The Relationship between Learning Effectiveness, Teacher Competence and Teachers Performance Madrasah Tsanawiyah at Serang, Banten, Indonesia

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Abstract

In this study, the problem is limited factors relating to the learning effectiveness and teacher competence in improving the teacher performance. Therefore, this study will try to get explanations from some main issues which include the learning effectiveness issue, and teacher competence to increase teacher performance in Madrasah Tsanawiyah at Serang, Banten, Indonesia. The goal in this research is to get facts about correlation and to see the levels of effectiveness learning and teacher competence as well as the teacher performance in Madrasah Tsanawiyah at Serang, Banten, Indonesia. This research is directed in describing and analyzing the data findings in depth are using the quantitative analysis methods of descriptive and inferential. Collecting data is using the instrument, about the instrument is used as a primary assessment way to collect the information about factors of effectiveness learning, teacher competence, and teacher performance. The samples are 150 Teacher in Madrasah Tsanawiyah at Serang, Banten, Indonesia. The results of this research is there is a relationship between learning effectiveness and teacher performance, there is a relationship between teacher competence and teacher performance, the results of this study can be concluded that increasing teacher performance can be carried out in the presence of learning effectiveness and teacher competence in the Madrasah Tsanawiyah, teachers who have the good performance seen from an process of learning effectiveness as well as the teacher competency.

Keywords: learning effectiveness, teacher competence, teacher performance, Madrasah Tsanawiyah

1. Introduction

The widely definition of education is including the whole of lifes process and all of individual interactions to the environment, there are formal, non-formal, or informal, grow up to the maturity. Even though its limited, education defined as a teaching process and learning interactions are using formal form in the teaching activity.

The Level of Education Unit Curriculum said that students pass the study when they were able to finish, capable in the competences or achieving the objectives learning at least 65% than of all objectives learning. The success in the class assessed from the all students in the class who are able to finish or reach a value > 60 in the learning improvement outcomes at least 75% from the all students in the class. Expressed by (Nurgana, 1995) master in education, learning is complete when at least 75% from the all of students have score obtain = 60 in learning improvement outcomes. In the learning concept, objectives learning is a reference or foundation and the direction that used for guideliness to control the learning process at schools.

At school, students need to make awareness that they have assumed some expectations. The challenges that may they face and the they need to reach abilities. However, any improvement efforts become improving the quality of education will not contribute significantly without the qualified of teachers support (Mulyasa, 2007).

Efforts to improve the quality of education continue to be done but every indicators of the education quality does not show a significant increase. Attempt to increase the education quality it can be done actually by the one of them through the productivity of teachers increase. Effectiveness means the institution ability to implement learning programs that have been planned as well as the ability to achieve the goal and objectives that have been set. The program of implementation process in order to acheive these objectives designed in the atmosphere that must be conducive and attractive for students.

This is appropriate with research Murphy (1992) and Mulyasa (2007) that state the successful of school

improvement is largely determined by the teacher, because the teacher as a leader in the learning process, facilitator and a center of learning initiatives. Therefore, the teacher always must develop themselves independently and does not depend on the initiative of principals and supervisor.

Effectiveness of learning include the learning process in all of functioning elements, the happiness of participant, satisfy the learning result, with the influence, facilities, capable to amenity, undesrtand to the materials and method, professional teacher. The primary goal of effectiveness learning is output, the students competence. To produce it needs the teachers of intructional effectiveness at the readiness control of scientific in its authority, which is validation for effectiveness learning implementation.

Teacher is the main factor in educational process. Even though, complete and has a good educational facilities, if does not supported with the qualifying of teacher existence, impossible to lead learning process and to reach the maximun goal (Utami, 2003). The results of research that conducted by Sudjana (2002) indicate 76.6% of students learning outcomes are influenced by the teachers performance, the details: the teachers ability are giving 32.43% donations; capability for providing related subject matter is about 32.38%; and the teacher attitude towards subject contributed 8.60%.

The studies conducted by Heyneman and Loxley in 1983 at 92 countries found that among the various inputs determined by the quality of education (that indicated by the students achievement) the tird determined by the teacher. The important role of teachers increase in the middle of facilities and infrastructure, as an experience by developing countries. More the results of study are: in 16 developing countries, the teachers give contribution to the learning achievement about 34%, whereas 22% for management, learning time 18% and physical facilities 26%. In 13 industrialized countries, contribution of teachers is 36%, management is 23%, 22% for learning time, and physical facilities is about 19% (Supardi, 2005).

Effectively and efficiently learning is the goal of learning achievement for students who have been assigned to the maximum with the minimum use of learning component. Component in this case is the time, effort, and cost. Demonstrating effectiveness in teaching, teachers as a motivator are producing the high performance at schools, teacher performance can be made properly when the teacher capable to do their duties and responsibilities as an educator well, therefore, it needs to produce the teacher performance.

