonesia to not increase evenly, namely (Depdiknas, 2002: 1-2) are caused by the participation of school residents, especially teachers and the participation of the community, especially parents of students in the implementation of education so far. minimal. Teachers' participation in decision-making is often ignored, even though whether or not changes occur in schools is highly dependent on teachers.

Improving the quality of education is largely determined by the role of the teacher, so that the teacher becomes a strategic factor in improving the quality or quality of education. Education will mean nothing without the presence of teachers. Whatever the

applicable curriculum model and educational paradigm, it is the teacher who ultimately determines whether or not the program is achieved (MoRA, 2004: 1).

For Elementary Schools and Madrasah Ibtidaiyah in the work area of the Education Unit of Cilongok District, Banyumas Regency, several efforts or strategies to realize teacher performance improvements according to teacher competency standards are influenced by many factors whose conditions are very important to be realized immediately to improve the quality of education. According to studies and observations, the low quality of education in Cilongok District is not as described nationally, this is as seen in table 3.

Table 3. Development of Average Achievement (Absorption Capacity) of Elementary School Elementary School Students and Islamic Class 1-6 in the Working Area of the Education Unit of Cilongok District, Banyumas Regency 2002-2006

| No | Year | Elementary School Student Absorption | Percent Perk (%) | MI Student Absorption | Percent Perk (%) |
|---------|-------|--------------------------------------|------------------|-----------------------|------------------|
| 1 | 2002 | 67.7 | | 62.7 | |
| 2 | 2003 | 67.9 | 0.30 | 63.0 | 0.48 |
| 3 | 2004 | 68.2 | 0.44 | 64.7 | 2.70 |
| 4 | 2005 | 68.4 | 0.29 | 71.3 | 10.20 |
| 5 | 2006 | 68.4 | 0.00 | 70,5 | -1.12 |
| Total | 340.6 | 1.03 | 332.2 | 11.26 | |
| Average | 68.12 | 0.26 | 66.44 | 3.06 | |

Source: Education Unit Cilongok District Banyumas Regency

According to table 6, it can be seen that the achievement or absorption of students in SD is better than MI, respectively for SD the average student achievement is 68.12 and in MI 66.44. Indications of differences in student absorption show that there are differences in the performance of Islamic religious education teachers between SD and MI. Thus, it is necessary to control the factors that can determine or affect teacher performance according to teacher competency standards. The difference in teacher performance in increasing student absorption or achievement is caused by several conditions as follows:

First, the number of students in SD is more than MI, but there are fewer Islamic Religion teachers in SD than MI, causing the teacher's workload in SD to be higher. higher

than MI. The workload that is too heavy affects teacher performance as a result of excess teaching hours and lack of time to provide guidance to students and time to prepare lesson plans.

Second, the number of facilities available in SD is more than MI, especially with regard to primary external facilities, so that the potential for SD to improve teacher performance and student achievement is better than MI. The provision of different facilities causes differences in the creativity of teachers and students needed to support Teaching and Learning Activities (KBM). In this case, primary external facilities for teachers can be in the form of curriculum books, textbooks/packages, reference book (reference), subject books, materials/study aids, stationery, and technical equipment.

Third, Elementary and MI teachers seen from their characteristics show differences in educational background, frequency of attending training, seminars and workshops. This difference shows that the characteristics of elementary school teachers are better than MI teachers, so that elementary schools have better potential to improve student achievement than MI teachers.

Fourth, there are differences in teacher work motivation caused by the encouragement of available facilities. Teacher work motivation in SD is better than in MI so that SD has better potential to improve teacher performance and student achievement than MI. The facilities encouraged are primary internal facilities in the form of physical/biological needs, social needs and psychological needs. Physical needs include clothing, food, housing, health, family, recreation and others. Social needs include cooperation and psychological needs include security, administration, employment, career development, education, old age insurance training.

In the context of education, the characteristics or potential of Islamic religious teachers in SD and MI in the Cilongok Education Unit must be able to encourage the achievement of the quality or quality of school output both academically, namely student learning scores or achievements as well as assessments in the form of non-academic achievements in the form of sports achievements, arts and faith or morals (Depdiknas, 2001: 31). The quality of school output is influenced by the level of readiness of inputs and processes. Therefore, controlling the factors that can affect teacher performance is needed to improve the quality of education.

