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Effectiveness of Student Perceptions of the Teacher Competence in Creating a Good Classroom Environment

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I. Preliminary

The learning process should be able to create the good conditions learning and relevant to the needs. Figueiredo (2005: 128) describes this condition as: "*the set of circumstances that are relevant when someone needs to learn something*". Classroom environment has created in such a manner that fosters confidence of the students, they feel valued in the learning process. Thus, the classroom needs to be regulated as a classroom setting has an important role in the quality of learning, as proposed Marsh in his book '*Becoming a Teacher* "," *creative arrangements need to be undertaken in the knowledge that specific physical conditions and space allocations can have important consequences on the attitudes, behaviors, and even the achievements of students* "*(Marsh,* 2008: 48).

Classroom environment are believed to improve the quality of learning. Classroom environment becomes an integral part of the learning process that may affect student behavior. The process of interaction in the classroom will take place conducive for students to feel safe interacting. Perceived classroom environment safe by students will support the students in learning (Puspitasari, 2012). When students feel safe in the classroom, students will feel free to express their own ideas.

To support the above conditions, the study room should be inspiring. It should keep in mind that the supported elements that shape the *learning environment,* such as internal space, furniture, technology, canteen, lighting, storage systems, communications, and others. Classroom environment has a major role in improving students' thinking skills. The pleasant classroom environment is a condition that will encourage students to think as a process to interpret the concepts received in learning activities. Thus, it is necessary arrangement class *(class management)* in creating learning success, Marsh describes the *classroom environment* as "*friendly or warm*" (Marsh, 2008: 180).

The teacher's role in the creation of a classroom environment is realized by organizing classes, namely: "responsible independently to organize the functions of leadership and teaching in each classroom" (Arends, 2008). In this activity, the teacher can provide learning theorys and evaluate student progress. Students understand that the learning process will be evaluated by the teacher so that students will prepare such a way. This activity also creates the good environment especially the intellectual class environment (Beetlestone, 2012).

Therefore, teachers need to have competence. Based on The Law No. 14 Year 2005 on Teachers and Lecturers, "Competence is a set of knowledge, skills and behaviors that must be owned, lived, and controlled by the teacher or lecturer in performing the duties of professionalism". Educators should realize the ideas through *powerful learning,* the educators must be reflective. Students' perception of teacher competence is the belief that indicates reason of the students to have achievement academically (Cahyani, 2014).

Through pedagogical competence, teachers can manage the interesting learning and fun as well as effective. To manage learning, teachers need to have knowledge about the characteristics of learners so as to present an interesting learning and achievement of learning goals. As expressed by Beaudry and Klavas and Hendry *et al* (Marsh, 2008: 157): "*every person has a learning style - it's as individual as a signature. Knowing students' learning styles, we can Organize Reviews their classrooms to respond to individual needs* ". By understanding their students, teachers will be more easily manage the class and there is an effort to meet the needs of learners in learning.

Teachers are the spearhead of education because they interact directly to the learners. Through the learning process, they begin to get the quality of

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education. By the pedagogical competence, they need to be innovative in presenting the theory. Teachers who have the ability to manage classes are also able to overcome the problems that may occur between the students in the classroom. Berry & King 1998; Hansen & Childs 1998; Hendrick, 2001 (Marsh, 2008: 178) argues that "*management problems can be prevented by: thorough lesson planning, establishing good relationships with students, conducting lessons Effectively*". With this pedagogical competence, teachers will be able to manage the class.

The ability to present the theory is will be more complete if they are professional teacher, in the sense of mastering learning theories. As it was said by Goodson et al (2003) in his book *Teachers Professional Lives* that develop and clarify the knowledge to teach is trying to build the professionalism of teachers. Research conducted by Davis (Munandar, 2012) that the characteristics of professional teachers who are valued by the students, most importantly, the sequence is as follows:

Table 1: Important Teachers Characteristics According The Students

Order	Selection	Percentage
1.	Competence and interest to learn	98
2.	Proficiency of teaching	95
3.	Fair and impartial	93
4.	Democratic cooperative attitude	92
5.	Flexibility	90
6.	Sense of humor	90
7.	Using rewards and praise	88
8.	Broad interest	85
9.	Paying attention to the problem of child	83
10.	Attractive appearance and attitude	79

Source: Sisk, D (Munandar, 2012: 101)

The qualified teacher is the key of generation progress. Teachers must master the standards of competence being a professional teacher. These competencies include expertise mastered, minimum education level, and certification. Certification was seen as evidence that teachers are experts in their field. Teachers who have been trained will be able to provide a flexible learning environment and stimulate students (Cahyani, 2014).

