

## **The Correlation of Work Motivation, Innovative Attitude, Self-Concept, and Organization Climate with the Islamic Education Teachers' Professionalism in Elementary Schools in Binjai**

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**ABSTRACT:** Continuous research is needed to be conducted in order to find out the professionalism of PAI teachers at the Elementary Schools, Binjai, with the title of this research, "Correlation of Work Motivation, Innovative Attitude, Self-Concept, and Organizational Climate with the Islamic Education Teachers' Professionalism at Binjai" as the guidance for Binjai City Administration and the Ministry of Religion in improving the Islamic education teachers at the Elementary Schools. The result of the analysis in this dissertation showed that 1) there was positive and significant correlation between work motivation and PAI teachers' professionalism at the Elementary Schools, Binjai, 2) there was positive and significant correlation between innovative attitude and PAI teachers' professionalism at the Elementary Schools, Binjai, 3) there was positive and significant correlation between self-concept and PAI teachers' professionalism at the Elementary Schools, Binjai, 4) there was positive and significant correlation between organization climate and PAI teachers' professionalism at the Elementary Schools, Binjai. Simultaneously, there was positive and significant correlation of work motivation, innovative attitude, self-concept, and organizational climate with PAI teachers' professionalism at the Elementary Schools, Binjai. The contribution of the variation of PAI teachers' professionalism which was simultaneously explained by work motivation, innovative attitude, self-concept, and organizational climate was 23.81%. Partially, the contribution of work motivation was 3.63%, the contribution of innovative attitude was 4.29%, the contribution of self-concept was 7.62%, and the contribution of organizational climate was 8.27% to PAI teachers' professionalism at the Elementary Schools, Binjai. The result of the research showed that organizational climate had the biggest coefficient correlation (0.313), compared with self-concept (0.304), innovative attitude (0.258), and work motivation (0.227). Therefore, organizational climate at the Elementary Schools, Binjai, should run properly, followed by self-concept, innovative attitude development, and work motivation enthusiasm in order that the improvement of PAI teachers' professionalism at the Elementary Schools, Binjai, can be achieved.

**Keywords:** Work Motivation, Innovative Attitude, Self-Concept, And Organization Climate With The Islamic Education Teachers' Professionalism.

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### **I. INTRODUCTION**

Education is a hallmark of human civilization. One can perform personal and societal transformations through education. High civilization of a nation is measured by the high level of education of its citizens. This means that the education level of the population is one indicator of the progress, development, and poverty of a country. Therefore, having knowledge through education is something that humans must do, so we can humanize ourselves. In line with this, the world of education at this era is required to produce human resources that master the progress of science and technology. In order for these demands to materialize, teachers as educators have a very vital role in the implementation of education so that almost all efforts in the field of education renewal directed to teachers. One form of continuous efforts to meet these demands is the development of teacher professionalism aimed at improving the quality of teachers' works.

The role of educators in educating learners should be aimed at developing the maximum potential/talent of children and providing a conducive environment for learning so that learners can achieve the highest quality of intellectuality, morality, aesthetics, and spirituality (Syafaruddin, 2010). Improvement of teachers' welfare is done through the program of giving functional allowance and teacher certification. Functional allowances and certification of teachers have even been given to non-civil servant teachers in accordance with applicable regulations. However, these policies and efforts have not fully succeeded to improve

the quality of teachers' professionalism and the quality of education has not reached the maximum quality. Various survey results conducted by international institutions put the achievement of Indonesian students in a low position as an indication of the low quality of education in Indonesia. One factor that might explain this is the low welfare of teachers. Recognizing this condition, the teachers' forums are improving and the government is also trying to improve teachers' welfares.

In connection with this, in order to improve the quality of teachers, the government has also issued Law no. 14 regarding teachers and lecturers in 2005 and Government Regulation no. 19 of 2005 on National Education Standards. The law is followed by the Teachers Qualification and Competency Standards in the Regulation of the Minister of National Education no. 16 of 2005 which states that there are four competencies of professional teachers, namely: pedagogic competence, personality competence, social competence, and professional competence. In order for all teachers to obtain an educator's certificate as one of the qualifications required to be owned by teachers, the government implements a teacher certification program established by Minister of National Education Regulation no. 18 Year 2007 on Teacher Certification on position.

