

# Factors Influencing the Achievement of Teachers of Islam Religion Education in Elementary Schools at Depok, West Java, Indonesia

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## Abstract

The objective of this study is to understand factors influencing the achievement of teachers of Islam Religion Education. In this present research, a quantitative method was employed. Two hundred teachers as the sample from State Elementary Schools at Depok City, East Java Province were involved. The data were analysed using factorial and Pearson Correlation analyses. The results showed that factors influencing the achievement of Teachers of Islam Religion Education are work satisfaction, work ethos, personal communication effectiveness, conflict management, and leadership style of head masters. Work satisfaction, incentive, work ethos, personal communication effectiveness, conflict management and leadership style of head masters are all correlated with teacher achievement.

**Keywords:** teacher achievement, work satisfaction, work ethos, conflict management, leadership

## 1. Introduction

Teacher is one of human components in a learning process that plays roles in any effort to form potential human resources in the development field. So the quality of education is directly determined by the quality of teachers. The coordination of high-quality education is really determined by good-quality teachers, namely teachers that may organize their duties adequately (Prawiroatmojo, 1987).

As a central point in the world of education, a teacher is often referred to as a model of his/her students. As a result, teachers of Islam religion education should have good behaviors and high achievement to develop their students perfectly. In the world of education, teachers are very determining human resources to the success of education at schools. Therefore, teachers hopefully show high achievement in order to be able to produce high-quality and competent students.

According to Mulyasa (2007), at least there are five indicators of low-achievement teachers in doing their main duty, namely teaching: a) low understanding of learning strategies; b) less skills in classroom management; c) low-ability in doing and making use of classroom action research; d) low motivation to achievement; d) low commitment to profession and e) low-ability in time management.

According to Sukadi (2006), there are eight bad personalities of teachers that are often found at schools, showing that they have been ineffective in doing their jobs, namely they: a) often leave the class; b) do not respect students; c) do not make a good preparation in teaching; d) show preference to students; e) ask student to write on the board; f) is not discipline; g) give less attention to the students and h) are materialistic.

The problems above are influenced by factors among others: work satisfaction, incentive, work ethos, communication effectiveness, conflict management and leadership style of head masters. From the teacher work satisfaction that influences achievement, there are five aspects desired (Hasan & Ali, 2003) but not realized, namely: a) material incentive, which is still far from *satisfactory* and *just*; b) security, as a factor of work satisfaction is still as ideal. There are happenings either in the past or in the future, and there is a tendency that the security is not fully fulfilled. There are some sexual harassment to teachers, like *money* that we often see in mass media; c) personal relation, which has been felt, up to now, not to be satisfactorily realized; d) work condition, either physically or non-physically, has not been considered important for work satisfaction, although it might be better than in the past and e) opportunity to have a career, although at present it is felt better than in the past.

Another problem the education in Indonesia faces is related to teachers, according to Kumandar (2007) is low work ethos of teachers and educational workers that may hinder the speed of mastering competence needed by the educational works in order to be able to keep up the demands of the development of science and new curriculum.

From the management point of view, educational institution, namely schools, is less professional which is seen from the facts, they are low discipline resulting low productivity, weak orientation in the students' learning system, and weak quality supervision of teachers. The condition causes schools not to be able to meet their enrollment, and results in low quality of teachers and ineffective management and leadership (Uwes, 2003).

## 2. Review of Literatures

A theory of achievement employed is the one developed by Husankuer (2005). Usman (2008) states that achievement = *ability X motivation*. *Ability = aptitude X training X resources*. *Motivation = desire X commitment*. Therefore achievement = *aptitude X training X resources X desire X commitment*. In this study, teachers' work ability is a model of teacher achievement developed by Department of Culture and Education (1994) where teachers' achievement includes ability in planning instruction, implementing instruction, and in building inter-personal relationship. Training means motivation, attitudes and motivation in the form of work ethos. Resources are work climate, conflict management, personal communication effectiveness and leadership style of head masters. Work discipline contains commitment.

As stated by Cascio (1995) in Nawawi (2000) factors influencing quality and achievement are: a) participation of human resources; b) career development; c) communication, health and work safety; d) conflict resolution; e) good incentive and f) pride. Suprihato states that aspects that may be used to evaluation performance or work achievement are among others: a) work ability; b) diligence; c) discipline; d) work relation; e) initiative; f) leadership or special matters in line with the field and work level one occupies.

Work discipline influences work achievement, since discipline functions as one of efforts to improve teachers' achievement in a school and to create a sense of respect to one another and between superiors and subordinates (Carrell & Kutsmits, 1982).