Students want teachers who are close to them. The professional activities are expected to keep teachers in touch to the students. If the teacher is able to do this, then he is able to be an example for all students. Exemplary teacher when they have a solid personality, noble, wise and authoritative, should be done with the awareness habituation behavior and can be done by imitating the behavior of successful people in educating. Teachers who have personal competence certainly show the work ethic and high responsibility. From the background above, the problem in this study is how the competence of teachers to improve a good classroom environment to learning Social Science?

II. Teacher Competence

Competence and competent word comes from the Latin word *competens,* which means to be fit, right, or qualify (Hoad in O'Hagan, 2007: 18). Competence is a person's ability or capacity to work. Every job has a specific requirement of competence to do the job efficiently. Someone who has the competence, in which there is motivation, self-knowledge, desire, and a willingness to demonstrate effective performance.

Muhadjir (Rohman, 2009: 150) explains that someone can be an educator requirements if such person: "(1) Having more knowledge; (2) Impliciting value to the knowledge; and (3) Willing to transmit knowledge to others and their values ". To achieve these requirements, teachers must have a number of competencies.

Mooi & Mohsin (2012) in their study found that teachers who have the competence will provide a service implying "*to gain valuable insight about the self as teacher, Reviews their students learning, the curriculum, pedagogical knowledge, and Tus enhances Reviews their qualities as teacher*". By the competence they have, they would like to bring up the professionalism, sustainability learning, become more reflective and maximize the work at school.

Hammond et al (2010: 19) emphasizes the importance of preparation for teachers in their professional development: "*Teachers Described her as focused on helping all students to meet standards and pushing and supporting all teachers to Accomplish*

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Reviews their goals for Reviews their students". Competency of teachers will deliver the student to have a stock of the skills needed to face the challenges of life. Under Law No. 14 Year 2015 on Teachers and Lecturers Article 10 (1): "The competence of teachers includes pedagogical, personal, social, and professional competence acquired through professional education". The following can be described along with a description of teacher competence schemes and tools to measure indicators of competence:

Table 2: Profile Competence Formal Education Educators

Pedagogic competence	• Understanding and Potential Development of Students • Planning and Implementation of Learning • Learning Evaluation System
Personality competence	• Personal steadiness and noble character • Maturity and Wisdom • Modeling and authority
Professional competence	• Mastery of theories science • Mastery of the curriculum and the school syllabus • Specific methods of learning bid studies • Insights ethics and professional development

Class Environment

On the positive classroom environment, students will feel comfortable when they step to the classroom (Hadinata, 2009). Conversely, if it is uncomfortable it would be a lack of involvement of students in learning (Puspitasari, 2012). Class is a part of the learning environment of students the site of an interaction. Arends (2008: 95) defines it as, "a strategy to expand participation, to improve interpersonal mutual respect, and to enhance the thinking in the classroom". The learning environment in question is the strategy used by teachers in managing learning. One strategy used is by holding a class discussion. The pattern of discussion in class creates an opportunity for students to learn from each other. If we manage the conditions of diverse student, it can create a pleasant classroom environment.

But otherwise, if it is not managed properly, some students may prefer to keep quiet during the discussion and misunderstanding. They must consider aspects in creating an environment of learning and realize the potential of the students. Jones et al (1991: 125) developed the dimensions to describe classroom environment that supports the learning process as follows:

1. Goals and metaphors that drive learning and instruction
2. Learner characteristics, responsibilities and values
3. Teacher characteristics, responsibilities and values
4. Tasks that define the nature and level of achievement School characteristics (context) that support teaching and learning
5. Principles of sequencing
6. Principles of assessment

After going through the process of meaningful learning in the classroom, students are expected to gain meaningful experience, because the class is "something to students, doing something with students, and being with students" (Ramsey, 2005: 335). Thus, the class situation can shape students' goal orientation (Suprayogi, 2010).

Teachers have a responsibility to do something useful for students. Relationship between teachers and students can be maintained with the support of the class environment. Ormrod (2008: 216) defines class environment as "common psychological environment that characterizes the interaction of the classroom." While Evertson and Emmer (2011: 81) describes the positive classroom environment is "a positive interaction between teachers and students and among students". In line with Marsh, defines a classroom environment that is: "relates to the feeling that permeates a classroom" (Marsh, 2008: 180). Further, Marsh explained that successful classroom environment is friendly and warm.