Therefore, to produce the qualified students, competent, knowledgeable, and skillful, effort is needed from the teacher enterprising as an educator in school, through the effectiveness of learning process in schools to improve the teacher performance in increasing quality of education. Many factors can influencing the teacher performance in onder to improve the teacher performance in increasing the teacher performance that strongly influenced by the activities of learning process in schools. This is related to the teaching profession as an educator, the teaching profession has a duty to serve the community in the education areas. Professionalism of teacher development must be recognized as a something fundamental and important in order to improve quality of education. According to Connell (1974) said that professional teacher is the teacher who has special competence in accordance what the students need which demanded by the teaching profession.

Teacher performance can be shown by observing from the teacher ability to do the duties and responsibilities that must have capable to reflect a job pattern that can improve the quality of education better. Teacher who has a good performance certainly has a good commitment reflected in the meaning of personality and dedication to the completeness. The level of teacher commitment is from the one line continuum, moving from the lowest to the highest.

In this study, the problem is limited factors relating to the effectiveness of learning and teacher competence in improving the teacher performance. Therefore, this study will try to get explanations from some main issues which include the learning effectiveness issue, and teacher competence to increase teacher performance in Madrasah Tsanawiyah at Serang, Banten, Indonesia.

The goal in this research is to get facts about correlation and to see the levels of effectiveness learning and teacher competence as well as the teacher performance in Madrasah Tsanawiyah at Serang, Banten, Indonesia. The goals in these research is: 1) to determine the level effectiveness learning, teacher competence and teacher performance, 2) to determine and to analyze relationship between the learning effectiveness and teacher performance, 3) to detemine and to analyze relationship between the teacher competence and teacher performance, 4) to determine and to analyze relationship between learning effectiveness and teacher competence with the teacher performance in Madrasah Tsanawiyah.

Based on those goals, the research questions related to learning effectiveness and teacher competence in order to improve the teacher performance, those are: 1) how the level learning effectiveness and teacher competence and teacher performance?; 2) how the relationship the learning effectiveness and the teacher performance?; 3) how the relationship between the teacher competence and teacher performance?; 4) how the relationship learning effectiveness and teacher competence with the teacher performance in Madrasah Tsanawiyah?. Hypothesis in

this study is: 1) there is a relationship between learning effectiveness and the teacher performance, 2) there is a relationship between teacher competence and teacher performance, 3) there is a relationship between learning effectiveness, teacher competence and teacher performance in Madrasah Tsanwiyah.

2. Literature Review

2.1 Learning Effectiveness

Learning is a conscious activity to get some impression of the material that has been studied (Djamarah, 1994). Effective learning can also be seen in terms of process and outcome. In terms of process, learning is considered effective if students are engaged actively carry out the stages of the learning procedure. In terms of results, it is considered effective if the learning goals of students mastered completely.

According to Winkel (1996) studied as an activity of mental/psychic, which takes place in an active interaction with the environment that produced changes in knowledge, understanding, skills, values and attitudes. Learning Effectiveness is learning in which students acquire specific skills, knowledge and attitudes as well as a favored student learning. The point is that learning is said to be effective in the event of changes in cognitive, affective, and psychomotor (Reiser & Dick, 1996).

Learning Effectiveness is the learning process that is not only focused on the results achieved learners, but how effective learning process is able to provide a good understanding, intelligence, perseverance, opportunity and quality and can deliver behavioral change and apply it in their lives (Hamalik, 2002). To achieve effective learning in terms of the conditions and the atmosphere as well as its maintenance efforts, then the teacher as a mentor should be able to implement the learning process to the fullest.

In teaching in schools, many factors can affect teachers in the teaching and learning process, both internal and external, efektiftas a learning process relies on teachers as leaders in the classroom, the learning process was not effectively formed from a teacher who can not teach effectively in organizing the learning process in the classroom. So that, the standardized teaching objectives in the curriculum and the syllabus is not reached.

According (1985) an organization that is truly effective is the one who is able to create the work atmosphere in which workers do not only carry out the work that has been charged, but also makes the atmosphere so that the workers take more responsibility, act creatively in order to improve efficiency in efforts to achieve the goal. The statement shows that the effectiveness is not only oriented to the desired destination but also oriented to the process being undertaken in achieving that goal.

2.2 Teacher Competence

Teachers as one component in the learning process played a role in the formation of human resources business potential in development. In this framework, teachers are not just teaching the transfer of knowledge, but also as an educator transfer of values as well as mentors who provide guidance and guiding students in learning (Sardiman, 2001).

