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Influence of the Personal Competence of Teachers of Christian Religious Education on Learning Motivation in High School Students in South Tangerang City

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ABSTRACT

The purpose of this study is to determine whether there is an influence of the personal competence of teachers of Christian Religious Education on learning motivation in high school students in South Tangerang City? Teachers of Christian Religious Education are required to master the knowledge that will be taught and have a set of teaching knowledge and technical skills. Teachers of Christian Religious Education are also required to be role models for students. This research is a descriptive study using a quantitative approach. Data on teacher personality competencies and student motivation are collected by questionnaire. Research subjects numbered 100 students from various schools in South Tangerang. This research was conducted from July-December 2018. Based on the hypothesis test, it was known that t-count (3.342) > t table (1.9845) so H₀ was rejected and H_a was accepted, meaning that the personal competence of the teachers of Christian Religious Education affected the motivation to learn in students High school in South Tangerang.

Keywords: Personal Competence, Teacher of Christian Religious Education, Learning Motivation

1. INTRODUCTION

Spiritual education is not only the task of religious institutions such as the church, but also schools as educational institutions in preparing citizens who have moral, ethical and noble character. As stated in the National Education System Law No. 20 Article 3 of 2003, that "National Education aims to develop the potential of students to become human beings who have faith, fear God, be virtuous, healthy, knowledgeable, capable, creative, independent, and become citizens who are democratic and responsible".

The purpose of education in schools is not only oriented to educate students, but also as a form of character development and faith. For this reason, it is hoped that Christian Religious Education (CRE) can realize the objectives of national education. Christian Religious Education plays an important role in shaping students into citizens who have good moral and religious life. Through Christian Religious Education, students are prepared, directed and formed into citizens who can contribute to the development and progress of the country.

Educators or teachers have an important role in student success. For this reason, teachers must have several competencies that must be fulfilled. In Law Number 14 Year 2005 concerning Teachers and Lecturers article 8 states that "Teachers are required to have academic qualifications, competencies, educator certificates, be healthy physically and spiritually, and have the ability to realize national education goals". Therefore, the teaching profession is a profession that can only be done by people who have the ability and professionalism of working as a teacher as expressed in the law. In meeting the professionalism of teachers, teachers must meet the competency standards set by the government. These competencies include: pedagogical competence, personality competence, social competence, professional competence.

From these competencies, this research is focused on the influence of teacher personality competencies on students' motivation to learn Christian Religious Education. The teacher as one of the elements in the teaching and learning process has a multi role, not limited as a teacher who transfers knowledge, but as a guide who encourages potential, develops alternatives

and mobilizes students in learning. The teacher has a complex task towards achieving educational goals. Therefore, every teacher of Christian Religious Education is required not only to master the knowledge to be taught and to have a set of teaching knowledge and technical skills, but teachers are also required to display personalities that are capable of being role models for students.

Based on previous research, conducted by Ningsih about the Relationship of Students' Perceptions of Teacher's Personality With Student Learning Motivation in Srengseng Sawah Elementary School Jakarta 077, the results of the study were that there was a sufficient or moderate and significant relationship between students' perceptions of personality the teacher with motivation to learn the fifth grade students at SD Srengseng Sawah 07 Pagi Jakarta and the personality of the teacher with the student motivation to contribute sufficiently in influencing and increasing student motivation in school (Ningsih, 2015).

First, Personality is the arrangement or unity between aspects of mental behavior (thoughts, feelings and so on) with behavioral aspects of behavior (real action). Meanwhile, a person's personality is reflected in his attitude and behavior. What is thought, what is in one's feelings can be seen from their actions (Ridwan, 2005: 194).

According to Allport (Ribbins, 2006, p. 126), personality is a dynamic organization in individuals who have a psychological system that determines their unique adjustment to their environment. Meanwhile, according to Rivai (Rivai, 2003, p. 372), personality is an intrinsic nature that is reflected in the attitude of someone who distinguishes himself from others. It was further stated that a person's personality is a set of relatively stable characteristics, tendencies and temperaments, which are shaped significantly by social, cultural and environmental factors. A person's personality is relatively stable, in the sense that the personality is settled in a person and is not easy to experience changes that are shaped by social, cultural and environmental factors.