Environment class needs to be built in such a way that can make students feel comfortable and not the quiet and tense classroom environment. Therefore, teachers need to have a classroom management skills, namely: "the basic requirements for a homeroom teacher wanting to Effectively Achieve his / her educational goals" (Wu et al, 2015). Learning strategies of play can be an alternative learning being able to make students feel happy. Anderson and West (Chang et al, 2011: 1494) describe the environment, "indicate that the group playfulness environment is building on the relaxing and joyful environment of everyday mutual interaction between the group members. And it makes people feel Reviews their work is interesting and they are supported ".

Each class has a different environment. Beetlestone (2012: 185) formulated three important aspects in shaping classroom environment that is:
Physical environment, created through regulation and management of space and resources;

1. Intellectual environment, which provides a level of stimulation and challenge as appropriate;

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2. Emotional environment, in which the student needs can be met

Environment class can be created only if teachers and students are given the opportunity to participate with each other. Students need to be given a challenge to stimulate their capabilities. Teachers can do a model of class discussion to encourage students to articulate their thoughts and arguments. In this way, the "students learn to Evaluate arguments and the make ethical judgments about the practice of public relations in a variety of different Contexts" (Orgod and Spiller, 2014).

Environment class can also be realized with sportive environment because it can encourage the creation of learning success. Beetlestone (2012: 189) emphasized the need to create the fair classroom environment, because the " faair environment is one of state that can make students feel safe to take risks, to experiment without being too often afraid to fail and in which every effort is appreciated" ,

III. Research Methodology

This study uses a quantitative method. Quantitative research is also known as positivism research that is free from values, prejudices, and subjectivity. The selected quantitative method is the study uses a large sample as well as the number of variables is quite a lot. The approach used in the study is the survey design. The population of the study were all students of State Junior Highs School throughout South Tangerang and the target population is all students of class VIII junior high schools in South Tangerang, amounting to 6753 students. To facilitate the withdrawal sampling technique was selected proportionate random sampling technique samples, the number of samples selected at random, but each school has a different number of samples in accordance with the proportion of the sample size calculation. By using the formula Isaac and Michael then it was obtained a sample size of 401 students.

In the study, the independent variable (X) is a pedagogical competence variable (X1), professional competence (X2), and personal competence (X3). While environment variables into a class of dependent variable (Y). The following research paradigm used:

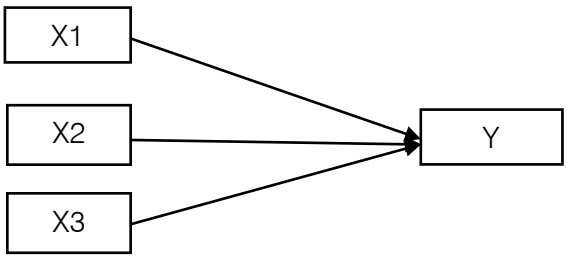


Figure 1: Research Paradigm

IV. Discussion

The independent variables that show the positive influence is the path X1 → Y, X2 → Y, X3 → Y has a positive effect, which means that there are significant pedagogical competence, professional competence and personal competence against the environment. The amount of the effect of each variable are presented in the table 4:10 below:

Table 3: Effect of Pedagogic competence, professional competence, and competence of Personality on the Environment Class

path	standardized	Influence (%)
Pedagogic Competence → Environment Class	0387	14.98
Environment → Class Professional Competence	0524	27.46
Personality competence → Environment Class	0378	14:29

According to the table 2 can be describe that there are only three independent variables that positively affects the class environment variables pedagogic, professional and personal competence. The regression of equation for Environment Class are:

Environment Class = 0387 Pedagogic Competence + 0524 Professional Competence + 0.378 Personality Competence

The coefficient of determination for Environment equation means Class of 0568 Class Environment variability can be explained by the variability of Pedagogical competence, professional competence, and competence Personality of 56.8%. The Partially of three variables, variables of professional competence has the highest influence on the environment of the class of 0524 or 27.46%, followed by pedagogical

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competence by 0387 or 14.98%, and personal competence of 0.378 or 14:29%. The results of the study indicate that the class environment positively influenced by variables pedagogical, professional and personal competence. This means that the more positive perceptions of students regarding pedagogical, professional and personal competence of teachers, the good classroom environment will be more positive or be better.

Professional competence has greater or dominant influence in comparison to other competencies which amounted to 27.46%. It gives the sense that the professional competency of the teacher can manage a good classroom environment as expressed by Richey (1979), one of the criteria in the profession is a professional organization, namely the ability of teachers to foster member, in this case the students. Similarly, as noted on the Laws No. 19 of 2005 said that by the professional competence, teachers have sufficient mastery of subject matter is broad and deep that can guide students.

