The Islamic Teachers' Competence in Improving Students' Learning Outcomes Based on HOTs (Higher Order Thinking Skill) in Nurul Hukmah Islamic Junior High School of Tangerang Regency

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Abstract. This research aims to evaluate the competence of Islamic teachers of *Nurul Hikmah Islamic Junior High School of Tangerang Regency* in improving students' learning results based on HOTS. The long-term objective of this study is to increase the cognitive competence of teachers and students in analyzing questions that promotes their analysis, evaluative and creative skills. Therefore, the students could think critically, creatively, and have problem—solving skills as the learning objective of the Islamic study. The researchers implemented a quantitative method based on the philosophy of positivism. The data collection employed a research instrument which analyzed quantitatively and statistically to test the established hypothesis. The result of this study are expected to become the additional academic document as a reference for readers in the university environment and additional scientific literature and provide valuable inputs for the learning quality enhancement and additional information and reference in designing teaching and learning strategies. Moreover, the government could get beneficial input from the research results regarding educational development and management.

Keywords: Teacher's competence; HOTS learning result; Islamic Study

1 Introduction

Teachers' competence is the ability or skill possessed by teacher to transfer the knowledge, to educate, as well as to guide the students during the teaching and learning process [1]. In the Decree of the Minister of Education and Culture No. 045/U/2002, competence is defined as a set of a person's intelligent and responsible actions required for the person to be considered capable by the community in carrying out tasks in certain jobs. According to PP RI No. 19/2005 concerning National Education Standards, educators (teachers) are the learning agents who need to have four types of competences, known as teacher competencies, including pedagogic competence, personality competence, social competence, and professional competence. In addition, an educator (teacher) certificate is given to the teacher who has met the required qualification and competence in carrying out their profession as educators. According to E. Mulyasa as cited in Roby Hidayatullah, et al [2], teacher's competence is a set

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of knowledge, skills, and behaviors that must be possessed, internalized and mastered. The Article 10 of the Law on Teachers and Lecturers states that teacher's competence covers the pedagogic competence, personality competence, social competence, and professional competence. In the government regulation no. 16 of 2007 about The Standards for Academic Qualifications and Teacher Competencies in May 4th, 2007, argued that teacher competence standards are developed simultaneously from four main competencies, they are pedagogic, personality, social, and professional competencies. These competencies need to be infused in teacher performance. Ahmad Hendra [3], based on *Permendiknas* Number 16 of 2007 about the pedagogic competence of subject teachers, summarized 10 basic competencies:

a) Understanding the students' characters of physical, moral, spiritual, social, cultural, emotional, and intellectual.
b) Understanding the theory of learning and principles of educational learning;
c) Creating a curriculum based on the subject matter;
d) Planning the activities of educational learning;
e) Using information and communication technology for educational purposes.
f) Assisting students in realizing their full potential in a variety of skills.
g) Communicating with students in an effective, empathic, and polite manner.
h) Carrying out assessments and evaluations of learning processes and outcomes
i) Conducting assessments and evaluations for the purpose of improving learning.
j) Take reflective action to improve learning quality.

E. Mulyasa in the National Education Standard regarding the notion of teacher's pedagogical competence, claimed that pedagogic competence is the ability to manage learning activities, which includes understanding students, designing and implementing learning activities, evaluating learning outcomes, and developing students to realize their potential [4]. According to Ismail Darimi, the Islamic Education (PAI) teachers are people whose job is to teach Islamic studies. Therefore, the PAI teacher is a figure who teaches Islamic religious subjects to students, in this case his task is not only to teach religious knowledge, but also to educate and instil good values to the students. Regarding the efforts of PAI teachers in improving the pedagogic competence of teachers in learning, it cannot be separated from education and training, because these are processes that affects a behavioural change. Obviously, the change in behaviour is in the form of increasing teachers' ability covering the ability in cognitive, affective, and psychomotor [5]. In other words, teacher's pedagogic competence is getting challenging, following the development of technology and science. Teacher as the main component in the educational world are required to catch on the science and technology that develops in society, especially morals and mentality. Through the touch of HOTS-based questions, teachers in schools are expected to be able to transform the students who have strong analytical power and think widely in the implementation of Islamic Religion Education values. So, the students can apply religious values both at school and in social life.

