

THE MAP OF SMA/SMK ISLAMIC EDUCATION TEACHERS' COMPETENCIES IN CENTRAL JAVA

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Paper received: 05 October 2018
Paper revised: 20 – 26 November 2018
Paper approved: 17 December 2018

ABSTRACT

Teachers of Islamic education in Indonesia have some problems. On the one hand, they are required to meet the standards of qualification, competencies, and certification. On the other hand, they have over-working hour due to the imbalance between the number of the teachers and the students. This fact will undoubtedly affect their work quality. The work quality of the teachers can be measured by five kinds of competences: pedagogic, personality, social, professional, and leadership. This research is aimed to measure the five competences of the teachers of Islamic Education in Senior High Schools and Senior Vocational Schools (both SMA and SMK) in Central Java, and it is also to examine the hypothesis that there is no significant difference in teachers' competences in terms of their status: civil servants (PNS) or not (non-PNS), and certified or not. By using quantitative approach, the research has two important findings. The first, the competency of the Islamic teachers in Central Java is on the medium level which have a score at 2.95 on a scale of 4.00. The pedagogic competence occupies the highest level with 3.25, in contrast the social competence is on the lowest one with 2.9. The second, there is no significant difference in competences between the teachers who are civil servants and those who are not. On the contrary, there is a significant difference in competences between the teachers who are certified and who are not certified yet.

Keywords: Map, Competences, Islamic Education Teachers of SMA/SMK, Central Java

INTRODUCTION

Religious education is a primary subject in Indonesian education curriculum, either in curriculum 2006 which is also called as KTSP (Kurikulum Satuan Tingkat Pendidikan/curriculum based on the educational institution) or in curriculum 2013. This subject is given to the students in all levels ranging from elementary schools to university. In addition, this subject is also taught 2 lesson hours for classes applying curriculum 2006 and 3 lesson hours for those applying curriculum 2013.

The importance of the subject in the Indonesian education system is also determined

by some regulations, such as Law Number 20 year 2003 on National Educational System; Government regulation Number 55 Year 2007 on Religion education and religiosity education. Therefore, it is really clear that providing religious education is a mandatory given by Indonesian constitution towards all educational institutions.

Religious education as it is stated by Ministry of Religious Affairs' regulation Number 16 year 2010 consists of Islamic Education, Protestant Education, Catholic Education, Hinduism Education, Buddhism Education, and Confucianism Education. The goal of the religious education is to teach students their religious teachings as well as to encourage them

to implement the teachings in their daily lives. The teachings have to become the sources for their lives either in their personal, familial, social, or national relationship. Therefore, it is clear that religious education plays an important role in creating students having good characters namely carrying out their religious teachings well.

The success of religious education depends on various elements involved in the education process. One of them is the teachers of the religion. As a teacher, the teacher of religion has to meet some professional requirements such as academic qualification and a number of required competences, certified, physically and mentally healthy, and being able to implement national education goals. By academic qualification here is that the teacher of the religion subject had passed undergraduate program in the relevant study gained from a recognized college, while by a number of required competences is that the teachers of religion subject have to meet four kinds of competences: pedagogic, personality, social, and professional competency. These four competences are clearly required by Law Number 14 year 2005. In addition, the teacher of religion subject is also strongly required to have leadership competence. The requirement of this kind of competence is highly recommended by the Ministry of Religious Affairs' regulation Number 16 year 2010 on Management of Religion education at schools.

If it is associated with duties and responsibilities of the teachers of religion subject, mastering the four aforementioned competences is not enough to make the teachers of Islamic education well-qualified due to the fact that the materials of the subject of Islamic education does not only consist of cognitive aspect, but also affective and psychometric ones. Therefore, Rosyada (2017: 137) recommended that the teachers of Islamic education treat and control *hidden curriculum* as good as the *written curriculum*. The treatment and the control of the students' psychometric abilities can be performed through *talaqqi*, a direct transformation from the teachers towards the students for a must

controlled skill such as the ability of reading Qur'an correctly.

Unfortunately, it is an ironic situation that not all teachers of Islamic education have qualified skill in controlling students' ability in Qur'anic recitation. It can be seen from the statement given by the director of SMA/SMK division the Ministry of Religious Affairs of Republic of Indonesia, as his concern related to the ability of the teachers of Islamic education. According to him, none of the teachers tested in writing al-Humazah (a verse in the Qur'an) is able to write the verses correctly and perfectly. In other words, all of them made one or more mistakes in the writing (the director of SMA/SMK division the Ministry of Religious Affairs of Republic of Indonesia, interview, 21 December 2017). The similar thing was also stated by the director of Islamic education for the early childhood education/ kindergarten, Victoria Elisna Hanah, in the Sixth BTQ Workshop held by the Directorate of Islamic Education in Pekanbaru from 9 to 11 September 2017 (Pendis, "Direktorat PAI", 2017). Hanah said that some of Islamic education teachers for secular² schools have a problem with their ability in writing Qur'anic verses which prevent them from well performing teaching process. Based on the information given by those two authoritative people, it can be concluded that the quality of the Islamic education teachers needs improvement.

In addition, the effort to improve the quality of Islamic education teachers is facing another problem due to the fact that the number of the teachers is not sufficient to meet the need. It is recorded that the number of the teachers are 182,696 people while the Muslim students are 37,655,118 students. From the data, it can be seen that there is imbalance between the number of the teachers and the number of the students. To make it ideal, the number of the teachers should be 217,738. Therefore, it is needed 35,042 more teachers to fill the gap (Republika, "Darurat

²By secular schools here means the schools which do not give religious education a strong priority for their programs. These schools usually allocate two or three lesson hours for the religious education.

Guru”, 2018); and according to the data of the Ministry of Religious Affairs, among other provinces, Central Java needs teachers the most. The province needs 6,601 more teachers of Islamic Education (Bangsaku, “Jumlah Guru”, 2018).

The imbalance of the number between the teachers and the students will of course result in the excessive workload for the teachers, while the excessive workload is identified as the main cause for work saturation which is characterized with boredom, decreased concentration, poor work quality, absence, and illness (National Safety Council, 2004: 8).

In order to improve the quality of the Islamic education teachers, the government has conducted various programs; among them is certification for the teachers. The research of Efferi (2014: 313) shows that this program is the most effective way given by the government to reach the goal. Nevertheless, it does not mean that the teachers who do not pass the program are free from the responsibility of improving competences to become qualified teachers.

In order to know the portrait of Islamic education teachers' competences, it is necessary to make a map of the five required competences for the teachers. This is a based research article trying to portrait the competences of Islamic education teachers in Central Java. The province is chosen because of the aforementioned reason that the province is in the highest demand to the teachers. This article presents the level of the five competencies of the teachers in senior high schools (SMA/SMK)³ in Central Java and examining their different competences according to their status (civil servant or not and certified or not)

CONCEPTUAL FRAMEWORK

Teachers have significant roles in determining human civilization. Because of their help, there

³There two kinds of senior high schools: SMA and SMK. The first is schools emphasizing more on mastering scientific knowledge while the second is schools giving priority on mastering technical skills. The second school is also called as vocational school. Both are at the same level.

are a number of professions such as politicians, doctors, economist, trainers, motivators, teachers, and so forth.

Indonesian has some terminologies to call teachers. Some of them are “pengajar”, “pendidik” and “guru”. Although each term has specific aspect to be emphasized, all have the same meaning: to teach and to transfer knowledge and values to other people. In Kamus Besar Bahasa Indonesia (KBBI; the most authoritative dictionary for Indonesian) “pengajar” means the person whose main job and profession is to teach (KBBI, 2013). From this short definition, therefore, it can be clearly seen that the main job of the teachers is teaching something to others. Another term to refer teacher in Indonesian is “guru” which is actually an abbreviation of “digugu lan ditiru”. The term “digugu lan ditiru” actually comes from Javanese language which literally means the person who becomes the role model for others (Azizy, 2003: 72; Muarif, 2005: 198-199).