Through this professional competence, the teacher will be easy to transfer knowledge to the intelligence of the student so that the student will master the theory. Mastery of knowledge by teachers is very important in order to achieve the learning objectives. Professional competence also includes the ability of teachers to appreciate the differences in the classroom as well as understand how to learn and development of students (EENET Asia Newsletters in Supardan, 2015).

In addition to professional competencies that influence classroom environment, other competencies that affect the classroom environment is pedagogical competence. Pedagogical competence has a positive effect on classroom environment that is 14.98%. Pedagogic is educational activity as practical activity. It is the ability to manage learners. Management of such learners include understanding the insights of teachers about the basis and philosophy of education, teachers understand the patterns and diversity of learners, so that it can be designed service strategy of learning, the teacher is able to develop the curriculum, the teacher is able to plan and learning strategies based on competency standards, capable of implementing the learning that educates with dialogic and interactive environment, and is able to carry out the evaluation of learning outcomes, and be able to develop their talents and interests of students.

Pedagogical competence helps teachers to be more effective to find out what he wants to accomplish in each lesson. The results of the study prove that it is important for teachers to have pedagogical abilities so that classes environment can be more conducive. To create a good classroom environment, teachers should be oriented on how students learn. From the positive response shown by the students in the classroom, the teacher can reward the students' active participation. Teachers can manage the classroom environment in a way that motivates students to learn and encourage the learning process. Teachers also need to realize that each class has a different environment, that there are three aspects: the physical, the intellectual and emotional environment (Beetlestone, 2012).

Perceptions of students on the personality competence of the teacher's also influences the environment. Great influence on the environment of personality competence grade of 14.29%. It is in accordance with the theory presented by Beyer (Marsh, 2008) that the personal competence, the teacher becomes a moral agent and values. In this role, it is expected to figure the teacher can be an example for her students. Through good example, it is expected to manage the behavior of students in the classroom to create a supportive environment for learning activities. When the value of an individual's personality goes up, it will go up anyway dignity of the person (Sagala, 2009). The authority of the teacher in the perception of these students will help the formation of a good classroom environment. Values of the teacher's personality can be used as a source of strength, inspiration, motivation, and innovation for students.

There are three types of classroom environment faced by students in the learning process is based on the attitude of teachers towards students, the classroom environment for the authoritarian attitudes of teachers, teachers permissive to classroom environment, and the third class environment of the real attitude of the teacher. An authoritarian attitudes of teachers uses his powers to achieve his objectives without considering the consequences for students. Teachers tend to choose a punishment and a threat to the students to master the lesson. At the permissive teacher, the teacher let the children develop in freedom without pressure of frustration, prohibition, injunction, or coercion. Lessons are always made fun. While the real attitude of the teacher, marked by freedom of students accompanied by controls. Students are given ample opportunity to play freely without being monitored or regulated. It seems that the real teacher attitude better suited for applications in the classroom, because students are given the freedom to think without pressure, but the teacher still provide guidance.

Teachers need to maintain appropriate behavior by applying the rules and procedures consistently, addressing issues in the classroom immediately. The problems that arise in the process of learning should be addressed in dialogue. This allows the interaction of learning that puts students as subjects learned. Students need specific and corrective feedback to find out what they need to improve. Teacher has to understand the difficulties faced by students in learning and other difficulties that interfere in the lives of students. The ability to understand the students is also emphasized by Alexander (Sagala, 2009) which states:

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"No one can be a genuine teacher UNLESS he is Actively sharing in the human attempt to understand men and their word".

Teacher as role models for the students should have the attitude and personality intact that can be used as model in his whole life. Personality possessed by teachers will affect the environment of the classroom, the teacher's personality can be observed and studied. Students will observe and study the attitudes of teachers in the classroom, for example, teachers who have a personal faith and piety, he will start learning to pray first. Prayer is done by all students in the class, will create conditions quiet and comfortable classroom so that all students can be ready for learning. In contrast to classroom conditions that there is not prayer in the beginning, it will be noisy classroom conditions, even some of the students do not know when the teachers have been in the classroom, these conditions does not strongly support the learning process.

V. Postliminary

Pedagogic, professional, and personal competence influences on the classroom environment. It shows that three variables have given significant meaning for the creation of a good classroom environment. Same perception of students regarding competency of teachers turned out to affect the classroom. The most dominant Teacher competency influencing classroom environment is professional competence. It is the ability of teachers in the mastery of the deeply and widely theory. By the competency of the teacher, the teacher will establish classroom environment such that students feel comfortable learning in the classroom.

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