The Relationships between Teacher Competence, School Facilities, Competence of Dormitory Tutors and Dormitory Facilities According to the Student Perceptions and Performance
(Case Study on SMP Kharisma Boarding School, Tangerang – Banten)

Melani Quintania
Darma Persada University, East Jakarta, Indonesia

Abstract. Getting the best learning is a basic right of every child, and provides opportunities and facilities for learning is the most appropriate and best wishes of parents generally. This statement is not easy to be filled by parents for many reasons, among them the need for a reference that can be trusted as a consideration in choosing the learning method that will be provided. The purpose of this study is to access the value of teacher competence, school facilities, competence of dormitory tutors, dormitory facilities to the student perception and relationships with students' performance on SMP Kharisma Boarding School, Tangerang – Banten. The study of research is predictive research with a quantitative approach involving 30 of 42 students who living in boarding school were sampled in this research. Methods of data analysis using descriptive statistics and quantitative statistics through hypothesis testing which is operated with the SPSS Version 17.00 program. The results of this research showed that according to the perceptions of Junior High School students, the mean score of teacher competence is 4.09, school facilities is 3.86, competence of dormitory tutors is 3.50, and dormitory facilities is 3.82. Based on the results of quantitative analysis, the competence of teacher's contribute 10.8 percent with a significance level of 0.007, 21.9 percent of school facilities with a significance level of 0.009, 17.8 percent of competence of dormitory tutors with a significance level of 0.020, 6.3 percent of dormitory facilities with a significance level of 0.181 to the students performance in Kharisma Junior High School. If the analysis is done simultaneously, the teacher competence, school facilities, competence of dormitory tutors, and dormitories facilities provide of 26.2 percent with a significance level of 0.096 to the students performance on SMP Kharisma Boarding School.

Key words: School facilities, competence of dormitory tutors, students' perception and performance.

Introduction

Getting the best learning is a basic right of every child, and provides opportunities and facilities for learning is the most appropriate and best wishes of parents generally. This statement is not easy to be filled by parents for many reasons, among them the need for a reference that can be trusted as a consideration in choosing the learning method that will be provided. Boarding school is a form of learning facilities. This school has structured activities and is under school monitoring, both during the course of the learning activities and afterward. Services at boarding schools have the consequences for children's development, both from the results of learning, character formation as well as the development and optimization of children's self-potential. One example of the concept of boarding learning facilities in Indonesia is pesantren. Pesantren aims to build and develop the personality of Muslims who obey God in conditions of faith and piety, where this obedience will emit a moral obligation to spread the teachings and spirit of Islam among humans.

Since 1990 there have been many boarding schools in Indonesia. This boarding school is not only religious, but also nationalist-religious, nationalist, and international.

The boarding school learning system will provide different learning outcomes, this is certainly not inseparable from the learning process at the school itself in producing good output if the input and the process go well. Input, process and output are integrated entities that will influence each other. Student learning outcomes become one of the benchmarks to determine student achievement. Besides, other factors that influence learning achievement are internal factors of students (psychological factors) and external factors of students (learning processes in schools that include teaching curriculum, school discipline, the effectiveness of teachers in the classroom, student grouping and learning facilities; social factors in schools that include social systems, social status, teacher and student interactions, and situational factors that include political, economic, time and place conditions and seasons) (Winkel and Hastuti, 2013: 43).

Superintendence institutions based in the United States surveyed 2,700 junior high school students and adults who had experienced at least 16 years of schooling. This number includes 1,000 students and alumni of boarding schools, 1,100 from public schools, and 600 from ordinary private schools. This interview was conducted on junior high school students, college graduates who were alumni from each school (The Association of Boarding School - TABS, 2013). Research on the student perceptions and performance on boarding schools in Indonesia has been carried out by several previous studies to school citizens participation in school based management implementation in MTs Pondok Pesantren Darussalam Sungai Salak, in Tampuling sub-district, Indragiri Hilir district, province Riau of Indonesia with the result showed that efforts to improve school-community understanding of the implementation of SBM are by coordinating, communicating and supervising in order to improve student performance / achievement (Latief, 2008). Asrama pattern education in efforts to increase the quality of Islamic Education in Hidayatullah Pesantren Fakfak District through the outputs described in the cognitive, affective, and psychomotor aspects of the implementation of boarding school education in improving the quality of Islamic education. These result showed that several factors such as teacher competence and dormitory facilities were related to the management function and the coaching process, which also influence the education of boarding patterns in improving the quality of education (Galela, 2012).

Achieving good learning achievement requires effective input and a supportive learning environment so that the teaching-learning process can run smoothly and achieve good output or performance results. Therefore, this study aims to describe how students' perceptions and examine the relationship between teacher competencies, school facilities, competence of dormitory tutors, boarding facilities on the student performance. The benefits of this research can be used as a reference for parents of students towards the age of junior high school, especially in the SMP Kharisma Boarding School in determining the choice of a learning system that suits their children's abilities.