1.1 Teacher's competence

Teacher's competence covering pedagogic competence, personality competence, social competence, and professional competence are obtained through professional education. Thus, teacher's competences are holistic. W. Robert Houston defines competence as adequacy for a task or as possession on required knowledge, skill, and abilities.The definition implies that prospective educators need to prepare themselves to comprehend a number of special knowledge, skills and abilities related to the teaching profession, to carry out their duties well, and fulfill the students' wishes and expectations [6].

1.2 Pedagogic Competence

According to Bukhari Umar [7], the competence of pedagogy is the teachers' ability to manage students learning, which includes:

a) Understanding the framework of knowledge or education;
b) Understanding Students;
c) Developing curriculum or syllabus;
d) Designing learning activities;
e) Implementing educational and dialogical learning;
f) Utilizing technology in the learning process;
g) Evaluating learning outcomes, and
h) Helping Students to realize their potential.

In addition, Suliwati claimed that pedagogic competence is viewed as teachers' ability on Islamic Religious Education in relation to the art of teaching by providing a thorough understanding of learning and the characteristics of the learner's to facilitate and support the learners in developing their talents, interests and potential [8].

1.3 Social Competence

Teacher's Social Competence refers to the ability in communicating and interacting effectively during the implementation of the learning process as well as in the surrounding community. To effectively communicate and socialize at school and in the community, seven social competencies must be possessed, including:

a) Recognizing social and religious norms;
b) Recognize cultural and tradition;
c) Recognize the core of democracy;
d) Recognize aesthetics;
e) Have social appreciation and awareness;
f) Have the right attitude toward knowledge and work;
g) Have loyalty to human dignity [9].

Wasty Soemanto as cited in Bahtiar Siregar, stated that the social competence support the teachers to overcome the problems experienced by students, such as the lack of good character formation for students.

1.4 Personality Competence

According to Aminatul Zahroas cited in Yulia [10] that Minister of National Education Regulation number 16 of 2007 concerning Academic Qualifications and Teacher's Competencies explained that the personality competencies of a teacher are the ability to:

a) Appreciate students regardless of their wealth, ethnicity, culture, area of origin and gender.
b) Students can behave in accordance with the religious, legal and social norms that apply in the diverse Indonesian society and national culture.
c) Be honest, firm, and humane.
d) Behave piety and noble character.
e) Behave appropriately to be imitated by students and members of the community.
f) Present as a person with steady and stability.
g) Teachers are representing a mature, wise, and authoritative person.

h) Demonstrate work ethic and believe.
i) Work independently in a professional manner.
j) Understand the code of ethics of the teaching profession.
k) Apply the code of ethics for the teaching profession.
l) Apply the Teacher's professional code of ethics.

1.5 Professional Competence

Teacher's professional competence is the ability to master the learning material broadly and deeply. As teacher is obliged to distribute knowledge to students, therefore, mastering the material from various relevant sources, not only from textbooks, is necessary. The materials mastery impacts the learning process in the classroom such as they will be more prepared and mature in teaching and in setting learning strategies to convey the material appropriately [2]. There are four indicators of professional competence such as mastering the educational foundation, the teaching materials, preparing teaching programs, implementing teaching, and assessing the result of teaching and learning process [11]. Gary and Margaret conveyed the characteristics of professionally competent teachers: the ability to create learning environment, develop strategies and learning management, provide feedback and reinforcement and self-improvement [1].