A person's personality is formed as a child, family environmental factors first affect his development, then after adolescence and adulthood are heavily influenced by environmental conditions outside his home, including peers, culture and social. Although the personality is relatively stable, if the personality of a Christian Religious Education teacher is not in accordance with God's Word and he wants to experience changes to be like Christ, with his perseverance and openness to be changed, then such

personality can change toward becoming like Jesus Christ.

Referring to the National Education Standards as quoted by Sudrajat (Sudrajat, 2018), that the teacher's personal competence includes: 1) Having a stable and stable personality, whose indicators act in accordance with legal norms, social norms. Proud as an educator, and has consistency in acting according to norms. 2) Having a mature personality, with characteristics, displays independence in acting as educators who have a work ethic. 3) Having a wise personality, which is shown by actions that are beneficial to students, schools and society and shows openness in thinking and acting. 4) Having an authoritative personality, which is a behavior that has a positive effect on students and has a respected behavior. 5) Have noble character and be an example, by displaying actions that are in accordance with religious norms (faith and piety, honest, sincere, like to help), and have a behavior that is emulated by students.

According to Dede Rosyada (2016) the personality and attitude of the teacher is one of the important factors that makes students feel at home and happy to receive lessons. This psychological factor turns out to be able to assist students in liking any subject at school. The key to the success of the knowledge transfer process must start from the teacher's personality that is liked by students, so that no matter how difficult the subject matter will be easily accepted if students have a great sympathetic feelings towards their teacher. The personality possessed by the teacher plays an important role in influencing students. Because, with a good personality, will be able to influence students, so that it can be brought to the learning objectives. In the context of Christian Religious Education lessons, then with the personality displayed by the teacher in accordance with the Word of God, the teacher will be able to bring students to experience changes toward becoming Christlike as the goals of Christian Religious Education are shown through their attitudes and actions in daily life.

The teacher plays an important role in teaching activities. According to Pullias and James in Sidjabat (Sijabat, 2001, p. 31), teachers are everything. This means that many aspects of the position and role of the teacher in forming, guiding and equipping students. It was also stated that in his assignment, a teacher is a guide, educator, reformer, role model, new idea seeker, advisor (counselor), creator, inspirer of ideals, and as an appraiser. The task of the Christian Religious Education teacher is to teach the Lord's command so that students grow in their knowledge of God through the Lord Jesus and so that students can

live righteously. For this reason, the teacher as a guide or educator is required to behave and live according to the Word of God, so that the teacher can provide a model of life for his students. Because, how can students believe in what the teacher teaches him, if the teacher himself does not set an example or do not live a life that is in accordance with God's Word. If not, the teacher has actually deceived himself. In addition, a Christian religious education teacher must have a person who is honest and of high quality. God desires and demands His people to be doers of His Word, not just teaching or listening (James 1:22).

The very important teaching assignment can be understood from the life and ministry of Jesus Christ Himself. Jesus, who came to earth, has introduced God to humans through teaching, preaching, performing miracles, and demonstrating good and unique examples of life.

As a teacher, Jesus taught based on authority, authority and power. People who hear His teaching become amazed, amazed, and then give a positive response (Matt. 7: 28-29). Therefore, both the students and the crowd often called Him Rabbi, meaning "the Great One" (Matt. 26: 25,49; Mark 9: 5; 11:21; John 1: 38,49; 4: 31; 6:25; 9: 2; 11: 8).

Teachers of Christian Religious Education need to understand the person of Jesus as a teacher to be followed in daily life and in the implementation of teacher training. Howard in Sidjabat (Sijabat, 2001, p. 36), argues that there are at least six aspects of Jesus' life that are always admirable, which need to be emulated by teachers of Christian Religious Education. 1) In terms of personality, Jesus shows the compatibility between words and deeds. He also demanded that conformity occur in his students. 2) His teaching is simple, realistic, not floating. His teachings are always simple in the sense of alluding to matters of daily life. 3) Jesus was very rational, in the sense of prioritizing harmonious interpersonal relationships. 4) The content of His message comes from the One who sent Him (Matt. 11:27; John 5:19). 5) His work motivation is love (John 1:14; Phil. 2: 5-11). He accepts people as they are and encourages them to surrender to God. 6) His methods vary, but are very creative.

