



Relationship between Academic Qualification and Madrasah Accreditation with Community Interests in Madrasah Tsanawiyah Private Vocational School, Pematangsiantar City

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Abstract: *This study aims to determine: 1) the relationship between the academic qualification with public interest in MTs Privat Pematangsiantar, 2) the relationship between accreditation madrasah with a public interest on MTs Privat Pematangsiantar, and 3) the relationship between academic qualifications and the accreditation madrasah together -similar to the public interest in private MTs Pematangsiantar. This research is a quantitative research, with a kind of correlation research. This study was conducted in eight (8) Private MTs Pematangsiantar namely MTsS MESRA, MTsS Khoirotul Islamiyah, MTsS Guppi, MTsS Madani Al Islamiya School, MTsS Ibnu Sina, MTsS Fathul Islamiyah, MTsS YPI, MTsS Al Khairiyah. The population is 992 people and the research sample is 277 people. The result showed : 1) a positive and significant correlation between the academic qualifications with the public interest that the value of the correlation coefficient is 0.248, 2) a positive and significant correlation between accreditation madrasah with the public interest that the value of the correlation coefficient is 0.571, and 3) a positive and significant relationship between the academic qualification and the accreditation madrasah with the public interest that the value of the correlation coefficient 0.574.*

Keywords: *academic qualifications; accreditation Madrasah; public interest*

Education is a very interesting world to be discussed and studied. Various problems are popping up more and more. It cannot be separated with the growing development of human thought in seeing the phenomena that occur and human awareness of the importance of education. Various changes that are always developing make humans are required to actively solve problems that occur.

Fattah (2013: 35) explains, awareness of the importance of education that can provide hope and better possibilities in the future, has encouraged various efforts and attention from all walks of life towards every move and development of education. Education as an effort in order to improve the quality of human life, in essence aims to humanize humans, mature and change behavior, and improve quality for the better.

According to the Consortium of Educational Sciences in Sagala (2007: 9-11), which forms the body of educational science starting at the philosophical, psychological, and socio-cultural basis illustrates the details of the object of educational science studies. There are five core components of education as follows: curriculum, learning, educating and teaching, educational environment, and assessment, is a component of education that deals with knowing the objectives to be achieved through these interactions have been realized in students. The five core components of education are important educational administration and management components and have a significant contribution to the quality of education.

Interest is one of the psychological factors that are very important for a person's progress and success. Someone who is interested in a particular profession will get better results than

those who lack or are not interested in the job, with the interest in someone to do something to achieve what they want and what is expected.

Currently educational institutions especially madrassas compete to attract the interest of the community. Communities as users of educational institutions are expected to be more wise and prudent in choosing educational institutions. Quality is the main element considered by the community.

Mastuhu (2003: 30) states, the parameters for a quality educational institution, yaitu; (a) The development of an academic paradigm, and also academic insight in educational institutions, (b) Accountability, (c) Self-evaluation, (d) Accreditation, (e) Competence, (f) professional HR, (g) Libraries and laboratories that are adequate, and (h) Academic environment.

From the indicators above about the quality parameters of education, the madrasa educational institutions that play a role in educational service activities and human resource development must have advantages that are prioritized in these educational institutions. In other words the quality of education in the education unit has the meaning of producing and giving the best.

Aji Sofanudin's research (2012: 387) concluded that the community's interest in choosing madrassas to include their children in Madrasah Tsanawiyah in Magelang and Demak Regencies was by paying attention to aspects of community assessment and management of madrasahs through (1) Establishing a positive image of madrasahs in the community, (2) increasing madrasah achievements; academic and non-academic, (3) Intensification and Extensification of Madrasa Publications, (4) Excellence programs oriented towards community needs, and (5) Fulfillment of National Education Standards (SNP), and (6) Attractive madrasa packaging.

According to Kunandar (2007: 51-52), academic qualifications are the minimum level of education that must be fulfilled by an educator as evidenced by a diploma and / or certification of relevant expertise in accordance with applicable laws and regulations.

