



The Relationship Between Teacher Professionalism And Student Success In Learning In Class V

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ABSTRACT

Purpose of the study: This research aims to determine the relationship between teacher professionalism and student success in studying at Madrasah Ibtidaiyah Al Ittihad Semowo.

Methodology: This research uses a quantitative approach with field research and the research subjects are 30 students from 30 members of Madrasah Ibtidaiyah Al Ittihad Semowo, meaning 100% of the population was taken. This research uses a research instrument in the form of a questionnaire. Data collection techniques using observation, questionnaires and documentation. The data analysis uses the product moment coefficient formula.

Main Findings: Research findings show that there is a significant relationship between teacher professionalism and student learning success. This can be seen from the findings which show that the professional value of teachers is known to be in the high category as many as 1 student or (60%), the medium category as many as 11 students or (36.66%), while the low category as many as 1 student or (3.33%). Then the results of the student success questionnaire in learning showed that the high category was 3 students or (10%), the medium category was 20 students or (66.66%), while the low category was 7 students or (23.33%). Then, to find out the relationship or influence, it is calculated using the product moment coefficient formula which is known as the calculated r_{xy} value = 0.236.

Novelty/Originality of this study: The novelty of this research lies in the local and specific context that has rarely been explored in previous research. Most previous studies tend to focus on public schools and higher levels of education, while this research provides insight into the dynamics at play in Madrasah Ibtidaiyah, which has unique characteristics and challenges.

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1. INTRODUCTION

One of the issues discussed by education experts, especially government officials, is the development of human resources. In this regard, education holds the most important position in human resource development. Because the progress and decline of a nation depends on the quality of its education [1]-[3]. To improve the quality of education, one of the main requirements is to raise the highest educational quality, namely teachers. In this case, it also includes the education of madrasah ibtidaiyah teachers which plays a role in forming Islamic human resources. One of the ideals of Indonesian national independence is the desire to make the nation's life more intelligent as stated in the preamble to the 1945 Constitution [4], [5]. This spirit should provide a spirit and the commitment of all elements of the nation, in particular, state administrators, to unite their vision and determination

in building the quality of national education. The existence of teachers for the nation is very important, because teachers are a central factor in the teaching and learning process. Moreover, a nation that is currently developing [6], [7]. The more accurately teachers carry out their functions, the more guaranteed, created and fostered a person's readiness and reliability as a human builder will be.

In the world of education, teachers are very necessary figures to spur the success of their students [8]. No matter how well the curriculum is designed by experts with the availability of adequate equipment and costs appropriate to education, ultimately the success of professional education lies in the hands of the teacher. In this way, the success of students' education really depends on the teacher's responsibility in carrying out their duties [9], [10]. Teacher is one of the terms that is widely used to refer to someone who is used as a role model. This term is not only used in the world of education, but in almost all activities that require a trainer, supervisor or the like. The figure of a teacher implies extraordinary influence on his students [11]-[13]. So whether it is good or not is determined by the teacher. Teachers are the most determining component in the education system as a whole [14], [15]. This figure will always be in the strategic spotlight when talking about educational issues, because teachers are always related to any component in the education system [16]. Therefore, professional teachers are needed to create successful learning for the world of education in the future.

Professional is defined as something that requires special intelligence to carry it out. In other words, professionalism is a set of skills required to carry out work efficiently and effectively with a high level of expertise in order to achieve maximum goals [17]-[19]. Professionalism has the meaning of qualities, qualities and actions that are characteristic of a profession or professional. Professionalism is the attitude of a professional. This means a term that explains that every job should be done by someone who has expertise in their field or profession.

Although a number of studies have examined the effectiveness of teaching professionalism on economics learning in class VIII, not much research has examined teacher professionalism on student achievement in class V. Excessive focus on higher levels of education leaves important gaps in our understanding of how teacher professionalism can influence outcomes [20]-[22]. studying at basic education level. This gap indicates the need for further research that explores how teachers' skills, knowledge, and professional attitudes can influence the motivation, engagement, and academic achievement of fifth grade students. Such studies would provide valuable insights to improve the quality of elementary education and ensure that pedagogical approaches are appropriate. effectively implemented from an early age.

Previous research has discussed the influence of classroom management and teacher professionalism on student learning achievement at various levels of education [23], [24]. However, there is still little research that specifically examines the influence of teacher professionalism on student success in learning in class V at Madrasah Ibtidaiyah. This gap shows a lack of focus on the context of religious education and the specific level of primary education, which has unique characteristics and needs compared to public schools. From this gap, the novelty of this research is exploring the relationship between teacher professionalism and student success in learning at the Madrasah Ibtidaiyah level. This kind of research aims to improve teaching practices and classroom management at Madrasah Ibtidaiyah, thereby potentially increasing overall student learning achievement.

