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THE CORRELATION BETWEEN TEACHERS' PROFESSIONALISM AND STUDENTS' LEARNING ACHIEVEMENT AT SMP NEGERI 2 WABULA

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Abstract
The problem statement in this research was whether there was correlation between teacher's professionalism and syudents' learning achievemen. The objective of this research was to find out the correlation between teachers' professionalism and students' learning achievement. The type of this research was a quantitative research. The population on this research was all students at grade VIII of SMP Negeri 2 Wabula with total sample of this research was 24 students by using total sampling technique. In collecting data, the researcher used questionnaire and test. The result of this research showed that at the significance level, the score of r_{count} was 0.784 and r_{table} was 0.433, it meant that r_{count} more than r_{table}, this showed there was significant correlation between teacher's professionalism and students' learning achievement at SMP Negeri 2 Wabula. Also, the coefficient determination was 0.614. it meant that the contribution of teachers' proffesinalism for students' learning achievement at SMP Negeri 2 Wabula for 61.4%, meanwhile the rest for 39.6% was other factors. Then, the correlation between teacher's professionalism and students' learning achievement at SMP Negeri 2 Wabula was 0.784, it was the strong correlation because it was in the range 0.600-0.799.

Keywords: *students' learning achivement, teacher's professionalism*

Abstrak
Rumusan masalah dalam penelitian ini adalah apakah ada korelasi antara profesionalisme guru

dan prestasi belajar siswa. Tujuan penelitian ini adalah untuk mengetahui korelasi antara profesionalisme guru dan prestasi belajar siswa. Jenis penelitian ini yaitu penelitian kualitatif. Populasi dalam penelitian ini yaitu semua siswa pada kelas VIII SMP Negeri 2 Wabula dengan jumlah sampel penelitian yaitu 24 siswa dengan menggunakan teknik total sampling. Dalam pengumpulan data, peneliti menggunakan kuesioner dan tes. Hasil penelitian ini memperlihatkan bahwa tingkat signifikansi, nilai r_{hitung} yaitu 0.784 dan r_{tabel} yaitu 0,433 artinya bahwa lebih dari r_{tabel}, r_{hitung} lebih dari r_{tabel}, ini memperlihatkan ada korelasi signifikan antara profesionalisme guru dan prestasi belajar siswa pada SMP Negeri 2 Wabula. Juga koefisien determinasi yaitu 0,614. artinya kontribusi profesionalisme guru bagi prestasi belajar siswa pada SMP Negeri 2 Wabula yaitu 61,4%, sementara sisanya yaitu 39,6% oleh faktor lain. Kemudian, korelasi antara profesionalisme guru dan prestasi belajar siswa pada SMP Negeri 2 Wabula yaitu 0,784, artinya korelasi yang kuat karena berada direntang nilai 0,600-0,799.

Kata kunci: *prestasi belajar siswa, profesionalisme guru*

1. INTRODUCTION

Teachers in the learning process in the classroom can play an important role especially in developing students to build positive attitudes in learning, arouse curiosity, encourage independence and accuracy of intellectual logic, and create conditions for successful learning.

One very serious problem in the field of education in the country today is the low student learning achievement in various types and levels of education. Many argue that the low student learning achievement is one of the factors that hinder the provision of human resources who have the expertise and skills to meet the demands of nation-building in various fields.

One of the factors that should be highlighted about the high and low student achievement is teacher, because the teacher is one of the aspect that play an important and responsible role with the low or high student achievement in school.

In Government Regulation (PP) number 19 of 2005 concerning the National Education Standards Agency (BSNP) it is emphasized that educators or teachers must have competence as learning agents at the level of primary and secondary education and early childhood education. This innovative direction shows that the teacher as a learning agent shows hope for the teacher who is the first party most responsible for transferring knowledge to students.

Therefore, in government regulations educators are required to have the competence to create the students who have high achievement and have high human resources with skills and expertise that can meet the demands of nation-building in various fields, because as well as curriculum, facilities, learning facilities and infrastructure, but if the quality of teachers is low, it is difficult to get high-quality results. Therefore studies of performance and results can be used as a basis for efforts to design and develop teacher performance and competence in learning.

The competencies possessed by each teacher would show the quality of the teacher in teaching. These competencies will be realized in the mastery of knowledge and professionalism in carrying out their functions as teachers. It is believed that it gives an understanding of the competencies that are being the need for a professional teacher can be obtained through formal education and experience.

Professional teacher intended in this study are teacher who are qualified, competent, and teacher who are required to bring learning achievements and are able to influence the teaching and learning process of student who will later produce good student learning achievement. The incompetence of teacher in delivering teaching materials indirectly will affect the result of learning, because the learning process is not only achieved with courage but the main factor is the competence that is in the person of teacher.