The results of a survey conducted by the Indonesian Association of Teachers (PGRI) on the impact of certification on teachers' performances states that the performance of teachers who have passed the certification program is not satisfactory. High quality work motivation is instead shown by teachers at various levels of education who have not passed the program. Their expectations are to pass the following certification to get the professional allowances. Therefore, MoNE plans to issue standard operating procedures (SOPs) used to monitor teachers' performances in line with the program (Evans, 2001). Alvos states that the factors affecting the professionalism of teachers, among others, are macro education politics; school culture; effective professional development system; and increased knowledge, beliefs, and skills of teachers (Avalos, 2011).

## **II. LITERATURE REVIEW**

This study uses five variables: one dependent variable and four independent variables. The dependent variable in this study is the professionalism of Islamic Religious Education teachers. The independent variables in this study are the variables of work motivation, innovative attitude, self-concept and organizational climate. These five variables will be discussed with the Islamic view and various theories related to these variables.

### **1. Teacher Professionalism**

Ornstein and Levine in Soetjipto (2004: 15) and Moh. Uzer Usman (2001: 14) argue that a profession requires a certain field of knowledge and skills that are beyond the reach of the public (not to be done by everyone) and require special training in a long time. Danim, as quoted by Fachruddin (2011: 96), states that the meaning of "professional" refers to two things. First, the person who bears a profession. A professional person usually performs work according to his or her expertise and devotes himself to the service user with a sense of responsibility for his professional abilities. Second, the performance of a person in doing work in accordance with his profession.

Geoff Whitty (2006: 8) states that a job called a profession has the following characteristics: 1) using skills based on theoretical knowledge, 2) education and training in those skills certified through exams; 3) professional attitudes oriented towards the public good, and 4) have strong professional organizations.

Professional teachers are well-trained and experience-rich. A teacher can gain experience in his field through informal education, such as various trainings while performing his duties as a teacher. The professionalism of teachers is the ability of teachers to perform their main duties as educators and teachers which include the ability to plan, conduct, and implement evaluation of the learning.

The role of teachers is as a mediator in the task of transformation process knowledge and transformation of values and skills to learners. A teacher is declared competent if he is able to carry out his profession professionally in accordance with the demands of his position to educate students effectively. Helen Timperley (2007: 30) and Jenny DeMonte (2013) stated that professional learning activities have the following characteristics: 1) discipline; 2) a close relationship between the teaching component; 3) originated in culture; 4) theoretical and conceptual framework; 4) learning that meets the standards; and using active learning methods.

### **2. Work Motivation**

Motivation comes from the Latin word "movere" which means to move. Motivation is a process that begins with a physiological or psychological definition that drives behaviour aimed at incentives. Motivation also relates to subjective reactions that occur during the reaction process. Motivation is an inner impulse to achieve an unsatisfied need (Robert, 2009: 386). Motivated workers will work harder than workers who are not motivated to do a good job. Steers and Porter identified three major components of motivation: energizing, directing, and maintaining or sustaining. George and Jones (2005: 175) define work motivation as a psychological process, the direction of one's behaviour within the organization and strengthen one's level of

business. Pinder defines work motivation is an energetic power that comes from within an individual that is related to work behaviours and determines the shape, direction, intensity, and duration of time in work.

Usman (2001: 14) defines the motivation of work as the desire or needs of the background of a person so he was motivated to work. Anoraga (2001: 35) defines the motivation of work is something that raises the spirit or the drive of work.

Maslow stated that the motivation of work in the individual is derived from the fulfilment of other needs in a hierarchical manner. The hierarchy of human needs according to Maslow described as follows:

1) Physiological needs. These needs include the needs of eating, drinking, physical protection, breathing, sexuality. This requirement is the lowest level requirement or also referred to as the most basic needs.

2) The need for a sense of security. These needs include the need for self-protection from threats, dangers, disagreements, and the environment.

3) The need for a sense of belonging (social). These needs include the need for acceptance by groups, affiliation, interaction, and the need to love and be loved.

4) The need for self-esteem. These needs include the need to be respected and appreciated by others.

5) The need for a self-actualization

These needs include the need to use the skills, skills and potential and the need to argue by bringing up ideas, ideas and criticisms of something.

### **3. Innovative Attitude**

Innovative attitude consists of two words, "attitude" and "innovative". Attitudes as a system have three interdependent components of cognition, affection and conation. Cognition involves belief in the object of attitude, affection concerns about feelings and concerns about the tendency to do. According to Gagne, attitudes are predisposing to respond, but in contrast to the tendency toward an evaluation response. A person tends to choose actions in order to increase the pleasure of a particular object.