Another term to refer “teachers” in Indonesian is “pendidik”. This term actually has similar meaning with “pengajar”. The term is usually used in a more formal situation. In addition to “pengajar”, “pendidik”, and “guru”, there are also other terminologies known by Indonesians, namely “muallim”, “mudarris”, and “muaddib”. These terms are very popular among people who are giving great attention to the Islamic education studies or those who are deeply getting involved in the Islamic education institutions such as *madrasah* (Islamic schools) and *pesantren* (Islamic boarding school). Although each term emphasizes itself on different aspect from another, it is inappropriate to discuss. The most important to say here is that all of them can be translated into “teachers”.

It is clearly stated in Law Number 14 year 2005 on teachers and lecturers that teachers are professional educator whose main job are educating, teaching, guiding, directing, training, and evaluating students in formal institutions ranging from early childhood education, elementary education, and secondary education.

Therefore, the people who are called as teachers are those who teach the students in pre schools, elementary schools, junior high schools, and senior high schools.

Although any person can basically become a teacher in the sense of teaching and guiding others, they have to meet some requirements to be called as professional teachers. Among the requirements according to the Law Number 14 year 2005 are they have to be academically qualified, having competences, having license to educate, physically and mentally healthy, and having abilities to realize national education goals. By being academically qualified here means that the teachers must have academic qualification obtained from undergraduate or diploma programs in certain higher education institution, while by having competences here means that the teachers have to have these elements; pedagogical, personal, social, and professional competency (Law Number 14 Year 2005, chapter 8-10)

According to the Law Number 14 Year 2005, having academic competences means that the teachers have passed undergraduate or Diploma IV programs from higher education institutions. However, it is not as simply as such rule because the Ministry of education's regulation Number 16 Year 2007 gives other requirements for teachers to be regarded as having academic qualification. According to this regulation, in addition to the qualification required by the Law Number 14 Year 2005, there are two additional conditions that must be considered, namely that the subject taught by the teacher at schools must be the same as the subject studied by the teacher at their higher institution, and it comes from accredited major study program. These requirements apply to all teachers in all educational levels, from elementary to higher levels school.

Other requirements for the teachers are competences which consist of four main competences: pedagogic, personality, social, and professional capability. According to the Gazzette of Republic of Indonesia in 2005 Number 41

concerning on the explanation of Government Regulation Number 19 year 2005, it is stated that "pedagogical competence is the ability to manage learning of the students including the students' understanding, planning and implementing learning process, evaluating, and developing students' ability to actualize their various potentials"; whereas personality competence is "a strong, stable, mature, wise and authoritative ability to become good models for the students". The third competence required for the teachers is professional competence, namely "the ability of mastering materials well (widely and deeply) which enables teachers to lead students to meet the set of National Education Standards. The last competence for teachers is social competence, namely "a competence of the teachers as a member of society to communicate and to interact with students, teachers, parents, and other society members well".

According to the Ministry of Religious Affairs' regulation Number 16 year 2010 on Management of Religion education at schools, in addition to the four abovementioned competences, the teachers of Islamic education are required to have another competence, namely leadership competence. This kind of competence relates with understanding, mastering theories, and developing religious education.

From the previous paragraphs, it can be seen that in addition to being qualified and certified, the teachers of Islamic education are also required to have five kinds of competences: pedagogic, personality, social, professional, and leadership capability. Accomplishment of these competences can be used as a benchmark for the quality Islamic education teachers' performance in carrying their duties.

The quality performance of the teachers as it is stipulated in the Ministry of Education Regulation Number 16 Year 2007, is actually a standard for competence which is fully developed from four main abovementioned competencies, while the Ministry of Religious Affairs Regulation Number 16 Year 2010 adds leadership as

another competence. All competence cannot stand themselves but interrelate and influence each others (Abas, 2017: 106). Therefore, the accomplishment of the five competences can be a measurement for the quality performance of the teachers (Rusman, 2017: 165-166). In other words, the five competences (pedagogic, social, personality, professional, and leadership capability) are the indicators of quality performance of Islamic education teachers.

LITERATURE REVIEWS

Although there are a number of researches discussing about teachers, there is still few of them discussing the map of the competences of Islamic education teachers in senior high schools, both in SMA and SMK. Among the researches discussing about the teachers are the writings of Efferi and Muchith. Efferi's writing is little bit similar to this research. In his writing, Efferi talked about the ideal things that should be conducted by the teachers of Islamic education in order to become professional teachers. In this writing, he also mentioned about certification program. According to him, this program is an attempt of the government to improve the quality of teachers. In addition, the program does not only give a financial implication to the teachers but also a means to improve their capability and perfection (Efferi, 2014). The next writing is Muchith's "Guru PAI yang Professional" (2016). This work talks about the ideal things and characteristics should be mastered by professional Islamic education teachers. Therefore, these two writings are similar. Both talk about the teachers in ideal perspectives, none of them discusses about their professionalism on the realm aspect.

Nevertheless, there are also some writings discussing about the competences of Islamic education teachers on the real field, such as the research of Sulastri (2008) and Ju'subaidi (2011). Both of them conducted research on madrasah (Islamic schools under the Ministry of Religious Affairs) at different level. Sulastri took MA Ibnul Qayyim Yogyakarta (secondary level) for her

focus, while Ju'subaidi took MTsN Ponorogo East Java (elementary level) for his study. Based on her research, Sulastri (2008) stated that generally speaking, the teachers of MA Ibnul Qoyyim had been good at competences, but there are still some aspects that need to be improved. Meanwhile, Ju'subaidi (2011) only measured two competences of the teachers, namely pedagogic and professional competences. According to his research, the Islamic education teachers of state MTs Ponorogo had good (positive) competence with the score of 62.60. This score is 10.10 points higher than the ideal mean score which is 52.50. Unfortunately, the teachers' score on professional competence is only 28.20 from an ideal score of 30. It means that the professional competence of the Islamic education teachers of state MTs Ponorogo was categorized as poor (negative).

Although this study also discusses about the competences of Islamic education teachers, it is different from the two previous studies for two strengthens. Firstly, this study can describe the competences of Islamic education teachers more comprehensively, because it measures the five required competences for the teachers. Secondly, this study portrays in a provincial level, a level higher than the level of Ju'subaidi's study. Thirdly, the target of this study is the teachers of Islamic education at senior high schools, both SMA and SMK. In terms of institution, SMA and SMK are different from madrasah as the focus of Sulastri's and Ju'subaidi's study. Moreover, the materials taught by the teachers of Islamic education at SMA and SMK are different from that taught at madrasahs (MTs and MA). The materials of Islamic education taught in madrasah are divided into some subjects: Qur'an Hadith, Aqidah Akhlak, Fiqh, and Islamic Histories, while the materials in SMA/SMK taught integrated, not divided into some subjects as in madrasahs.

RESEARCH METHOD

This is a quantitative study with questionnaire as the main instrument. The population of the study is the whole Islamic education teachers in SMA and SMK in Central Java which reaches the

number of 3,412 people⁴. This number consists of 1,311 teachers in SMA and 2,101 teachers in SMK. The sampling is taken based on Slovin's formula with 5% margin of error. Therefore, the sampling of this study is 360 teachers of SMA and SMK.

