

The Effect of Professionalism of Islamic Religion Teachers on Teaching and Learning Success in the Field of Islamic Religious Education Studies in Class V Even Semesters SD N Sangubanyu 02 Bawang Batang Academic Year 2019/2020.

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Abstract

This study aims to determine how professional the Islamic Religion teacher on Student Learning Success in the Field of Islamic Religious Education in Class V Even Semester SD N Sangubanyu 02 Bawang Batang Academic Year 2019/2020. Knowing how the success of learning the subject of Islamic Religious Education for grade V Even semester students at SD N Sangubanyu 02 Bawang Batang Academic Year 2019/2020. Find out whether there is an influence between teacher professionalism and the success of learning Islamic Religious Education (PAI) for grade V even semester students at SD N Sangubanyu 02 Bawang Batang for the 2019/2020 academic year. To achieve these objectives, the study was conducted with a quantitative research approach. Data collection was obtained using the method of observation, documentation, and questionnaires. The data analysis was carried out in three stages, namely preliminary analysis using the Mean formula, then analysis of hypothesis testing using the calculation of the product moment coefficient and follow-up analysis by comparing the product moment coefficient with the r table value. The data were obtained from a class V population of 15 students, of which all members of the population were used as research samples. The results showed that: The professionalism of Islamic Religious Education Teachers (PAI) SD N Sangubanyu 02 Bawang Batang Academic Year 2019/2020, is included in good quality, we can see this from the results of data processing which shows the results of the analysis, which is equal to 0.999. The success of learning Islamic Education Subjects for Class V even Semester students at SD N Sangubanyu 02 Bawang Batang for the 2019/2020 academic year, shows good results. The success of learning Islamic religious education subjects at SD N Sangubanyu 02 is classified as good because we can see this from the results of data processing which shows the results of the analysis which are equal to 0.999. These results, when compared with the 5% and 1% significance levels, are greater with the number of

respondents 15, namely 0.514 and 0.641. From this, it can be concluded that there is a positive and convincing (significant) influence between the influence of professionalism of Islamic religious teachers on the learning success of students in the field of Islamic religious education (PAI) Class V students of even semester at SD N Sangubanyu 02 Bawang Batang Academic Year 2019 / 2020. Hopefully this research is useful and hopefully someone will examine more deeply the influence of the professionalism of Islamic religious teachers on student learning success.

Keywords: Islamic Religion teacher professionalism, student learning success

A. Introduction

Education is one of the main factors that can affect the progress of human life. As in the current era, a country is said to be advanced if it can produce quality and competent students and be able to compete in the current era of technological advancement.

In our religion we also oblige us to seek knowledge as stated in the Qur'an surah an-Nahl verse 125:

النحل... لِيَأْتِيَنَّكَ الْحِكْمَةُ الْمَوْعِظَةُ الْحَسَنَةُ

“Call (humans) to the way of your Lord with wisdom and good lessons.” (Religion., 2005 : 281)

Along with the renewal of the agenda in the world of education, making teachers a central issue in improving quality learning. Any improvement efforts made to improve the quality of learning will not make a significant contribution without being supported by real efforts to improve the quality of professional teachers. (Mas'um., 2013 : 3)

In Law no. 20 of 2003 concerning the National Education System, it is stated that “Educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, as well as conducting studies and community service, especially for educators at universities.(Mas'um., 2013 : 3) A professional Islamic religious education teacher is a person who has a special ability and expertise in the field of religious education, so

that he is able to carry out his duties, roles and functions as educators with maximum abilities.(Mas'um., 2013 : 41)

Teacher mastery of the field of study being taught is another dimension that affects students' perceptions of class quality and in turn affects their achievement. Furthermore, teacher preparation, self-control, ability to deliver teaching materials, use of appropriate presentation methods, ability to answer questions and make students understand teaching objectives clearly are also factors that influence learning success and students' views of teachers.(Jamaludin., 2002 : 39) So that in the learning process the teacher is able to convey completely what the learning objectives are. Efforts to further improve student learning success can be made through efforts to improve the learning process. In improving the learning process, the teacher's role is very important, namely determining the right learning method.

Teaching and learning is essentially a process of change that occurs within a person after going through certain activities. Learning is an activity process that has clear measurability. The measure of learning success in an operational sense is the mastery of a teaching material that is stated to have a specific learning goal and has a contribution to the above objectives.(Fatkhurrohman & Sutikno., 2010 : 113)

Another factor that results in low public recognition of the teaching profession is the weaknesses found in the teachers themselves, such as the low professionalism of teachers. Mastery of teachers in motivating student learning and other abilities that are not yet optimal.

Based on the explanation of the background above, the author wants to discuss these problems in a thesis entitled "The Effect of Professionalism of Islamic Religion Teachers on Teaching and Learning Success in the Field of Islamic Religious Education Studies in Class V Even Semesters SD N Sangubanyu 02 Bawang Batang Academic Year 2019/2020."