A Christian Religious Education teacher also needs to realize that the role of the Holy Spirit is not only taking place in the context of maturing the faith and increasing the quality or awareness of the sanctity of life, but also in order to carry out the daily profession. The basic capital which is also very necessary for the success of Christian Religious Education teachers in teaching is the positive self-concept of the teacher himself. A Christian Religious

Education teacher with a positive (good) self-concept will be able to view himself as possessed or accepted by God unconditionally because he believes that the blood of Jesus shed on the cross is a strong proof of God's love for him (band Rom. 5: 6 , 8; Heb. 9:14). Self-respect is not based on physical, material, prestige or achievement factors, but because of the true love of God. There are many impacts produced by positive self-concepts in the life and work of a teacher. First, teachers can develop healthily in relationships with others, including students and coworkers. He is able to accept others as they are, aware that he too has weaknesses and shortcomings (Rom. 14: 1; 15: 1-3). It can be said that one of the important tasks of the teacher is to improve his self-concept positively, in addition to guiding his students towards healthy self-recognition and acceptance.

Second, with a positive self-concept the teacher can grow in acceptance of himself, of positive and negative potentials (weaknesses). In other words he develops a healthy self-perception, not beset by negative prejudice (Rom. 12: 3,16; Phil. 4: 8).

Third, with a positive self-concept the teacher can develop himself in a willingness to sacrifice for others, and put the interests of others first. A Christian Religious Education teacher can see Jesus' example in this willingness to sacrifice, where He is willing to lay down His life even (John 10: 17,18; 1 John 4: 8-10). Jesus also said it was not wrong to be great and prominent before others, but a more appropriate way to get to that goal must be to make yourself a servant to others (Matt. 20: 26-28; Mark 10:45).

Fourth, with a positive self-concept the teacher will be able to develop the ability of his service skills with an confident attitude. Especially if he continues to fulfill his duty with the motto: "All things can be borne in him who gives me strength" (Phil. 4:13). That is, fellowship of life with Christ can produce new abilities in the person of a Christian Religious Education teacher.

Second, According to Uno (2011, p. 23) that learning motivation can arise due to intrinsic factors, in the form of the desire and desire to succeed and the drive for learning needs, hopes for ideals. While the extrinsic factor is the existence of appreciation, a conducive learning environment and interesting learning desires. But it must be remembered that these two factors are caused by certain stimuli, so that someone wants to do more active and enthusiastic learning activities. Callahan and Clark in Mulyasa (2003, p. 112) explain that motivation is the driving or pulling force that causes behavior towards a particular goal. While Davis explains (2006), that motivation is an activity of giving encouragement to someone or

oneself to take the desired action. Motivation means generating, moving power, or moving a person or self to do something in order to achieve a satisfaction or a certain goal.

Davies (1981, p. 74) states that motivation has four important influences in learning. Three of them are:

- a. Motivation gives enthusiasm, so students become active, busy, and interested, motivation sustains efforts and keeps students running.
- b. Motivation directs and controls goals so that they can complete a task, achieve the desired (special) goal.
- c. Motivation is selective; so students can determine what activities will be carried out and how the tasks will be carried out. Motivation serves as a priority determinant for one's success.

3 The focus of this study is to look at the influence of the personality competence of Christian Religious Education teachers on the motivation to learn Christian high school / vocational / high school students in the city of South Tangerang. Specifically, the research problem is formulated as follows: is there a significant influence on the personal competence of Christian Religious Education teachers (X) on the motivation to learn Christian high school / vocational high school students in the city of South Tangerang?

2. METHOD

The research design used in this study is a descriptive design with a quantitative approach, which is research that is then processed and analyzed to make conclusions. The study population was students of SMA / SMK / SMTK in South Tangerang City with a total sample of 100 students. This research activity was conducted from July 2018 to December 2018.

The data collection method used in this study is a questionnaire, which is where the data collection is done with a closed questionnaire. Closed questionnaire is a questionnaire whose answer choices have been provided by researchers and respondents only choose from the answer choices provided. Because the results of this study will be analyzed quantitatively, the scale used is the Likert scale. To determine the consistency and accuracy of data collected from the use of instruments, a validity test was performed using product moment correlation. In this study, the reliability test was carried out using Cronbach's Alpha to identify how well the items in the questionnaire related to each other.

