
CORRELATION BETWEEN COMMUNITY IMAGE OF MADRASSA WITH PROFESSIONALISM OF ENGLISH TEACHERS AND STUDENT LEARNING ACHIEVEMENT

Moch Sholeh

Institut Agama Islam Bunga Bangsa Cirebon, Jawa Barat, Indonesia

ARTICLE INFO	ABSTRACT
Received: 5-02-2022	Effective education is the occurrence of the teaching and learning process by fulfilling the main elements, namely teachers, students, and madrasahs or schools, where the teaching and learning process and other supporting infrastructure facilities such as community support, especially parents of students, to get a good image of the community. The effectiveness of the teaching and learning process will greatly affect the overall image of education, of course. The purpose of this research is to describe the professionalism of teachers and the English language skills of students 2. Depicting the image of the community against the image of Madrasah 3. To prove the correlation between teacher professionalism and students' English language skills with The Community Image of madrasah image Tsanawiyah Arjawinangun. This research was conducted using quantitative methods with a statistical approach through the SPSS 11.5 program, with the following stages: determination of the location and time of the study, data collection through observation, interviews, and documentation studies, determining data sources with several informants related to research problems, as well as conducting data analysis on the existence of a correlation between variable-variables studied. The results of the study found the following findings: 1. The professionalism of English teachers and student learning achievement in MTs Negeri Arjawinangun is quite good. 2. Public image of MTs N Arjawinangun image is good with indicators of the number of people who register their daughter's son to MTs Negeri Arjawinangun and 3. Correlation between Community Image of Madrasah image with Teacher Professionalism and Student English Learning Achievement by 0.72. This means that the correlation value above shows that there is a positive correlation between the professionalism of English language teachers and students' learning achievements to the public image of madrasa imagery.
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Corresponding Author: Moch Sholeh
 E-mail: msholeh020495@gmail.com


INTRODUCTION

Education is a process to change human behavior or the process of delivery and acquiring knowledge and habits through teaching or by learning it. In general, education is defined as ". the total process of developing human abilities and behaviors, drawing on almost all life's experiences." (Sari, 2013) or (All stages of developing human abilities and behaviors and also the process of using almost the entire experience of life) (Sumantri, 2014). In the large dictionary of Indonesian (Kbbi,

2016), education is interpreted as the process of changing the attitude and behavior of a person or group of people to mature humans through teaching and training efforts. Simply put, education requires a change in the cognitive realm that can develop logical / intelligence skills, the effective realm has good ethics/judgment and morals and the psychomotor realm can bring out soul skills and hard work.

Education is effective if there is a change in people's behavior. Aspects of behavior include ideas, knowledge, norms/ethics, values, attitudes, skills, and understanding. Thus all parties agree that education is the primary human effort in realizing its human ideals, further education cannot be separated from the learning process (PBM) and this teaching and learning process takes place if it meets the main elements, namely teachers, students, and schools, where the teaching and learning process and other supporting infrastructure facilities such as community support, especially parents of students, for PBM Can run effectively and get a good image of the community. The effectiveness of the teaching and learning process will greatly affect the overall image of education (Supriatin & Nasution, 2017).

Considering the history of nations that prioritize the importance of the education sector targets its national development goals, finally, they became the leading nation, let's call Japan a country that in 1945 was destroyed by the allies, Japan's two largest cities namely Nagasaki and Hiroshima as a symbol of the glory of the Japanese nation destroyed in the atomic bomb. But in less than a quarter of a century the country rose and advanced again only because of the appreciation of Hirohito (emperor of Japan) who shortly after the bombing immediately calculated how many teachers were left and survived the bomb. Not to mention the Americans with John F. Kennedy so greatly appreciate the teachers (Wilkins, 2009).

Even according to (Sumarna, 2008) the problem of high appreciation of the Malaysian government and Vietnam is against teachers, namely: Neighboring Countries are now far above us in various sectors, especially the education sector. Maybe soon Indonesia which is a great peace-loving country will be left out by a conflict-filled country at the level of Vietnam that is so consensual to pay attention to the fate of teachers, through Ho Chi Minh, Vietnam has put state development in the education sector. He called it: No Teacher No Education, and so No Civilization.