B. Theoretical review

1. Teacher Professionalism

According to Muhibin Syah (2013), "teacher professionalism is the ability and authority of teachers in carrying out their teaching profession. This means that

teachers who are skilled in their profession can be called competent and professional teachers. And professional teachers are teachers who carry out teacher duties with high abilities (professions) for life.

Meanwhile, according to Agus Ma'sum (2013), explaining that professionalism is a view of the field of work, namely a view that considers the field of work a service through certain skills and who considers this skill as something that must be renewed continuously by taking advantage of the progress contained in the field of work. Science.

Based on some of the opinions above, it can be concluded that teacher professionalism is the expertise and skills possessed by teachers which are obtained through professionalization education, which is carried out before carrying out their profession so that they have special abilities and expertise in the field of teaching so that they are able to carry out their duties and functions as teachers with high abilities. maximally, and mastering various strategies or techniques in teaching and learning activities and mastering educational foundations.

2. Efforts to Establish Teacher Professionalism

Ace Suryadi (2009) suggests that to achieve this level of competence, a teacher takes a long time and is expensive. The status of professional competence is not given by anyone, but must be achieved in the professional group concerned, initially of course it must be fostered through the foundation of professional strengthening, for example the development of appropriate educational personnel, infrastructure development, adequate job training, efficiency in the planning system, as well as administrative and coaching development. staffing.

- a) Understand the standards of existing professional demands
- b) Achieve the required qualifications and competencies
- c) Building a good and broad peer group including through professional organizations

3. Professional Teacher Competence

According to the Regulation of the Minister of National Education Number 16 of 2007, that the standard of professional competence of teachers is described as follows:

- a. Professional Competence

- 1) Mastering the material, structure, concept and scientific mindset that supports the subjects taught.

Mastery of this material is one of the requirements to be able to carry out learning effectively, because the teacher is often a place to ask questions for students and can also be a source of satisfying their curiosity. In addition, mastery of the material can also be one of the requirements for teachers, to be able to provide appropriate assistance to learning problems faced by students.(Marselus & Payong : 44)

- 2) Mastering competency standards and basic competencies of the subjects being taught.

As curriculum developers at the education unit level, teachers have an obligation to master the competency standards and basic competencies of the subjects being cared for.

With the following indicators:

- a) Understand the competency standards of the subjects taught.
- b) Understand the basic competencies of the subjects taught.
- c) Understand the learning objectives being taught.

- 3) Develop creatively guided learning materials.

In developing the material as has been mastered in learning theories. In short, it can be said that the development of learning materials must be able to follow a certain pattern or logical sequence.

With the following indicators:

- a) Choose learning materials that are taught according to the level of development of students.
- b) Processing the subject matter that is taught creatively according to the level of development of students.
- c) Continuously develop professionalism by taking reflective actions

- 4) Utilize information and communication technology to develop themselves.

With the following indicators:

- a) Utilize information and communication technology in communicating.

b) Utilizing information and communication technology in self-development.

So professional teacher competencies are teachers who master the material, structure, and concepts of scientific mindset that support, master competency standards and basic competencies of subjects, are able to develop subject matter, utilize technology and have cognitive, affective, psychomotor competencies for teachers.

4. Student Learning Success

The success of learning is the success of students in forming competencies and achieving goals, as well as the success of teachers in guiding students in learning. (Mulyasa., : 121)

5. Learning Success Assessment Tool

To measure and evaluate the level of success in teaching and learning can be done through a learning achievement test. Based on the objectives and scope, learning achievement tests can be classified into the following types of assessment:

- a) Formative Test
- b) Sub-summative test
- c) Summative Test

In terms of tools, the assessment of learning outcomes can be divided into tests and non-tests (non-tests). This test is given orally (according to verbal answers), there is a written test (according to written answers), and there is an action test (according to answers in the form of actions). Some test questions are arranged in an objective form, some are in the form of essays or descriptions. Meanwhile, non-test as an assessment tool includes observations, questionnaires, interviews, scales, sociometry, case studies. (Mulyasa., : 121)

So to assess the extent to which students' teaching and learning achievements are needed, there is a need for a test or assessment to measure the goals and results to be achieved in learning, which includes a written test or an oral test conducted at the end of the learning program, at the end of the semester, and an assessment to find out weaknesses. and student skills in teaching and learning.

6. Level of success

The success rates are as follows:

- a) Special /Maximum
If all the subject matter being taught can be mastered by students.
- b) Very good / Optimal
If most (76% to 99%) of the subject matter taught can be mastered by students.
- c) Good/ minimal
If the subject matter taught is only 60% to 75%, it is mastered by students.
- d) Not enough
If the subject matter taught is less than 60% mastered by students.

7. Islamic education

According to Prof. HM Arifin, M.Ed. (2013) Islamic education is an educational system that covers all aspects of life needed by the servants of Allah, as Islam has become a guide for all aspects of human life, both worldly and hereafter.