Teachers as educators, have an important role in the learning process, teachers have a duty and a great responsibility towards the sustainability of the learning process, which begins with the preparation of lesson plans, implement learning activities, evaluating, analyzing the results of the evaluation, and follow up the results of learning. For a teacher takes the experience and ability of teachers at the school, experience of someone who works in the art is an aspect that can enhance one's ability, if a teacher longer pursue jobs and give serious attention to education, especially teaching, the teaching ability will be even better (Martua, 1986).

As a teacher so requires competence as an educator, process quality learning in school, suggests a quality or the quality of the human resources of the schools in the management of the learning process in schools, adannya process quality learning in schools shows that teachers are capable and possessed competence and high quality.

Based on Government Regulation No. 19 Year 2005 on National Education Standards, teachers must have pedagogical, personality, professional, and social. Professional competence of teachers according to Sudjana (2002) can be grouped into three areas: pedagogical, personal and social. Pedagogical competence regarding intellectual abilities such as mastery of subjects, knowledge of teaching, learning and knowledge of individual behavior, knowledge of counseling, knowledge of the administrative class, the knowledge of how to assess learning outcomes, knowledge of the community as well as other general knowledge. Personal competency related to the readiness and willingness of teachers to various issues pertaining to the task and profession. Social competence involves the ability of teachers in various skills/behavior, such as teaching skills, guiding, assessing, using teaching aids, associate or communicate with students, skills foster the spirit of learning of the students, skills arrange preparation/planning of teaching, skills to implement the administrative class, and etc. Cognitive

competence with respect to aspects of the theory or knowledge, on the preferred behavioral competencies is the practice/skills to implement.

2.3 Teacher Performance

Teacher has a responsibility to see everything that happens in the classroom to assist in the development of the students. Delivery of the subject matter is just one of many activities in learning as a dynamic process in all phases and the development of students (Slameto, 2003). Performance is deeds and accomplishments and skills shown by a person in committing or work, Sedarmayanti (1996) which states that individual performance can be judged from what the individual in his work, in other words, the individual performance is how a person doing the work or performance.

To improve the performance of teachers, must first know the functions of the teacher. According Suparlan function of the teacher in the learning process is as educators, teachers, are counselors and as a coach (Suparlan, 2005). Teacher performance is basically the performance or the performance of work done by teachers in performing their duties as educators.

Characteristics or qualities of good teachers in view of the students include: (1) democratic, (2) cooperative, (3) kind, (4) patience, (5) fair, (6) consistent, (7) is open, (8) helpfulness, (9) suave, (10) like humor, (11) having a wide variety of interests, (12) master teaching materials, (13) flexible, (14) good interest to students (Hamalik, 2002).

With regard to the performance standards of teachers, according to Sahertian in Kusmianto (1997) explains that the standard of teacher performance was related to the quality of teachers in performing their duties such as (1) work with students individually, (2) the preparation and planning of learning, (3) efficient use of media learning, (4) engaging students in a variety of learning experiences, and (5) the active leadership of the teacher. Teacher is a designation for the position, position and profession for someone who devoted himself in the field of education through educational interaction patterned, formal and systematic. Teacher performance or achievements result is a display of an execution of tasks, functions and professional education within a certain time.

3. Research Methods

This research is directed in describing and analyzing the data findings in depth are using the quantitative analysis methods of descriptive and inferential, it is based on the reserach of formulation problem in this study has goal to explore the data and relating information to learning effectiveness and teacher competence in order to improve the teacher performance so that the quality and education quality can be able to achieve. According to Kerlinger (2000) the quantitative review is the most appropriate method that used for examining correlation between some variables. Interpretation of descriptive analysis as expressed by Nunnally (1978), namely: 1.01 to 2.00 mean scores (low); 2.01 to 3.00 (a simple, low); 3.01 to 4.00 (simple high); 4.01 to 5.00 (height). Inferential methods are using correlation analysis product moment and regression, study of correlation is the goal is to detect the variations widely on a related factor in the variations one or more, the others factor on the coefficient correlation (Suryabrata, 1992). For the statistical normality test is using Smirnof Kolomogrof analysis as a first step before the regression analysis shown. Regression analysis used for primary goal of hypotheses, which in the model there is a dependent variables and independent variables (Santoso, 2002). In this study, independent variable is the effectiveness of learning and teacher competence, as well as dependent variable is the teacher performance.

Collecting data is using the instrument, about the instrument is used as a primary assessment way to collect the information about factors of effectiveness learning, teacher competence, and teacher performance. The research has done in Madrasah Tsanawiyah at Serang, Banten, Indonesia. The samples are 150 Teacher in Madrasah Tsanawiyah at Serang, Banten, Indonesia. Sampling based on the opinions and Airasian and Gay (2002) said that the samples population 10% - 20% are sufficient to do the investigation.