The provision of facilities, both primary internal and external primary facilities, will determine teacher performance in accordance with teacher competency standards and in accordance with the KTSP in Elementary Schools and Madrasah Ibtidaiyah. Teacher performance in improving student achievement is influenced by many factors, both internal factors (from within students including physical), and external factors such as facilities or infrastructure.

B. Respondents Overview

The sample or respondents were 50 SD and MI teachers in the work area of the District Education Unit at the Banyumas Regency Education Office, taken randomly according to

the sub-district location, rank and school condition. The profiles of these respondents can be seen according to Table 4.

Table 4: Total Population and Sample (Respondents) of Elementary Schools and Madrasah Ibtidaiyah in Cilongok District, Banyumas Regency in 2006.

| No. | Description of | Population (Persons) | Sample (Persons) |
|-----|-------------------------|----------------------|------------------|
| 1 | Respondents MI teachers | 42 | 25 |
| 2 | Respondents SD teachers | 43 | 25 |
| | Total | 50 | 50 |

Source: Report of the Islamic Religious Supervisor, Cilongok District, Banyumas Regency.

According to Table 4, it can be seen that the respondents of religion teachers in SD and MI are 50 respondents. consists of 25 respondents from the sample or respondents of elementary school teachers and 25 respondents and samples of MI teachers. How to take it by taking into account the strata of gender, age, work experience, education, work group. The following describes the characteristics of the respondents as can be seen in table 8.

It can be seen that there are differences in the sex of respondents between SD and MI. Female respondents in SD are 64 percent and in MI 52 percent of the 25 respondents, the rest are male respondents, respectively, in SD 36 percent and in MI 48 percent. The difference in respondents shows that the majority of teachers in SD and MI are women.

Most of the respondents are between 36-45 years old and between 36-45 years old in both MI and SD which are 72.00 percent and 68.00 percent, respectively, while a small proportion of respondents are between 30-35 years old, namely in SD 12 percent and 8 percent. Demographic age grouping indicates the position of productive age, so age will encourage work morale which will improve performance.

The respondents' work experience shows the distribution that most of them have experience under 15 years old or 80 percent, and 72 percent in SD. In terms of work experience, it is enough to encourage the smooth running of tasks according to the main functions and duties of the teacher. Provision of technical knowledge is increasingly supported by the educational background of the respondents. The educational background of the respondents is mostly D-II for MI and SD, 56 percent and 68 percent, respectively. The occupational group mostly has an MI education of 72 percent and SD 76 percent. The following are some suggestions put forward by some respondents related to student achievement, teacher competence, facilities and others which are briefly shown in label 6.

Table 6: Respondents' Suggestions for Elementary Schools and Madrasah Ibtidaiyah in District Cilongok Banyumas Regency in 2005

| No. | Contents of Suggestions | MI Teacher | | Elementary School Teachers | |
|-----|---|------------|---------|----------------------------|---------|
| | | Person | Percent | Person | Percent |
| 1 | Improvement of Work Performance | | | | |
| | a. Upgrading | 20 | 80.00 | 18 | 72.00 |
| | b. Teacher's Dictation | 19 | 76.00 | 21 | 84.00 |
| | c. Career Attention | 23 | 92.00 | 20 | 80.00 |
| | d. Government assistance improved | 2 | 8.00 | 22 | 88.00 |
| | e. Improved Discipline | 2 | 8.00 | 1 | 4.00 |
| 2 | Improvement of Teacher Competence | | | | |
| | a. Upgrading | 20 | 80.00 | 16 | 64.00 |
| | b. Diktat Routine | 2 | 8.00 | 2 | 8.00 |
| | c. Evaluation of Work Results | 7 | 28.00 | 4 | 16.00 |
| 3 | Repair of School Facilities | | | | |
| | a. Addition of Textbooks | 25 | 100.00 | 25 | 100.00 |
| | b. Library | 11 | 44.00 | 18 | 72.00 |
| | c. Props | 16 | 64.00 | 7 | 28.00 |
| | d. Field monitoring | 5 | 20.00 | 4 | 16.00 |
| | e. Equipment Addition (OHP) | 7 | 28.00 | 5 | 20.00 |
| | f. Data Collection and Follow-up | 3 | 12.00 | 5 | 20.00 |
| 4 | Others | | | | |
| | a. Salary Increase | 25 | 100.00 | 25 | 100.00 |
| | b. School scholarship | 25 | 100.00 | 25 | 100.00 |
| | c. Child Education Allowance | 16 | 64.00 | 17 | 68.00 |
| | d. Welfare Addition. | 25 | 100.00 | 25 | 100.00 |
| | e. It is necessary to establish a legal institution | 2 | 8.00 | 1 | 4.00 |