Work motivation influences work achievement. Koontz (1980) proposes a theory of achievement oriented behavior, where behavior is led to reach standard of excellence. This kind of behavior is called achievement motivation (Frank, 1986). Greenberg and Baron (1997) state that achievement motivation is one's power to excel, to be succeeded in doing difficult tasks and to do better than other persons.

Work achievement is a part of work satisfaction. According to Herzberg, there some important factors involved in factors of staffs' satisfaction, namely achievement, recognition, advancement, the worker himself, growth and responsibility (Hersey, Blanchard, & Johnson, 1993). And Wexley and Yukl (1977) define work satisfaction as one's feeling of his work.

Incentive influences work achievement because it is given based on the attainment of work achievement. There are two main ways of giving incentives by corporations namely based on a) additional time and b) achievement (Blake & Mouton, 1991).

Work ethos affects work achievement, since work ethos contains some abilities workers possess namely among others possessing characteristics of discipline, leadership spirit, work hard and emotional maturity (Zaenuddin, 2004).

Meanwhile in this case, Bacal (2004) suggests that communication of achievement happens all the time, namely it is a two-way process that traces advancement, identifies any hindrances of achievement and gives two parties knowledge they need to attain success. Continuous achievement communication gives a way to the leaders and teachers to build cooperation to prevent any problems, to solve problems (if any), and to revise work responsibility that is often needed in the work place. In a model of the effective communication, a network of communication may be seen from some aspects. According to Wexley and Yukl (1992) a network of effective communication is a web that may provides accurate and relevant knowledge for those who need it in the right time. The second criterion is an economic network, namely a network where knowledge may be obtained with minimal support. Meanwhile, the third criterion is satisfaction of organization members.

Conflicts affect work achievement if it is well managed. Conflicts in organizations should only be accepted and well managed, but also promoted, since they may encourage and bring change and advancement in organizations. And conflicts may be made use of to bring productivity if they are well managed (Cummings, 1980).

Work climate influences work achievement. Hodgetts (1987) says that work climate in organizations is also related to a series of characteristics of work environment felt by workers and may become a great power to

influence work attitudes.

### 3. Method

In this present research, a quantitative method was employed. According to Majid (1990) a quantitative research is used to measure variables related to a phenomenon without questioning why the variables are formed.

This study was made in six sub-districts in Depok City, East Java Province in order to facilitate the process of data collection: Cimanggis, Pancoran Mas, Beji, Limo, Sukmajaya & Sawangan sub-districts. The population is all teachers (265 teachers) of Islam Religion Education working in state elementary schools in Depok City, East Java Province. And the sample in this present research is 200 teachers of Islam Religion Education in state elementary schools in Depok City, East Java Province. To determine the sample, a random sampling technique was employed. The sampling of 200 respondents is based on the idea of Singarimbun and Efendi (1989) stating that a big sample with normal distribution is the one with the amount of > 30 cases, and the data are analyzed using a correlation technique, the sample taken should be at least 20 cases. According to Suharsimi Arikunto (1987), as a criterion, the sample that may be taken is between 1-15 or 20-25% or at least by measuring a) the researcher ability in terms of time, energy and fund; b) the width of observation zone and each object, since it deals with the number of data and c) the level of risk the researcher faces.

For the purpose of this research, questionnaires were used to obtain information on factors of work discipline, work motivation, work satisfaction, incentive, personal communication effectiveness, conflict management, work climate and leadership style of head masters that influence teacher achievement. The instrument used in this study refers to and is adapted by the researcher with the help of experts in this profession. Items of the instrument were made based on various sources like those used in other researches, in operational definitions and literatures studied.

Questionnaires of teacher achievement are the ones that have been developed by Department of Education and Culture (Bafadal, 1992; Imran 1995; Usman, 2006). The instrument consists of 39 items covering: a) ability in planning instruction (15 items); b) ability in implementing instruction (13 items) and ability in building relation (13 items).

Work discipline instrument is the one used in understanding the relationship between culture of organization and work discipline and work satisfaction (Suarny, 2003) that includes: a) obeying regulations; b) awareness of doing duties; c) introspection and d) enforcing discipline.

Work motivation instrument is the one that has been used by Kamil (1999) to examine the management of elementary class teachers consisting of 30 items, which includes: a) hard work (14 items); b) success in work (13 items) and responsibility (13 items).

Work satisfaction instrument used is the one developed by Deroche (1985), Bafadal (1992) consisting of 23 namely: a) expectation (5 items); b) human relation (4 items); c) authority (3 items); d) decision making (7 items) and e) recognition (4 items).