The instrument is using the compiled questionnaire by Likert scale mode. According to Cavanagh (2005) Likert 5 Scales is used for indicating standard frequency in the cases it applies, and contrary to every statements proposed the effectiveness of learning instrument are using the instruments that based on the approach, Steers (1985) said that three approaces for understanding the effectiveness of 1) goal optimization approach, 2) theory systems approach, 3) totaling models of satisfaction participant 30 items. The instrument of teacher competence used by the teachers and lecturers law No. 14, 2005 include: 1) pedagogical, 2) personal competence, 3) social competence, 4) professional competence by number of 30 instruments item. The teacher performance instrument used by Castetter in Mulyasa (2003) include: 1) individual characteristic, 2) Process, 3) Results, 4) The combination of individual characters, the process and the result of number items are 30 items.

Before performed this study, doing instrument test uses instrument measurement and noramality data research. Measurement in these instruments are using validity and reliability, while normality data is using

Kolmogorov-Smirnov analysis. The test validity of items performed with see the correlation between each items. The total score on the price correctedtotal correlation items is greater than or equal 0.41 (Santoso, 2002). All of items reliability test used for this study is reliable if the the score of alpha cronbach > 0.6. This is the instrument measurement results can be seen in Table 1 below.

Table 1. Correlation between score items and scores number with index of alpha cronbach reliability for variables research

No	Variable	Number of Item	indicator	Correlations Item	
1	Learning effectiveness	30	1) The goal optimization approach,	0.454-0.779	0.740
			2) Sistem theory approach,	0.436-0.684	0.739
			3) Model of satisfaction participant	0.432-0.729	0.726
2	Teacher Competence	30	1) Pedagogic competence,	0.438-0.677	0.737
			2) Personality competence,	0.445-0.629	0.616
			3) Social competence, and	0.443-0.594	0.685
			4) Professional Competence	0.593-0.768	0.807
3	Teacher Performance	30	1) Individual characteristics,	0.501-0.754	0.743
			2) Process,	0.447-0.732	0.731
			3) Results and	0.507-0.658	0.740
			4) The combination of individual characters, process and the results.	0.514-0.632	0.733

Table 1 shows the validity and effectiveness of research instrument learning reliability, teacher competence and teacher performance are qualified to the validity test and relibiality instrument, so that the whole of instruments at the third variable in this study can be used for further research. The validity and reliability of teacher performance instruments to the individual characteristics dimension (r = 0.51-0.754, α = 0.743), the process dimension (r = 0.447-0.732, α = 0.731), the result dimension (r = 0.507-0.658, α = 0.740), the dimension of combination among individual characteristics, process and result (r = 0.514-0.632, α = 0.733). It means the dimension of teacher performance items are on the total corrected correlation items with 0.41. Same as the reliability is on the dimension of teacher performance with Alpha Cronbach > 0.6, that indictaing the all of teacher performances are qualified to be used for the further studies.

The learning effectiveness instruments of validity and reliability to the dimension of goal optimization approach (r = 0.454-0.779, α = 0.740), the dimension of theory system approach (r = 0.436-0.684, α = 0.739), the dimension of satisfaction participant models (r = 0.432-0.729, α = 0.726), the results are indicating the learning effectiveness is an instrument variable that has total validity and reliability needed higher specified, then the all of learning effectiveness have total instruments that can used for further research.

The validity and reliability in the instrument of teacher competence for pedagogic dimension (r = 0.438-0.677, α = 0.737), for the dimension of personal competence (r = 0.445-0.629, α = 0.616), the dimension of social competence (r = 0.443-0.594, α = 0.685), and for the dimension of professional competence (r = 0.593-0.768, α = 0.807). From the results can be seen the instrument variable has a score of teacher competence validity and reliability needed higher specified, so the all of teacher competence instruments can be used for the further research.

After analyzing the validity and reliability of data, followed by the normality data, to see the data is using Kolmogorov-Smirnov test. Kolmogorov-Smirnov test is used for determining some normality datas to be used first for inferential analysis. The third of variable normality test can be seen in the following Table.