Theoretical Framework and Research Models

Effective teacher general perspectives are based on how teachers motivate, communicate, and deal effectively with students from diverse cultural backgrounds and need to understand how to use appropriate technology in the classroom (Santrock, 2008). Teacher competence is a very important factor in improving the quality of education, which includes pedagogical competence, personal competence, social competence, and personal competence. Teacher competencies produce effective learning outcomes that come from combining common sense, knowledge, and mastery of subject matter, teaching skills, strong enthusiasm and personality, fair and objective assessment of students, and hard work. Furthermore, commitment and motivation are aspects of a good

attitude and attention to students. Every day an effective teacher will bring a positive attitude and maintain enthusiasm into the classroom. These qualities are easily transmitted and help make the class comfortable for students (Santrock, 2008: 8). In accordance with the challenges of global life, the roles and responsibilities of teachers in the future will be increasingly complex, thus requiring teachers to always make various improvements and adjust mastery of their competence (professional). To face these challenges, teachers need to think anticipatedly and proactively to continually update their knowledge and knowledge. Besides, teachers are also required to do varied learning that is supported by the latest research results so that it can be adapted to the current context of the development of science and technology.

The availability of facilities in a school has an important role in the implementation of the education process. Facilities that are often found in educational institutions include study rooms (classrooms, practice rooms/laboratories), office space, library, yard/field, other rooms (canteen, student council room, committee room, security room, and production or broadcasting room). The existence of a boarding school is a follow-up to the idea of education outside of school. The existence of dormitories is directed to be able to develop the potentials of students so that it is beneficial for their lives. This concept is in line with the idea that integrating school activities with after school activities will further develop students' potentials to the maximum. Effective dormitories require upward communication with the same frequency as downward communication. Upward communication flows from teachers and school employees and dormitory Tutors to school principals while downward communication, namely work instructions, policies, procedures, manuals and boarding publications (Latief, 2008).

Dormitory tutors themselves have the responsibility to implement the communication strategy function, where school administrators will be able to increase mutual understanding within the school environment and are obliged to share meaning and new learning with colleagues, students, and other constitutions. In addition to the learning process, the dormitory tutors also organizes programs that can develop student creativity, responsibility, self-confidence, social interaction and prevent students from negative influences. Dormitory tutors have roles such as (1) controlling student behavior; (2) forming student discipline by using strategies to improve the ability to control themselves through democratic communication patterns between boarders and borders; and (3) serving as a counselor through close relationships with students, actively listening to the expressions of the problems in the dorms, and being sensitive in responding to the thoughts and problems of the dwellers (Galela, 2012).

The worrisome influence of the outside environment makes the dormitory tutor's life a safe environment for students. Activities designed are intended to lead an organized life, both intellectually and morally. The atmosphere of the hostel is made in such a way as to create an atmosphere conducive to living and studying. The discipline of students continues to be fostered by joint observation between dormitory tutors, teachers, and parents. In addition to early morning discipline, students are accustomed to dressing neatly and fully. Harmony activities are created to build togetherness so that individualism and egoism can be avoided. Therefore, the facilities generally provided in the school dormitory are bedrooms complete with cabinets and desks, study rooms, lounge, bathrooms, dining rooms, libraries, canteens, and sports facilities. In some boarding schools, school facilities such as libraries, sports facilities, and study rooms are also used as dormitory facilities.

Changes due to learning outcomes or called student performance can occur in the form of behavior from the cognitive, affective, and/or psychomotor domains. This formula