Furthermore, in order to determine the sampled regency, this study applied proportional random sampling. Firstly, the Central Java province is divided into six regencies, and then two districts are selected randomly for each regency. After the twelve districts are selected for the six regencies the samples of the teachers are determined proportionally according to the number of teachers in SMA and SMK. The population and the samples of the study are as follow (table 1)

Table 1. Sample of the study

Districts	Population of the teachers			Sample of the teachers (error 5%)		
	SMA	SMK	Total	SMA	SMK	Total
Banjarnegara	20	45	65	7	15	22
Cilacap	43	68	111	14	23	37
Kebumen	32	92	124	10	31	41
Wonosobo	33	43	76	11	15	26
Kota Surakarta	67	73	140	22	25	47
Sukoharjo	48	57	105	16	19	35
Kota Salatiga	10	36	46	3	12	15
Demak	58	63	121	19	21	40
Jepara	39	61	100	13	21	34
Kudus	38	51	89	12	17	29
Kota Pekalongan	13	28	41	4	10	14
Kota Tegal	17	41	58	6	14	20
Total	418	658	1.076	137	223	360

As it is mentioned before, this is a quantitative research and the main instrument is questionnaire. The instrument arrangement refers to the five competences of the Islamic Education teachers: pedagogy, personality, social, professional, and leadership. Indicator from every competence become the basic on blue print arrangement. The indicators of each variable refer to the attachment of the Ministry of Education Regulation Number 16 Year 2007 and the Ministry of Religious Affairs Regulation Number 16 Year 2010. The distribution of instrument items is as follow (table 2):

⁴The data were taken from Islamic Education Departemen in the Office of Ministry of Religious Affairs, Central Java 2016/2017

Table 2. The distribution of instrument items according to the competences

Competence Aspect	Items		Total
	Favourable	Unfavourable	
Pedagogic	14	3	17
Personality	11	1	12
Social	11	3	14
Professional	11	4	15
Leadership	11	2	13

For measurement, this study used ordinal scale ranging from 1 to 4. The answers given to respondents are a set of numbers symbolizing intensity; 1 (never), 2 (rarely), 3 (often), 4 (always). For favorable items the lowest score is 1 and the highest is 4, while for unfavorable the opposite applied.

In order to have both valid and reliable instruments, the instruments were evaluated by experts (which is usually called as the expert judgment) and also tested to some respondents (as a trial before being given to the real respondents of the study). Moreover, the instruments were also given reliability test.

The expert judgment was conducted by making consultation with the supervisors of Islamic education teachers who are regarded as having competences in reviewing and analyzing instruments items. The items was then analyzed and evaluated by the experts together with the research team to make sure that the items are suitable with the indicators of the five competences.

The validity and reliability of each instrument with good content validity was then tested with Pearson Product-Moment Correlation, which is the correlation between the item scores and the overall scores. Instrument items were said to be valid if the correlation produced is greater or equal to 0.3 (Sugiyono, 2011: 126).

Before being given to the real respondents of the study, the instruments were firstly tested to 36 teachers of Islamic education in SMA/SMK in Ungaran regency as a trial. The sampling of this test was 36 teachers who were selected based on some consideration: SMA and SMK, the status of the schools (state and private), PNS and non-

PNS, certified and not, undergraduate (S1) and graduate (S2), and their previous studies.

Based on the results of the trial test, there are 23 instrument items having correlation below 0.3 which means that they are invalid. The items having a long distance of 0.3 are aborted, while those which are close to 0.3 are revised. So there are the items containing very important information being asked to the teachers. Although such items are below 0.3 they are not absolutely aborted, it was structurally revised.

In addition to testing the content validity and construct validity, the researchers also performed reliability test to have good instruments. Reliability is the degree of accuracy, fidelity, and precision of a research instrument (Umar, 2005: 126). To calculate the reliability coefficient, it was used *Alpha Cronbach* formula. The instrument is said reliable if the reliability coefficient reaches > 0.60 (Guilford and Spearman Brown in Bahri, 2014: 58)

The instrument reliability test was analysed using SPSS program. The Alpha Cronbach obtained 0.909 (rounded to 0.91) so it can be said that the instruments are highly reliable.

Data Analysis

Data analysis was conducted after all data from questionnaires were inputted into Epidata program which then exported into Microsoft Excel. The data were then analyzed using statistical descriptive analysis, crosstab statistical analysis, and statistical parametric analysis in order to find out the level of teachers' competences.

Firstly, the descriptive analysis is generally used to describe the competence level of the Islamic education teachers in SMA/SMK. The level of competences was obtained from calculating the mean score of each competence. This shows the map of teachers' competence achievement, while the mean total score shows the level of teachers' competence in general.

The level of the achievement in this study was categorized into three as follows (table 3)

Table 3. Interpretation of Competence level

Mean score	Category
1,00 – 2,00	Low
2,01 – 3,00	Medium
3,01 – 4,00	High

After the map of the teachers' competence was known, the next analysis was correlation analysis to find the correlation between two variables (Widiyanto, 2013: 181). The correlation coefficients are in the range of -1 to 1. The correlation is said to be stronger if the coefficient value approaches -1 (negative correlation) or 1 (positive correlation). The interpretation of coefficient values is shown by table 4

Table 4. Interpretation of Correlation Coefficient

Mean Score	Category
0,000 – 0,199	Very Low
0,200 – 0,399	Low
0,400 – 0,599	Medium
0,600 – 0,799	High
0,800 – 1,000	Very high

Source: (Widiyanto, 2013: 182)

Secondly, crosstab analysis is used to portray the arising phenomenon, namely the relationship between achieved competences and the identity of respondents. Respondents' identity was analyzed in crosstab including employment status, certified, working hour, scientific writing, and technical trainings. Among the criteria, the employment status (PNS or non-PNS) and being certified or not were given more attention because they were continued into parametric statistical test. Moreover, they were taken into consideration to have representative samples.

Crosstab statistical analysis was conducted by cross tabulation between several aspects and teachers' achievement competence. Each aspect was calculated based on the ability of the teachers which were then categorized into three: low, medium, and high. The results of the analysis show the trend of competence of observed aspects.

Thirdly, parametric analysis was performed by applying One-way ANOVA test. The test was conducted to test the hypothesis as follows:

H_0 : There is no different mean among two or

more samples.

H_1 : There is different mean among two or more samples.

H_0 occurs when sig < 0.05. it means that there is at least 1 different sample mean

The precondition to conduct parametric statistical test is homogenous data. The test applied was Lavene test in order to test the following hypothesis:

H_0 : Data were homogenous

H_1 : Data were not homogenous

In addition to test homogenous data, another condition to conduct parametric statistical test is that the data must distribute normally. Therefore, it is necessary to test the normality of data with the following hypothesis:

H_0 : Data distribute normally

H_1 : Data did not distribute normally

H_0 is rejected when the sig is < 0.05 which means that the data distribute normally. If the data were required to distribute normally to conduct parametric test, it was, therefore, expected that the H_0 was accepted, which is the sig > 0.05 so the assumption of normal data distribution can be fulfilled (Sukestiyarno, 2010: 116)

This parametric analysis was used to determine the differences of competence level achieved by the Islamic education teachers in SMA/SMK based on their status (PNS or non-PNS) and certified or not. The results of this test are very important for government, especially the Ministry of Religious Affairs to make some policies and programs to improve teachers' competences.

RESULTS AND DISCUSSION

The Profile of Islamic Education Teachers in SMA/SMK in Central Java

The total teachers of Islamic education in SMA/SMK in Central Java are 3,412 people consisting of 1,311 teachers in SMA and 2,101 teachers in SMK. Most of them (2,425 people; 71%) are non-PNS 2,425 people (71%), while the rest (987 people; 29%) are PNS.

According to Law Number 14 Year 2005 on Teachers and Lecturers, the lesson hours ideal for teachers and lecturers in a week is 24 lesson hours in minimum and 40 lesson hours in maximum. The lack of Islamic education teachers cause some of them have over work hours. There are 46 teachers (1%) who have to teach more than 40 teaching hours in a week. There are also 405 teachers (12%) having 31-40 teaching hours in a week. Over work hour is more or less influential to teachers' performance. On one hand, there are a considerable number of teachers having over work hour, on the other hand there are also a huge number of teachers who have less than 24 teaching hours. The second condition usually occurs in private schools or Islamic education teachers having additional tasks equivalent to teaching hours, such as having responsibility as a school principal.

