

THE INFLUENCE OF TEACHER PROFESSIONALISM ON STUDENTS OUTCOME IN ENGLISH LEARNING AT SMAN 11 BONE

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ABSTRACT

The researcher applied Descriptive Quantitative method. The sample of this research was XI IPS 3 Class of SMA Negeri 11 Bone which consisted of 32 students. The sample was taken by used Purposive Sampling Technique. The researcher collected data by using two instruments: the first was direct observation (observation checklist) to obtain data about the teacher consisting of making teaching and learning program, Implementing the teaching and learning process (lesson plan) and The procedure of teacher managing the class. The research finding show that the teacher observation checklist showed most the teaching activities by the teacher appropriate based on observation checklist that had been made. The second was questionnaire instrument to obtain data about the influence of teacher professionalism on students outcome in English learning. This instrument was done by the students'. The research finding showed that in average the students had positive statements while there are only very few number of students have negative statements toward the influence of teacher professionalism on students outcome in English learning. It was regarded by the 25 statements asked. It could be concluded that almost all of the students had positive influence toward the influence of teacher professionalism on students' outcome in English learning.

Keywords: Teacher Professionalism, Students Outcome, Descriptive Quantitative method

ABSTRACT

Peneliti menggunakan metode Deskriptif Kuantitatif. Sampel penelitian ini adalah siswa kelas XI IPS 3 SMA Negeri 11 Bone yang berjumlah 32 siswa. Sampel diambil dengan menggunakan Teknik Purposive Sampling. Peneliti mengumpulkan data dengan menggunakan dua instrumen yaitu pertama observasi langsung (observation checklist) untuk memperoleh data tentang guru yang terdiri dari pembuatan program belajar mengajar, pelaksanaan proses belajar mengajar (RPP) dan tata cara guru mengelola kelas. Hasil penelitian menunjukkan bahwa checklist observasi guru menunjukkan sebagian besar kegiatan mengajar yang dilakukan guru sesuai dengan checklist observasi yang telah dibuat. Kedua instrumen angket untuk memperoleh data tentang pengaruh profesionalisme guru terhadap hasil belajar bahasa Inggris siswa. Instrumen ini dikerjakan oleh siswa. Hasil penelitian menunjukkan bahwa rata-rata siswa memiliki pernyataan positif sedangkan hanya sedikit siswa yang memiliki pernyataan negatif terhadap pengaruh profesionalisme guru terhadap hasil belajar bahasa Inggris siswa. Hal itu dilihat dari 25 pernyataan yang diajukan. Dapat disimpulkan bahwa hampir semua siswa memiliki pengaruh positif terhadap pengaruh profesionalisme guru terhadap hasil belajar bahasa Inggris siswa.

Kata Kunci: Profesionalisme Guru, Hasil Belajar Siswa

Introduction

English is one of languages used as the communication tools, both oral and written. Therefore, English has been put as one of the subjects that need be learned by the students in Indonesia as a foreign language at the school. It is started from the junior high school, until the university. English is regarded as an important language in various fields, including international trade, science and technology, banking, manufacturing, diplomacy, entertainment, education, and so forth. Thus, English as an international language plays a significant role in many aspects of life.

In regulation of the Republic of Indonesia Number 20 of 2003 on National Education System Chapter 1 states that education is a conscious and planned effort to create an atmosphere of learnings in order to develop the potential of people to have spiritual strength, personality, intelligence, noble character and skills needed of human, society, nation and state. National education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia which is rooted in religious values, Indonesian national culture and responsive to the demands of changing times.

Professionalism is a hard effort to get satisfactory results. Professionalism begins with the word "profession" which means "work". According to Djojowadono (1987) professional is a possessing an isoteric knowledge system (not owned by anyone), there is education and formal and rigorous training, forming a representative association. There is a development of code of ethics that directs the behavior of its members. Meanwhile, according to Korten & Alfonso, professionalism is a match between the ability possessed by bureaucracy (bureaucratic competence) with the needs of the task (ask requirements).