From the above exposure can be assumed that the failure of education in Indonesia is integrally dominated by the lack of government appreciation of teachers (Watts, 2002). Whereas according to (Mohammad, 2003) it is stated that in the overall education activities at the operational level, teachers are determinants of educational success through their performance at the institutional, instructional, and experiential levels. It means that teachers have a very strategic position in the nation's development efforts. In line with his main duties as an educator in schools, teachers perform educational performance tasks in guidance, teaching, and practice. All these activities are strongly related to the development of learners through transparency, the creation of a conducive educational environment, guiding, teaching, and training of learners as elements of the nation. Professional teachers have a spirited spirit and have strong national values as well as will be a good example and environment for the realization of the soul, spirit, and national values of learners.

Understanding the importance of the function and role of teachers in national development, the Indonesian government is starting to realize. The existence of the Indonesian government that began to be limited to the education sector was marked by the birth of the law on the National Education System No.20 of 2003 (Idzhar, 2016).

The purpose of national education that wants to be achieved is to develop the potential of learners to become human beings who believe and fear God Almighty, be noble, healthy, knowledgeable, capable, creative, and become democratic and responsible citizens. To realize this goal, of course, it is needed that educators who are professional, creative, innovative, and nationally minded, practice karma and have high faith and piety to Allah SWT.

The purpose of national education is basically to have the same substance as the purpose of Islamic education as stated by (Arifin, 2017) that "The general purpose of Islamic education is the formation of perfect Muslims, taqwa, faith and those who worship Allah SWT. The perfect Muslim is

a strong, healthy, skilled Muslim, able to solve problems quickly, precisely, scientifically, and philosophically and carry out Allah's commands and shun His prohibitions.

The success of national education goals and Islamic education goals are the hopes and ideals of all Indonesians. Because Islamic education is a subsystem of national education. A subsystem of Islamic education has special goals that must be achieved, and the achievement of these goals will support the achievement of the overall national education goals that become its supra system (Furchan, 2004).

In Indonesia, Islamic education is under the Ministry of Religious Affairs of the Republic of Indonesia. Islamic educational institutions from RA, MI, MTs, MA, and PTs levels both public and private and boarding schools. All of them are assets of the configuration of the national education system. The existence of these educational institutions. It is expected to be a treasure of Islamic education and can build and empower Muslims in Indonesia optimally. But in reality, these institutions do not have a wide opportunity to compete in building these great person. And in general, the image of the educational institution in question is still not getting attention from the government Its existence seems to also indicate that Islamic educational institutions in Indonesia are full of lags, setbacks, and unclear conditions. It's as ironic as it sounds. In a large Muslim community, Islamic educational institutions lack the opportunity to develop optimally.

The main criticism of Islamic education today is its normative tendencies. Starting from the formulation of the goal until the content is "melange." In a sense, those formulas tend to be theocentric and abstract. This is not invalid but tends to ignore the real reality that is precisely where learners live and interact. Meanwhile, the methodology used to approach religious material tends to be indoctrinated. In this context, it is necessary to rethink Islamic education, Islamic education must always be associated with the historical reality of man (Arifin, 2017).

The indoctrination model is almost the same as the concept of knowledge as food, as Sartre criticized. The idea of knowing is to eat is parallel to the spirit of indoctrination. Knowledge of this model should be given to learners. It is not born from the creative efforts of its learners. Implicitly, this model presupposes learners as passive beings, or objects, not subjects.

Meanwhile, the image of the community against madrasahs is often identified with traditional second-class educational institutions, old schools, not advanced, slums, and other negative images that are not appropriate, still often addressed to madrasahs or Islamic educational institutions. The image of such madrasahs must be changed through performances and demonstrations of evidence. To realize an outstanding madrasah needs strategic steps that must be developed by madrasahs. The development of madrasah must be effective so that there is an acceleration of the improvement of the quality of madrasah

Madrasahs are no longer religious schools. In continuation of the government's determination to integrate the national education system, the definition of madrasah is shifting, if not fundamental change. Through the 1989 UUSPN and several regulations that followed, madrasahs were defined as "public schools characterized by Islamic religion" With the new definition, madrasahs underwent quite fundamental changes, both in terms of institutional, curriculum, and teachers. In terms of institutions, madrasahs are no longer religious educational institutions, but public education institutions with the same position as other schools in terms of curriculum, madrasahs teach the same material as other public schools in terms of teachers, madrasahs (expected) have teachers with the same skills as public schools. With these equations, practically the only difference is the "distinctive features of Islam" attached to the madrasah.