Based on the sources from the office of Ministry of Religious Affairs in Central Java province, certified teachers are categorized into three: passed, process, and not certified yet. There are 1,801 Islamic education teachers (53%) who passed the certification, while uncertified teachers are 1,584 (46%). This is a relatively equal number. This is undoubtedly inseparable from the fact that there are still a huge number of teachers having less than 24 teaching hours in a week.

It is stated in the Law Number 14 Year 2005 on Teachers and Lecturers that teachers are required to meet academic qualification. The qualification is obtained from undergraduate program or Diploma IV from higher institutions conducting educational programs. Moreover, the Ministry of Religious Affairs' Regulation Number 16 Year 2010 on Management of Religious Education at School also requires Islamic education teachers have a minimum of Strata 1/Diploma IV academic qualifications from accredited higher institutions conducting religious education program or religious studies. In addition, they are also required to have professional license as religious teachers.

In Central Java, the majority of Islamic education teachers in SMA/SMK have met academic qualification because most of them (2,962 teachers or 86.81%) passed undergraduate programs. Although there are some teachers having passed graduate and postgraduate programs, it cannot be ignored that there is another fact that there are a number of Islamic education teachers who do not meet academic qualification. There are still 2.29% of them having lower than required academic qualification. In short, it is a fact that there some teachers of Islamic education are not academically qualified as teachers.

According to the Ministry of Religious Affairs' Regulation Number 16 Year 2010, teachers of religion subject are not only required to have undergraduate or Diploma IV program but also required to take either religious education or religious studies. This is to prevent mismatch which can result in mastering religious education materials. According to the data, 91.13% Islamic education teachers in SMA/SMK meet the requirements, while 7.68% of them do not because they did not take Islamic education program for their subject. Therefore, they are called as mismatch. The rest are teachers with senior high school education or did not provide information about their educational background

Profile of the Respondents

The map of competences of Islamic education teachers in SMA/SMK in Central Java is carried out by taking samples representing the real condition at the level. By taking margin error of 5%, the samples of the research are 360 teachers consisting of 137 teachers in SMA and 223 teachers in SMK. Due to the fact that the population of the Islamic Education teachers in SMK is greater than that of SMA so that the sample of the Islamic Education teachers in SMK is more than that of SMA.

Based on the educational backgrounds, the majority (78%) of the respondents completed their study at undergraduate level, while 19% of them are graduate level. The rest, 3% of them finished

their study at lower level ranging from senior high school to Diploma III. This is an empirical fact that there are some Islamic education teachers in SMA/SMK in Central Java who did not meet the required academic qualification. Ten out of 360 teachers are below undergraduate or Diploma IV, so they are considered as outliers. The ten teachers are then annulled from analysis because they are considered as not being qualified as teachers. Therefore, the total samples analyzed in this research are 350 teachers consisting of 282 teachers with undergraduate degree and 68 graduate degrees.

Based on the employment status, the respondents of this study are categorized into two: PNS (95 teachers; 27.15%) and non-PNS (225 teachers; 72.85%). To select the sample according to this criteria, this research applied proportional random sampling. Therefore, the sampling represents the real number of Islamic education teachers in SMA/SMK in Central Java according to their employment status.

If the teachers are classified according to their certification, the respondents of this research are also classified into three: passed, process, and certified yet. Most of them (53%) passed the certification program. Respondents who are on process of certification are 10%, and respondents did not pass the certification yet are 37%. This composition is equal to the real condition of population of Islamic education teachers in SMA/SMK which says that the majority of teachers (53%) passed certification program.

Furthermore, this research also requires information about their scientific writings because it will describe their professional competence, especially professional competence on making scientific writings. Most of the respondents (81%) do not have any scientific writings. Only 19% of them produce scientific writings in the form of undergraduate theses, graduate theses, and postgraduate (doctoral) theses.

Moreover, teacher professionalism development is inseparable from technical training participation conducted by the government as a

way to increase teachers' qualities and capabilities. Most of the respondents (84%) have participated in such technical trainings. Unfortunately, there are 16% of them who has never been trained yet. It means that the government has distributed training programs evenly among the teachers thorough the province although there are some of them are not trained yet at all.

From the description, it is said that the number of respondents is proportional to each criteria. Therefore, the respondents are really representatives of the whole Islamic education teachers in SMA/SMK. Respondent identities are used to conduct crosstab analysis in order to provide the picture of Islamic education teachers' competences in SMA/SMK in Central Java.

The Map of Islamic Education Teachers' Competences in SMA/SMK in Central Java

To figure out the picture of competences of Islamic education teachers in SMA/SMK, the researchers distributed questionnaires to the teachers who were randomly selected as the research samples. The selection was based on the following considerations: the number of teachers in SMA and in SMK, the number of teachers who are PNS and non-PNS, the number of teachers who passed certification program, ongoing process, and not passed yet. The proportionate random sampling technique was then chosen to select the representatives of the teachers by considering the three criteria. The analysis applied in this study is statistical descriptive, crosstab, and parametric statistic.

Statistical Descriptive Analysis

Statistical descriptive Analysis was used to illustrate the picture of competences of Islamic education teachers in SMA/SMK, either the competences in general or competence in partial. By using MS Excel, it is known that competence mean of the teachers is 2.95 which is categorized as medium. The picture of teachers' competences in detail is shown by figure 1.

Figure 1
Map of Islamic education teachers' competence

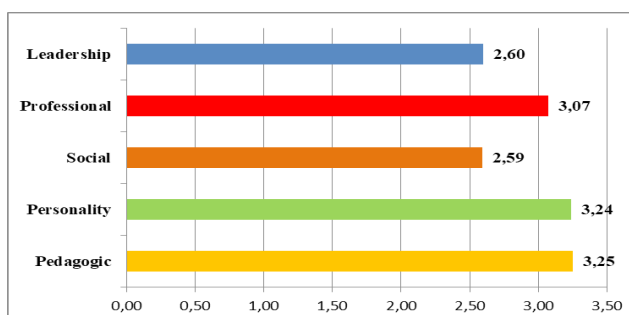


Figure 1 shows the highest score for the teachers is pedagogic competence which reach 3.25. The second rank is given to personality competence with 3.24 and the third is professional competence with 3.07. They are all categorized as high. The other two competences are leadership and social competences with 2.60 and 2.59 respectively. They are categorized as medium.

In order to picture how strong the relationship among the five kinds of competences, partial correlation analysis between variables was conducted. The correlation score shows the strenght of correlation of one variable to each others.

Table 5. Correlation Analysis Between Variables

		Correlations				
		Pedagogic	Perso nality	Social	Professi onal	Leader ship
Pedagogic	Pearson Correlation	1	,579**	,489**	,694**	,417**
	Sig. (2-tailed)		,000	,000	,000	,000
	N	350	350	350	350	350
Personality	Pearson Correlation	,579**	1	,589**	,562**	,541**
	Sig. (2-tailed)	,000		,000	,000	,000
	N	350	350	350	350	350
Social	Pearson Correlation	,489**	,589**	1	,546**	,699**
	Sig. (2-tailed)	,000	,000		,000	,000
	N	350	350	350	350	350
Professional	Pearson Correlation	,694**	,562**	,546**	1	,469**
	Sig. (2-tailed)	,000	,000	,000		,000
	N	350	350	350	350	350
Leadership	Pearson Correlation	,417**	,541**	,699**	,469**	1
	Sig. (2-tailed)	,000	,000	,000	,000	
	N	350	350	350	350	350

** . Correlation is significant at the 0.01 level (2-tailed).

Based on table 5 it can be seen that there are two correlation coefficients which are categorized as high, which are the correlation between pedagogic and professional which hit 0.694 and the correlation between social and leadership competences with 0.699. If the result of this analysis is compared to previous competences, the two competences having high correlation coefficients are the two of highest and lowest competences.