Teacher professionalism has become a distinctive concern in educational discuss. As Cipto [1] states that teacher professionalism is determined as the competences that meet

professional education standard so that teacher is required to possess a qualified professional background and to obtain consequences as professionalization principle. Maister in Hasan [2] suggest that professionalism is not just knowledge of technology and management, but more of an attitude, professional is more than a technician not only has high skill but own a behaviour that required. Usman in Muhlison [3] suggests that the professional teacher as someone who has the ability and expertise in the field of teacher training, so that he is able to carry out and carry out his duties and responsibilities as a teacher to the maximum. Personal in Hamalik [4] states that the profession is essentially a statement or an open promise, that someone will devote himself to a position or work in the usual sense, because that person feels called to take up the job. Professional teachers are teachers who have expertise, responsibility and sense of well-being supported by strong professional ethics.for that he must have adequate competency qualifications.

More than 10 results of research in developing countries, and shows that there are two important keys to the role of teachers that influence student learning outcomes, namely: the amount of effective time teachers use to do classroom learning, and the quality of teacher abilities professional teacher. Professional teachers who must have the competencies required to carry out educational and learning tasks.

Kurniasih [5] states that professional teachers are all people who have the authority and responsibility about their students' education, both individually and classically, at school or outside of school and teachers also have the authority and responsibility to guide and nurture students. Simply put, the tool for measuring the level of teacher professionalism is by looking teacher competency in certain respects. Competencies in question are skills, authority, power, ability or a set of knowledge, skills and behaviors that must be owned, internalized, mastered by the teacher or lecturer in carrying out professional duties.

Teacher professionalism is interpreted in terms of what extent the teacher outcome the difficulties and what extend they are able to use their skills and their experiences relate to the profession. To be a professional or a professor was to profess to be an expert in some skills or field of knowledge. The idea similar to Rusman [6] who defines that professional teachers must have the competencies required to carry out educational and learning tasks. This is as line with Surya in Edi [7] states that professional teachers are teachers who have expertise, responsibility and sense of well-being supported by strong professional ethics.for that he must have adequate competency qualifications.

Furthermore, Cipto [1] states that teacher professionalism is determined as the competences that meet professional education standard so that teacher is required to possess a qualified professional background and to obtain consequences as professionalization principle.

In principle, being a professional teacher will not be separated from the four basic elements of teacher competency, namely competence in the field of pedagogic, social competence, personality competence, and professional competence. Competencies teachers must have in order to become professional teachers are:

a. Pedagogic Competence
Every teacher who has pedagogical competence, the teacher will naturally create a fun learning process. Pedagogic competence is a willingness related to students' understanding and manager of learning that is educational and dialogical. The teacher must have 8 pedagogical competencies, that is:
(1) Understanding of insights or educational foundation.
(2) Understanding of students.
(3) Development of a curriculum or syllabus.
(4) Learning designer.
(5) Implementation of educational and dialogical learning.
(6) Use of learning technology.
(7) Evaluation and learning outcomes.
(8) Development of students to actualize their various potentials.

b. Personal or Personality Competence

Personal competence, the teacher must realize that he is a role model or figure who is dignified and imitated. Permendiknas Number 16 of 2007 in Kurniasih [5] concerning Academic Qualification Standards and Teacher Competencies, personality competence consists of:

(1) Acting according to the norms of religion, law, social and national culture.
(2) Showing themselves as honest, noble, and role models for students and society.
(3) Showing a strong, stable, mature, wise and authoritative person.
(4) Demonstrate work ethic, high responsibility, pride and confidence.
(5) Upholding the teaching professional code of ethics.

c. Professional Competence

Professional competencies are seen to be most closely related to the teaching profession. To obtain an overview of professional competence, the indicators will be mentioned as follows:

(1) Mastery of material or subject matter.
  (a) Mastering study material in the school curriculum.
  (b) Mastering the material of study or application in the field of study.
(2) Management of teaching programs.
  (a) Formulate learning objectives
  (b) Get to know and can use the teaching method.
  (c) Choose and refute the right learning procedures.
(3) Managing Classes.
  (a) Arrange the classroom layout for teaching.
  (b) Creating a harmonious learning climate.
(4) Using media.
  (a) Getting to know and use media.
  (b) Making simple learning aids.
  (c) Using a laboratory.

The above statement can be understood that teacher professional competence as one of the basic components in teaching and learning activities, has a position that greatly determines the success of learning, because the teacher's main function is design, manage, implement, and evaluate learning. In addition, the position of the teacher in learning activities is also very strategic and decisive.

d. Social Competence

Teacher social competence is the ability of teachers to communicate and interact effectively with the school environment and outside the school environment. Communication that must be done by the teacher also includes parents so that two-way communication can be sustained. The existence of two-way communication, students can be monitored better and can develop their character more effectively.