| | | | | |
|-------------------------------------|---|------|---|-------|
| f. Realizing Professional Allowance | 1 | 4.00 | 3 | 12.00 |
| g. Uncomplicated bureaucracy | 1 | 4.00 | 2 | 8.00 |
| h. Giving Study Permit Right at | 1 | 4.00 | 1 | 4.00 |
| i. Ken's business. Rank launched | 2 | 8.00 | 2 | 8.00 |

Source: Primary Data, processed

Table 9 explains that not all of the 50 respondents, namely 25 teachers from MI and 25 teachers from SD, are not all willing to provide suggestions or opinions for improvements to school development efforts.

In the table above, the suggestions that need attention are those that received the most responses and respondents both in MI and SD. According to the largest percentage, the suggestions that need attention from school management are upgrading, routine dictation and attention to careers. And welfare aspects are salary increases, additional family welfare, school scholarships.

1. Analysis of Validity and Reliability

Assessment of the validity and reliability of the respondents' assessment of teacher professional knowledge competence (X_1), motivation (X_2), the use of primary external learning facilities (X_3), on teacher performance (Y) using a score of 5 (five) scale, and with each indicator providing a correlation coefficient of validity and reliability as shown in table 7.

Table 7: Correlation of Validity and Reliability of Knowledge Competence

Teacher Professional(X_1), Motivation (X_2), Utilization
of Primary External Learning Facilities (X_3), Against Teacher Performance (Y)

| No. | Korelasi Validitas | Teacher Professional Knowledge Competency (X_1) | Motivation (X_2) | Utilization of External Primary Education Facilities (X_3) | Teacher Performance (Y) |
|-----|--------------------|---|----------------------|--|-------------------------|
| 1. | RX_1Y | 0.453 | 0.376 | 0.430 | 0.566 |
| 2. | RX_2Y | 0.781 | 0.487 | 0.326 | 0.334 |
| 3. | RX_3Y | 0.451 0.569 0,357 | | | 0.755 |
| 4. | RX_4Y | 0.458 | 0.359 | 0.819 | 0.297 |
| 5. | RX_5Y | 0.543 0.569 | | 0.696 | 0.400 |

| | | | | | |
|-------------------------------|--------------------|-------|-------|-------|-------|
| 6. | RX ₆ Y | 0,443 | 0.724 | 0.759 | 0.668 |
| 7. | RX ₇ Y | 0.638 | 0.713 | 0.732 | 0.372 |
| 8. | RX ₈ Y | 0.362 | 0.423 | 0.666 | 0.324 |
| 9. | RX ₉ Y | 0.309 | 0.407 | 0.618 | 0.330 |
| 10 | RX ₁₀ Y | 0.372 | 0.495 | 0.333 | 0.310 |
| 11 | RX ₁₁ Y | | | | 0.432 |
| 12 | RX ₁₂ Y | | | | 0.320 |
| Reliability Correlation Rx | 0.901 | 0.653 | 0.787 | 0.569 | |

Source: Primary data is processed

According to Table 7, it can be seen that the correlation between the validity and reliability of the variables mentioned above is already above the critical r limit of 0.279 in the test using an error rate (α): 5%. Thus all correlations are valid and reliable. so that all items or questions used as measurements on the variables mentioned above, namely the competence of teacher professional knowledge, motivation, utilization of primary external learning facilities, on teacher performance, can be used for further discussion and research analysis.

2. Analysis of Effect of Competence Knowledge Professional Teacher, Motivation, Utilization Facility Learning External Primer, Against Teacher Performance

Effects of competence of professional knowledge of teachers ($X_{(1)}$), motivation ($X_{(2)}$), the utilization of learning facilities external primer (X_3), the performance of teachers (Y) According to the results of calculations using *SPSS for Window*, the following regression equation is obtained:

$$Y = 27.027 + 0.143 X_1 + 0.247 X_2 + 0.201 X_3$$

According to the equation, it can be explained that the competence of teacher professional knowledge (X_1), motivation (X_2), utilization of primary external learning facilities (X_3), on teacher performance (Y), and it can be explained that each unit of positive change from teacher performance to a better direction requires an increase in teacher professional knowledge competence, motivation, utilization of learning facilities primary external.