Crosstab Analysis

The crosstab analysis was used to describe the tendency of teacher competency achievement if it was associated with the respondent profile. This analysis revealed the percentage of competences achievement on the three categories, namely low, medium, and high. If the average value is in the range 1,00 – 2,00, it is named as a low category. Medium category is reached if the average value of competency lies in the interval of 2,01 – 3,00. The average value that lies between 3,01 – 4,00 interval are categorized as high category.

The crosstab analysis was used to see the linkages between competencies and the staffing status (PNS/Non-PNS) of the Islamic education teacher that became respondent of this study. The analysis based on the staffing status is associated with teacher welfare. The PNS teachers has more income than the non-PNS teachers. Here is the result of the SMA/SMK Islamic Education teacher competences if it was related to the staffing status.

Table 6. Crosstab Analysis between Competency and The Staffing Status

		Competency			Total
		Low	Medium	High	
PNS	Count	0	48	47	95
	% within The Staffing Status	0.0%	50.5%	49.5%	100.0%
	% within Competency	0.0%	25.1%	29.7%	27.1%
	% of Total	0.0%	13.7%	13.4%	27.1%
	Count	1	143	111	255
Non PNS	% within The Staffing Status	0.4%	56.1%	43.5%	100.0%
	% within Competency	100.0%	74.9%	70.3%	72.9%
	% of Total	0.3%	40.9%	31.7%	72.9%

The data from the table 6 informs that the SMA/SMK Islamic Education teachers with PNS staffing status have better competency than the non-PNS teachers. The percentage of PNS Islamic Education teacher categorized as having a high category competency reaches at 49.5%, while there is 43.5% of non-PNS Islamic Education teachers stood at high category. This table also shows that there is only one non-PNS Islamic Education teacher has low competency.

Besides the staffing status, another factor which also has effect on such competency is a teacher's certification status. This certification status is divided into three categories, which are passed the certification process, on the certification process, and have not passed the certification process. Here is the result of the crosstab analysis between teacher competency and certification status.

Table 7. Crosstab Analysis between Competency and Certification Status

		Competency			Total
		Low	Medium	High	
Pass	Count	0	94	93	187
	% within Certification	0.0%	50.3%	49.7%	100.0%
	% within Competency	0.0%	49.2%	58.9%	53.4%
	% of Total	0.0%	26.9%	26.6%	53.4%
In Process	Count	0	20	14	34
	% within Certification	0.0%	58.8%	41.2%	100.0%
	% within Competency	0.0%	10.5%	8.9%	9.7%
	% of Total	0.0%	5.7%	4.0%	9.7%
Haven't pass	Count	1	77	51	129
	% within Certification	0.8%	59.7%	39.5%	100.0%
	% within Competency	100.0%	40.3%	32.3%	36.9%
	% of Total	0.3%	22.0%	14.6%	36.9%

The table 7 shows that the SMA/SMK Islamic Education teachers who were passed certification status have better competency than the others. The Islamic education teacher with certification status have high competency which are at 49.7 %, meanwhile teacher who are still on the process of certification and have not passed the certification

stood at 41.2 % and 39.5 % respectively. The Islamic Education teacher competency can also be related to their education qualification which is categorized in two degrees namely Bachelor (S1) and Master (S2) degree. The result of crosstab analysis between competency and education qualification is performed at table 8 as follows:

Table 8. Crosstab Analysis between Competency and Education Qualification

		Competency			Total	
		Low	Medium	High		
Degree	S1	Count	1	160	121	282
		% within Degree	0.4%	56.7%	42.9%	100.0%
		% within Competency	100.0%	83.8%	76.6%	80.6%
	S2	% of Total	0.3%	45.7%	34.6%	80.6%
		Count	0	31	37	68
		% within Degree	0.0%	45.6%	54.4%	100.0%
	% within Competency	0.0%	16.2%	23.4%	19.4%	
	% of Total	0.0%	8.9%	10.6%	19.4%	

The table 8 illustrates that teachers with master degree have higher competency which is about 54.4%, compare to the teachers with bachelor degree that stands at 42.9 %. Hence, it can be said that the teacher education qualification is in accord with the SMA/SMK Islamic Education teacher's competency.

The crosstab analysis of those two aspects shows that the SMA/SMK Islamic Education teachers who are PNS have better competency than the non-PNS teachers. Likewise, the teacher who already passed a certification process have better competency than the teacher who have not passed it yet. The next test which was done in this study is statistical parametric test. This test was applied to see further difference of teachers' competency based on those two elements.

Statistical Parametric Analysis

The parametric statistical analysis that was used in this study is one-way ANOVA. The data had to be homogeneous, so that it can be analyzed using one-way ANOVA. The homogeneity test using SPSS software can be done by noticing the Levene coefficient score. H_0 (homogeneous

data) is rejected if the Levene coefficient score (F count) is more than F in the table. The easier way can also be done by comparing significant score (sig score) with Alpha Cronbach score (0.05). H_0 is rejected if sig score is lower than 0.05 (Sukestiyarno, 2012: 129; Komputer, 2009: 43). Based on the SPSS output, it was collected data homogeneity test as shown in table 9;

Table 9. The Result of Data Homogeneity Test

Levene Statistic	df1	df2	Sig.
2.547	1	348	.111

This study uses the sig score that is compared to alpha score (0.05) to make the data homogeneity test process easier to do. Based on the data homogeneity test, the sig score was 0.111 and it is more than 0.05, so the H_0 is accepted. It means that the precondition of data homogeneity is accomplished, and it can be examined using the next parametric statistical test, by using one-way ANOVA.

Another precondition of parametric statistical test is the data distribution has to be normal. The H_0 is rejected when the sig score is less than 0.05 (< 0.05). If H_0 is rejected, so it means that the data does not distribute normally. Here, table 10, is the data normality test based on the SPSS measurement.

Table 10. The Result of Data Normality Test

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Competence Mean	.043	350	.200*	.981	350	.000

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Table 10 shows that the sig score in Kolmogorov-Smirnof coefficient is 0.200, which is more than 0.05. It means the H_0 is accepted and the data are normally distributed. Thus, it can be continued to the next parametric statistical test.

To test the significance difference between the SMA/SMK Islamic Education teacher who is a PNS and non-PNS, it was done using the One-Way ANOVA test. The H_0 is rejected if the sig score is less than 0.05. Below (table 11) is the One-Way ANOVA output process using SPSS.

Table 11. The Result of One-Way ANOVA Test of Teacher Competency Based on The Staffing Status

ONE-WAY ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.221	1	.221	2.390	.123
Within Groups	32.147	348	.092		
Total	32.367	349			

Based on the output in the Table 11, it is shown that the sig score is 0.123 which is more than 0.05. It means the H_0 is accepted. The accepted H_0 means that there is no significant difference of the teachers competency between the PNS and non PNS teacher.

The achievement of the SMA/SMK Islamic Education teacher based on the certification status also needs to be examined using One-Way ANOVA. The testing criteria are certified teacher (has passed the certification status), on the certification process, and has not passed it yet. The testing process of significant difference within these three criteria has been conducted using the same method as the test on the staffing status criteria. Below (table 12) is the result.

Table 12. The Result of One-Way ANOVA Test Between the Teacher Competency and Certification Status

ONE-WAY ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.740	2	.370	4.061	.018
Within Groups	31.627	347	.091		
Total	32.367	349			

Based on the One-Way ANOVA test in Table 12, it can be seen that sig F score is 0.018. This score is less than 0.05. Therefore, it means the H_0 is rejected. This indicates that there was at least one mean out of the criteria which are significantly different. To know which the different mean, it can be applied further test using Post Hoc. The following table 16 shows such result:

Table 13. Post Hoc Test

Multiple Comparisons						
(I)	(J)	Mean	Std.	Sig.	95% Confidence Interval	
Certification Status	Certification Status	Difference (I-J)	Error		Lower Bound	Upper Bound
Have Passed	On Process	.03824	.05629	.497	-.0725	.1489
	Haven't Passed	.09846*	.03455	.005	.0305	.1664

On Process	Have Passed	-.03824	.05629	.497	-.1489	.0725
	Haven't Passed	.06023	.05820	.301	-.0542	.1747
Haven't Passed	Have Passed	-.09846*	.03455	.005	-.1664	-.0305
	On Process	-.06023	.05820	.301	-.1747	.0542

*. The mean difference is significant at the 0.05 level.