Based on the opinions above, the researcher concluded that if a teacher has fulfilled these competencies, the teacher has already have professional rights and have done business in build Indonesian people as a whole, because the teacher is front guard in that matter. His parable when in medicine, engineering, politics, economics, agriculture, etc. are linked with human interests, the teacher has a duty inside build humanity itself.

2. METHODS

2.1 Design of The Research

This type of research is quantitative research. The researcher used the type of ex-post facto correlation research, so called because the data collected in this study came from existing data. Ex-post facto research, according to Sugiyono in Riduwan [8], is a study conducted to examine events that have occurred to determine the factors that can cause these events. Correlation research is a study that involves the act of collecting data to determine, is there correlation and the level of correlation between two or more variables. Therefore, this study aims to determine the strength or weakness of the correlation between the professionalism of teachers and the learning achievement of eighth grade students of SMPN 2 Wabula.

2.2 Time and Place of the Research

This research was done from May to August 2019 and the place of this research

46

was done at one of schools which in subdistrict of Wabula that is grade eight of SMPN 2 Wabula.

2.3 Population and Sample

Population in this study was used all students in 8th grade of SMPN 2 Wabula as many as 24 Students. Suharsimi [9] states that the study sample is part or representative of the population studied. The sampling technique in this study uses nonprobability techniques, namely saturated samples or often called total sampling. The sample in this study is all eighth grade students, totalling 24 students.

2.4 Instruments and Technique of Data Collection

Questionnaire is one method of data collection that was used in this research. A questionnaire is an information gathering technique that allows analysis to study the attitudes, beliefs, behaviours, and characteristics of several people in the organization, which can be affected by an existing system.

The questionnaire in this study was made with a Likert scale. Likert scale is used to measure attitudes, opinions, perceptions of a person or a group or event or social phenomenon.

Likert scale has 5 possible answers namely always, often, sometimes, neutral, and never. The Likert scale in this study has four possible answers without a neutral answer, intended to avoid the tendency of respondents to be hesitant and not have a clear answer. On the Likert scale there are four choices of answers, namely categories always, often, sometimes, and never.The preparation of teacher professionalism questionnaires refers to the criteria of professional teachers. The answers to each instrument item used by the Likert scale have gradations of positive and negative.

Test in this study is are intended to obtain information directly about students English learning achievement in the form of multiple choices with four alternative answer (A, B, C, and D) with class VIII material that had been taught by the previous English teacher based on the curriculum which hereditary in the school. The score for the English learning achievement test is the number of scores from the correct student answer.

2.5 Technique of Data analysis

The data obtained from this study were further processed using correlation analysis.

Then the researcher uses the formula of Karl Pearson as the analysis technique as for the formula as follows:

$$\mathrm{r}xy = \frac{n\sum Xy - (\sum X)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

Note:
rxy = Indeks Number "r" Product Moment
n   = Total Respondent
$\sum$xy = Total of Multiplication Between x and y
$\sum$x   = Total Score x
$\sum$y   = Total Score y

The next test is the Hypothesis Test which serves to find the meaning of the correlation between the independent variable (X) on the dependent variable (Y). The usefulness of the Pearson Product Moment Test or correlation analysis is to find the correlation of the independent variable (X) with the dependent variable (Y) and the data in the form of intervals and ratios, so that the researcher used the Pearson Product Moment Test.

The Pearson Product Moment (PPM) test was conducted by researcher usedby Karl Pearson to find out the correlation (r) between variables (X) and variables (Y).

After analyzing the data, the result are interpreted and concluded. The guidelines used to provide interpretation are as follows:

Table 1. Interpretation Criteria for Correlation Coefficient (r)

Coefficient Interval	Correlation Level
0.000 – 0.199	Very low
0.200 – 0.399	Low
0.400 – 0.599	Strong enough
0.600 – 0.799	Strong
0.800 – 1.000	Very strong

Source: Riduwan (2014)

After knowing the correlation coefficient the next step is to state the size of the contribution of the variables X and Y can be determined by the formula of the coefficient of determination as follows:

$$KD = r^2 \times 100\%$$

Information:
KD = Coefficient of Determination
r = Correlation Coefficient

Decision rules: If r count> r table, then Ho is accepted and Ha is rejected meaning there is a correlation, whereas. If r count $<r_{tabel}$, then Ho is rejected and Ha accepted means no correlation.

Furthermore, the statistical hypothesis in this study is as follows. If $r_{count}>r_{table}$ then Ho is rejected and Ha is accepted as significant;if r count $<r_{tabel}$, Ho is accepted and Ha is rejected, meaning is not significant.