The nature of a positive relationship indicated by the coefficient of determination ($R^2=0.251$) means that the variation of teacher performance is explained by 25.30 per cent by changes in the competence of the professional knowledge of teachers, motivation, utilization of learning facilities external primary, while the remaining 74.70 percent is explained by other variables that are not incorporated into the model.

Proving the hypothesis about the effect of teacher professional knowledge competence, motivation, utilization of primary external learning facilities on teacher performance was tested by statistical F-test, with an error rate of 5%, and degrees of freedom $(k-1) : (nk) = (4-1) : (50-4)$ which results in F-count $5.186 > F$ table 2.76, according to Figure 2.

Figure 2: F Test Using Confidence Level 95% or 5% and degree of freedom $(nk) : (kl)$ Effect of Teacher Professional Knowledge Competence (X_1) , Motivation (X_2) , Utilization of Primary External Learning Facilities (X_3) . Against Teacher Performance (Y)

Test partially tested using a t-test with an error rate of 5%, and the degrees of freedom $(nk) = (50-4)$ yielded t respectively for teachers' professional knowledge competency, $t_1 = 4,193$, t-test for motivation, $t_2 = 2,166$ and t count for the primary external learning facility utilization, $t_3 = 2.142$, t-test three results count showed that $t_1 = 4,193$, $t_2 = 2,166$ and $t_3 = 2,142 > t$ table 1.671, thereby Partial good professional knowledge competence of teachers, motivation, and utilization of primary external learning facilities affect teacher performance at Elementary Schools and Madrasah Ibtidaiyah in Cilongok District, Banyumas Regency.

Judging from the regression equation, it is known that the magnitude of the regression coefficient of the variable competence of teacher professional knowledge. $t_1 = 4.193$, t-count for motivation. t_{2-2166} . and t-test for primary external pmanfaatan learning facilities, $t_3 = 2,142$. Thus the magnitude of $t_1 > t_2 > t_3$, so that the competence of professional knowledge of teachers is more influential on teacher performance than motivation and utilization of primary external learning facilities. according to picture 3.

Figure 3: t test using 95% confidence level or 5% and degree of freedom (nk) Effect of Teacher Professional Knowledge Competence (X_1) , Motivation (X_2) , Utilization of Primary External Learning Facilities (X_3) , on Performance Teacher (Y)

3. Elasticity

The coefficient of elasticity can be interpreted that every time there is an increase in the percent of the competence of the teacher's professional knowledge, motivation, and utilization of primary external learning facilities, the change causes an increase in teacher performance according to the value of the elasticity coefficient. The elasticity coefficients for the competence of teachers' professional knowledge, motivation, and utilization of primary external learning facilities according to the calculation results are shown in Label 16.

Table 12: Teacher's Professional Knowledge Competence Elasticity, Motivation, and Utilization of Learning Facilities Primary Externals on Teacher Performance

| Variables | Bj | Xj | Yj | Ej |
|---|-------|---------|---------|-------|
| Independent/Explanatory | | | | |
| Competency of Teacher Professional Knowledge | 0.143 | 324,600 | 482,800 | 0,096 |
| Motivation Teacher Work | 0,247 | 377,600 | 482,800 | 0,193 |
| Utilization of Pem. Primary External | 0.201 | 362,600 | 482,800 | 0.151 |

Source: Primary data, processed.

According to the value of the elasticity coefficient, motivation has a bigger role than the competence of the teacher's professional knowledge. and the use of primary external learning facilities on teacher performance with an elasticity coefficient of 0.193. Meanwhile, the coefficient of elasticity produced by each motivational variable (X_2) is 0.193 which is greater than the utilization of primary external learning facilities (X_3) 0.151 and the competence of teacher professional knowledge (X_1) is 0.096.

According to the value of the elasticity coefficient, motivation has the greatest influence and on the influence of the competence of professional knowledge of teachers, and the use of primary external learning facilities on teacher performance at Elementary Schools and Madrasah Ibtidaiyah in Cilongok District, Banyumas Regency.