1.6 The Higher Order Thinking Skills (HOTS) Learning Activity

Higher Order Thinking Skills (HOTS) defined as a process of thinking with the development of a higher cognitive level from different cognitive concepts and methods as well as the taxonomies of learning. For example are the methods of problem solving, the taxonomy of Bloom, learning and teaching activities and assessment taxonomies [12]. According to Resnick, Higher Order Thinking (HOT) defined as a process involving the mental by classification, induction, deduction, and reasoning. In addition, Adi W. Gunawan viewed Higher Order Thinking (HOT) as a strategy with higher order thinking processes, encouraging students to manipulate information, and ideas in certain ways that can give them new understanding and implication [13]. Basically, the Higher Order Thinking (HOT) strategy is in accordance with the teacher's ability to formulate questions and require students to think at a higher level so that students can solve their problems. Based on the theoretical description above, it can be concluded that the pedagogic competence of school teachers with HOTS-based strategies becomes an inevitable reference in every learning process including Islamic Religious Education subjects to stimulate students in seeking, exploring, interpreting, analysing each problem, and seeking conformity with religious lessons in their daily basis of activity at school, family, and in other social environment.

2 Methodology

Research methodology derived from the word "Method" and "Logos", method is known as the right way to do something. Then, the word "logos" means science or knowledge. Meanwhile, the meaning of "research" is an activity to find, record, formulate and analyze to compile the scientific report. In short, research methodology is the science of the taken paths to reach the understanding[14][15][18][19] [20][21][22][21][22]. This research entitled *"The Competence of Islamic Education Teachers in Improving HOTS-Based Learning Outcomes at*

SMP Islam Nurul Hikmah Tangerang" employed a quantitative research method. This research referred to positive philosophy that used to analyze the certain population and sample. In collecting the data, it used research instruments that is analyzed quantitatively by using statistic calculation. It is employed to measure the established hypothesis[14][15][16][17][18][19][20][21][22]. This research is a quantitative research by using survey method. The data is collected by using observation, questionnaire, interview and document analysis. The research population are 107 students. In determining the number of samples in this research, it is used the *solvin formula.*

$$n = \frac{N}{1+Ne^2} \quad (1)$$

$$n = \frac{107}{1+107(0,1)^2} = \frac{107}{1+1,07} = \frac{107}{2,07} = 51,69 = 52$$

From the result of the sample calculation above, the sample used in this research was 52 students by using random sampling. Likerts'scale model was used to examine the scale' measurement of the research. Furthermore, the instrument in this study employed a survey method by using questionnaire through the Google Form. The Likerts' scale employedin this study as follows;

Tabel 1. Likert Scale

Categories	Score
Strongly Agree Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

2.1 Validity and Reliability Test Of Instrument Items

The corrected item total correlation was used to investigate the validity of instrument items using SPSS 24.0. The purpose of the validity test was to determine the accuracy of instruments in determining the validity of items. The r table limit with a significance of 0.05 was used to make the validity test decision. If the correlation value is more than 0.361, the study sample is regarded adequate and worthy of further investigation. Meanwhile, instrument item reliability was utilized to assess the consistency and dependability of research tools. According to Sujarweni Wiratna [23], if the alpha value is greater than 0.60, the statement is reliable; otherwise, if the alpha value is less than 0.60, the statement is not dependable.

2.2 Normality Test

The data was subjected to a normality test. Normality test was used to assess whether the data was normally distributed. The outcome of the normality test will have an impact on the statistical analysis procedure. If the data is distributed normal, parametric statistics will be used to continue the research. Meanwhile, if the data is not normally distributed, Kolmogorov Smirnov analysis in SPSS 21.0 will be used to conduct the analysis. If the sig KS value is more than 0.05, the data distribution can be assumed to be normal. The SPSS 24.0 program will be used to calculate normality.

2.3 Heteroscedasity Test

The heteroscredasticity test was used to determine the variance inequality between observation residuals in the regression model. Plot graph test, park test, glejser test, and white test are some examples of heteroscedasticity tests. The predicted value of the dependent variable, ZPRED, and the residual SRESID were used in this study to perform a plot graph test. If there is no discernible pattern and the points are randomly distributed above and below the number 0 (zero) on the Y axis, there is no heteroscedasticity [24]. If the significance values are more than 0.05, the grounds for making a Glejser test judgment. It can be concluded that there is no concern with heteroscedasticity [24]. The plot graph test and the glejser test were utilized as heteroscedasticity tests in this investigation.