Not all experts and practitioners of Islamic education welcomed the change of madrasah from a religious school" to a "public school characterized by the religion of Islam." The welcome is not entirely enthusiastic considering that there are still some people who view madrasahs solely as institutions of religious education in the traditional sense. In their eyes, the change is expected to eliminate the identity of madrasahs that have been synonymous with the study of religious sciences. In history, as Zamakhsari Dhofier noted, the madrasah is indeed a further development of nggon ngaji,

qur'anic school, and pesantren. Removing that identity and replacing it with another is, of course, the same as uprooting a madrassa from its roots.

Namun tidak semuanya sependapat dengan pandangan di atas. Sebagian Ahli mempunyai The view that the change should be viewed as a logical implication of the modernization of madrassas that have been implemented. To borrow the term Karel A. Steenbrink, the change was described as the development of Islamic education from "pesantren, madrasah, school." Furthermore, the change is expected to undermine the spear of educational dualism that has been considered the culprit of the low quality of education in Indonesia.

Although several arguments have been submitted, the change still raises question marks in the minds of Indonesian Islamic education experts and practitioners and the public. What's behind the government's goal of changing that definition? Do you want to erode religious education from society? It should be emphasized that so far madrasah has carried out its traditional function well, namely as a medium of transmission of religious sciences, custodian of religious traditions that live amid society, and clerical printers.

The urgency of the middle of the views and assessments of this community. It is intended to base the foothold of madrassa development so that efforts to improve the quality of the education system that takes place in madrassas can truly meet the growing aspirations in the community. If we look at the views and assessments of the madrassa in the last two decades, we can distinguish it into three groups as follows, The first group, considering and maintaining madrasahs is expected to still serve as a place to prepare capable and skilled Islamic cadres as religious guides and "practitioners" in the community.

The reason that main reason for parents to send or put their children to madrasahs is to study and explore religion The guarantee of future and employment for their children for this group is not so much in question.

Based on these thoughts and views, the group wants that whatever steps are taken in the renewal of madrasah education such as the renewal of the teaching system and curriculum, should not shift or eliminate the main role and function of the madrasah as an institution for learning and studying religion. For this group, if the content of the madrassa curriculum has referred to secular education and its salaf aspects are lost and thus madrassas are no longer able to lead their children to mastery of religious science, then they can't be willing to put their children into madrassas. According to them, if they want to study they go to the madrassa. According to them, if you want to learn and explore general knowledge why not choose a public school only whose quality and learning facilities are relatively better than madrasahs.

On the other hand, the group also argues (and believes) that historically madrasahs were the "identity of Indonesian Muslims" (read: santri group). When Indonesia was oppressed for centuries by the invaders, through educational institutions called pesantren and madrasahs, Indonesian Muslims have proved themselves able to maintain their self-esteem, dignity, and aqidah.

This includes representing the views of this group is the former Minister of Religious Affairs who served twice in a row during the New Order, Prof. Dr. Munawir Sjadzali, MA. He is a key figure behind the birth of Madrasah Aliyah Agama (MAK) which in his time was still named Madrasah Aliyah Special Program (MAPK); A "pilot project" of the Ministry of Religious Affairs that provides lessons on 70% religion and 30% general. This program aims to print people who have specialized expertise in the field of religion-related to the dimensions of ukhrowiyah in other words, aims to print the seeds of excellent scholars Graduates of this program are expected to meet the targets of traditional functions of madrasah in the past in addition to being a quality human resource (input) for IAIN.

In the Qur'an, it is mentioned that man occupies the position of caliph on the face of the earth as reflected in Q.S. Al-Baqarah: 30, which reads man will be able to defend his caliphate if he is equipped with the potential that allows him to do so. (Maxum, 1999), p. 45). The purpose of human life is to obtain the pleasure of God. If so, the ultimate goal of Islamic education is a human being who is Allah SWT, that is, a human being who carries out his ideal role as a servant and caliph of Allah perfectly. (Here Noer Aly, 1999), The position of the curriculum here can be placed in guiding

instruction (direction & guidance) and must also be able to occupy the role of anticipatory tools, which are tools that can predict the future. (Subandijah, 1996).