Decision rules:
Ha : There is a significant correlation between teachers' professionalism with student learning achievement at SMPN 2 Wabula.
Ho : There is no significant correlation between teachers' professionalism with student learning achievement at SMPN 2 Wabula.

3. RESULT AND DISCUSSION

3.1 Result
a. Teacher' Professionalism
The teacher' professionalism score is obtained from the questionnaire for English teacher at SMP Negeri 2 Wabula. The result ofstatistical analysis for Teacher Professionalism as presented in following table.

Tabel 2. Score of Teachers' Professionalism

No	Range	Category	Amount
1	66.7 ≤ 80	High	0
2	53 ≤ 66.67	Moderate	17
3	40 ≤ 53	Low	7
4	20 ≤ 40	Very low	0
	Total		24

Based on the table above it can be described that there were 17 students' answer the category teacher' professionalism was moderate with percentage 70.83% and 7 students' answer the category of teacher' professionalism was low with percentage 29.17%, meanwhile the table show no one students in answer very high, high and very low category. Based on the table above it can be known that teacher' professionalism was in the moderate category.

b. Students' Achievement
The students' achievement score is obtained from the test for students' in class VIII at SMP Negeri 2 Wabula. The result of statistical analysis for students' achievement was presented in the following table :

Table 3. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Student achievement	24	46.00	63.00	53.2500	4.09931
Valid N (listwise)	24				

Of the table above it can be explained that mean score is 53.2500, standard deviation is 4.099, the minimum score is 46.00and the maximum score is 63.00.

Based on the finding above, it is obtained the score of teacher professionalism is in the moderate category with the percentage 70.83% and the score of students' achievement is in good criteria with the percentage is 54.17%.

Based on the finding above, it is obtained the score of correlation (r) between Teachers' Professionalism with Students' Learning Achievement that is 0.784. Because the score of r = 0.784 this score indicates there is strong correlation between teachers' professionalism with students' learning achievement at SMP Negeri 2 Wabula. The score of r indicated that the correlation between the two variable was strong because it was in the level between 0.600 – 0.799 which could be seen in table interpretation of correlation coefficient in previous chapter. With the strong correlation between teachers' professionalism with students' learning

achievement, so the direction of the correlation of the two variables is positive or unidirectional. If teacher professionalism is high then students' learning achievement will also high and if teacher professionalism is low then learning achievement will also be low.

Based on the results in finding above, it is obtained the score of r_{count} as many as 0.784 since this score is lower than r_{table}. Next the results of coefficient determination is obtained from r squared as $0.784^2 = 0.614$. so that, it can be stated that the contribution of teacher' professionalism (X) for students' learning achievement (Y) at SMP Negeri 2 Wabula as many as 61.4%, (0.614 x 100) meanwhile 34.6% is influenced by other factors not discussed in this study.

At the level significant 0.5 was found value rxy = 0.782 more than r table = 0.433, this shows there is any significant correlation between teachers' professionalism with students' learning achievement.

3.2 Discussion

Student learning achievement depends on how a teacher does learning in class. A reality that occurs in the life of learning today that learning achievement is much influenced by the learning process of students, professional teachers and learning planning. The indicator of student learning achievement itself is the completeness of learning in the classroom, meaning that student achievement can be said to be good if it has met the minimum completeness criteria (KKM) set by the school and the teacher.

Based on the results in finding above, it is obtained the score of r_{count} as many as 0.784 since this score is lower than r_{table}. Next the results of coefficient determination is obtained from r squared as $0.784^2 = 0.614$. So that, it can be stated that the contribution of teacher' professionalism (X) for students' learning achievement (Y) at SMP Negeri 2 Wabula as many as 61.4%, (0.614 x 100). Meanwhile, at the level significant 0.5 was found value rxy = 0.782 more than r table = 0.433, this shows there is any significant correlation between teachers' professionalism with students' learning achievement.

As stated by Simon and Alexander in Mulyasa [10] more than 10 results of research in developing countries shows that there are two important keys to the role of teachers that influence student learning outcomes, namely the amount of effective time teachers use to do classroom learning, and the quality of teacher abilities or professional teacher.

Furthermore, this research indicated the professional teacher is teacher who are qualified, competent, and teacher who are required to bring learning achievements and are able to influence the teaching and learning process of student who will later produce good student learning achievement.

4. CONCLUSION

It can be concluded that there is any significant correlation between teachers' professionalism with students' learning achievement at SMP Negeri 2 Wabula. This conclusion based the result of analysis which finds that the score of r_{count} is 0.784. The result of calculating the correlation between teachers' professionalism with students' learning achievement class VIII SMP Negeri 2 Wabula reached 0.784, meaning that it entered strong category.

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