Incentive instrument used is the relationship between work motivation and compensation and work productivity (Nasution, 2003) consisting of 31 items that covers: a) direct financial (12 items); b) indirect financial (8 items); c) non financial, career (3 item) and d) indirect non financial (6 items).

Work ethos instrument is the one developed by Riva'i (2005) consisting of 20 items, covering: a) work is worship (6 items); b) work is mandate (20 items); c) work is summoning (5 items) and work is service (5 items).

Conflict management instrument is the one used in researches on personal communication effectiveness and conflict management and teacher work satisfaction (Heni, 2005) consisting of 30 items that cover: a) conflict prevention (6 items); b) efforts to reduce conflicts (5 items); c) coping with conflicts (10 items); d) approach to conflict resolution (6 items) and e) roles of leadership in resolving conflicts (3 items).

Personal communication effectiveness instrument is the instrument developed by Riva'i (2005), consisting of 32 items, covering (1) characteristics and behavior of communicators and communicants (14 items), (2) content/message conveyed (4 items) and (3) system and network used (14 items).

Work climate instrument is the one used in researches on the relationship between school organization climate and teacher achievement (Muslim, 2003) amounted 30 items, that consist of: a) ecology (10 items); b) milieu (11 items); c) social system (5 items) and d) culture (4 items).

Leadership style of head masters instrument is a research instrument on the relationship between leadership style and work climate and work motivation (Dara, 2005) that has been modified and consists of 30 items covering: a) managerial ability (8 items); b) leadership characteristics (8 items) and c) leadership style application (15 items).

The research instruments had been tested in terms of validity and reliability before being applied in the field. The results of the validity test are shown in Table 1. Table 1 shows levels of validity and reliability of the research instruments.

Table 1. The correlation values between scores of each item and the number of scores and index of reliability of Alpha-Cronbach of the research variables

Variable	Number Item	Correlation of Items and Number of Scores	Vale Alpha
Teacher achievement	37	0.486–0.807	0.897
Works discipline	30	0.466–0.900	0.890
Work motivation	40	0.472–0.796	0.907
Work satisfaction	23	0.464–0.781	0.787
Incentive	30	0.480–0.911	0.903
Work ethos	19	0.467–0.694	0.642
Personal communication Effectiveness	32	0.471–0.700	0.864
Conflict Management	30	0.468–0.753	0.802
Work climate	30	0.401–0.856	0.888
Leadership style of head masters	30	0.404–0.844	0.922

Table 1 shows the validity and reliability of questionnaire instruments with its each values: (1) teacher achievement (37 items with correlational index of 0.486–0.807) and alpha value of 0.897, (2) work discipline (30 items) with correlational index of 0.466–0.900 and alpha value of 0.890, (3) work motivation (40 items) with correlational index of 0.472–0.79 and alpha value of (0.907, (4) work motivation (40 items) with correlational index of 0.472–0.796 and alpha value of 0.907, (5) incentive (30 items) with correlational index of 0.480–0.911 and alpha value of 0.903, (6) work ethos (19 items) with correlational index of 0.467–0.694 and alpha value of 0.642. (7) personal communication effectiveness with correlational index of 0.471–0.700 and alpha value of 0.864. (8) conflict management with correlational index of 0.468–0.753 and alpha value of 0.802. (9) work climate with correlational index of 0.401–0.856 and alpha value of (0.888). (10) leadership style of head masters with correlational index of (30 items) with correlational index of 0.404–0.844 and alpha value of 0.922.

The formulation is that as a whole the validity and reliability of the simple questionnaires are high, namely 0.401–0.933 and 0.642–0.922 respectively.

A factorial and correlational inferential statistic analysis was employed to know which independent variables influenced teacher achievement (work discipline ( $X_1$ ), motivation to teach ( $X_2$ ), work satisfaction ( $X_3$ ), incentive ( $X_4$ ), work ethos ( $X_5$ ), personal communication effectiveness ( $X_6$ ), conflict management ( $X_7$ ), work climate ( $X_8$ ), and leadership style of head masters ( $X_9$ ) and independent variable, teacher achievement ( $Y$ ), and the correlation of factors influencing teacher achievement. In this study, inferential statistics used is the factorial analysis and Pearson correlation.

## 4. Results and Discussion

### 4.1 Results

#### 4.1.1 Factorial Analysis

To test the hypothesis, a factorial analysis was employed. Before the analysis made, Keiser-Meyer-Olkin and Bartlet tests were done first. In the factorial analysis test, the Keiser-Meyer-Olkin value is higher than 0.5 and in the Bartlet test, the value is 0.000, which is a significant value and less than 0.05.