So the curriculum is a very important component because it is the materials of science that are processed in the Islamic education system. It is also one part of the input material that contains functions as a means of achieving the purpose (instrumental input) of Islamic education. (Here Noer Aly: 1999), p. 78.) The educational curriculum itself aims to contribute to achieving a comprehensive and integrated development for the individual student, unmasking his talents and willingnesses and developing them, developing the desired interests, skills, knowledge, skills and attitudes; instilling in him the habits, morals, and attitudes essential to his success in life and the basic skills to acquire knowledge, preparing him to assume the responsibilities and roles expected of him in his society, and developing religious, cultural, social and political awareness of himself (Umar Muhammad Al-Toumy Al-Shaibany, 1997). But today, the author notices, in addition to the problem of dualism or dichotomy of education that has been a problem that has not been resolved until now, the author also saw that Islamic education in Indonesia, especially in madrassas, is also still found the gap between what should be with real reality or between mind and fact. In madrassas, the problem is the reduced proportion of religious education. The madrassa curriculum was originally 60% religious and 40% general, changing to 30% religious and 70% general. (Darmuin, 1998, p. 82).

The steps in question must be considered by madrasah people to improve the image that is not appropriate and lift its image into a superior madrasah. Among them is madrasah must have professional teachers who assess and reporting of student achievement, especially the intensity of English communication skills both in the madrasah environment and outside the madrasah environment. In addition, the vision and mission of the madrassa must be clear, a professional principal, a conducive environment, good student religious behavior, strong management, and a broad but balanced curriculum and involve parents and the surrounding community in particular. (Imam Sujarwo: 2009).

However, it should be considered that the establishment of higher passing grades (e.g. 65 or 70) for core subjects such as English and mathematics, as these two subjects (without prejudice to the importance of other subjects) are "the key door of other knowledge. Other indicators are the value of daily replay results, mid-semester replays, general repeats of semesters and average report scores of all lessons are good, which is at least 7.00 especially grades in the UN such as English, Mathematics, Indonesian, and IPA as well as Religious subjects (Akhlak Creed) and the daily attitude of students both in the school environment and in the community, used to measure students' religious behavior. Meanwhile, the indicator of the high image of Madrasah is the number of elementary students or MI who apply to enter the educational institution (Input), the teaching and learning process is conducive and actively following activities in the community as well output or qualified graduates. Related to Citra (Rahmat Kriyantono, 2008) stated positive image means the credibility of an organization/institution (education) in the eyes of the public is credible (good). This credibility includes two things, namely 1. Expertise in meeting the needs, expectations, and interests of the public. 2. Trustworthy to remain committed to maintaining the common interest to realize the social investment, which is the programs shown to support social welfare.

Referring to the understanding of the image or image above, Theoretically, the image of either the community against an organization or educational institution will be related to the high professionalism of teachers and related to students' learning ability otherwise the poor public image of an organization or educational institution will be related to the low level of teacher professionalism and low quality of student learning. He said. The better the image of an educational institution has implications for the quality of teacher professionalism in an educational institution that has a direct relationship with students' learning ability.

Facts in the field show that English teachers in Arjawinangun State MTs are all of undergraduate education (S1) English Education and their percentage of attendance is satisfactory enough to be quite satisfactory above 80% so that they are classified as diligent and active teachers but the ability to learn English students are low with indications of the intensity of communicating in English is very rare and

average daily values, Midterm grades and semester values objectively turned out to below. The low ability of students in English can have an impact on the poor image of the madrasah in the eyes of the community and the poor image of the madrassa is likely caused by the inability of students in speaking English and may be due to the low professionalism of English teachers in the teaching and learning process with the following indications:

1. English teachers do not speak fluent English so the intensity of communicating English is very rare.
2. English teachers have never tried the TOEFL test, even though the test can be used as a measure of a person's ability to speak English. The standard TOEFL score size is at least 450 for a British language teacher.
3. English teachers still do not have a broad and in-depth knowledge of linguistics.
4. English teachers have not had the enthusiasm of teaching English and have not been able to apply the English learning model appropriately.

Against this background, this research is intended to prove the extent of the correlation between the Professionalism of English Teachers and the English language skills of students with public images about Madrasah Imagery in Arjawinangun State MTs.

METHODS

Departing the purpose of the research is to prove the extent of the correlation between the professionalism of teachers and the language skills of Ingres students with the public image of madrasah images in MTs Negeri Arjawinangun (MTs N 3 Cirebon). In research is Ex Post Facto. This study aims to find the relationship between the free variable (X) and bound variable (Y) thus this study is also called Correlational Research (Sugiyono, 2007).

Ex-post facto research is a study whose free change characteristics have been owned by subjects before this study was conducted (Donald Ary, et al:1982:382)

According to Latunassa, correlation studies aim to determine the relationships between variables and make those relationships to make predictions (Suharsaputra, 2012). Meanwhile, according to (Arikunto, 1991) correlation research aims to find out the relationship and if there is how big the relationship is.