in the educational objectives must be comprehensive which contains three aspects of education known as Bloom's Taxonomy, namely: (1) Cognitive domain is an ability aspect related to aspects of knowledge, reasoning, or thought, (2) Affective domain is an ability that prioritizes feelings, emotions, and reactions that are different from reasoning, and (3) Psychomotor domain (psychomotor domain), namely the area related to aspects of physical skills such as perception, readiness, guided movements, accustomed movements, complex movements, adjusting patterns of movement and creativity (Dimyati and Mudjiono, 2009: 298; Winkel and Hastuti, 2013). The three domains above, it can be determined that the success/learning achievement that describes student performance must be measured through the three domains and if one of them has not been measured then the student's performance still needs to be tested again.
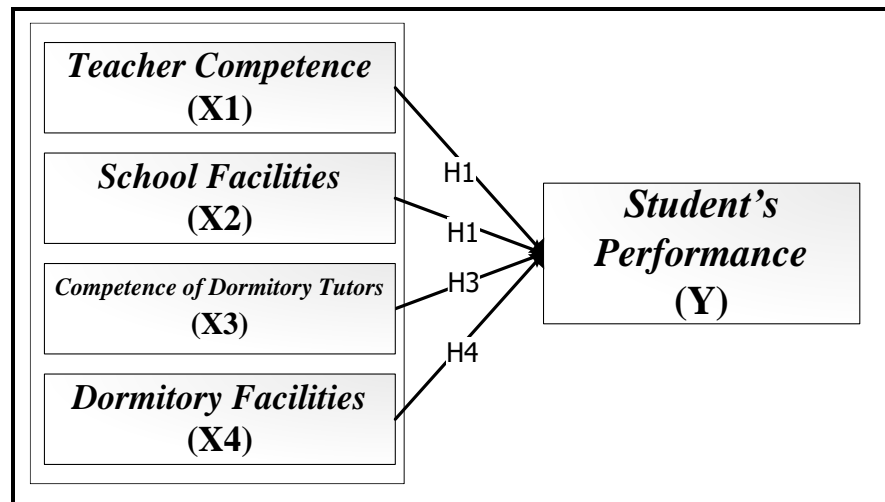

Fig. 1. Research Model

To answer the research question, this study uses a model regressions:

Studies the impact of student's performance consists of teachers competence, school facilities, competence of dormitory tutors, and dormitory facilities (through H1, H2, H3 and H4).

Material and Methods

This study of research is predictive research, objective to predicting certain phenomena based on general relationships that have been previously thought then to test hypotheses generally explains the characteristics of certain relationships or differences between groups or the independence of two or more factors in a situation (Ali and Limakrisna, 2013: 33,72). This study uses a mixed method approaches designed to be able testing on Student's Performance to predict teacher competence, school facilities, competence of dormitory tutors, and dormitory facilities through observation and interview activities with key informants viz. headmaster, teacher, dormitory tutor's, parents of student's at SMP Kharisma Boarding School. The population in this study also involves the respondents who student's is living in boarding school were sampled in this research located in the Tangerang City of Indonesia. In this study, the sampling technique was taken using an convenience sampling method, which is thirty respondents. The analytical method used is the multiple regression analysis.

The Operationalization of variables consists of "Teacher Competence" variable is measured using indicators based from Q1 to Q10. "School Facilities" variable is measured using indicators based from Q11 to Q15, "Competence of Dormitory Tutors"

variable is measured using indicators based from Q16 to Q25, and "Dormitory Facilities" variable is measured using indicators based from Q26 to Q30. The type of rating scale used is a Likert scale which has five alternative answers consisting of favorable or unfavorable items.

The data analysis technique is operated through the SPSS 17.00 program. The descriptive statistics analysis and the quality test of research instruments was tested firstly. The regression model formulated into the following equation:

$$Y = \alpha + \beta1.X1 + \beta2.X2 + \beta3.X3 + \beta4.X4 + e$$

A trial run in this study was carried out hypothesis testing through the determination of coefficients (R^2), simultaneous test (F-test), and partial test of the regression coefficient's (t-test).

Results

The results of this study were conducted by collecting data through observation and interview activities, which were then compared or strengthened with theories obtained from the results of literature studies.

Descriptive Statistics

T-Test Results are represented in Table 1.

Table 1. T-Test Results

Variables	Item	Mean Score
Teacher Competence	10	4.09
School Facilities	5	3.86
Competence of Dormitory Tutors	10	3.50
Dormitory Facilities	5	3.82
Source: Output from SPSS 17.00 (2014)		

The Quality Test of Research Instruments

Table 2. Validity and Reliability Test Results

Variables	Indicators	r-*Pearson Correlation* Score	Validity Test Results	*Cronbach's* alpha Score	Reliability Test Results
Teacher Competence (X1)	Q1	0,658	Valid	0,777	*Reliable*
	Q2	0,452	Valid		
	Q3	0,437	Valid		
	Q4	0,508	Valid		
	Q5	0,772	Valid		
	Q6	0,324	Valid		
	Q7	0,651	Valid		
	Q8	0,700	Valid		
	Q9	0,670	Valid		
	Q10	0,541	Valid		
School Facilities (X2)	Q11	0,368	Valid	0,745	*Reliable*
	Q12	0,752	Valid		
	Q13	0,715	Valid		
	Q14	0,787	Valid		

	Q15	0,834	Valid		
Competence of Dormitory Tutors (X3)	Q16	0,528	Valid	0,891	*Reliable*
	Q17	0,744	Valid		
	Q18	0,684	Valid		
	Q19	0,743	Valid		
	Q20	0,571	Valid		
	Q21	0,727	Valid		
	Q22	0,792	Valid		
	Q23	0,789	Valid		
	Q24	0,827	Valid		
	Q25	0,683	Valid		
Dormitory Facilities (X4)	Q26	0,474	Valid	0,672	*Reliable*
	Q27	0,795	Valid		
	Q28	0,619	Valid		
	Q29	0,793	Valid		
	Q30	0,550	Valid		
Source: Output from SPSS 17.00 (2014)					

Based on Table 2 above, it can be seen that all items in the questionnaire statement have an r-Pearson Correlation score of more than (>) 0,320 (r-table). Then, all the instruments formed have a Cronbach's alpha score greater than or equal to (≥) 0,60 so it can be concluded that the questionnaire is valid and reliable as a research instrument.