2.4 Multicollinearity Test

The multicollinearity test is used to investigate if the regression model found a connection between the independent variables. The VIF value in each independent variable is investigated in the test; if the VIF value is <10, the data is free of multicollinearity problem.

2.5 Linearity Test

The Linearity Test of Regression Significance Data is used to determine whether the regression obtained is meaningful or not and can be used to draw conclusions between the "ANAVA" variables. If the significance value of linearity is 0.05, it can be assumed that there is a linear relationship between the independent and dependent variables.

2.6 Multiple Linear Regression Analysis

After all of the requirements for the data analysis test have been met and discovered, the data can be processed further. The next stage is to test each of the provided hypotheses.

2.7 Correlation Analysis

The product moment correlation, partial correlation, simultaneous correlation, coefficient of determination, and product moment test utilizing t test were all used in the analysis.

3 Results and Discussions

3.1 Validity and Reliability Test

The validity test results for each research instrument were showed in the table below:

Table 2. The Result of X1 Validity Test of Pedagogy Competence

No.	Item	Correlation Score (r-count)	Sig 5%	Note
1.	1	0.781	0.361	Valid
2.	2	0.830	0.361	Valid
3.	3	0.834	0.361	Valid
4.	4	0.726	0.361	Valid

No.	Item	Correlation Score (r-count)	Sig 5%	Note
5.	5	0.797	0.361	Valid
6.	6	0,694	0.361	Valid
7.	7	0.749	0.361	Valid
8.	8	0.781	0.361	Valid

Based on the table above, it could be described that the validity test results for the pedagogy competence variable (X1) of the 8 statement items were VALID because the correlation value is more than 0.361.

Table 3. The Result of X2 Validity Test (Social Competence)

No.	Item	Correlation Score (r-count)	Sig 5%	Note
1.	1	0.646	0.361	Valid
2.	2	0.743	0.361	Valid
3.	3	0.844	0.361	Valid
4.	4	0.493	0.361	Valid
5.	5	0.644	0.361	Valid
6.	6	0.823	0.361	Valid
7.	7	0.748	0.361	Valid

Table 3 illustrated that the validity result for the social competence variable (X2) from 7 statement items were VALID because the correlation value was more than 0.361.

Table 4. The Result of X3 Validity Test of Personal Competence

No.	Item	Correlation Score (r-count)	Sig 5%	Note
1.	1	0.605	0.361	Valid
2.	2	0.773	0.361	Valid
3.	3	0.788	0.361	Valid
4.	4	0.792	0.361	Valid
5.	5	0.844	0.361	Valid
6.	6	0.769	0.361	Valid

From the table 3, it was described that the results of the validity test for the personality competence variable (X3) of the 6 statement items were VALID because the correlation value was more than 0.361.

Table 5. The Result of X4 Validity Test of Professional Competence

No.	Item	Correlation Score (r-count)	Sig 5%	Note
1.	1	0.841	0.361	Valid
2.	2	0.746	0.361	Valid
3.	3	0.803	0.361	Valid
4.	4	0.740	0.361	Valid
5.	5	0.835	0.361	Valid
6.	6	0.807	0.361	Valid
7.	7	0.849	0.361	Valid

The table 3 showed the results of the validity test for the professional competence variable (X4) of the 7 statement items were VALID because the correlation value was more than 0.361.

Tabel 6. The Result of Y Variable of HOTS-Based Learning Outcome

No.	Item	Correlation Score (r-count)	Sig 5%	Note
1.	1	0.704	0.361	Valid
2.	2	0.772	0.361	Valid
3.	3	0.760	0.361	Valid
4.	4	0.859	0.361	Valid
5.	5	0.745	0.361	Valid

Based on the table above, it could be explained that the results of the validity test for the HOTS-Based Learning Outcome (Y) variable from 5 statement items were VALID because the correlation value was more than 0.361. The following table contains comprehensive information on the reliability test results for this study;