Table 2. Variable data normality research

Variable	Indicator	Normality Value	Int
Teacher Performance	Individual characteristics,	0.066	Normal
	Process,	0.095	Normal
	Results and	0.087	Normal
	The combination of individual characters, the process and the results.	0.092	Normal
	The overall of teacher performance	0.070	Normal
Learning effectiveness	The goal optimization approach,	0.051	Normal
	Theory system approach,	0.048	Normal
	Model of satisfaction participant	0.093	Normal
	The overall of learning effectiveness	0.059	Normal
Teacher Competence	Pedagogic competence,	0.068	Normal
	Personality competence,	0.072	Normal
	Social competence, and	0.087	Normal
	Professional competence	0.096	Normal
	The overall of teacher competence	0.096	Normal

From Table 2 above shows that the test analysis Kolmogorov-Smirnov is seen that the variable effectiveness of learning to dimension the goal optimization approach has a value of normality is 0.051, the dimensions of theory systems approach has a value of normality is 0.048, the dimensions of models satisfaction participant has a value of normality is 0.093, as well as the overall variable learning effectiveness has a value of normality is 0.059. Data normality value of each dimension of learning effectiveness in this study is at a normal level so that it can be used for further analysis. Data normality for variable of teachers competence in the dimensions of competence pedagogic has a value of normality is 0.068, the dimensions of personal competence has a value of normality is 0.087, the dimensions of social competence has a value normality is 0.087, for the dimensions of professional competence has a value of normality is 0.096, as well as the overall variable of teachers competence has a value of normality is 0.096. This results shows that all dimensions on the variable of teachers competence has a significant level of normal for further research. Data normality of the variable of teachers performance to the dimensions of the individual characteristic has a values of normality is 0.066, to the dimensions of the process has a value of normality is 0.095, the dimensions of the result has a value of normality is 0.087, and the combination of individual characters, the process and the result has a value of normality is 0.092, the overall of variable teachers performance has a value of normality is 0.070. It means that the all of dimensions in this study can be used for further research, the normality data in each dimensions of indicate the normal level, and also the all of variables research has a high normality level.

4. Research Result

The research was conducted against teachers in madrasah tsanawiyah in Serang Banten, Indonesia. This study used a sample of 150, taken using simple random sampling. The results can be seen in the descriptive and inferential analysis.

4.1 Analisis Descriptive

4.1.1 Learning Effectiveness, Teacher Competency and Teacher Performance

Appropriate the research shows that learning effectiveness based on the indicators of goal optimization approach with percentage of mean = 34.62, standard deviation = 5.229, indicators of theory system approach with percentage of mean = 33.58, standard deviation = 5.417, indicators of participant satisfaction models with mean = 33.81, standard deviation = 5.410. The study of data analysis is using the descriptive statistics can be seen in Table 3.

Table 3. Mean and standard deviation of learning effectiveness

Indicator		N	Standard Deviation	Mean
1	The goal optimization approach	150	5.229	34.62
2	Theory sistem approach	150	5.417	33.58
3	Model of satisfaction participant	150	5.410	33.81
	Learning effectiveness	150	4.120	34.003

Table 3 shows that the learning effectiveness in Madrasah Tsanawiyah from the calculation of study data is showing the level of effectiveness learning can be used for the all items. From this the data indicator of indicator learning effectiveness variables or the dimension of goal optimization approach has the highest mean score with the high score is learning effectiveness.

The all of teacher competence variables based on the indicators of pedagogical competence with mean = 22.90, standard deviation = 4.733, indicators of social competence with mean = 25.84, standard deviation = 5.543, indicator of professional competence with = 26.21, standard deviation = 5.394, from these datas the indicator of professional competence mean scores are the highest and teacher competence with the total mean = 24.758, and standard deviation = 3.157, the study of data analysis is using descriptive statistics that can be seen in Table 4.

Table 4. Mean and standard deviation of teachers competency

Indicator		N	Standard Deviation	Mean
1	Pedagogic competence	150	3.883	24.07
2	Personal competence	150	4.733	22.90
3	Social competence	150	5.543	25.84
4	Professional competence	150	5.394	26.21
	Teacher competence	150	3.157	24.758

Table 4 shows that the calculation results at the level distribution data of the study shown by the four dimensions of tacher competence or indicator are high and good for the all items. This shows that the of teacher competence in madrasah tsanawiyah in good condition.

The variables of teacher performance in this study get a score based on the indicators of individual characteristics with mean score = 23.37, standard deviation = 4.329, process indicators with mean score = 23.49, standard deviation = 4.631, the mean of indicators result are = 27.03, standard deviation = 4.710, the combination indicators among the individual character, process, and the results with mean score = 27.63, standard deviation = 4.631, from these datas are indicators of variable individual character, the process and result the mean score are the highest and the all of teacher performances have mean score = 25.378, and standard deviation = 3.223, that is the variable of teacher performance has a highest mean scores. The study of data analysis is using descriptive can be seen in Table 5.