Innovation is defined as a person's degree in adopting new ideas earlier than other individuals. It is also said that there are several characteristics of innovation namely: benefits, compatibility, complexity, triability, and observability (Rogers, 1971: 32). From the various definitions of innovation described above, it can be concluded that innovation is a process of thinking and implementing the thought so that it produces new things in the form of products, services, business processes, new ways, policies, and so forth. Innovation is a form of change from something incremental or radical. A radical innovation in English is called invention.

According to Kanter (1997), Amabile and Conti in Ancok (2012: 34), innovation is a work of new thinking applied in human life. Roy and Davidweil (1986: 186) stated that an employee's innovative attitudes in his work showed his activeness to seek new ideas and have extensive working relationships outside of his social environment. An innovator can cope with the uncertainty of innovation and then adopt another category such as a system. Innovators are not dependent on their subjective assessment of the environment. Huberman and Miles (1984: 58) stated that a teacher will be interested in accepting innovations in the field of education if the innovation is beneficial to his work as a teacher.

Experts in the field of innovation assume that innovative behaviours consists of two stages, namely the stage of initiation and implementation phase. At the stage of idea generation, the innovation process is done by asking for input or gathering innovative ideas from subordinates that can provide economic benefits for the company and employees. Furthermore, the best idea is chosen to proceed to the implementation stage. At the stage of idea generation, there are several things that can be done such as looking at opportunities that exist; examining the gap between the expectation and the reality and finding solutions to problems.

### **4. Self Concept**

Rogers's self-concept is a permanent inner awareness of the experiences that pertain to me and distinguishes me from what I am not. Rogers describes a fully functioning person is a person who has a positive unconditional appreciation. This means that he is respected, loved for the value of himself as a person so that he is not defensive but tends to accept himself with confidence (Rogers, 1942).

Scord and Backman (1974: 6) describe that the concept of self is a series of thoughts and feelings to self that includes: body, appearance, and behaviours. Rais in SinggihGunarsa and Gunarsa (1983) put forward a similar view, according to which the concept of self is the view or evaluation of a person about himself. Next Hurlock (1993: 58) argued that the concept of self includes physical and psychological image. In this connection, Song and Hattie (1984: 127) suggest that self-concept consists of academic self-concept, social self-concept, and self-appearance. Anggrilli and Helfat (1981: 27) express self-concept as an internal view that everyone has about himself including personal judgments about various characteristics. A similar description is presented by Johnson and Madinnus (1969), who argued that the concept of self as an individual attitude to the physical and behaviours. This is in line with the opinions of Cooper and Sawot in Priyadharma (2001: 18) who state that self-confidence is the power of emotion based on self-esteem and self-worth. The greater the

confidence, the greater the chance to achieve success in all activities. Self-concept develops according to physical behaviours, mind power, and emotional strength.

From the above explanations, the concept of self can be defined as a person's judgment of self with regard to the ability and characteristics that distinguish him from others. The concept of self is built through the experience of life and the ability of a person to interpret the judgment of others against him.

Rogers (1971: 32) describes a person who has a healthy self-concept as the person of tomorrow who has the following characteristics:

- 1) The more adaptable person. They are more able to survive. They are not only able to adapt to the environment but also do conformity and adaptation to the environment to sustain life.
- 2) A person who is open to experience. They accept changes that come from their environment, have self-confidence and are not totally dependent on the environment.
- 3) A person who has a tendency to live in every moment. They enjoy every moment of life as a unique new experience that adds to their past experience.
- 4) A person who has a harmonious relationship with others.
- 5) A more integrated person. They can see and distinguish what is and what it should be. They are able to bridge the gap between idealism and reality, so they rarely complain.
- 6) A person who has a basic belief in the nature of man. They progress without taking the rights of others. They may be angry at others, but they will not attack others for no reason.

### **5. Climate Organization**

Organizational climate describes the social system of a working group so that the organizational climate can be regarded as a system. According to Hersey and Blanchard, as cited by Harlie, the organizations in which managers perform their duties are social systems composed of interrelated subsystems. The subsystem consists of human and social subsystems, structured administrative subsystems, information and decision-making subsystems, and economic and technological subsystems (Harlie, 2012).

In this system approach, changes occurring within a subsystem affect changes in other parts. Therefore, an organization should not overemphasize the importance of one subsystem alone and sacrifice other subsystems. At the same time, internal organizational management should not ignore the needs and pressures of the external environment.

Likert (2007: 343) has conducted a research on organizational climate using six indicators: 1) decision making, 2) leadership style, 3) motivation, 4) goal setting, 5) communication, and 6) control. Each indicator is measured by using a four dimensional Likert scale.