From previous studies that also examined the relationship between teacher professionalism based on allowances and additional income with student learning outcomes, it showed that the realization of teacher professional allowances was positively related to student learning outcomes. While additional income had no relationship with student learning outcomes. There is a gap between the study and this study, seen in the variables used. Where previous studies used allowances and additional income, this study looks at teacher professionalism towards student learning outcomes.

Based on the three gap analyses above. The novelty in this study focuses on teacher professionalism which includes pedagogical competence, personality competence, professional competence such as understanding the teaching materials taught, social competence, innovative competence, and self-development. So the uniqueness of this study can be seen in the study of how aspects of teacher professionalism such as ethics, pedagogical competence, and social competence affect student motivation and involvement in learning.

The implications of this research are very significant for developing the quality of education at Madrasah Ibtidaiyah. Findings regarding the relationship between teacher professionalism and student success in learning in class V can be a basis for formulating more effective education policies. If teacher professionalism is proven to have a strong positive impact on student achievement, then efforts to increase teacher competence and skills must be a top priority. This can be done through ongoing training programs, improving academic qualifications, and professional coaching focused on innovative teaching methods and effective classroom management.

The urgency of this research is that teacher professionalism, which includes pedagogical competence, managerial ability, and professional ethics, is believed to have a direct impact on the quality of learning and student achievement. However, in-depth and specific studies on class V are still limited. Given the importance of the basic education period in determining educational success at the next level, this research is very necessary to identify key factors that can improve the quality of teaching and student learning outcomes. In this regard, researchers are interested in research at Madrasah Ibtidaiyah Semowo Pabelan, Kab. Semarang. The aim to be achieved in this

research is to find out the relationship between teacher professionalism and student learning success in class V at Madrasah Ibtidaiyah Al Ittihad Semowo.

2. RESEARCH METHOD

2.1. Types of Research

Researchers need an appropriate approach to obtain accurate data [25], [26]. This requires a research method. To obtain a comprehensive understanding of the problems studied, this research uses a quantitative approach [27]. The quantitative approach places more emphasis on descriptive research involving data collection to test hypotheses relating to the status and condition of the object under study at the time the research was conducted [28], [29]. Descriptive research attempts to describe what exists regarding existing conditions or relationships, while descriptive data is collected through questionnaires and observations.

2.2. Population and Research Sample

This research will focus on Madrasah Ibtidaiyah Al Ittihad Semowo students, especially class V students in 2024. This research will be carried out from 09 May 2024 to 09 June 2024. The population is all research subjects. If someone wants to research all the elements in the research area, then the research is population research. Population is a generalized area consisting of: objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn. In this study, the population referred to is class V students at Madrasah Ibtidaiyah Al Ittihad Semowo, totaling 30 students. The sampling technique in this study used the purposive sampling method. The sample is part of the number and characteristics of the population. If there are less than 100 subjects studied, it is better to take all of them. Meanwhile, if the number of subjects is more than 100, 10-15% or 20-50% or more can be taken according to ability. The samples taken were 30 students from 30 students, meaning 100% of the population.

2.3. Data Collection Technique

The data collection methods used are the questionnaire method, observation method and documentation method [30]. According to Sugiono, a questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer. This technique is used by sending a list of questions to respondents to fill in. The observation method is a conscious effort to collect data carried out systematically, using standardized procedures. The author uses this method to obtain data about the history of the school's founding, the condition of teachers and employees, the facilities or infrastructure at the school. To complete the research with written data, it is necessary to use a documentation data collection method, namely collecting written data related to the research subject. The data collection method is carried out through searching documents which can be in the form of books, magazines, meeting minutes, books, laws, etc.

2.4. Instrumen Research

Research instruments are tools or facilities used by researchers to collect data so that their work is easier, the results are better, in the sense of being more careful, complete and systematic so that it is easier to process. Questionnaire, this instrument is given to students which is used as a research tool to find out professional teachers in terms of academics, teaching methodology, administration, and coaching and counseling for students. Therefore, to provide an interpretation or to find out professional teachers from various fields, the author uses The instrument is a questionnaire consisting of 15 question items. For each question in the questionnaire, there are 3 alternative answers with the following strengths: (a) Students who answer A are given a score of 3 (high), (b) Students who answer B are given a score of 2 (medium), (c) Students who answer C given a value of 1 (low). Observation, this instrument is used to complete data about professional teachers from various fields including academic, administrative, methodology, as well as coaching and ongoing teaching and learning success at Madrasah Ibtidaiyah Al Ittihad Semowo in 2024. Documentation, this instrument is used to determine the situation globally at Madrasah Ibtidaiyah Al Ittihad Semowo in 2024, including the condition of buildings, students, teachers and so on.