Tabel 1. Condition of Pematangsiantar Private Tsanawiyah Madrasa

Madrasa Name	Acreditation	Teacher of S1	Total of Students
MTsS MESRA	B	95 %	332
MTsS Khoirotul Islamiyah	B	100 %	215
MTsS GUPPI	B	100 %	91
MTsS Madani Al Islamiyah School	B	90 %	110
MTsS Ibnu Sina	B	100 %	45
MTsS YPI	B	100 %	72
MTsS Al Khairiyah	B	100 %	73
MTsS Fathul Islamiyah	B	86 %	54

II. Literature Review

Menurut According to Saleh and Wahab (2004: 263-264) interest can be defined as a sense of preferability and a sense of attachment to a thing or activity, without anyone asking. Interest is basically the acceptance of a relationship between oneself and something outside of oneself. The stronger or closer the relationship, the greater the interest. The same opinion also states, interest means a tendency to pay attention and act towards people, activities or situations that are the object of that interest accompanied by feelings of pleasure.

In addition, Dalyono (1997: 56) states that interest can be expressed through a statement that shows that a person / student prefers one thing to another. Interest is not brought from birth but interest is gained later. Interest can arise because of the attraction from the outside and also comes from the heartstrings. Interest is different from motivation. Motivation is the driving force / impetus for doing a job, while the interest in attraction towards something.

Sabri (1995: 84) states that interest is "a tendency to always pay attention and remember something constantly, this time interest is closely related to feelings of pleasure, because it can be said that interest occurs because of feelings of pleasure towards something, people who ask for something , means he is happy attitude towards something. "While Muhibin Syah (2001: 136) states that interest is" a tendency and high enthusiasm or a great desire for something."

Then according to Purwanto (2002: 66) interest can arise from experiences done by someone because something is fun or can provide satisfaction for him. The same thing was stated by Saleh (2008: 261-262) that the interest directs an action towards a goal and is an impetus for that action. What attracts someone's interest drives him to do harder and better. If someone has no interest then that person will have difficulty in the activities they do.

From the above understanding we can draw conclusions, that interest is one's sense of interest in something / an object that occurs from attention that does not only take place once from an object that is considered attractive or valuable to him.

Factors that influence interest are grouped into two things, those that originate from within the individual concerned and those from outside the individual include the family environment, school environment and community environment. Environmental factors actually have a greater influence on the emergence and development of one's interests as well as factors of objects of interest.

III. Research Methods

Research on the relationship between academic qualifications and madrasa accreditation with community interests in Private Madrasah Tsanawiyah Pematangsiantar City, conducted among the community (parents of students) who are madrasa citizens both grades VII, VIII, and IX in 8 (eight) Madrasah Tsanawiyah Private Pematangsiantar City (MTsS MESRA, MTsS Khoirotul Islamiyah, MTsS GUPPI, MTsS Madani Al Islamiyah School, MTsS Ibnu Sina, MTsS Fathul Islamiyah, MTsS YPI, MTsS Al Khairiyah).

This research is categorized as correlational research, to find out (measure) the relationship between two or more variables. The sample in this study is the community (parents of students) in Madrasah Tsanawiyah Private Pematangsiantar City as many as 277 people. This research variable consists of two independent variables and one dependent variable. The

independent variable consists of variables of academic qualifications and madrasa accreditation while the dependent variable is community interest. The data collection method used in this study was a questionnaire. Data analysis techniques use simple linear regression analysis techniques (simple regression) and multiple linear regression (multiple regression).

IV. Discussion

Tabel 2. Academic Qualification Regression Results (X_1) with Community Interest

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df 2	Sig. F Change
1	.248 ^a	.061	.058	9.065	.061	18.005	1	275	.000

a. Predictors: (Const) ACADEMIC QUALIFICATIONS (X1)

(Y)

From the above table, it is known that the results of simple linear regression calculations show an R value of 0.248, indicating that the value of the relationship that occurs between the independent variable of academic qualifications (X_1) and the dependent variable of public interest (Y). R square value of 0.061 or 6.1% states that the value of the strength of the relationship that occurs between the two variables. This means, the better the teacher's academic qualifications will be followed the better the community's interest in the madrasa. This statement is corroborated from the value of R Square 6.1%.

Table 3. Madrasah Accreditation Regression Results (X_2) with Community Interest

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df 2	Sig. F Change
1	.571 ^a	.326	.323	7.683	.326	132.918	1	275	.000

a. Predictors: (Const) MADRASAH ACCREDITATION (X2)

(Y)

From the table above it is known that the results of simple linear regression calculations show an R value of 0.571 indicating that the value of the relationship that occurs between the independent variables of madrasa accreditation (X_2) with the dependent variable is community interest (Y). R square value of 0.323 or 32.3% states that the value of the strength of the relationship between the two variables. This means, the better the aadrasah accreditation is followed the better the community's interest in the madrasa. This statement is corroborated from the value of R Square 32.3%.