RESULTS AND DISCUSSION

A. Professionalism of English teachers and English language skills of students at MTs Arjawinangun

To find out how the professionalism of English teachers and English language skills students in Arjawinangun Country MTs, the author conducted research through questionnaires and documentation. Each data is described to know a clearer picture of the characteristics of the data. The description of the data presented is Mean (Me), modus (mo), and standard deviation (SD) deviation from each research variable. In addition, there is also a distribution of frequencies and histograms of each variable.

Before displaying the frequency distribution and histogram of each variable. First, the author presented the research that the author has collected from 4 English teachers, 220 students of Arjawinangun State MTs, and 20 community leaders (who in there are religious figures, political figures, traders, and ordinary people), while the research data is as follows:

1. Professionalism of English teacher MTs Arjawinangun Country

The instrument used to uncover the professionalism variables of English teacher MTs Negeri Arjawinangun is a closed box with 25 items. The score used in the market is 1-5. The highest possible score is 125 while the lowest possible score is 25. From the data collected, it turned out that the highest score was 104 and the lowest score was 96.

From the results with the help of the SPSS 11.5 program and based on the distribution table above obtained the mean price (M) of 99.25; medium (Me) of 98.50; Because the mode value (Mo) that appears with more than one value, the smallest value displayed is 96, and the standard deviation (SD) is 3,024. Based on the mean, median, and mode prices, there are the same values, namely medium and mode values. Where is $Mo < Me < M$? so thus the score shows

a negative squint curve. The professionalism score of English teacher MTs Negeri Arjawinangun is above the average (M) of 25% and below the average (M) of 75%. This means that 5 Teachers of English MTs in Arjawinangun State have a teacher professionalism score above average and 15 teachers of English MTs in Arjawinangun Country have a teacher professionalism score below the average score.

2. English language skills of Arjawinangun Country MTs students

In uncovering the variables of English language skills of Arjawinangun State MTs students used documentation techniques, namely by looking at the value of English lessons in the even school year 2009/2010. The score is used from 10-to 100. The highest possible score is 100 while the lowest possible score is 10.

From the results with the help of the SPSS 11.5 program and based on the distribution table above obtained a mean price (M) of 81.80; medium (Me) of 81.50; mode (Mo) is 81, and the standard deviation (SD) is 1,881. Based on the mean price, medium, and mode it turns out that their respective values are not the same. Where is $Mo < Me < M$? so thus the score shows a negative squint curve. The English proficiency score of Arjawinangun MTs students is above the average (M) of 50% and below the average (M) of 50%. This means that 110 students have English proficiency scores that are above average and 110 students have English proficiency scores that have scores below average. While the highest frequency is located at the value of 81, which is as many as 55 students so that the presentation is 25%, then the histogram of the frequency distribution of English language proficiency scores of Arjawinangun MTs students can be seen in the following image. ;

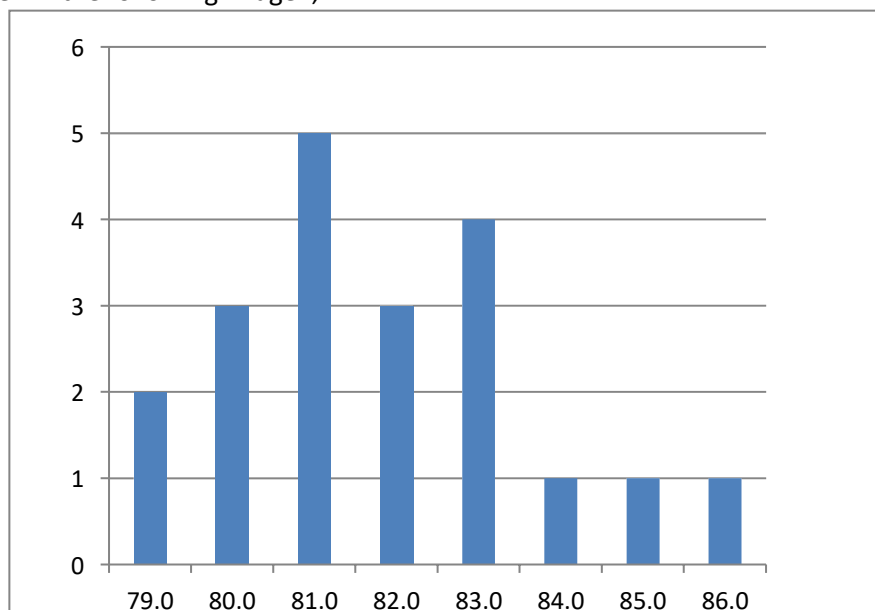


Figure 1
Histogram distribution frequency language skills of Arjawinangun Country MTs students