The factorial analysis test was done by using *principal component through varimax cycle*, and *eigen value* and various variants. The Keiser principle is used to test validity. Factors with the Eigen value more than one were used to exactly know the number of eternal factors in the calculation. Some researchers (Cote, 1999; Suzuki, 1994) have explained that the value of loading items more than 0.3 is considered to have a good validity index

that represents the construct of the research instrument.

For the convenience of analysis of the factors affecting achievement of teachers of Islam religion education in Depok City, a factorial analysis was made based on the dimensions in the research variables, namely work discipline variable consisting of the following dimensions: implementing the regulations with the code of DKGA, awareness of doing jobs with the code of DKDB, self-introspection with the code of DKGK. Work motivation variable consists of dimensions of hard work with the code of MKGA, success in work, MKGA, responsibility, KKGA, human relation, KKGB, authority, KKGK, decision making, KKGD, and recognition, KKGE. Incentive variable consists of direct finance with the code of IKGA, indirect finance, IKGB, non finance of career, IKGC, non finance of environment, IKGD. Teacher work ethos variable consists of worship dimension with the code of EKGA, mandate, EKGB, service, EKGC, and communication, EKGD. Personal communication effectiveness variable covers dimensions of attitudes and behaviors of communicators and communicant with the code of EKPA, the content of message conveyed, EKPB, and system and network used, EKPC. Conflict management variable consists of dimensions of prevention with the code of PKA, reduction, PKB, strategy, PKC, approach, PKD and great roles of teachers, PKE. Work climate variable consists of dimensions of ecology with the code of KGA, milieu, IKGB, social system, IKGC, and dimension of culture, IKGD. Leadership style of head masters consists of dimensions of managerial ability with the code of GKSA, leadership characteristics, GKSB, and dimension of application of leadership style, GKSC.

Based on the factorial analysis, factors that fulfill the staged loading are understood. See Table 2 below.

Table 2. Results of analysis of factors influencing teacher achievement

Code	Variable	Dimension	Loading
KKGA	Teacher work satisfaction	Expectation	0.775
KKGB	Teacher work satisfaction	Human relation	0.883
KKGC	Teacher work satisfaction	Authority	0.620
KKGD	Teacher work satisfaction	Decision making	0.902
KKGE	Teacher work satisfaction	Recognition	0.463
IKGA	Incentive of teacher work	Direct Finance	0.436
EKGB	Ethos of teacher work	Mandate	0.502
EKGC	Ethos of teacher work	Service	0.448
EKPB	Personal Communication Effectiveness	Content of message conveyed	0.629
EKPC	Personal Communication Effectiveness	System & Network used	0.663
MKA	Conflict Management	Prevention	0.434
GKSA	Leadership Style of Head Masters	Managerial ability	0.761
GKSB	Leadership Style of Head Masters	Leadership characteristics	0.604
GKSC	Leadership Style of Head Masters	Application of leadership style	0.482

From the factorial analysis as shown in Table 2, it is known that from 9 variables with 45 dimensions, six variables with 14 dimensions influencing teacher achievement were selected: teachers' work satisfaction variable with expectation, human relation, authorities, decision making and recognition dimensions. Incentive variable with direct financial dimension. Teachers' work ethos variable with mandate and service dimensions, Personal communication effectiveness variable with content and message conveyed, system and network used dimensions, Conflict management variable with prevention dimension, leadership style of head masters variable with managerial ability, leadership characteristics and application of leadership style dimensions.

#### 4.1.2 Correlation of Work Satisfaction and Teacher Achievement

A correlational analysis between work satisfaction and teacher achievement is known through Table 3. It is shown that work satisfaction is correlated with teacher achievement ( $r = 0.326$ ).

Table 3. Correlation between teacher work satisfaction and teacher achievement

Teacher Achievement Teacher Work Satisfaction	Planning Instruction	Implementing Instruction	Ability to build rapport	Teacher Achievement
Expectancy	.583(**)	-.028	-.034	.292(**)
Human Relation	.398(**)	.025	.048	.270(**)
Authority	-.094	.077	.096	.053
Decision Making	.083	-.041	.170(*)	.126
Recognition	-.015	.039	-.007	.011
Teacher Work Satisfaction	.434(**)	.018	.114	.326(**)

\*Significant at limit  $p < 0.05$ .

Expectation dimension is correlated with teacher achievement ( $r = 0.292$ ) and with ability to plan instruction dimension ( $r = 0.533$ ), human relation dimension is correlated with teacher achievement ( $r = 0.270$ ) and with ability to plan instruction ( $r = 0.398$ ); but authority dimension is not correlated with ability to plan instruction ( $r = 0.094$ ), ability to implement instruction ( $r = 0.077$ ), ability to build relation ( $r = 0.096$ ). Decision Making dimension is not correlated with ability to plan instruction ( $r = 0.083$ ), with ability to implement instruction ( $r = 0.041$ ), with teacher achievement but is correlated with ability to build rapport ( $r = 0.170$ ); recognition is not correlated with ability to plan instruction ( $r = -0.015$ ), with ability to implement instruction ( $r = 0.039$ ), ability to build rapport ( $r = 0.007$ ) and with teacher achievement ( $r = 0.011$ ).