Table 4. Multiple Regression Results between Academic Qualifications (X_1) and Madrasah Accreditation (X_2) Together with Public Interest

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df 2	Sig. F Change
1	.574 ^a	.329	.324	7.677	.329	67.288	2	274	.000

a. Predictors: (Const) MADRASAH ACCREDITATION (X2), ACADEMIC QUALIFICATIONS (X1)

(Y)

From the table above it is known that the results of the multiple linear regression calculation can be seen the value of R together at 0.574 shows that the value of the relationship that occurs between the independent variable academic qualification (X_1) and madrasa accreditation (X_2) together with the dependent variable community interest (Y). R square value of 0.329 or 32.9% states that the value of the strength of the relationship. This means that the better the academic qualifications of teachers and the accreditation of madrasahs are followed by the better public interest in madrasahs. This statement is corroborated from the value of R Square 32.9%.

The relationship between the two variables in this study is worth 0.248. This means that the relationship that occurs in both variables is positive, so that if the teacher's academic qualification variable gets better the better the community's interest variable in madrasah.

While the value of R square is 0.061 or 6.1% which states the value of the relationship strength of the two variables. This means that the better the teacher's academic qualifications, the better the community's interest in the madrasa. Thus, the relationship that occurs between the academic qualification variable (X_1) and public interest (Y) is a weak correlation (real but the correlation is small) with the strength of the relationship only 6.1%.

From the results of statistical calculations on academic qualification variables including the last diploma, diploma suitability with the subjects taught, and educator certificates in the Private Madrasah Tsanawiyah Pematangsiantar City included in the excellent category of 14 respondents, good category totaling 129 respondents, quite good category totaling 117 respondents, and the category is not good as many as 17 respondents. From this table, it can be concluded that the level of propensity for academic qualification (X_1) is at a good level (47%). This means that the academic qualifications of teachers are in both categories in the application. Then when connected with community interests which include encouragement from within individuals, social motives, emotional factors, attention (attention), interests (interests), desires (desires), and beliefs (conviction) included in the good category of 124 respondents (45%), in the pretty good category as many as 117 respondents (43%), and the category is not good as many as 18 respondents (6%). This means that public interest is in the good category in its application.

Thus it can be concluded that the relationship of academic qualifications (X_1) with public interest (Y) in Madrasah Tsanawiyah Pematangsiantar City is in a weak correlation with a correlation value of 0.248 and the strength value of the relationship between the two variables is 0.061 or 6.1%.

The relationship between the two variables in this study is 0.571. This means that the relationship that occurs in the two variables is positive, so if the madrasah accreditation variable is good, the better the public interest variable in the madrasa.

While the value of R square is 0.323 or 32.3% which states the value of the relationship strength of the two variables. This means, the better the madrasah accreditation, the better the community's interest in the madrasa. Thus, the relationship that occurs between the madrasah accreditation variable (X_2) and community interest (Y) is a moderate correlation (strong correlation) with the strength of the relationship only 32.3%.

From the results of statistical calculations on the madrasa accreditation variables include content standards, process standards, graduate competency standards, educator and education staff standards, Facilities and Infrastructure standards, management standards, financing

standards, and education assessment standards in Private Madrasah Tsanawiyah Pematangsiantar City, fall into the category Very good, only 19 respondents (7%). Respondents who answered about madrasa accreditation (X_2) included in the good category totaling 127 respondents (46%), in the quite good category as many as 107 respondents (38%), and the bad category totaling 24 respondents (9%). From this table it can be concluded that the tendency level of madrasah (X_2) accreditation variables is at a good level (46%). This means that madrasa accreditation is in the good category in its application. Then when connected with community interests which include encouragement from within individuals, social motives, emotional factors, attention (attention), interests (interests), desires (desires), and beliefs (conviction) included in the good category of 124 respondents (45%), in the pretty good category as many as 117 respondents (43%), and the category is not good as many as 18 respondents (6%). This means that public interest is in the good category in its application.