The Post Hoc test on the Table 13 point outs that there is one mean of competencies which is different if it was seen based on the three criteria of teachers' certificate. The sig score is less than 0.05 can be seen from the relationship between the certified teacher (have passed the certification process) and the one who has not passed it yet, which is 0.005. Meanwhile, if the competency of the on certification process teacher is related to teachers who passed the certification and teachers have not passed the certification, the sig score is more than 0.5. Therefore, it can be concluded that the SMA/SMK Islamic Education teachers who have passed the certification process is significantly different from the one who has not passed it yet.

RESULT AND DISCUSSION

The Map of SMA/SMK Islamic Education Teacher Competency in Central Java

Based on the study result as previously explained, the highest competency reached by the SMA/SMK Islamic Education teacher in Central Java is pedagogic competency with the average score at 3.25. The second highest competency is personality competency with the average score at 3.24 and it was followed by the professional competency with the average score at 3.07. The leadership competency is in the middle level with the average score at 2.60. On the other hand, the social competency has the lowest average score compared to other competencies which stood at 2.59

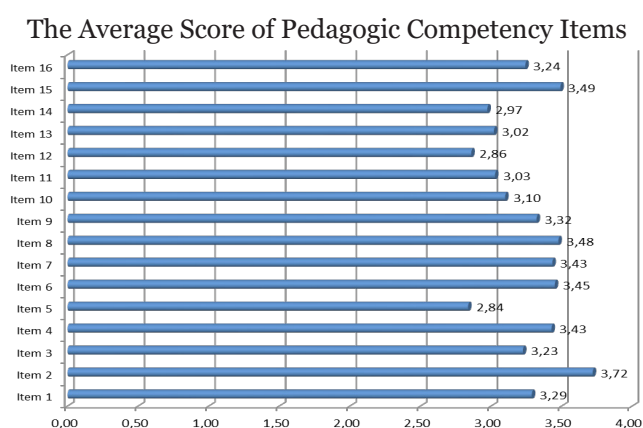
In the following section, it is discussed about the contributing factors that affect the level of the teachers' competencies achievement in Central Java. This explanation is started from the highest to the lowest competency;

1. Pedagogic Competency

The pedagogic competency is the ability of teacher in organizing the learning process to students. Teachers need this competency to guide and to teach to students so that they are on the right track (Mulyana, 2010: 104). Government Regulation No. 74 Years 2008 regulates the pedagogic competency and it is written that a teacher at least has to have these elements: 1) understanding of the basic or the concept of education; 2) understanding of the student; 3) curriculum or syllabus development; 4) learning design or planning; 5) implementation of educational and dialogical learning process; 6) utilizing the learning technology; 7) evaluation of learning result; and 8) student development to actualize their talent and skill. Those pedagogic competency aspects are then broken down into core competency and subject teacher competency as written in the attachment of Ministry of education regulation Number 16 year 2007 on The Standard of Teacher Qualification and Competency.

As mentioned before, pedagogic competency takes place at the highest competency level among other four competencies in which it attained the average score at 3.25 (this number is classified as the high category). There were sixteen items of questions given to the Islamic education teachers as respondents of this research. Those sixteen questions were derived from the core competency. The average score from every item of pedagogic competency aspects is described at figure 2 as follow:

Figure 2



According to Figure 2, almost all instrument items of pedagogy competency are classified in a high level category, with the average score more than 3.00. The highest score is seen at the item number 2, which is written, “I motivate students so they can actively participate in every Islamic Education learning process”. This item plays as the most significant factor for the high score of pedagogic competency gained by the SMA/SMK Islamic Education teacher.

It is also important to look at the items of pedagogic competency which have low average score. There are 3 items with the average score under 3.00. The lowest score is from the item number 5 which was written, “I have difficulties in creating evaluation instruments”, and its score is at 2.84. The second lowest average score is item number 12, which was written, “I developed the learning evaluation instruments independently at the end of subject theme.” The third lowest score is item number 14, with the average score at 2.97. The statement in this item is written, “I give enrichment to the students who have more competence, based on the evaluation result.”

Based on the above discussion, it can be seen that the SMA/SMK Islamic Education teacher has high competency for almost pedagogic aspects. However, there are some pedagogic aspects that need to be improved, which is how to manage and to utilize the assessment and evaluation of learning process and the result for the purpose of learning process. Related to the evaluation and assessment of the study result, the non optimal achievement of the Islamic Education teachers competency is purportedly because some teachers are unable to develop the authentic assessment instrument. This is in line with Muzayanah’s research result (2016: 16) which said that the Islamic Education teachers still have difficulties in practicing learning process assessment and managing so many administration process.

2. Personality Competency

The personality competence is defined as competency with these characteristics namely steady personality, having good and wise

morality, and be able to be a role model for their students. There are some core competences or indicators for personality competency as follows: 1) Behaving according to religious norm, law, social norm, and Indonesian national culture; 2) performing as an honest and dignified person, and as a role model for the students and society; 3) performing his/herself as a steady, mature and wise person, 4) demonstrating their hard work and their high responsibility, as well as exposing their pride and confidence as a teacher, 5) respecting the teachers' code of ethic. These five indicators are divided into 10 instrument items. The following figure 3 is described the personality competency achievement for each item:

Figure 3

The Average Score of Personality Competency Items

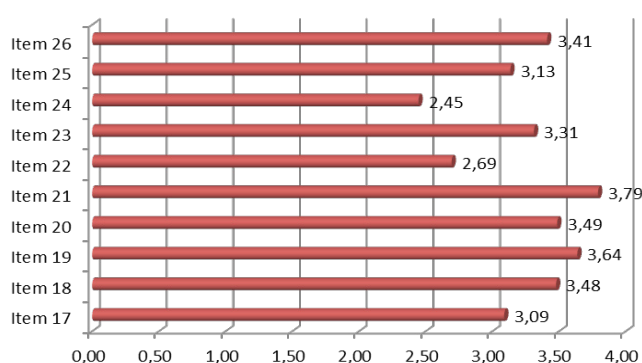


Figure 3 indicates that most of the personality competency items have a high score, which is more than 3.00. Then, it means that the teacher competency on those items is already good or high enough. There are two items that tend to be at a low level and need to be improved. Firstly, the item number 24 which is written, "I update my portfolio profile as a teacher periodically, which is related to my work experience, my writings, my devotion, and my achievement," has an average score at about 2.45, and it is categorized as the middle level. This item is derived from the indicator that said "demonstrating their hard working, their high responsibility, as well as exposing their pride and confidence as a teacher."

Secondly, the item number 22 stated "I am trusted as the preacher in my neighborhood or outside school," has an average score at about

2.69. This score is classified as the mid level. This item is one of the items expressed the indicator "performing as an honest and dignified person, and as a role model for the students and society". Those two indicators need more attention from the SMA/SMK Islamic Education teacher, so that their competency can be improved as well.

3. Professionalism Competency

Professionalism competency means ability to master specific subject widely and deeply. In this aspect, a teacher must have a core competency as follows; 1) mastering the supporting material, structure, concept, and scientific paradigm for the subject they taught; 2) mastering the competency standard and basic competency of the subject which they taught; 3) developing the subject matter creatively; 4) developing sustainable professionalism by doing some reflective actions; and 5) utilizing the information and communication technology for self-development.