The Determination Coefficients Tests (R-Square)

Table 3. R-*Square* Test Results

Model Summary	Score
R	0.512
R Square	0.262
Adjusted R Square	0.144
Std. Error of the Estimate	0.4835
Source: Output from SPSS 17.00 (2014)	

Based on Table 3 above, shows the Adjusted R Square score is 0.144 or 14,4 percent which means that changes in the students performance can be explained by teacher competence, school facilities, competence of dormitory tutors, and dormitory facilities. While the remaining of 85.6 percent is explained by other variables not examined.

The Regression Coefficients (t-test)

The data of Regression Coefficients (t-test) are provided in Table 4.

Table 4. T-Test Results

Variables	The Regression Coefficients Score	Statistic Score	Probability Score	Conclusions
Constant	6,328			
Teacher Competence	0.037	1.839	0.077	No significance

School Facilities	0.070	2.806	0.009	Significance
Competence of Dormitory Tutors	0.032	2.460	0.020	Significance
Dormitory Facilities	0.034	1.370	0.181	No significance
Source: Output from SPSS 17.00 (2014)				

Based on the resulting *SPSS 17.00* Output above, the following regression equation can be made:

$$Y = 6.328 + 0.037X1 + 0.070X2 + 0.032X3 + 0.034X4 + e$$

The ANOVA Test (F-test)

Table 5. F-Test Results (ANOVA)

Model Summary	Score
F-Statistics	2.218
Significant Probability	0.096
Source: Output from SPSS 17.00 (2014)	

Based on Table 5 above, shows the F-statistics score of 2.218 is lower (<) than F-table (df4; df25; 0.05 probability = 2.759 score) so H0 is accepted (p > 0,05). This means that the variables of teacher competence, school facilities, competence of dormitory tutors, and dormitory facilities have no significant influence on the Students Performance in SMP Kharisma Boarding School, Tangerang - Banten.

Discussion

The results of the first hypothesis testing can be concluded that the teacher competence has a no significant influence towards students performance, this is indicated by a regression coefficient of 0.037 with a probability of 0.077, which means that each increase of one level of the teacher competence will increase the students performance amounted 3.7 percent or insignificant. The results of this study signify that the teacher's position as an educator is not a determining factor in the achievement of learning outcomes or student performance that is in line with the goals of the institution, competence and dedicated teaching staff are needed and other factors are integrated or integrated with educational programs. The results of the second hypothesis testing can be concluded that the school facilities has a positive significant influence towards students performance, this is indicated by a regression coefficient of 0.070 with a probability of 0,009, which means that each increase of one level of the school facilities will increase the students performance amounted 7 percent or significant. The results of the third hypothesis testing can be concluded that the competence of dormitory tutors has a positive significant influence towards students performance, this is indicated by a regression coefficient of 0.032 with a probability of 0,020, which means that each increase of one level of the competence of dormitory will increase the students performance amounted 3,2 percent or significant. The results of this study support the research which states that school facility is very important were related to the management function and the coaching process which also influence the education of boarding patterns in improving the quality of education (Galela, 2012). The results of the last hypothesis testing can be concluded that the dormitory facilities has a no significant influence towards

students performance, this is indicated by a regression coefficient of 0.034 with a probability of 0.181, which means that each increase of one level of the teacher competence will increase the students performance amounted 3.4 percent or insignificant. The results of this study support that the differentiate with other schools that generally use the hostel as a facility to support the quality of education or in general the management of dormitories at other boarding schools (Galela, 2012).

Conclusion

The perceptions of Junior High School students have the mean score of teacher competence is 4.09, school facilities is 3.86, competence of dormitory tutors is 3.50, and dormitory facilities is 3.82. The school facilities and competence of dormitory tutors is proven to have a positive significant influence on the student's performance on a boarding school in SMP Kharisma, Tangerang - Banten. The teacher competence and dormitory facilities are proven to have no significant influence on the student's performance on a boarding school in SMP Kharisma, Tangerang - Banten. The teacher competence, school facilities, competence of dormitory tutors, and dormitories facilities provide of 26.2 percent to the learning outcomes of student's performance in SMP Kharisma Boarding School of Indonesia.

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