Tabel 7. The Result of Reliability Test

No.	Variable	Cronbach's Alpha	Standard of Cronbach's Alpha	Note
1.	Pedagogy Competence (X1)	0.929	0.60	Reliable
2.	Social Competence (X2)	0.824	0.60	Reliable
3.	Personality Competence (X3)	0.857	0.60	Reliable
4.	Professional Competence (X4)	0.901	0.60	Reliable
5.	HOTS (Y)	0.827	0.60	Reliable

Source: SPSS 24' calculation

The results of the reliability test illustrated that the alpha value was 0.929 for Pedagogy Competence (X1); 0.824 for Social Competence (X2); 0.857 for Personality Competence (X3); 0.901 Professional Competence (X4); 0.827 for HOTS-Based Learning Outcome (Y). Thus, the entire items in each variable was reliable (reliable) because the alpha value was more than the r-table (0.60).

3.2 Normality Test

Table 8. The result of Normality Test

One-Sample Kolmogorov- Smirnov Test		
		Unstandardized Residual
N		101
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.12330827
Most Extreme Differences	Absolute	.103
	Positive	.067
	Negative	-.103
Test Statistic		.103
Asymp. Sig. (2-tailed)		.010[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

The table above illustrated a significance value more than 0.05, which was 0.010. This implied that the residual data was normally distributed.

3.3 Heteroscedasity Test

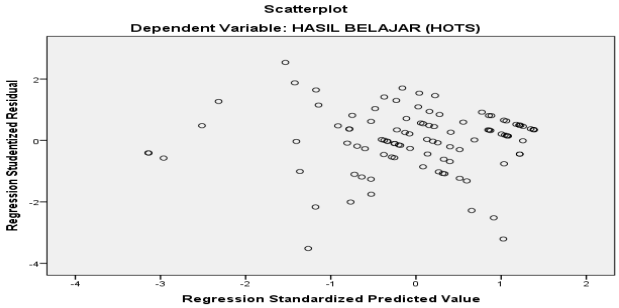

Fig. 1. Scatterplot Graph

The scatterplot graph revealed that the dots on the Y axis were randomly distributed above and below the number 0 (zero). In conclusion, the regression model utilized did not show any signs of heteroscedasticity.

3.4 Multicollinearity Test

Table 8. Multicollinearity Test

Coefficientsa								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.209	2.259		1.421	.159		
	PEDAGOGIC	-.006	.062	-.009	-.092	.927	.611	1.638
	SOSIAL	.069	.097	.081	.703	.484	.438	2.281
	PERSONALITY	.329	.115	.332	2.874	.005	.440	2.271
	PROFESSIONAL	.257	.094	.326	2.723	.008	.410	2.440

a. Dependent Variable: Learning Outcomes (HOTS)

The tolerance value was > 0.10 and the VIF value in the table indicated that there was multicollinearity between the independent variables in the regression model.

3.5 Multiple Linear Regression Analysis

Table 9. The Result of Linear Regression Analysis

Coefficient[a]								
Model		Uncategorized Coefficient		Standard Coefficient	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.209	2.259		1.421	.159		
	PEDAGOGIC	-.006	.062	-.009	-.092	.927	.611	1.638

Coefficient[a]							
Model	**Uncategorized Coefficient**		**Standard Coefficient**	**t**	**Sig.**	**Collinearity Statistics**	
	B	**Std. Error**	**Beta**			**Tolerance**	**VIF**
SOSIAL	.069	.097	.081	.703	.484	.438	2.281
PERSONALITY	.329	.115	.332	2.874	.005	.440	2.271
PROFESSIONAL	.257	.094	.326	2.723	.008	.410	2.440

a. Dependent Variable: Learning Outcomes (HOTS)

Based on the table of Sig. above, it can be interpreted as follows:

a) The pedagogic competence did not affect the Islamic Education teachers on the profitability, with sig. (0.927) and α = 5%
b) The social competence did not affect Islamic Education teacher on the profitability, with sig. (0,484) and α = 5%
c) There is an effect of personality competence of Islamic Education teacher on the profitability, with sig. (0,005) and α = 5%
d) The professional competence did not affect Islamic Education teacher on the profitability, with sig. (0,008) and α = 5%

3.6 Coefficient of Determination (R^2)

Table 11. Coefficient of Determination (R^2)