Table 5. Mean and standard deviation of teacher performance

Indicator		N	Standard Deviation	Mean
1	Individual characteristics	150	4.329	23.37
2	Process	150	4.631	23.49
3	Result	150	4.710	27.03
4	The combination of individual characters, process and results	150	4.631	27.63
	Teacher Performance	150	3.223	25.378

Table 5 shows the mean level and standard deviation of teachers performance variables, the research calculation data results are showing the level of teacher performance in madrasah tsanawiyah is high and satisfaction for the all items.

4.2 Analysis Inferensial

4.2.1 The Relationship between of Learning Effectiveness and Teacher Performance

The second researh matter is there relationship between the learning effectiveness and teacher performance. To answer the second research question, the statement obtained from the learning effevtiveness instruments and teacher performance that answered by 150 teachers, through the Pearson correlation analysis. Pearson correlation analysis gives the score of the Pearson correlation coeficient same as a positive (+) or negative (-) to indicate the correlation between the variables, the coeficient score is between 0.00 to 1.00 also will be strength correlation, Jhonson and Nelson (1986) used for describing the strength correlation that has no relation (0.00), very low, low, medium, very high, and perfect nexus (1.00). Adaptive research the relationship between of learning effectiveness and teacher performance can shows in correlation table in Table 6.

Table 6. The relationship between of learning effectiveness and teacher performance

Teacher Performance Learning Effectiveness	Individual characteristics	Process	Result	The combination of individual characters, process and results	Teachers Performance
The goal optimization approach	0.090	0.019	0.288**	0.451**	0.298**
Theory sistem approach	0.211**	0.187*	0.412**	0.469**	0.457**
Model of satisfaction participant	0.263**	0.705**	0.438**	0.450***	0.663**
learning effectiveness	0.246**	0.391**	0.494**	0.593**	0.617**
N	150	150	150	150	150

* significant at the level p < 0.05

** significant at the level p < 0.01

Based on the results in Table 5 above, the correlation between learning effectiveness and teacher performance are significant and solid (r = 0,617, p < .05), and followed by the indicators of goal optimization approach with combination of individual characters, process and results (r = 0.451, p < .05), the indicators of theory system approach to the individual characteristics (r = 0.211, p < .05), the dimension of theory system approach to the process (r = 0.187, p < .05), the dimension of theory system approach to the result dimension (r = 0.412, p < .05), the indicators of theory system approach to the combination of individual characteristics, process and results (r = 0,469, p <.05), the indicators of satisfaction participant models to individual characteristics (r = 0.263, p < .05), the indicators of satisfaction participant model to the dimension of result (r = 0.434, p < .05), and models of satisfaction participant to the combination of individual characteristics, process and result (r = 0.450, p

< .05), variable of learning effevtiveness to the process dimension (r = 0.391, p < .05), and the effectiveness learning to the dimension of variable results (r = 0.494, p < .05). As well as the dimensions of learning effectiveness have a correlation between the teacher performance can be seen from the relation between the dimensions of goal optimization approcah tp the performance (r = 0.298, p < .05), the dimension of theory system approach to the teacher performance (r = 0.457, p < 0.05), the dimension of satisfaction participant model to the teacher performance (r = 0.663, p < 0.05), the all of learning effectiveness variables connected to the teacher performance (r = 0.617, p < 0.05). The conclusion is there is significant correlation between the learning effectiveness through the variable dimension and all of learning effectiveness in the teacher performance at the level < 0.05.

No significant association was shown by the indicators of goal optimization approach to the individual characteristics (r = 0.090, p < .05), the indicator of the goal optimization approach to the process dimension (r = 0.019, p < .05). It can said that the variable of effectiveness learning has a strong and positive correlation in the teacher performance, better than learning effectiveness at school will improve the teacher performance. The hypothesis, the relationship between of learning effectiveness and teacher performance is acceptable and verified. Increasing the learning effectiveness to be one of the major matter in the management of learning process at school in schools, producing high quality learning needs a good learning effectiveness, learning can doing in school effectively, helps the schools in the goal of educational achievement.

4.2.2 The Relationship between of Teacher Competence and Teacher Performance

The third matter is assessment of teacher competence is there any correlation with the teacher performance. To answer the question in others research, the statement obtained from the instrument about the teacher competence and teacher performance was answered by 150 teachers, through the Pearson correlation analysis, adaptive research the correlation between the teacher competence and teacher performance was described in Table 7.