3. RESULTS AND DISCUSSION

13 From the results of statistical data processing, based on the results of the t test shows that the variable personality competence of Christian Religious Education teachers significantly influences the learning motivation of high school / vocational / high school students who are Christian in South Tangerang, because the personality competency variable of Christian Religious Education (X) teachers has t value (3.342) > table (1.9845). Thus it can be concluded that the personality competence of Christian Religious Education teachers has a direct positive effect on student motivation. This is in line with Berchmans' statement (www.surya.co.id), that the personality and attitude of the teacher is one of the important factors that makes students feel at home and happy to receive lessons. This psychological factor turns out to be able to assist students in liking any subject at school.

Personality of Christian religious education teachers is a psychological factor that can be seen through relationships with others including students and communication partners. The self-concept of Christian religious education teachers as part of the beliefs of Christian religious education teachers can enhance the concept of positive beliefs. Positive self-concept becomes a motivation for students. Positive self-concept leads to exemplary. The positive self-concept of a Christian religious education teacher will encourage acceptance of its own potential to increase. In other words the Christian religious teacher's self-concept develops a healthy self-perception rather than negative prejudice (Rom. 12: 3,16; Phil. 4: 8). The positive self-concept of a Christian religious education teacher develops a spirit of self-development in the willingness to sacrifice for others and to use the needs of others first. The positive self-concept of the Christian teacher encourages the spirit of making oneself a servant to others (Matt. 20: 26-28; Mk 10:45).

The key to the success of Christian religious education teachers is to influence students to attend Christian religious education lessons happily starting with the personality of a pleasant Christian religious education teacher. The positive personality of the Christian teacher inspires students to learn so that subject matter is easily accepted. The personality of a positive Christian religious education teacher also increases student motivation so students have a great sympathetic sense towards their teacher. Students' sympathetic feelings towards the teacher arouse the enthusiasm of student learning.

Personality competence of Christian religious education teachers that positively influences students' motivation to learn also because 1) Christian religious education teachers show the compatibility between words and deeds. Conformity between words and actions can arouse students' confidence in the teacher. This has an impact on students' attitudes toward teachers and Christian religious subject matter. 2) Language that is straightforward, simple and realistic makes it easy for students to receive the subject matter well. The impact is sympathetic students towards the teacher. 3). Christian religion teachers provide motivation to students. The teacher does not deliver judgmental words. But encouraging words to do the God's truth.

These results are in the context of Christian Religious Education lessons, then the personality displayed by the teacher is in accordance with the Word of God, so the teacher's personality can influence students so that they not only receive lessons cognitively but also emulate (emulate) their teachers. Thus the teacher can bring students to experience changes toward becoming like Christ as the goal of Christian Religious Education which is shown through their attitudes and actions in daily life. The results of this study are also the same as the statement of Pullias and James in Sidjabat (2001, p. 31), that the teacher is everything. There are many aspects of the position and role of the teacher in shaping, guiding and equipping students, because the teacher's job is a guide, educator, reformer, role model, new idea seeker, advisor (counselor), creator, inspiring ideals, and as assessors.

Increasing the personal competence of teachers of Christian Religious Education as an extrinsic factor in learning motivation can affect student motivation. Because, according to Uno (2017, p. 23), that learning motivation can arise due to intrinsic factors, in the form of the desire and desire to succeed and the drive for learning needs, hopes for ideals. While the extrinsic factor is the existence of appreciation, a conducive learning environment and interesting learning desires. But it must be remembered that these two factors are caused by certain stimuli, so that someone wants to do more active and enthusiastic learning activities.

4. CONCLUSION

Personality of Christian Religious Education teachers has a positive influence on student

motivation. Thus the Christian Religious Education teacher must improve his personal competence so that the personal competency of the Christian Religious Education teacher is maintained and can increase student motivation. Personality competence of Christian Religious Education teachers as extrinsic factors can contribute to student learning success.

The things that must be done by teachers of Christian Religious Education in improving personality competence is first, maintaining personal devotion with Christ. Second, always aware of his duties as a mentor, educator, reformer, living example, new idea seekers, advisers (counselors), creators, inspirational ideals, and as an appraiser. Third, schools must hold activities that enhance the personal competence of teachers of Christian Religious Education.

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