In the Government Regulation (PP) number 19 of 2005 on National Education Standards Agency (BSNP) affirmed that education (teacher) should have competence as a learning agent at elementary and secondary education and early childhood education. Majid in his book *Perencanaan Pembelajaran: Mengembangkan Standar Kompetensi Guru*, explaining that the competencies of each teacher will demonstrate the quality of teachers in teaching. It will be realized in the form of knowledge and professional mastery in carrying out the function as

a teacher. According to Regulation No. 14 of 2005 on teachers and lecturers, teacher competence are includes pedagogic competence, personality competence, social competence, and professional competency through professional education.

Teachers are one of the strartegis factors in determining educational success. Based on the above understanding, professional teachers are people who have the ability and expertise in the field of education so that he is able to perform duties and functions as a teacher with the maximum ability (Usman, 2006: 14-15).

Based on description above, the researcher attract a research “The Influence of Teacher Professionalism On Students Outcome in English Learning at SMAN 11 Kabupaten Bone”.

Materials and Methods

Based on the background, the researcher formulates a problem statement as follow: How is the influence of teacher professionalism on students’ outcome in English learning at SMAN 11 Bone ?

Review of Related Literature

The research was stated by Nurhidayah (2014) found that there was a significant positive influence of teacher professionalism in mathematics achievement Junior High School Mamba'us Sholihin Blitar. The achievement of students' mathematics learning outcomes Junior High School Mamba'us Sholihin Blitar quite good, since the average value of math students, from 53 students was 86.22.

Munawwarah(2012) found out to positive value between teacher professionalism toward students outcome. It means the students outcome has effect to teacher professionalism. Therefore, the hypothesis that has been found there is a significant positive relationship between teacher professionalism and students learning outcome in Madrasah Tsanawiyah Negeri Pangkajene Sirenreng Rappang Regency in teaching and learning process.

Pranutrio (2017) found the result of research indicate there is an influence professionalism between teacher and students. The result of data which carried out there was a relationship between variables of 0.796% it means there are positive

relationship. Then the result of data show there is influence of teacher professionalism on students achievement in Economics learning class X IPS at SMA Negeri 22 Bandung.

Based on the previous researches, the similarity of the research with previous researches was equally aimed to know the influence of teacher professionalism on students' outcome in English Learning. While the difference is in the research that the researcher investigated more focus on the relationship between students' outcome and teacher professionalism.

Professionalism of Teacher

Bell (1973) states, Profession is an intellectual activity that is studied including training that is held formally or informally and obtains a certificate issued by a group or body that is responsible for the knowledge in serving the community, using professional service ethics by implying competency in generating ideas, skill technical and moral assume levels in society.

Professionalism defined as the behavior, ways and qualities that characterize a profession. The person who to be a professional if his work has the characteristics of a technical or ethical standard of a profession (Oerip and Uetomo, 2000: 246-265)

Pedagogical Competence

In UU No. 14 of 2005, pedagogic competence was stated as "the ability to manage student learning. This competence is called learning management competence. This competence can be seen from the ability to plan teaching and learning programs, the ability to carry out the interactions or manage learning, and the ability to conduct assessments

Personality Competence

Teacher has personality characteristics intense affects the success of human resource development, this personal competence includes personal abilities relating to self-understanding, self-acceptance, self-direction, and self-realization. Rubiho (2010:42) explain that "Together with professional skills, effective teachers use their personal skills with the student as these skills play an important role in

students learning process, achievement, and behaviour. The personal skills are caring, knowing the students individually, teachers-students relationship, classroom environment

Professional Competence

This professional competence includes expertise or specialist in their levels, that is mastery of the material that must be taught along with the method, a sense of responsibility for their duties and a sense of togetherness with other teacher colleagues. According to Wijaya (1992:25-30) that the ability of professionals to be possessed teacher in the learning process are: control of materials, manage learning programs, managing the classroom, using a media source, mastering the foundations of education, managing the interaction of learning teaching, assessing student achievement for the sake of teaching participants, knowing the functions and programs, guidance and counseling services, and organizes the school administration know and understand the principles and interpret the results of educational research for teaching purposes.

Social Competence

, Surya state the social competence is the ability which is needed by someone to succeed in dealing with others. In this social competence includes skills in social interaction and carrying out social responsibility. Mulyasa (2007) states that social competency is the ability of teachers as part of the public to communicate and interact effectively with others include: learners, fellow teachers, parents/ guardians of the students and the community. Indicators used in the measurement of social competence of teachers include the ability to communicate and interact effectively with students, fellow teachers and education personal and the parents/guardians of the students and the community.