The relationship that occurs between the madrasah accreditation variable (X_2) and community interest (Y) is also supported by the theory stated by Mastuhu that the parameters for a quality educational institution are, yaitu; (a) The development of an academic paradigm, and also academic insight in educational institutions, (b) Accountability, (c) Self-evaluation, (d) Accreditation, (e) Competence, (f) professional HR, (g) Libraries and laboratories that are adequate, and (h) Academic environment. From the results of the study Aji Sofanudin stated that the community's interest in choosing madrasahs to include their children in Madrasah Tanawiyah in Magelang and Demak Regencies was to pay attention to aspects of community assessment and madrasah management through (1) Establishing a positive image of madrasahs in the community, (2) increasing madrasah performance; academic and non-academic, (3) Intensification and Extensification of Madrasa Publications, (4) Excellence programs oriented towards community needs, and (5) Fulfillment of National Education Standards (SNP), and (6) Attractive madrasa packaging.

Thus it can be concluded that the relationship between madrasah accreditation (X_2) and public interest (Y) in Pematangsiantar City Private Madrasah Tsanawiyah is in moderate correlation with a correlation value of 0.571 and the strength of the relationship between the two variables is 0.323 or 32.3%.

The relationship that occurs between the academic qualifications variable (X_1) and madrasa accreditation (X_2) together with the community interest variable (Y) is a relationship that has a moderate correlation (strong correlation). This can be seen from the correlation coefficient between the two variables, 0.574.

While the value of R square is 0.329 or 32.9% which states the value of the relationship strength of the two variables. This means, the better academic qualifications and madrasah accreditation, the better the community's interest in madrasahs. Thus, the relationship that occurs between the variable academic qualifications (X_1) and madrasa accreditation (X_2) with community interest (Y) is a moderate correlation (strong correlation) with the strength of the relationship is only 32.9%.

From the results of statistical calculations on the variable academic qualifications include the last diploma, the suitability of the diploma with the subjects being taught, and certificates of educators in Private Madrasah Tsanawiyah Pematangsiantar City included in the excellent category of 14 respondents, good category totaling 129 respondents, quite good category totaling 117 respondents, and the category is not good as many as 17 respondents. From this table, it can be concluded that the level of propensity for academic qualification (X_1) is at a

good level (47%). This means that the academic qualifications of teachers are in both categories in the application. In the madrasa accreditation variables which include content standards, process standards, graduate competency standards, educator and education staff standards, Facilities and Infrastructure standards, management standards, financing standards, and educational assessment standards in the Private Pematangsiantar City Tsanawiyah Madrasahs, including in the very good category only 19 respondents (7%). Respondents who answered about madrasa accreditation (X_2) included in the good category totaling 127 respondents (46%), in the quite good category as many as 107 respondents (38%), and the bad category totaling 24 respondents (9%). This means that madrasa accreditation is in the good category in its application.

Then when the two variables are associated with community interests which include encouragement from within the individual, social motives, emotional factors, attention (attention), interest (interest), desire (desire), and belief (conviction) included in the good category of 124 respondents (45%), in the quite good category as many as 117 respondents (43%), and in the bad category as many as 18 respondents (6%). This means that public interest is in the good category in its application.

Thus it can be concluded that the relationship between academic qualifications (X_1) and madrasah accreditation (X_2) together with community interest (Y) in the Private Madrasah Tsanawiyah Pematangsiantar City is in the moderate correlation with the value of the relationship 0.574 and the value of the strength of the relationship between the two variables amounted to 0.329 or 32.9%.

V. Conclusions

Based on the results of the hypothesis test previously described, it can be concluded several things as follows: first, there is a positive and significant relationship between teacher academic qualifications (X_1) with community interest (Y) in Madrasah Tsanawiyah Private Pematangsiantar City with a weak correlation level (real but the correlation is small) where the correlation coefficient is 0.248 and the strength of the relationship is 0.061 or 6.1%.

Secondly, there is a positive and significant relationship between madrasah accreditation (X_2) and public interest (Y) in Madrasah Tsanawiyah Private City of Pematangsiantar with moderate correlation level (strong correlation), where the correlation coefficient is 0.571 and the value of relationship strength is 0.323 or 32.3 %. Third, there is a positive and significant relationship between academic qualifications (X_1) and madrasa accreditation (X_2) together with community interest (Y) in the Pematangsiantar City Private Madrasah Tsanawiyah with a moderate level of correlation (strong correlation) where the correlation coefficient is 0.574 and the value is relationship strength of 0.329 or 32.9%.

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