Table 7. The relationship between of teacher competence and teacher performance

Teacher Performance / Teacher Competence	Individual characteristics	Process	Result	The combination of individual characters, process and results	Teacher Performance
Pedagogic competence	0.157	0.032	0.010	0.078	0.096
Personal competence	0.087	0.070	0.127	0.240**	0.187*
Social competence	0.230**	0.390**	0.080	0.350**	0.336**
Professional competence	0.217**	0.336**	0.172*	0.157	0.313**
Teacher Competence	0.275**	0.351**	0.159	0.291**	0.381**
N	150	150	150	150	150

** Significant at the level p > 0.01

* Significant at the level p > 0.05

Based on the result in the Table 7 above, can be seen that the strong and significant correlation at the level p > .05 between the teachers competence and performance of teacher in madrasah tsanawiyah, significant correlation and solid succession shows by the dimension of personality and combination of individual characters, process, and the result (r = .240, p > .05), indicators of social competence and process indicators (r = .390, p > 0.5), indicators of social competence and combinations of individual characters, process and results (r = .350, p > .05), indicators of professional competence and indicators of indivudal characteristics (r = 0.217, p > .05). Indicators of professional competence and process indicators (r = 0.336, p < .05), indicators of professional competence and result indicator (r = .172, p < .05), indicators of teacher competence also has the correlation with the indicator of teacher performance visible from personal competence (r = .187, p < .05), indicator of social competence (r = 0.336, p < .05), and the indicator of professional competence (r = .313, p < .05). All of teacher competence variables have a strong and positive correlation between the indicator of individual characteristics,

process and results (r = .291, p < .05), and the variable of teacher competence and correlation with teacher performance (r = .381, p < .05). It means that there are significant and positive correlation in the teacher competence variables and teacher performance at the 0.05 level.

No significant association wa shown by the indicator of pedagogic competence to the individual characteristics (r = 0.157, p < .05), the indicator of pedagogic competence to the process indicator (r = 0.032, p < .05), indicator of pedagogic competence to the result indicators (r = 0.010, p < .05), indicators of pedagogic competence to the combination of characters, process, and result (r = 0.078, p < .05), as well as in the teacher performance (r = 0.096, p < .05), indicators of personality competence to the individual characteristics (r = 0.087, p < .05), indicators of personal competence to process indicators (r = 0.070, p < .05), and indicators of personal competence to the results indicator (r = 0.127, p < .05), as well as indicators of social competence to the indicators result (r = 0.080, p < .05), and indicators of professional competence to the indicators of combination individual characters, process and result (r = 0.157, p < .05). The indicators correlations are not significant and have positive correlation also weak in the teacher performance. From these results can be concluded that the teacher competence has a high correlation to teacher performance although there are some competence indicators that have medium correlation in the teacher performance, this shows that the competence of teachers linked to the performance of teachers, the hypothesis that the relationship between teacher competence and teacher performance is acceptable and verified. It can be said that the teacher competence improvement is improve the teacher performance, in the other words teacher performance influenced by the level of teacher competence. Teachers need a good competence, without a good competence teacher may not able to improve their performance in doing their duties and responsibilities as an educator.

4.2.3 The Relationship between Learning Effectiveness, Teacher Competence and Teacher Performance

The fourth study to analyze the matter by using multiple regression analysis, question in this study is there a positive correlation among the learning effectiveness, teacher competence and teacher performance. To do the multivariate regression analysis, correlation analysis first. It was found that the correlation score 0.718, with the multiple correlation score 0.516, it means that approximately 51.6% of teacher performance factors can be explained by the learning effectiveness and teacher competence, it means 48.4% variable teacher performance can be explained by another variables. The calculation of multiple regression data variables can be seen in Table 8.

Table 8. The multivariate regression of teacher performance

Variabel Independent	B	Standard Error	Beta (β)	T Value	p
The goal optimization approach	0.002	0.191	0.001	0.010	0.992
Theory sistem approach	0.643	0.194	0.270	3.315	0.001
Model of satisfaction participant	1.381	0.169	0.579	8.184	0.000
Pedagogic competence	0.189	0.206	0.057	0.918	0.360
Personal competence	0.121	0.172	0.044	0.703	0.483
Social competence	0.034	0.165	0.015	0.204	0.838
Professional competence	0.006	0.166	0.013	0.039	0.969
Constant	26.874	8.096		3.320	0.001

Table 8 above shows that the calculations of multivariate regression for variable indicators of learning effectiveness through the goal optimization approach with 0.001, the indicators of theory system approach with 0.279, indicators model of satisfaction participant 0.579. For the variable of teacher competence through the pedagogic competence with 0.057, personal competence 0.044, social competence 0.015, and the professional competence is 0.013, with a constant score 26.874. The final from of multivariate regression between variable can be described by the regression equation $Y = 26.874 + 0.001X_1 + 0.270X_2 + 0.579X_3$ (learning effectiveness) $+ 0.057X_4 + 0.044X_5 + 0.015X_6 + 0.013X_7$ (teacher competence). Before using deviation goal, this regression equation needs regression test that should show it. To determine the degree of multiple regression equation, F test and the results are presented in Table 9.