Students Outcome

Learning outcomes have an important role in the learning process. The main objectives to be achieved in learning activities are learning outcomes. Learning outcomes are used to know the extent to which students can understand the material. According to Hamalik (2004: 31) the results of learning are patterns of actions, values, knowledge, attitudes, appreciation, ability, and skills. Learning outcomes

are measurements of the assessment of learning activities or learning processes expressed in symbols, letters, and sentences that explain the results that have been achieved by each child during the learning process takes place.

Cognitive Aspect

All efforts concerning brain activity are included in the cognitive aspect. The cognitive aspect relates to thinking skills, including the ability to memorize, understand, apply, analyze, synthesize, and evaluate abilities. In the cognitive aspect, there are six aspects or levels of the thinking process, starting from the lowest level to the highest level.

Affective Aspect

The affective aspect is the aspect that deals with attitudes and values. Affective aspect include the nature of behavior such as feelings, interests, attitudes, emotions, and values. Some experts say that a person's attitude can be predicted if someone has a high level of cognitive power. The characteristics of affective learning outcomes will be seen in students in various behaviors.

Psychomotor Aspect

Psychomotor aspect are domains that are related to skills (skills) know the ability to act after someone receives a certain learning experience. These psychomotor learning outcomes are actually a continuation of the results of cognitive learning (understanding something) and and affective learning outcomes (which appear only in the form of behavioral tendencies). The psychomotor aspect is related to physical activity, such as running, jumping, painting, dancing, hitting, and so on.

Achievement of Study

Arikunto (2009: 276) state "Achievement is a value that reflects by the levels of students to what extent they have achieved the goals set in each field of study". Symbols used to express values, both letters and numbers, should only be an illustration of achievement. That value later will be used by the teacher as a consideration or wisdom of the teacher about the student's efforts and behavior. So that students may not participate in their values, meaning that students cannot

interfere or manipulate the value obtained. Asmara (2009:11) Student Learning Achievement is the achieved result by a person in knowledge and skills developed in lesson, usually indicated by a test of the value given by the teacher.

Method

This research was design as a descriptive quantitative method, and gave questionnaire to collecting the data. This research used purposive sampling technique. Purposive sampling is a non-probability sample that is selected based on characteristics of a population and the objective of the study The researcher choose students' of class (IPS.3) with 32 students' as the sample to observe.

Analysis Data

For data collection, the researcher used questionnaire as instrument in collecting the data from the sample, and observation sheets to see the teacher teaching at the class. It applies likert scale and the technique in this research used descriptive percentage to find the data.

Result and Discussion

The researcher explain about the result of research The Influence of Teacher Professionalism On Students' Outcome in English Learning at SMAN 11 Bone in the academic year 2018/2019. As has been presented on findings , the result in questionnare show that average the respondent have positive influence toward the teacher while teaching and learning in the classroom. It can be seen from the result of questionnaires. Below were the detail answer of the research questions.

The researcher found that almost all of the students have positive influence toward teacher professionalism in teaching English at the classroom. Based on the research, it turned out to positive value between teacher professionalism toward students outcome. It means the students outcome has effect to teacher professionalism. The professionalism of teacher in this study is the professionalism of teacher in English study in class XI IPS 3. Where the teacher of this study who have special abilities and expertise in teaching English subjects so that they are able to carry out their duties and functions as English teachers with maximum abilities and have competence according to the criteria of a professional teacher.

Based on the result of observation checklist and questionnaire items, the majority of the students had positive influence of teacher professionalism. Furthermore, to know the influence of teacher professionalism on students outcome in English learning could be seen was based on students value in students report. The maximum completeness criteria (KKM) was 80 at the Eleventh grade

Conclusion

Based on the findings and discussions, the researcher concludes that almost all of the students have positive value between teacher professionalism toward students outcome in English learning. The students gave positive value between teacher professionalism on students outcome in English learning. Based on the results of research that has been done, it was proven by the result of questionnaire showing that the influence of teacher professionalism on students' outcome was categorized positive. It was shown by the frequency of students from item 1 until item 25.

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