Model Summary[b]				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.659[a]	.435	.411	2.167

a. Predictors: (Constant), Professional, Pedagogic, Personality, Social
b. Dependent Variable: Learning Outcomes (HOTS)

The determination coefficient (Adj. R2) from the regression analysis results describe how much the dependent variable can be explained by the independent variables. Based on the table above, it shows that the magnitude of the coefficient of determination (Adj. R2) is 0.435. It means that the pedagogic, social, personality and professional competencies of Islamic Education teachers in improving HOTS learning outcomes are 43.5%, while the remaining 56.5% is explained by other variables which were not stated in this study.

3.7 Result of T-test (Partial)

Table 12. T-test (Partial)

Variable	P-Value	Sig.	Decision
Pedagogic competence of Islamic education teachers	0.927	0.05	No effect
Social competence of Islamic education teachers	0.484	0.05	No effect
Personality competence of Islamic education teachers	0.005	0.05	Effective
Professional competence of Islamic education teachers	0.008	0.05	No effect

3.8 Result of F-test (simultaneous)

Tabel 13. F-test (simultaneous)

ANOVA[a]						
	Model	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
1	Regression	347.018	4	86.754	18.473	.000[b]
	Residual	450.844	96	4.696		
	Total	797.861	100			

a. Dependent Variable: Learning Outcomes (HOTS)

b. Predictors: (Constant), Professional, Pedagogic, Personality, Social

Based on the table above, the independent variable has a P-Value of 0.000, while the value of the probability is below 0.05. Therefore, the provisions in the test criteria, if the probability value is <0.05, it can be said that the variables of pedagogic, social, personality, and the professional competence of Islamic Education teachers simultaneously affect learning outcomes (HOTS). From the table above, it is obtained that the Pearson correlation value of the effect of Islamic teacher pedagogic competence in improving learning outcomes (HOTS) is 0.512 which means that it shows a positive effect in improving learning outcomes (HOTS) for students. The Pearson correlation value of the affective effect of Islamic Education teachers on the social competence of Islamic Education teachers in improving learning outcomes (HOTS) is 0.455, which means that it shows a positive effect in improving learning outcomes (HOTS) for students.

a) First Hypothesis: There is no effect of pedagogic competence in improving HOTS-based learning outcomes.
b) Second Hypothesis: There is no effect of social competence in improving HOTS-based learning outcomes.
c) Third Hypothesis: There is an effect of personal competence in improving HOTS-based learning outcomes.
d) Fourth Hypothesis: There are no effect of professional competence in improving HOTS-based learning outcomes

4 Conclusion

Based on the results of data analysis, it can be concluded as follows:

a) Partially, the variable of pedagogic competence of Islamic Education Teacher has no effect on HOTS-based learning outcomes at Nurul Hikmah Islamic Junior High School, Tangerang Regency.
b) Partially, the variable of social competence of Islamic Education Teacher has no effect on HOTS-based learning outcomes at Nurul Hikmah Islamic Junior High School, Tangerang Regency.
c) Partially, the variable of personality competence of Islamic Education Teacher has an effect on HOTS-based learning outcomes at Nurul Hikmah Islamic Junior High School, Tangerang Regency.
d) Partially, the variable of professional competence of Islamic Education Teacher has no effect on HOTS-based learning outcomes at Nurul Hikmah Islamic Junior High School, Tangerang Regency.

e) Simultaneously, the variables of Pedagogic, Social, Personality, and Professional competences of Islamic Education Teachers have an effect on HOTS-based Learning Outcomes at Nurul Hikmah Islamic Junior High School, Tangerang Regency.
f) The results of the hypothesis show that there is an effect of the Pedagogic, Social, Personality, and Professional competence variables of Islamic Education Teachers on HOTS-based Learning Outcomes at Nurul Hikmah Islamic Junior High School, Tangerang Regency.
g) The pedagogic, Social, Personality, and Professional Competence of Islamic Education Teachers on HOTS-based Learning Outcomes are 43.5%, while the remaining 56.5% is explained by other variables which were not stated in this study.

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