2.5. Procedure Research

The procedure of this study began with preparing a questionnaire for grade V students of Madrasah Al Ittihad. Then, submitting an application for observation permit to the target school and conducting observations. The data collection method used observation. In this study, several tests were carried out to test quantitative data in the form of questionnaires. The prerequisite tests carried out in this study were the normality test, linearity test and homogeneity test. The normality test was carried out to see that the data was normally distributed as seen from its significance value. The decision-making guideline is if the significance value < 0.05 then the data is not normal and vice versa if the significance value > 0.05 then the data is said to be normal. The normality test of data distribution used was the Kolmogorov Smirnov test using SPSS. The data homogeneity test was carried out to see

the level of homogeneity with the assumption that the data was homogeneous by looking at Levene's Test for Equality of Variance on SPSS software with the test criteria used being $\text{sig} >$ with a level = 0.05. Linearity test is conducted to determine whether two variables have a linear relationship or not, SPSS software with data testing criteria is said to be linear if P sig in the Anova for Deviation from Linearity table is more than Alpha 0.05. Then after the prerequisite test, a hypothesis test can be carried out, namely the T test and correlation test. The t test is used to determine the comparison of teacher professionalism variables to student learning success. The correlation test is used to determine the relationship between teacher professionalism variables and student learning success.

3. RESULTS AND DISCUSSION

The data regarding teacher professionalism was obtained from the number of students sampled as many as 30 students. The author used data from a questionnaire given by students which consisted of 15 question items. The criteria for alternative answers are as follows: (a) For answer A with a value of 3, (b) For answer B with a value of 2, (c) For answer C with a value of 1. Data on student success in learning, measured by report cards. To find out about the learning success of class V students, the author uses data from final report cards. From the final score of the report card, it can be seen whether the student was successful or not in learning.

To find out whether there is a relationship between teacher professionalism and student success in studying at Madrasah Ibtidaiyah Al Ittihad Semowo, Pabelan District, Semarang Regency in 2024, the author will provide data using data that has been analyzed using the product moment formula. The data obtained and presented in table I and II then look for the interval, frequency and percentage of the two variables.

3.1. Analysis of Teacher Professionalism

Table 1. Intervals and teacher professionalism

| Intervals | Frequency | Nomination | Description | Percentage % |
|-----------|-----------|------------|-------------|--------------|
| 334-41 | 18 | A | Tall | 60% |
| 26-33 | 11 | B | Currently | 36,66% |
| 18-25 | 1 | C | Low | 3,33% |
| N | 30 | | | 100% |

Thus:

Nominations between 34-41 mean that the teacher's professionalism score is said to be high (A) for 18 students or 60%. Nominations between 26-33 mean that the teacher's professionalism score is said to be medium as many as 11 students or 36.66%. Nominations between 18-25 mean that the teacher's professionalism score is said to be low by 1 student or 3.33%. Then a table of nominations high, medium, low was created to determine each nomination for teacher professionalism in the student learning process.

3.2. Analysis of Student Success In Learning

Tabel 2. Interval and percentage of student success scores in learning

| Intervals | Frequency | Nomination | Description | Percentage % |
|-----------|-----------|------------|-------------|--------------|
| 85-90 | 3 | A | Tall | 10% |
| 78-84 | 20 | B | Currently | 66,66% |
| 71-77 | 7 | C | Low | 23,33% |
| N | 30 | | | 100% |

Thus:

High nomination (A) between 85-90 means the student's success score in learning is 3 students or 10%. Medium nomination between 78-84 means the student's success score in learning is 20 students or 66.66% Low nomination between 71-77 means the student's success score in learning is 7 students or 23.33%. Then a table of nominations high, medium, low was created to determine each nomination in terms of student learning success.