3. Public image of madrassa image

From the results with the help of the SPSS program 11.5 and based on the distribution table obtained the mean price (M) of 99.95; medium (Me) of 98; Mode (Mo) is 98, and the standard deviation (SD) is 13,839. Based on the mean price, medium and mode it turns out that there is the same value, namely the medium value and mode. Where $(Me - Mo) < M$ so thus the score shows a negative squint curve. The public image score on the image of Arjawinangun State MTs is above the average nta (M) of 45% and below the average (M) of 55%. This means that 9 Arjawinangun community leaders have an image score about the image of Arjawinangun State MTs above average and 11 Arjawinangun community leaders who have an image score about the image of Arjawinangun State MTs below the average value. While the highest frequency is

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located at the value of 98 which is as much as 2 so that the percentage is 10%, then the histogram of the distribution of frequency of community image scores about the image of MTs Arjawinangun Country can be seen in the following image.

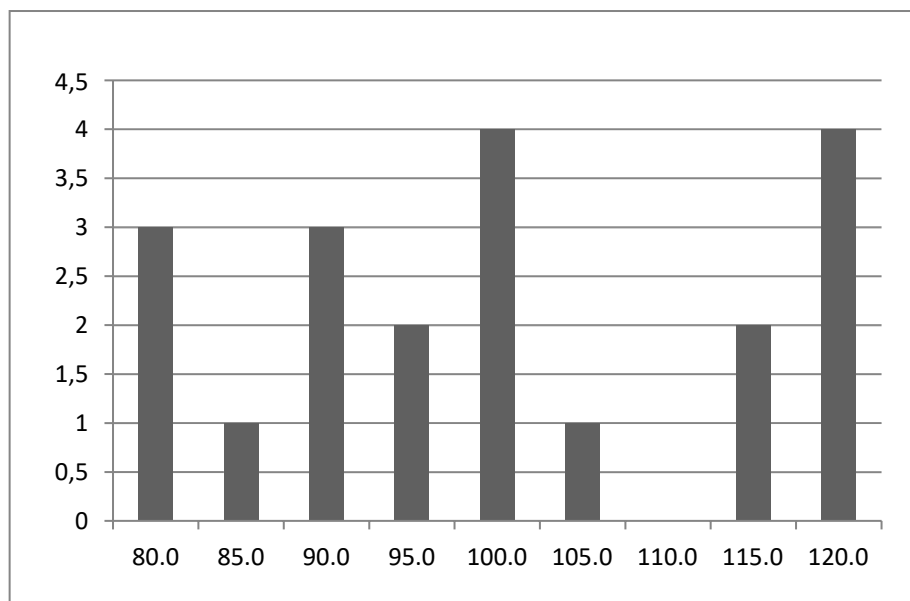


Figure 2

Histogram distribution of frequency of public image scores about arjawinangun state MTs image

The correlation coefficient between X and Y was found to be $r_{x_1y} = 0.717$. This value is far above the value of r_{table} , which shows that between the professionalism of English teachers and the public image of the madrasa there is a meaningful relationship. Thus, the two variables cannot be separated in real terms.

Between X_2 and Y found a correlation coefficient of $r = 0.542$, above a small number of r_{table} values. These findings show that between the English language skills of Arjawinangun MTs students and the public image of madrasa imagery, there is a meaningful relationship.

Between the variable professionalism of English teachers (X_1) and the English language skills of Arjawinangun State MTs students (X_2), there is a meaningful relationship. The correlation coefficient between the two variables is $r = 0.759$, well above the value of the r_{table} .

a. Test the First Hypothesis

The first hypothesis in the study is that "there is a significant relationship between the professionalism of English teachers and the public image of the madrasa image of MTs Arjawinangun State" The test was conducted based on the magnitude of the correlation coefficient between the two variables.

The correlation coefficient between the professionalism of English teachers (X_1) and the public image of the madrasah image of MTs Arjawinangun Country (Y) using the product-moment correlation formula based on the table above obtained $r_{x_1y} = 0.717$, this value is greater than the value of r_{table} at the level of significance of 5% $N=20$ which is 0.444 and 1% is 0.561, thus it can be concluded that the relationship of X_1 (professionalism of English teachers) with Y (community image of madrasah image) exists. A very meaningful relationship.