Professional competency placed in the third ranks in competency map of the SMA/SMK Islamic Education teacher in Central Java. The professional competency has an average score at 3.07, and it is considered as a high category. To understand more about the items which have a high or a low average score in the professional competency aspects, please see the figure 4 as follow:

Figure 4

The Average Score of Personality Competency Items

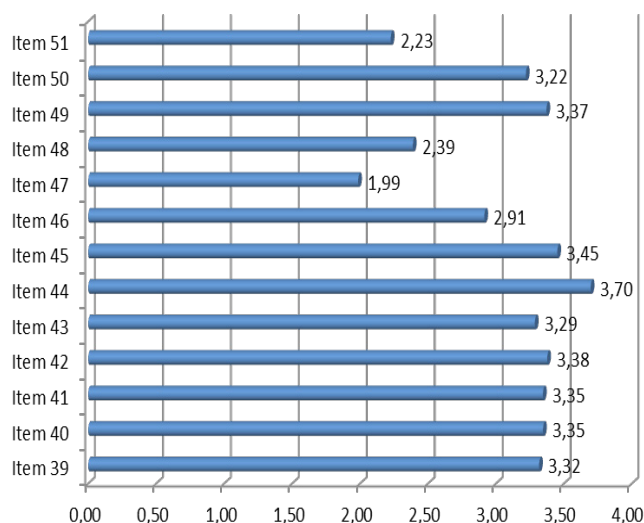


Figure 4 shows the professional competency map of the SMA/SMK Islamic Education teacher in Central Java. Like at the pedagogic competency and personality competency, most all of instrument items in professional competency are included in the high level. It is about 69% of all professional competency items is included in the high category with an average score stood at more than 3.00. There are two items with the highest average score namely; an item number 44, said; "I explain the learning objectives to the student for every new subject theme/matter." And the next item that has the highest score is an item number 42 stated; I integrated Islamic teaching with the relevant scientific knowledge in order to make students easier to internalize the values gained from the learning process." Those two items are one of the derivations from the two indicators; "mastering the competency standard and basic competency of the subject which they taught" and "mastering the supporting material, structure, concept, and scientific paradigm for the subject they taught."

There are some items in the professional competency have a low average score that need to be improved. The item which has the lowest average score is an item number 47, stated; "I conducted a class action research on one of my learning method used in a class." The average score for this item is 1.99, and it is included in a low category. Furthermore, item number 48, said; "I read various sources about how to write a good and correct class-action research." It reached average score at about 2.39; it is considered as middle category. These two items are derived from one of the professional competencies, as stated "developing sustainable professionalism by doing some reflective actions."

The third item that has average score at the mid category is an item number 51, as said; "I give and receive students' tasks by SMS/WhatsApp/Email." The average score for this item is 2.23, and it is grouped in a middle category. This item is derived from one of the indicators, as stated "utilizing the information and communication technology for self-development."

The above description shows that the

professional competency of the SMA/SMK Islamic Education teacher in Central Java is still weak in the class-action research aspect. This element is a form of the development of teacher's professionalism. Besides, the utilization of information and technology to build communication with students is still weak. On the other hand, the aspects related to learning processes are already strong enough and deserved to be maintained.

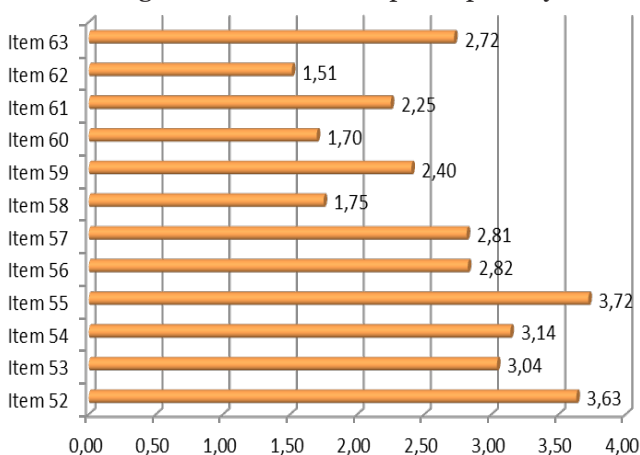
4. Leadership Competency

The leadership competency is a required competency for the Religious Education teacher, according to the Minister of Religious Affairs Rule Number 16 Year 2010 on The Management of Religious Education in School. In the article 16 verses (1) says that the Religious Education teacher must have pedagogy, personality, social, professional, and leadership competency. Leadership competency is an additional competency besides the other four required competences for teacher based on the Law Number 14 Year 2005. In this minister rule number 16, it is mentioned that the Religious Education teacher must have leadership competency as well.

The leadership competency of the SMA/SMK Islamic Education teacher in Central Java ranks at the second lowest competency, below the social competency. The average score of the leadership competency is only 2.60 and categorized in the middle level. The achievement distribution of each item in the leadership competency can be seen in the following figure 5:

Figure 5

The Average Score of Leadership Competency Items



Based on the Figure 5, it can be seen that there are various competency categorized as the high, middle and low level. The items number 52, 53, 54, and 55 gained high level of competency. The item number 52 said; "I participated in the planning process of Islamic special commemoration day activity in school." The item number 53 stated; "I made a schedule for muezzin and priest for congregational prayers in school." The item number 53 mentioned; "The item number 54 revealed; "I motivate the Moslem students, teachers, and administration staffs to do Duha pray." The last item which has the highest score is item number 55, as said; "I do not participate in the Islamic special commemoration day activity because I am not a part of committee." Those four items are some activities which have been done by the Islamic Education teacher in school as it is mentioned by previous researches.

There are five items in the leadership competency which are categorized in the middle level, which is item number 56, 57, 59, 61, and 63. Those items mentioned these statements respectively; "I made a reading-writing Quran group by using peer mentor;" "I am assigned as a tutor for reading-writing Quran activity (the extracurricular activity in school)." "I am in charge as a team/group/society organization leader when there is any social and religious contest." "I express my idea and strategy to build inclusive relation between different religious people in school", and "I became a leader of religious activity in school or in society." Most of those five items are related to school activity, while several items are connected with interaction in the community.

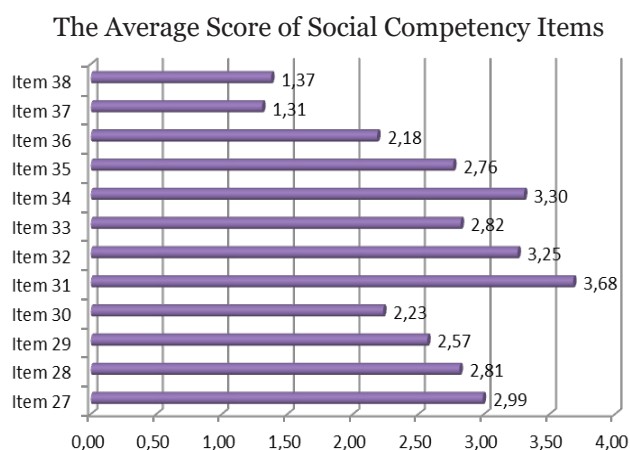
There are three items of the leadership competency considered as the low level, namely item number 58, 60, and 62. These three items mentioned correspondingly; "I am assigned as a facilitator/mentor in socialization/workshop/training program for other teachers", "I became a mediator when there was a conflict between Moslem and non Muslim", and "I became a leader in a religious activity whether in the school or in the society.

5. Social Competency

The social competency means a teacher's ability to communicate and to interact effectively and efficiently with the students, other teachers, the student's parent/guardian, and surrounding society. There are several indicators which can be used to measure social competency achievement as follows: 1) inclusive behaviour, objective, and non discrimination againts people based on these elements; gender, religion, race, physical condition, family background, social and economic status; 2) effective, empathic and polite communication with other teachers, administration staff, the student's parent, and society; 3) Adapting with the various workplace condition in all regions in Indonesia with a variety of social and cultural condition; 4) communicating with teachers' community and other profession either using oral, written or other forms of communication.