After analyzing the data on the two variables based on values or scores or based on questionnaire question items and final report card scores, the next step is to carry out a hypothesis test to test its truth. The results of the correlation test of teacher professionalism with student success in learning in class V Madras Ibtidaiyah AL Ittihad using SPSS 26 obtained significant results in the form of the following table:

Table 3. Correlation between teacher professionalism and student learning outcomes

| | | Profesionalitas guru | Hasil belajar siswa |
|----------------------|--------------------|----------------------|---------------------|
| Profesionalitas Guru | Person Correlation | 1 | .361 |
| | Sig. (2-tailed) | | .000 |
| | N | 30 | 30 |
| Hasil Belajar Siswa | Person Correlation | .361 | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 30 | 30 |

As for finding out whether the calculated r_{xy} value is significant or non-significant, the significance level of 5% and 1% between the teacher professionalism variable and student learning success is obtained from the following results:

$$r_{xy} = 0.236$$

$$r_{table} = 0.361 \text{ (with a significance level of 5\%)}$$

this means $r_{count} < r_{label}$

So the hypothesis proposed by the author is accepted. From the analysis above, it can be concluded that there is a significant relationship between teacher professionalism and student success in learning in class V Madrasah Ibtidaiyah Al Ittihad Semowo.

The research results show that teacher professionalism has a significant influence on students' success in learning in class V. Although these findings confirm the importance of teacher professionalism, there are gaps in our understanding of how specific aspects of professionalism, such as pedagogical competence, managerial ability, and professional ethics, each of which influences student success. Previous research conducted showed the effect of professionalism on learning achievement in Class VIII economics subjects at Junior High School 02 Jerowaru. This can be proven from the data that has been collected that the highest score for the teacher professionalism variable (X) is 72 and the lowest score is 67, while for learning achievement (Y) the highest score is 85 and the lowest is 75. From the calculation results, the average is obtained (mean) for the teacher professionalism variable (X) is 68.67 with a standard deviation of 3.3. Meanwhile, for student learning achievement (Y), the average (mean) is 79.11 with a standard deviation of 2.55. while the test results " r_{xy} " or " r_o " are greater than the " r " table or " r " table at both the 5% and 1% significance levels, namely ($0.711 > 0.304/0.393$). Thus it can be concluded that: there is a significant influence on teacher professionalism on student learning achievement in the Class VIII Economics subject at Junior High School 2 Jerowaru.

Previous research also found that there was a relationship between teacher professionalism and student learning achievement at integrated islamic junior high school Fajar Divine 2 Sungai Beduk. Teacher Professional Competence and Student Learning Achievement are correlated at 0.7647. This means that if the teacher's level of professional competence is high, then student learning achievement tends to be high. Thus the theory which states that there is a relationship between teacher professional competence and student learning achievement at integrated islamic junior high school Fajar Divine 2 Sungai Beduk has been tested and proven. So the novelty of this research shows that there are variations in the impact of teacher professionalism depending on the geographical and socio-economic context of the school. Previous studies tend to generalize the influence of teacher professionalism without considering these contextual variables. Therefore, further research is needed to explore how specific factors of teacher professionalism interact with particular contextual conditions to influence student success, as well as how tailored interventions can be designed to improve learning outcomes in a variety of educational settings.

In addition, similar research has been conducted. The study showed that teacher professional competence has a positive and significant effect on student learning achievement and learning motivation. From the three previous studies that are relevant to this study, it is proven that teacher competence has a very large effect on student learning achievement. Previous research with the current research has a gap in the form of research variables, where in several previous studies not only teacher competence but also the school environment and learning motivation also affect student achievement in learning. So there is something new in this study, namely how the relationship between teacher professionalism can affect the success of student achievement in learning.

Based on the results of previous studies that are relevant in line with this study. Thus, this study not only seeks to strengthen the findings of previous studies, but also aims to provide deeper insight into how teacher professionalism can be applied effectively in the current educational context to improve student success in learning.

The implications of this research are that the results of this research can encourage policy makers to improve teacher evaluation and development systems, ensuring that every teacher has access to the resources and support needed to improve their professionalism. In this way, it is hoped that student learning achievement at Madrasah Ibtidaiyah will increase, creating a more productive learning environment and supporting higher academic achievement.

The limitation of this research is that the data collected is limited to one academic year, so it does not consider changes or developments that may occur over a longer period of time. Third, this study uses survey and observation methods that may be influenced by the subjectivity of respondents and observers, although steps have been taken to minimize bias. In addition, external factors such as family environment and students' socio-economic conditions which can also influence learning success were not fully controlled in this research. Therefore, the results of this study should be interpreted with caution, and further research is needed to confirm these findings across different contexts and longer time periods.

4. CONCLUSION

From the research results that have been analyzed statistically, the final results show that there is a significant relationship between teacher professionalism and the learning success of Madrasah Ibtidaiyah Al Ittihad Semowo students. Researchers recommend that further research by conducting longitudinal research covering several academic years can be carried out to see the development of the relationship between teacher professionalism and student success in the long term.

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