#### 4.1.3 Correlation between Incentive and Teacher Achievement

The correlation between incentive received by teachers and teacher achievement is presented in Table 4, namely: incentive variable is correlated with teacher achievement ( $r = 0.378$ ), with ability to plan instruction dimension ( $r = 0.396$ ) and with ability to build rapport dimension ( $r = 0.204$ ). Direct Financial dimension is correlated with ability to plan instruction ( $r = 0.599$ ), and with teacher achievement ( $r = 0.379$ ). Indirect financial dimension is correlated with ability to build rapport ( $r = 0.165$ ) and with teacher achievement ( $r = 0.157$ ), and is not correlated with ability to plan instruction ( $r = 0.099$ ) and with ability to plan instruction ( $r = 0.000$ ). Non financial career dimension is not correlated with teacher achievement ( $r = 0.095$ ), with the ability to plan teaching ( $r = 0.077$ ), with ability to plan instruction ( $r = 0.030$ ) and with ability to build rapport ( $r = .054$ ). Non financial environment dimension is correlated with teacher achievement ( $r = 0.140$ ) and with ability to build rapport ( $r = .187$ ), and is not correlated with ability to plan instruction  $r = (0.020)$  and with ability to implement instruction ( $r = 0.061$ ).

Table 4. The correlation between incentive and teacher achievement

Teacher Achievement Incentive	Planning Instruction	Implementing Instruction	Ability to build rapport	Teacher achievement
Direct financial	.599(**)	-.010	.077	.379(**)
Indirect Financial	.099	.000	.165(*)	.157(*)
Non financial career	.077	.030	.054	.095
Non financial environment	-.020	.061	.187(**)	.140(*)
Incentive	.396(**)	.048	.204(**)	.378(**)

\*Significant at limit  $p < 0.05$ .

#### 4.1.4 Correlation of Teacher WorkEthos and Teacher Achievement

The correlation between teacher work and teacher achievement is shown at Table 5: spirit of teacher work is correlated with teacher achievement ( $r = 0.170$ ), with ability to build rapport ( $r = 0.239$ ), but is not correlated with ability to plan and to implement instruction ( $r = 0.068$ ) and ( $r = 0.102$ ) respectively. That work is worship dimension is correlated with teacher achievement ( $r = 0.144$ ), but it is not correlated with ability to plan and to

implement instruction ( $r = 0.026$ ) and ( $r = 0.113$ ) respectively and also with ability to build rapport ( $r = 0.098$ ). That work is mandate dimension is not correlated with teacher achievement ( $r = 0.098$ ), with ability to plan and to implement instruction ( $r = -0.026$ ) and ( $r = 0.051$ ) respectively and with ability to build rapport ( $r = 0.132$ ). That work is service dimension is not correlated with teacher achievement ( $r = 0.063$ ), with ability to plan and to implement instruction ( $r = -0.072$ ) and ( $r = 0.084$ ) respectively and ability to build rapport ( $r = 0.086$ ). That work is sum monition dimension is not correlated with teacher achievement ( $r = 0.102$ ), with ability to plan and to implement instruction ( $r = -0.024$ ), and ( $r = 0.069$ ) respectively and with ability to build rapport ( $r = 0.120$ ).

Table 5. The correlation between teacher work spirit and teacher achievement

Teacher achievement Work spirit	Planning Instruction	Implementing Instruction	Ability to build rapport	Teacher Achievement
Work is worship	.026	.113	.098	.144(*)
Work is mandate	-.026	.051	.132	.097
Work is service	-.072	.084	.086	.063
Work is sumonation	-.024	.069	.120	.102
Work Spirit	-.068	.102	.239(**)	.170(*)

\*Significant at limit  $p < 0.05$ .