## **III. RESEARCH METHOD**

The research type chosen is correlational research. This correlational study used multivariate correlation. Correlational research is used to find the relationship between independent variable and dependent variable. The study was conducted for six months, from February to August 2014, located in all primary schools in Binjai, North Sumatra. The population of this study are the teachers of the Basic Islamic Religious Education in Binjai which amounted to 217 people. The sample of the study was 140 teachers who were taken on the basis of education and years of service and the Krejcie and Morgan tables. The data were collected by using a Likert scale model questionnaire and were analysed by using descriptive and inferential statistics with multiple correlation techniques.

## **IV. RESEARCH RESULT AND DISCUSSION**

The data and the result of the analysis showed that the coefficient of multiple correlations between the variables of work motivation, innovative attitude, self-concept, and organizational climate on teacher professional variables have  $R_{count} = 0,488$ ,  $R_{tabel} = 0,178$ ,  $t_{count} = 6,5502$ ,  $t_{tabel} (n = 140; , 0.05) = 1.977$ . Because  $r_{count} > r_{tabel}$  and  $t_{count} > t_{tabel}$  at the real level of 0.05, then  $H_a$  is accepted and  $H_o$  is rejected. This means that the research hypothesis which states there is a positive and significant relationship between work motivation, innovative attitude, self-concept and organizational climate, together with the professionalism of teachers of Islamic Religious Education (PAI) Primary School in Binjai is true. In other words, if the variables of work motivation, innovative attitudes, self-concept and organizational climate are increasing, then the professionalism of teachers of Islamic Primary School Religious Education in Binjai also increases. If the variables of work motivation, innovative attitude, self-concept and organizational climate simultaneously decreased, the professionalism of teachers of Islamic Primary School Religious Education in Binjai also decreased.

The multiple regression equation formed from the calculation results is shown by the following equation:

$$\hat{Y} = 98,06 + 0,17 X_1 + 0,18 X_2 + 0,29 X_3 + 0,24 X_4$$

The result of calculation of regression equation above explain that with the improvement of work motivation, innovative attitude, self concept, organizational climate of one unit, the professionalism of Islamic Primary School teacher is  $0.171 + 0,182 + 0,291 + 0,243 = 0,887$ . This means that the better the work motivation, the innovative attitude, the concept itself and the organizational climate, the better the professionalism of the teachers of the Islamic Religious Education of Elementary School in Binjai. This proves that all coefficients of the equation can be used as predictors to see the symptoms of changes that occur in professional variables caused by changes in work motivation variables, innovative attitudes, self-concept and organizational climate. The contribution of independent variables to the bound or individual variable is not influenced by other independent variables, performed by using the first partial level correlation. The calculation process is done by determining the price of r of each independent variable, by performing statistical control over other independent variables which then proceed with significance test. The summary of partial correlation coefficient calculations is shown in Table 1.

**Table 1 Summary of Partial Correlation Analysis Results**

Partial Correlation	Coefficient correlation	Coefficient of Determination	Contribution
$r_{y1.234}$	0,1771	0,0314	3,14 %
$r_{y2.134}$	0,1822	0,0332	3,32 %
$r_{y3.124}$	0,2726	0,0743	7,43 %
$R_{y4.123}$	0,2871	0,0824	8,24 %

The first findings of this study indicate that work motivation is positively and significantly correlated with the professionalism of teachers of Islamic Primary School Education in Binjai. The motivation of work is an energy that someone has in doing a job with a sincere intention accompanied by seriousness in carrying out the work. Each individual has a different work motivation. When an individual wants to do something, he needs a force that encourages him to do it. The impulse can come from within or from the outside. The impulses to do something in psychology are called motivation. Motivation is a process that begins with a physiological or psychological definition that drives behaviours aimed at incentives. Motivation also relates to subjective reactions that occur during the reaction process (ArfanIkhsan and IndraMaipita: 2011: 86).

The second finding of this study shows that innovative attitudes correlate positively and significantly with the professionalism of teachers of Islamic Education in primary schools in Binjai. This research is in line with the opinions of Gullan and Stiegelbauer (1991: 117) who stated that the change of education lies in the teacher's innovative attitudes. Furthermore, Gullan and Stiegelbauer stated that classes and schools would be effective if: (1) qualified people were recruited as teachers, and (2) schools stimulated the teachers' innovative power. Therefore, it is suggested that school leaders recruit qualified college alumni to be prospective teachers.