Table 9. The variant multiple linear regression analysis

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12783.900	7	1826.271	21.640	.000[a]
	Residual	11983.593	142	84.392		
	Total	24767.493	149			

    a.   Predictors: (Constant), Y4, Y1, X1, Y2, X3, Y3, X2

    b.   Dependent Variable: Teacher Performance

Based on the regression analysis variance in the table above are the score of F 21.640 with sig = 0.000, it can be concluded the Y regression is $26.874 + 0.001X_1 + 0.270X_2 + 0.579X_3$ (learning effectiveness) $+ 0.057X_4 + 0.044X_5 + 0.015X_6 + 0.013X_7$ (teacher competence) significantly. These are showing improvement with correlation of learning effectiveness, teacher competence together in teacher performance. Improved by the teacher performance is increasing the learning effectiveness and teacher competence, the learning effectiveness is higher and the teacher competence in madrasah tsanawiyah will improve the teacher performance in madrasah tsanawiyah at Serang Banten Indonesia.

5. Discussion

The survey results revealed that the descriptive variable of learning effectiveness with teacher competence and teacher performance have a high score. An increasing in the learning effectiveness and teacher competence will be followed by the teacher performance improvement, it can be seen from the research results through the inferential analysis that showed has no correlation between the learning effectiveness and teacher competence in the teacher performance significantly, strength and and positive. In the other words, the teacher performance level could be due to the learning effectiveness and the teacher competence.

The learning effectiveness is committed in the learning process. Israni and Puspitasari (2012) said that the teachers are not only to deliver material with learning rote, but also to set the environment and to learn strategies which allow the students to learn. When creating the teaching condition and learning effectiveness. Usman (2010) said that there are five types of variables that determine the student learning success: a) Involve in the student activity, b) Make a student attention, c) Increasing the students motivation, d) The individual principal, and e) Teaching demonstrate. Increasing the teaching effectiveness at schools is formed by innovation and teacher's creativity in the managing learning process with full of professionalism.

To explain the learning process was successful, according to Usman (1993) must be guieded by the useful curriculum that has been perfected for the others, that learning process and teaching material are effective, if the Intruksional Special Purpose (ICT) is reached. The learning effectiveness related to the role of teacher as a manager in the learning process, role as a facilitator who seek to create the learning condition which the learning process effectively, develop a good teaching material, and improve the student ability for listening the lessons then capable to reach the educational goal (Usman, 2000).

The learning effectiveness improvement at schools as a seriousness in improving the teachers performance, a high teacher performance hoped by all teachers. An effective learning process according to Glatthorn and Fox (1996), said that a high contribution from the learning effectiveness are (1) preparation and service procedure, (2) classroom management, (3) the ability of material teaching, (4) personality. The teachers success in teaching, determined by the teacher knowledge about teaching materials and teaching method are also determined by the classroom management Woolfolk (1984). It can known by the learning effectiveness that can undertake properly if a teacher has a good classroom management. A high teacher performance can be seen from the teachers abilities to manage and to handle the learning process in accordance with the expected goals, the learning process achievement can be seen from the effects in the achievement levels of students learning results and characteristics of teaching activities to the results (Mestros & Woolsey, 2006).

The competence has a role to improve the teachers performance, the teacher who has a good competence will produce the best performance, the teachers competence are qualitative of teacher behavior nature meaningful (Mulyasa, 2007). Drexel (2003) the persons who have competency are always ambitious, obey the procedures in identifying and assessing the learning results, experienced, have formal and informal knowledge, and behave to the progress. Drexel said that the teacher who has a good competence has several characteristics or indicators. So it can be seen that the educators teacher competence have a quality and has a high professionalism level as well.

6. Conclusion

From the teachers shows that the teacher performance can be improved by the improvement and increase the learning effectiveness in school as well as their high competencies. In the teacher performance is hoped has an effective learning process and has a good competence, effective learning process is guided by the high teacher performance. It gives the explanation about the lack in the good effectiveness learning, the high performance teacher will not be achieved, as well as the teachers competence. The teachers competence into basic skills that must be prossessed by the teacher to do the duties as a teacher and educator, without competence teachers will not able to improve their performances. Teachers who have a high competence have a good dedication to the quality of achievement results, producing in high student achievement, as well as the goal to be achieved.

Improving the teachers performance at school would not be success without a principal guidance, for it was school principal as a leader in schools, provide the guidance and supervision to the teachers on a regular basic and continue as form of repair and teacher performance improvement by promoting the educational achievement purposes in schools.

As an educator in the school, teachers are expected to enhance the learning process more effective and effecient, have the inovation and creativity in the learning process implementation, and have a good competence. The expectations for the teacher performance improvement in school, education goals can be achieved well.

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