#### 4.1.5 The Correlation between Personal Communication Effectiveness and Teacher Achievement

The correlation between personal communication effectiveness and teacher achievement is shown in Table 6. There is a correlation between personal communication effectiveness and teacher ability ( $r = 0.413$ ), and ability to plan instruction ( $r = 0.654$ ), but the personal communication effectiveness does not have any correlation with ability to implement instruction ( $r = -0.063$ ) and ability to build rapport ( $r = 0.134$ ). Attitudes and behavior of communicator and communicant dimension is not correlated with ability to build rapport ( $r = 0.173$ ), with teacher achievement ( $r = 0.084$ ), with ability to plan instruction ( $r = 0.052$ ) and with ability to implement instruction ( $r = -0.084$ ). Content and message conveyed dimension is not correlated with teacher achievement ( $r = 0.412$ ), with ability to plan instruction ( $r = 0.738$ ), with ability to implement instruction ( $r = 0.009$ ), and with ability to build rapport ( $r = -0.017$ ). System and network effectiveness dimension is correlated with teacher achievement ( $r = 0.386$ ), ability to plan instruction ( $r = 0.652$ ), ability to implement instruction ( $r = -0.023$ ), and with ability to build rapport ( $r = 0.052$ ).

Table 6. The correlation between personal communication effectiveness and teacher achievement

Teacher Achievement Personal Communication Effectiveness	Planning Instruction	Implementing Instruction	Ability to build rapport	Teacher Achievement
Attitudes and Behaviors of communicators and communicants	.052	-.084	.173(*)	.084
Content and message conveyed	.736(**)	.009	-.017	.412(**)
System and network used	.652(**)	-.023	.052	.386(**)
Personal communication effectiveness	.654(**)	-.063	.134	.413(**)

\*Significant at limit  $p < 0.05$ .

#### 4.1.6 The Correlation between Conflict Management and Teacher Achievement

The correlation between conflict management and teacher achievement is shown in Table 7. It is shown that conflict management is correlated with teacher achievement ( $r = 0.285$ ), with ability to plan instruction ( $r = 0.654$ ), but is not correlated with ability to implement instruction ( $r = 0.029$ ), and with ability to build rapport ( $r = 0.116$ ). There is correlation between prevention dimension and teacher achievement ( $r = 0.298$ ), and with

ability to plan instruction ( $r = 0.468$ ), but there is no correlation with ability to implement instruction ( $r = -0.040$ ) and ability to build rapport ( $r = 0.085$ ). There is a correlation between efforts to reduce conflicts and ability to plan instruction ( $r = 0.213$ ), but there is no correlation between efforts to reduce conflicts and ability to plan instruction ( $r = -0.040$ ), and ability to implement instruction ( $r = 0.06$ ), and the ability to build rapport ( $r = -0.007$ ). There is no correlation between conflict resolution and teacher achievement ( $r = 0.118$ ), ability to plan instruction ( $r = 0.114$ ), ability to implement instruction ( $r = -0.001$ ), and ability to build rapport ( $r = 0.088$ ). There is no correlation between the roles of head master in conflict resolution and teacher achievement ( $r = 0.117$ ), ability to plan instruction ( $r = 0.098$ ), ability to implement instruction ( $r = -0.037$ ), and ability to build rapport ( $r = 0.137$ ).

Table 7. The correlation between conflict management and teacher achievement

Teacher Achievement Conflict Management	Planning Instruction	Implementing Instruction	Ability to build rapport	Teacher Achievement
Prevention	.468(**)	.004	.051	.298(**)
Efforts to reduce	.213(**)	-.040	.085	.148(*)
Prevention Strategies	.015	.096	-.007	.062
Resolution	.114	-.001	.088	.118
Roles of Head masters	.099	-.037	.137	.117
Conflict Management	.348(**)	.029	.116	.285(**)

\*Significant at limit  $p < 0.05$ .

#### 4.1.7 The Correlation between Leadership Style and Teacher Achievement

The correlation between leadership style of head masters and teacher achievement is shown in Table 8. There is correlation between leadership style of head masters and teacher achievement ( $r = 0.304$ ), and ability to plan ( $r = 0.351$ ) and ability to build rapport ( $r = 0.140$ ), but there is no correlation between leadership style of head masters and ability to implement instruction ( $r = 0.029$ ). There is correlation between managerial ability and teacher achievement ( $r = 0.388$ ), and ability to plan instruction ( $r = 0.793$ ) but there is no correlation between managerial ability and ability to implement instruction ( $r = -0.048$ ) and ability to build rapport ( $r = -0.052$ ). There is correlation between leadership style and teacher achievement ( $r = 0.161$ ) but leadership style is not correlated with ability to plan and to implement instruction ( $r = 0.039$ ) and ( $r = 0.089$ ), respectively and also with ability to build rapport ( $r = 0.139$ ).

Table 8. The correlation between leadership style of head masters and teacher achievement

Teacher Achievement Leadership style	Planning Instruction	Implementing Instruction	Ability to build rapport	Teacher achievement
Managerial ability	.793(**)	-.048	-.052	.388(**)
Leadership characteristics	.168(*)	-.062	.134	.139(*)
Application of Leadership Style	.039	.089	.139	.161(*)
Leadership Style of head masters	.351(**)	.033	.140(*)	.304(**)

\*Significant at limit  $p < 0.05$ .