The result of descriptive analysis shows that The achievement of the social competency placed at the lowest level compared to other competencies. The social competency has an average score at 2.59, and it is categorized in the mid level. The achievement for every item of the social competency can be seen in the following figure 6;

Figure 6



The Figure 6 depicts that the majority of social competency items are in an interval $> 2 - 3$, as it is considered as the mid level. However, there are few items that have high and middle score; namely

items number 31, 32 and 34. These items said respectively; "I argue with the student's parent/guardian who have objection on the marking which I gave to the students", "I participate in a meeting, coordination and training program on the educational development planning hosted by the school headmaster and director of the foundation," and "I participate in a social religious organization in my neighborhood." The SMA/SMK Islamic Education teachers in Central Java already have adequate competency in these three items. These three items are included in one of the core competencies derived from the social competency, as said; "Adapting with the various workplace condition in all regions in Indonesia with diverse social and cultural condition."

There are six items included in the middle level, specifically; item number 28, 29, 30, 33, 35, and 36. The first three items are stated; "I discussed with each student's parents regarding the learning hindrance faced by their children," and "I become a moderator or master of ceremony (MC) for an activity inside or outside school," and "I become a committee representing family (of my neighbors) to host certain ceremonies like marriage and circumcision ceremony, and thanksgiving celebration." Then, the next three items declared; "I discuss the social and religious characteristic of the surrounding society with the headmaster, vice of headmaster and my fellows' teachers." Then, "I participate in a discussion/seminar/workshop/symposium on the learning process or learning method of the Islamic Education subject", and "I am involved in a team organizing a module of Islamic teaching and creating exam papers of the Islamic teaching subject in my area." Most of these six items are derived from the core competency, as stated; "effective, empathic and polite communication with other teachers, administration staff, the student's parent, and society"

The two items which have a low average score are item number 37 and 38. These two items said; "I submit my article to be published

in an academic journal or magazine," and "I write an op-ed on the social and religious issues to be published in a bulletin/magazine/blog/website." These two items are required competency for teachers which is specifically derived from this core competency; "communicating with teachers' community and other profession either using oral, written or other forms of communication"

Based on the previous description, some of the core competencies for the SMA/SMK Islamic Education teachers have been achieved which are grouped in three categories; high, medium, and low level. There is a need of teachers' commitment in order to maintain the high achieved competency. Meanwhile, for the competency placed at the medium and low level needs to be improved, in this sense the teachers need motivation for themselves to do so. Furthermore, the low competency needs more attention, not only from the teacher, but the Indonesian government also. It is important for the government to create a program or policy which can improve the SMA/SMK Islamic Education teachers.

The Teacher Competency Map Based on the Staffing Status and Certification Status

There are many factors affected the Achievement of the Islamic Education teachers. The crosstab analysis shows that the competency of SMA/SMK Islamic Education teachers is different when it is observed using different aspects, such as staffing status, teacher certification status, their educational background, workload, academic writing, and training participation. However, if the statistical measurement is used, these distinctions are meant different too, it can be real or significant, and unreal or not significant. To compare the competency based on those various aspects has to be conducted using a correct sampling process.

Based on those above aspects, there are only two aspects are used as consideration to select sample in this study, namely; staffing status (PNS/Non PNS) and certification status (passed /on process/not yet passed). The parametric

statistical data analysis shows the result as seen in the following table 14;

Table 14. Teacher Competency Map Based on the Staffing Status and Certification Status

Aspects	Compe tency	Sig. F Score	Notes
The Staffing Status	PNS	2.9923	No different
	Non PNS	2.9358	
Certification Status	Passed	2.9912	Different Minimal 1 average
	On Process	2.9529	
	Not Yet Passed	2.8927	

Table 14 shows that there is no significant difference between the SMA/SMK Islamic Education teacher competency who is PNS and those are not PNS. The result of this study is similar with the findings of previous researches done by Nastiti (2016), Akmaludin (2010), and Fauzi (2015). Their study also mentioned that there was no significant dissimilarity of their work between the PNS teachers with the non PNS teachers. On the other hand, Wahyuningsih (2011) in her research report mentioned that there is significant distinction in term of motivation between the PNS teachers and the non PNS teachers, if it was observed from three aspects, namely leadership, salary satisfaction, and work environment. Meanwhile, This study and other studies mentioned that there is no significant difference between the competency of the PNS teacher with the non PNS teacher. If it is related to Wahyuningsih statement, so that there is an indication that the Islamic Education teacher motivation especially the salary satisfaction does not affect the achieved teachers' competency

The salary amount of the SMA/SMK Islamic Education teacher with PNS status which consists of monthly wage and additional functional allowance are greater than the salary gained by non PNS teachers, however it seems that this better income has no real effect on the teachers' competency. It is supposed that ideally the PNS teachers have significant different in their competency compared to those non PNS

teachers. In addition to the welfare aspect, the work environment should have positive impact in improving teachers' competency.

If it is related to the regulation aspect, the teacher qualification and competency, which was mandated by the Constitution, Government Regulation, The Minister of National Education Regulation, and The Minister of Religious Affairs Regulation, applies to all teachers and unlimited by the staffing status difference, both PNS and non PNS Islamic Education teacher are required to have the same qualification and competency, despite their different status whether they are PNS or Non PNS, and their different of welfare level. Therefore, the research finding that said there is no significant distinction between PNS teachers and non PNS teachers' competency is acceptable based on those regulations.

If the competency achievement is observed from the certification status, it shows that there are differences in the average score of the Islamic Education teacher. The Islamic Education teachers who have passed the certification process have higher competency than the other who have not passed it yet or who are still in the certification process. Based on the parametric statistical test, it shows the significant difference between the teachers' competency who has passed certification and the one who has not passed it yet. On the other hand, there is no major different in competency between teachers who are still in the process of certification and the teachers who were passed and were not passed the certification process.

This study resulted that the SMA/SMK Islamic Education teachers in Central Java who have already passed the certification process, have a better competency than the teachers who have not passed it yet. This finding is in accord with the previous researches on the teachers competency based on their certification status, done by Koswara and Rasto (2016), Mubarok (2013), Rizal and Desi (2014). These three studies depicted that the teachers having passed certification achieved better competency than those have not

passed it yet. Nevertheless, there were also some studies that mentioned the opposite results. For instance, a study conducted by Khodijah (2013). She concluded that there is no different between teachers' competency who have passed and those who have not passed the certification process. Even a study done by Taruna (2011) shows that the teachers who have not passed the certification process have better competency than those certified one. Similarly, Kartowagiran (2011) explained that the performance of certified teachers have not reached a good category.

Findings of this study show that the certification program actually gave a better influence on the teachers' competency. Ideally, the certified teachers would have better competency than the one who has not gained certification status. This is because the teacher certification process can be taken through two ways that can improve the teachers' capacity and professionalism. Widoyoko (2008: 4 – 7) explained that the teacher certification process can be taken through the portfolio assessment and education. The certified teachers must maintain their professionalism through coaching activity hosted by the Islamic Education Subject Teachers' Forum.

CONCLUSION

Generally, the SMA/SMK Islamic Education teachers' competency is in the middle category. The highest competences achieved by the SMA/SMK Islamic Education teacher in Central Java are pedagogic competency and personality competency. In contrast, the lowest competences are social competency and leadership competency.

This study on the mapping of the SMA/SMK Islamic Education teachers in Central Java confirms that there are several teachers' competences placed at the low level which need to be improved. Here are those competencies; organizing and utilizing assessment and evaluation of process and study result for the need of learning. Another aspect that needs an improvement is academic paper writing as a form of professionalism development for teachers.

Moreover, the use of information technology to build oral and written communication as well as other form of communication is also one of the weaknesses of the SMA/SMK Islamic Education teachers in Central Java.

The analysis on the two factors namely the staffing status and certification status illustrates that the PNS (civil servant) SMA/SMK Islamic Education teachers' competency is not significantly different from the non PNS (non-civil servant) ones. On the other hand, there is a significant difference between teachers who have passed the certification process and the teacher who have not passed it yet.

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