Work motivation as the most influential factor on teacher performance, shows the high work ethic or morale of Islamic Religion Teachers which is based on virtue in an effort to achieve life goals. This is in accordance with the view of Islam which strongly encourages its people to have values *moral* by referring to the person of the Prophet Muhammad, as Allah says:

Meaning:

"Indeed, there is in the Messenger of Allah a good role model for you, namely for those who hope (mercy) from Allah and (the coming of) the Day of Judgment and he often mentions Allah". (Al-Ahzab: 21)

In relation to motivation or character development education, the virtues of achieving life goals include the virtues of the soul, body, outside and the virtues of *tawfiq* (Ismail, et al (Editor), 2001: 207). The virtue of the soul concerns the main virtues, namely *al-hikmah*, *al-iffat*, *al-syaja'ah*, and *al-is*. The virtue of the body lies in health, strength, beauty, and longevity. These two virtues are centered in humans as beings who exist. The two main factors that become the goal of life are what foster motivation from within the Islamic Religion teacher at SD and MI in Cilongok District.

In relation to external motivation, there are external virtues that are not located in humans but are needed to support previous virtues. Outer virtues consist of wealth, family, position, and good lineage. While the virtue of *tawfiq* is the conformity of the human will with the qadha and qadar of God. The virtues of *tawfiq*

are in the form of *al-hidayah* (the principle of goodness), *al-rusyd* (motivation that stimulates goals) and *at-tasdid* (assistance and assistance to move).

Professional knowledge competence, according to Islamic studies, refers to the importance of knowledge and skills that will shape physical, spiritual health, a stable and independent personality and have a sense of personal, social and national responsibility so that it will form humans who can become role models. Knowledge in Islam is placed in high regard for reason, and encourages its people to seek knowledge or knowledge. Thinking and using reason are clear and unequivocal teachings in the Qur'an.

Meaning:

"And We made this parable for mankind, it is impossible to understand except those who are knowledgeable." (Al-Ankabut: 43)

The Messenger of Allah said which means:

"Religion is the use of reason, there is no religion for people who do not understand".

The *naqli argument* (Qur'an and Hadith) above, clearly shows that Islam is very encouraging efforts to increase knowledge or educate life (Ismail, et al. (Editor) 2001: 204). Thus, the professional knowledge competence of Islamic Religion teachers will provide a significant boost to teacher performance. Compared to motivation, the effect is smaller on teacher performance, so it can be concluded that Islamic Religion Teachers at SD and MI in Cilongok District, Banyumas Regency still give priority to achieving the primacy of life goals rather than knowledge. However, it appears that between the two, "virtue and knowledge" have been achieved in a balanced way as an effort to achieve life's goals. Perfection in achieving both goals in a balanced way requires adequate school facilities as currently, school facilities can be significantly utilized by Islamic Religion teachers in SD and MI in Cilongok District, Banyumas Regency.

CONCLUSION

According to the results of the analysis and discussion of data at Elementary Schools and Madrasah Ibtidaiyah in the work area of the Education Unit of Cilongok District, Banyumas Regency, it can be concluded as follows:

First, the implementation of Islamic religious teacher competency standards in Elementary Schools and Madrasah Ibtidaiyah in the District Education Unit Cilongok, Banyumas Regency, the performance has been effective according to the effective standard set by the Ministry of Religion of 80%. Effective competency standards according to their indicators, show the level of implementation of competency standards (performance) in a position to maintain achievement. Indicators of competency standards (performance) that need to be maintained are: organizing learning materials, preparing learning resources, designing classroom management, using learning aids, organizing students, preparing

questions, designing procedures and assessment tools and indicators of mastering knowledge and skills according to learning materials. Meanwhile, the competency standards for religious teachers that have not been effective and need to be prioritized in their completion are the performance indicators for follow-up KBM and primary external learning, $t_3 = 2.142$. Thus the magnitude of $t_1 > t_2 > t_3$, so that the competence of professional knowledge of teachers has more influence on teacher performance than motivation and utilization of primary external learning facilities at Elementary Schools and Madrasah Ibtidaiyah in Cilongok District, Banyumas Regency.

Second, the work motivation of religious teachers contributes the most to teacher performance than the competence of teachers' professional knowledge and utilization of primary external learning facilities. This is in accordance with the value of the coefficient of elasticity, namely work motivation (E2): 0.193, which is greater than the use of primary external learning facilities (E3): 0.151 and the competence of professional knowledge of teachers (E1): 0.096 at Elementary Schools and Madrasah Ibtidaiyah in Cilongok District, Banyumas Regency.

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