The calculation of the $t_{observed}$ obtained from the results of t_{table} turned out to be greater than the t_{table} or $t_{observed} > t_{table}$. Thus it can be concluded that the null hypothesis (H_0) was rejected and the hypothesis submitted (H_a) tested the truth or it can be said that the relationship is positive between the professionalism of the English Teacher (X_1)

and the public image of the Madrasah Image (MTs of Arjawinangun Country (Y). This means that the first hypothesis is tested.

Coefficient of determination variable professionalism of English teachers with community image about the image of madrasah MTs Arjawinangun Country

(Y) adalah 51,55 % yang diperoleh dari hitungan $r^2 \times 100\%$. Ini menunjukkan bahwa 51,55% variasi terjadi pada variabel variabel image masyarakat tentang citra madrasah (Y) di tentukan oleh variabel profesionalisme guru bahasa Inggris MTs Negeri Arjawinangun (X), sisanya 48,45% ditentukan oleh variabel bebas lainnya.

b. Second Hypothesis Test

The second hypothesis reads: "there is a significant relationship between students' English language skills with the public image of the madrasa image of arjawinangun state MTs." The correlation coefficient between the English language skills of Arjawinangun MTs students (X_2) and the public image of madrasah imagery (Y) was analyzed using the product-moment correlation formula based on the table above obtained $r_{x_2y} = 0.759$, this price is greater than the table value at the significance level of 5% N-20 which is 0.444 thus it can be concluded that the relationship of students' English skills (X_1) with the public image of the madrasah image of the Arjawinangun State MTs (Y) is there. A very meaningful relationship. From the calculation of the pricer obtained from thang results turned out to be greater than the pricer on the table or $T_{hitung} > T_{tabel}$ Thus it can be concluded that the null hypothesis (H_0) was rejected and the proposed hypothesis (H_a) tested the truth or it can be said that the relationship is positive between the English language skills of students (X_2) and the public image of the image of Madrasah MTs Arjawinangun State (Y). This means that the second hypothesis is tested.

The coefficient of determination of student English language ability variables with community image of madrasa image MTs Negeri Arjawinangun (Y) is $r^2 \times 100\%$ 57.61% This indicates that 57.61% variation occurs in the public image variable about the image of madrasah MTs Negeri Arjawinangun (Y) determined by the student's English proficiency variable (X_2), the remaining 42.39% is determined by other free variables.

c. Test the Third Hypothesis

The third hypothesis reads: "there is a significant relationship between the professionalism of English teachers and the English language skills of students together with the public image of the image of Arjawinangun Country MTs". The following is shown in the table of the results of the double correlation analysis.

The coefficient of double correlation between the professionalism of English teachers (X) and the English language skills of students (X_2) together with the public image of the madrasa image of MTs Arjawinangun Country (Y) is analyzed using the double correlation formula obtained by the results of the calculation with the help of the SPSS program 11.5 by 0.717, this price is greater than the value of the table at the significance level of 5% N-20 which is 0.444 thus it can be concluded that the relationship between professionalism English teachers (X_1) and students' English skills (X_2) with a community image of the madrasa image of Arjawinangun State MTs (Y) there is very meaningful.

From the calculation of the pricer obtained from thung results turned out to be greater than the price on the table or calculate the $> fund$. Thus it can be concluded that the null hypothesis (H_0) is rejected and the proposed hypothesis (H_a) is tested for truth or it can be said that the relationship is positive between the professionalism of the English teacher (X_1) and the English language skills of students (X_2) together with the public image of the madrasa image of MTs Arjawinangun Country (Y), meaning the second hypothesis is tested.

The coefficient of determination variables of professionalism of English teachers (X_1) and English language skills of students (X_2) with a public image of the madrasa image of MTs Negeri Arjawinangun (Y) is 51.40%. This shows that 51.40% of the variation occurs in variables with the public image of the madrasa image of MTs Arjawinangun State.

determined by the English teacher's professionalism variables (X_1) and students' English proficiency (X_2), the remaining 48.60% is determined by other free variables.

The description of the data of the results of the study showed that there were 25% of the research subjects of English teachers had excellent professionalism and 50% had good professionalism. This is because more than 50% have good professionalism.

Furthermore, the results of the study Looking at the professionalism of English teachers in MTs Negeri Arjawinangun today can also illustrate that the professionalism of English teachers needs to be further improved, this illustrates also the initial skills that English teachers still need to get attention.