The summary of the whole correlation between factors that influence teacher achievement is presented at Table 9. Work satisfaction is correlated with teacher achievement ( $r = 0.326$ ), with ability to plan instruction ( $r = 0.434$ ), but is not correlated with ability to implement instruction ( $r = 0.018$ ) ability to build rapport ( $r = 0.114$ ). There is correlation between incentive and teacher achievement ( $r = 0.378$ ), and ability to plan instruction ( $r = 0.396$ ) and the ability to build rapport ( $r = 0.204$ ), but no correlation exists between incentive and ability to implement instruction ( $r = 0.048$ ).

Work ethos is correlated with teacher achievement ( $r = 0.170$ ), ability to build rapport ( $r = 0.239$ ), but is not correlated with ability to plan instruction ( $r = -0.068$ ) and with ability to implement instruction ( $r = 0.102$ ). There is correlation between personal communication effectiveness and teacher achievement ( $r = 0.423$ ) and ability to plan instruction ( $r = 0.654$ ), but no correlation happens between personal communication effectiveness and to implement instruction ( $r = -0.063$ ) and ability to build rapport ( $r = 0.134$ ). Conflict management is correlated with teacher achievement ( $r = 0.285$ ), and with ability to implement instruction ( $r = 0.384$ ), but not with ability to implement instruction ( $r = 0.029$ ) and ability to build rapport ( $r = 0.166$ ). Correlation also exists between leadership style of head masters and teacher achievement ( $r = 0.285$ ), and ability to plan instruction ( $r = 0.352$ ), and also ability to build rapport ( $r = 0.140$ ), but the leadership style of head masters is not correlated with ability to implement instruction ( $r = 0.033$ ).

Table 9. The correlation between factors influencing teacher achievement and teacher achievement

Factors Influencing Teacher Achievement	Teacher Achievement			
	Planning Instruction	Implementing Instruction	Ability to Build Rapport	Teacher Achievement
Work satisfaction	.434(**)	.018	0.114	0.326(**)
Incentive	.396(**)	.048	.204(**)	.378(**)
Work spirit	-.068	.102	.239(**)	.170(*)
Personal communication effectiveness	.654(**)	-.063	.134	.423(**)
Conflict management	.384(**)	.029	.166	.285(**)
Leadership style of head masters	.351(**)	.033	.140(*)	.304(**)

\*Significant at limit  $p < 0.05$ .

#### 4.2 Discussion

Factors influencing teacher achievement are: work satisfaction, incentive, work ethics, personnel communication effectiveness, conflict management and leadership style of head master. Work satisfaction affects teacher achievement. This is in line with Panjjs' statement (1995) that workers/staffs' attitudes towards jobs are influenced by some factors, among others: a) intrinsic satisfaction from the job; b) satisfaction of the company itself; c) satisfaction of the supervision; d) satisfaction with the wage obtained; e) satisfaction with mobility. Work satisfaction deals with how one feels of his work, and a satisfied worker will like his work than a dissatisfied one. Therefore, one's work satisfaction will really influence his work achievement. As stated by Robbin (1996), a happy worker is a productive worker.

Incentive factor influences teacher achievement. It is in line with Nurhayati's study (2006) that one of factors influencing teacher professionalism is the level of direct financial incentive in the form of teacher welfare (teacher wage). Work ethos affects teacher achievement since in work ethos, there are some abilities workers should possess namely discipline, leadership, hard work and emotional maturity (Zaenuddin, 2004). The elements in the work ethos will encourage someone to reach the best success.

But there is a little different opinion of work ethos. Work ethos is a part of work culture. According to Ndraha (1997), work culture is: a) a disposition of work, namely preference to work to other activities, such as being relax, or merely obtaining satisfaction from working, or feeling being forced to do something for one's life; b) attitudes during working time, such as showing diligence, dedication, responsibility, carefulness, great desire to learn one's duty and obligation and willingness to help other workers or on the way around.

Personal communication effectiveness influences teacher achievement as Robbin (1996) explained that there is a positive correlation between effective communication (covering factors such as belief, carefulness felt, desire to interact, willingness to accept (anything) from the management, and condition of information to the top and worker productivity.

Communication will work effectively if each parties involved know the information completely. But, if often

happens that each person does not have relevant information completely. Johari Window identifies four combinations of information known and unknown either by oneself or the others (Gitosudarmo & Sudita, 2000).