The third finding of this study indicates that the concept of self correlated positively and significantly with the professionalism of teachers of Islamic Education in primary schools in Binjai. Based on these functional relationships, the professionalism of teachers of Islamic Education is the result of self-concept. The better the self-concept, the better the professionalism of the teachers of Islamic Religious Education in elementary school is.

This discovery is in line with the opinion of Gilbert H. Hunt (1999: 15-16) who stated that a good teacher must meet seven criteria: 1) positive nature in guiding students. 2) sufficient knowledge in the subjects to be taught. 3) the ability to deliver the complete subject matter. 4) the ability in mastering learning methodology. 5) the ability to give hope to students. 6) the ability to meet the needs of students. 7) the ability in mastering classroom management. A positive attitude will only arise if the teacher has a positive self-concept.

The fourth finding of this study indicates that the organizational climate is positively and significantly correlated with the professionalism of teachers of Islamic Education in primary schools in Binjai. Thus, based on these findings, the organizational climate is one of the factors influencing the improvement of the professionalism of Islamic Religious Education teachers in primary schools in Binjai. Teachers are an important factor in implementing the teaching and learning process in the classroom. They will affect the process of achieving goals, missions, and visions of the schools. Therefore, teachers are expected to have an organizational climate attitude so that a strong affiliation between teachers in the school materialized so that the environment that supports learning and academic achievement is created.

Bull (2005: 48) added that the professional teacher development efforts should be supported by providing work environments that allow teachers to experiment with various managerial skills under controlled conditions. The fifth research finding indicates that there is a positive and significant correlation between work motivation, innovative attitude, self-concept, and organizational climate. These variables will jointly improve the professionalism of teachers of Islamic Religious Education in primary schools in Binjai. The findings of this study are in line with the findings of Akadum who said that the low professionalism of teachers is caused by the

lack of motivation in improving quality because it is not required to conduct any research like lecturers do in universities. Therefore, teachers' work motivation must be improved by providing various opportunities for improving teachers' welfare (Akadum: 2010).

## V. CONCLUSION

After describing the results of the study, the details of the conclusions of this study are as follows:

1. There is a significant positive relationship between work motivation with the professionalism of teachers of Islamic Religious Education in Primary School in Binjai. This indicates that the higher the motivation of a teacher's work, the higher the professionalism of the teacher. Of the four independent variables studied, work motivation variable yielded the smallest correlation coefficient compared to the other three variables with effective contribution of 3.63%.
2. There is a significant positive relationship between innovative attitudes with the professionalism of teachers of Islamic Education in Primary Schools in Binjai. This shows that the higher the teacher's innovative attitude, the higher the professionalism of the teacher. The value of the correlation coefficient of the innovative attitude is the second lowest value and the effective contribution is 4.29%.
3. There is a significant positive relationship between self-concept with the professionalism of teachers of Islamic Religious Education in Primary School in Binjai. This shows that the higher the self-concept of a teacher, the higher the professionalism of the teacher. The correlation coefficient value of self-concept is the third lowest value and effective contribution is 7.62%.
4. There is a significant positive relationship between the organizational climate with the professionalism of teachers of Islamic Religious Education in Primary School in Binjai. This shows the higher the organizational climate of a teacher, the higher the professionalism of the teacher. The correlation coefficient value of organizational climate is the highest correlation compared to the other three variables and the effective contribution is 8.27%.
5. There is a significant positive relationship between work motivation, innovative attitude, self-concept, and organizational climate together with the professionalism of teachers of Islamic Religious Education in Primary School in Binjai. This shows that the higher the motivation of work, the innovative attitude, the self-concept and the organizational climate of a teacher, the higher the professionalism of Islamic religious education teacher in Binjai Elementary School. The great correlation coefficient  $R_{y1234} = 0.488$  shows a strong relationship between work motivation, innovative attitude, self-concept, and organizational climate with teacher professionalism. The total amount of contribution given is shown by the coefficient of determination reaching 23.81%.

The findings above show that the correlation results of organizational climate variables are greater than self-concept variables, innovative attitude, and work motivation. This is the evidence that organizational climate can further encourage a teacher to improve his professionalism. Once a good organizational climate is in place, improvements to self-concept, innovative attitude, and work motivation need to be done. The test of hypothesis proposed in this study empirically gives a general conclusion that motivation, innovative attitude, self-concept, and organizational climate are the determining factors in the improvement of the professionalism of teachers of Islamic Religious Education in Primary School in Binjai.

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