In addition, it was seen that 50% of the research subjects on English language skills of Arjawinangun State MTs students were very good and 25% of students who had good English skills, the remaining 25% of students were considered to have sufficient English language skills. This shows that the English language skills of students in Arjawinangun State MTs are generally good at 75%. This is because more than 50% have good English skills.

Seeing the English language skills of students in Arjawinangun Country MTs today can also illustrate that English language skills need to be further improved, this also illustrates the initial English language skills that arjawinangun MTs students still need and need to get attention.

Furthermore, it was seen that 50% of the subjects of public image research about the image of Arjawinangun Country MTs were very good and 30% had good images. This illustrates that the public image of Arjawinangun State MTs is generally good at 80%, thus it can be concluded that the public image of the image of Arjawinangun Country MTs is good. Correlation between the professionalism of English teachers and the English language skills of students with the public image of madrassa imagery 1. The relationship of professionalism of English teachers with the public image of the madrassa image of MTs Negeri Arjawinangun Cirebon Regency.

The results of this study showed that the variable relationship of professionalism of English teachers with the public image of the madrassa image of MTs Negeri Arjawinangun Cirebon Regency had a positive relationship. This is evidenced by the analysis of the product correlation of the moment and the analysis of the parcel correlation obtained greater than the fable, namely r product moment 0.717 and r parcel 0.559 at the level of significance of 5% with $N=20$ of 0.444.

The results of the study are based on theoretical studies that have been outlined in Chapter II that the public image of the madrasah image of Agawinangun State MTs is influenced by the teacher's self-characteristics, the habit of speaking the word teacher, the environment around the residents, mastery of good communication, and flexibility in getting along therefore in the recruitment of teachers in this case English teachers need to pay attention to things as mentioned above, So that in working on the task of educating the nation's children will produce good quality learning. So the results of research that mention there is a positive relationship between the professionalism of English teachers and the public image of the madrassa image of MTs Negeri Arjawinangun Cirebon Regency is proven to be true. 2 Relationship of students' English skills with community image about the madrassa image of MTs Negeri Arjawinangun Cirebon Regency.

The results of this study showed that the variable relationship of students' English language skills with the public image of the madrasah image of MT's Negeri Arjawinangun Cirebon Regency was positive. This is evidenced by the analysis of product-moment correlation obtained greater than Isabel which is r product moment 0.542 while the table at the level of significance of 5% with $N = 20$ of 0.444.

The results of the study are based on theoretical studies that have been outlined in chapter II that students' English skills are influenced by personality characteristics, environments that are about supporting (image of the school community), the habit of

speaking English, mastery of English grammar, and tenacity in learning. Therefore, in the recruitment and admission of new students need to pay attention to things mentioned above, so that in learning activities during the day students will be excited and always show enthusiasm. So the results of research that mention there is a positive relationship between students' English language skills and community image about the image of MTs Negeri Arjawinangun Cirebon Regency is proven to be true. 3 Relationship of professionalism of English teachers and English language skills of students together with community image about the image of MTs Negeri Arjawinangun Cirebon Regency.

The results of this study showed that the variable relationship between the professionalism of English teachers and the English language skills of students together with the public image of the image of MTs Negeri Arjawinangun Cirebon regency has a positive relationship. This is evidenced by the analysis of the double correlation obtained greater than the Table which is 0.717 while the table at the level of significance of 5% with N-20 is 0.444.

The results of the study are based on theoretical studies that have been outlined in Chapter II that the public image of madrasah imagery is influenced by the character of the teacher's personality, the habit of speaking the word teacher, mastery of the field of work, professionalism in teaching English communication, therefore in the recruitment of teachers in this case English teachers need to pay attention to things as mentioned above, So that in working on carrying out educational tasks will produce quality and output of good learning outcomes. So the results of research that mention there is a positive relationship between the professionalism of English teachers and the English language skills of students with the image of the community about the image of MTs Negeri Arjawinangun Cirebon regency is proven to be true.

CONCLUSION

The results of the study are based on theoretical studies that have been outlined in Chapter II that the public image of madrasah imagery is influenced by the character of the teacher's personality, the habit of speaking the word teacher, mastery of the field of work, professionalism in teaching English communication, therefore in the recruitment of teachers in this case English teachers need to pay attention to things as mentioned above, So that in working on carrying out educational tasks will produce quality and output of good learning outcomes. So the results of research that mention there is a positive relationship between the professionalism of English teachers and the English language skills of students with the image of the community about the image of MTs Negeri Arjawinangun Cirebon regency is proven to be true.

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