Effectiveness of each communication will be really influenced by ones' expertise to listen, namely his ability to focus his attention on what is being said or to understand words, and how he listens to what is being said (Cusway & Lodge, 2000).

Conflict management affects achievement as stated in a new view that conflict is good and needed in an organization although it is necessary to have certain regulations. According to this new view, conflict is influenced by the following thinking: a) conflict is good, and needed since it is a fact that may not be avoided; b) conflict arises due to various activities such as efforts to get appreciation, to fulfill various needs, status, responsibility, even to get power; c) If in old view, environment is considered to have important roles, in the new view, a different view prevails. There are some determining factors that influence, such as heredity, and other physiological aspects; d) it is admitted that human beings principally are hunters, but they themselves will be motivated by various symptoms such as aggressively, self-seeking, and instinct to compete (Wahyusumidjo, 1987).

It is in line with Usman (2008) that basically, conflict is intended to a) get and to strengthen power or benefits, personally or in group, called politics *divide et impera*; b) improve group friendship through the best solution; and c) raise dynamics of better attainment, including the attainment of achievement.

Although it is different from the old view stating that (Wahyusumidjo, 1987), in terms of human relation there are some thoughts on conflicts, namely (1) conflict is principally bad, and it is not necessary to happen and should be solved, (2) conflict happens due to influent communication, no trust, and no openness from the parties involved, (3) environment plays great roles in rating conflict, and (4) basically human beings are creatures that posses positive characteristics, that like to make cooperation and that may be trusted.

Leadership style of head masters influences teacher achievement as Robins (1996) states by referring to the *Path Goal Theory* that: achievement-oriented leadership will increase subordinates' expectation that any efforts may promote high achievement if the tasks are structured in a dual-sense fashion. In the school organization, school leadership is implemented by the head master, leadership of the head master is "leaders' ability to persuade and to assure so that subordinates will be full of willingness and of spirit to obey his leader" (Anwar 2002).

Ardichvilli et al. (1988) make a conclusion from the results of research made in Russia that there are stages of success in leadership styles, where a situational style will get more power, then a democratic style may also be greater than autocratic style, where the situational style of the leadership is to determine the leadership style in accordance with situation and condition of workers under one's leadership.

## 5. Conclusion and Suggestions

### 5.1 Conclusion

Factors influencing achievement of teachers of Islam religion education are work satisfaction, incentive, work ethos, personal communication effectiveness, conflict management, and leadership style of head masters.

The construct of work satisfaction, viewed from the variables, is correlated with teacher achievement variable. And between the work satisfaction dimension and teacher achievement dimensions, there are few which are correlated and most are even not correlated. There is a correlation between incentive and teacher achievement variables, but dimensionally, most incentive dimensions are correlated with teacher achievement, and some are not correlated. There is a correlation between work ethos variables and teacher achievement, but almost all works ethos variables are not correlated with teacher achievement. There is a correlation between personal communication effectiveness variables and teacher achievement, but dimensionally, some are correlated and some are not.

There is a correlation between conflict management variable and teacher achievement variable, but dimensionally between the two variables, there are merely some dimension that are correlated, and most dimensions are not correlated. There is a correlation between leadership style of head masters and teacher achievement variables, but dimensionally, some are correlated and some are not.

### 5.2 Suggestions

The Provincial and (local) City Governments should add budget provided for improving teacher achievement through education and training, and also upgradings, workshops and seminars. It is necessary to improve achievement of state elementary school teachers in Depok City through providing scholarship at stages and enforce discipline to teachers of Islam religion education. The school Committee should more empower

themselves in order to maximize their functions and roles in improving the quality of education at schools, especially dealing with teachers of Islam religion education.

Head masters may implement and apply their leadership styles properly in accordance with the condition and situation and also persons they face. And they should give some help in the forms of guides on how to communicate personally and effectively either oral or in written, give attention to teacher work satisfaction, provide facilities supporting learning activities, immediately hold meetings to discuss any conflicts arising in order to find the best solutions of the conflicts and may be able to prevent either open and hidden oppositions.

Teachers should improve their achievement by improving their ability in planning and implementing instruction, building rapport, doing personal communication, avoiding either hidden or open conflicts, and in maintaining work discipline.

Future researches should be made in order to be able to give in-depth and more detailed pictures on the influencing factors, dominant factors and models of achievement of teachers of Islam religion education. Qualitative researches should be applied to the participants, not merely limited to implement discussions, but should be supported by observation and document analysis so that a complete and entailed picture may be produced. The researches should be able to result in principles of models of achievement of teachers of Islam religion education. And it is also necessary to widen factors influencing achievement of teachers of religion education and also to develop a model of teacher achievement based on influencing variables.

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