C. Research methods

The method used in this study using a quantitative research approach. The population in this study was the fifth grade students of SD N Sangubanyu 02, totaling 15 students. The sampling method in this study was using a saturated sample in which all members or the population were used as samples.

This study contains two variables, namely the professionalism of Islamic Religious Education teachers as an independent or independent variable (X) and the learning success of fifth grade students in the field of Islamic education as a dependent variable (Y). Data collection was obtained using the method of observation, documentation, and questionnaires. The data analysis was carried out in three stages, namely preliminary analysis using the Mean formula, then hypothesis testing analysis using product moment coefficient calculations and follow-up analysis by comparing product moment coefficients with r table values.

D. Discussion

1. Teacher Professionalism

- a) Indicator of Mastering Teaching Materials

Based on the results of the distribution of questionnaires to 15 respondents with a total of 5 questions related to the indicator of mastering teaching materials, it was obtained:

Table 1. Frequency Distribution of Indicators of Ability to Master Teaching Materials

<i>Interval</i>	<i>F</i>	<i>%</i>	<i>Category</i>	<i>Information</i>
19-20	6	40	Very good	The data were obtained from the results of the teacher professionalism questionnaire no. questions 1-5
17-18	4	27	Well	
15-16	3	20	Not good	
13-14	2	13	Not good	
	15	100		

From the results of the analysis of table 1, we can see that the majority of respondents, namely 40% of respondents considered that the professionalism of teachers in the ability to master teaching materials was carried out very well.

b) Indicators of Ability to Develop Teaching Programs

Based on the results of the distribution of questionnaires to 15 respondents with a total of 5 questions related to the indicator of the ability to develop teaching programs, it was obtained:

Table 2. Frequency Distribution of Ability Indicators to Develop Teaching Programs

<i>Interval</i>	<i>F</i>	<i>%</i>	<i>Category</i>	<i>Information</i>
19-20	7	47	Very good	The data were obtained from the results of the teacher professionalism questionnaire no questions 6-10
17-18	4	27	Well	
15-16	3	20	Not good	
13-14	1	6	Not good	
	15	100		

From the results of the analysis of table 2, we can see that the majority of respondents, namely 47% of respondents assess the professionalism of teachers in the ability to develop teaching programs very well.

c) Indicators of Ability to Implement Teaching Programs

Based on the results of the distribution of questionnaires to 15 respondents with a total of 5 questions related to the indicator of the ability to carry out teaching programs, it was obtained:

Table 3. Frequency Distribution of Ability Indicators to Implement Teaching Programs

Interval	F	%	Category	Information
17-18	8	53	Very good	The data were obtained from the results of the teacher professionalism questionnaire number 11-15
15-16	4	27	Well	
13-14	1	7	Not good	
11-12	2	13	Not good	
	15	100%		

From the results of the analysis of table 3, we can see that the majority of respondents, namely 53% of respondents assessed that the professionalism of teachers in the ability to carry out teaching programs was very good.

d) Indicator of Ability to Assess Teaching and Learning Process

Based on the results of the distribution of the questionnaire to 15 respondents with a total of 5 questions related to the indicator of the ability to assess the teaching and learning process, it was obtained:

Table 4. Frequency Distribution of Ability Indicators to Assess Teaching and Learning Process

interval	F	%	Category	Information
19-20	5	34	Very good	The data were obtained from the results of the teacher professionalism questionnaire number 16-
17-18	6	40	Well	
15-16	2	13	Not good	
13-14	2	13	Not good	

	15	100		20 .
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From the results of the analysis of table 4, we can know that the majority of respondents, namely 40% of respondents assess the professionalism of teachers in the ability to assess the teaching and learning process is carried out well.

2. Student Learning Success

Data on student learning success is obtained from report cards which have been accumulated from various aspects, and are obtained:

Table 5.

**STUDENTS OF EVEN SEMESTER V CLASS V PAI SUBJECT
REPORT VALUE AT SD N SANGUBANYU 02 BAWANG BATANG FOR
THE 2019/2020 ACADEMIC YEAR**

NO	STUDENT'S NAME	RAPORT VALUE
1	Ahmad Dzakinin	90
2	Ainu Ibrahim H	90
3	Atik Dina Nasikha	75
4	Dani Irfan	75
5	Duwi Septia Ningrum	80
6	Hanifa	85
7	Rahma Nita	75
8	Rio Satrio	75
9	Rifadi Saputra	85
10	Sakina Nazila	90
11	Sudar Yanti	85
12	Syifa Anindiya	90
13	Vivin Awi Cahyani	75
14	Wahyu Riski Setiawan	80
15	Zida Aliya Amani	75
The highest score		90
Average		81.6

Lowest value	75
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**Table 6. Variable Y Frequency Distribution:
Student Learning Success**

No	Interval	F	%	Information
1	87-90	4	27%	Very high
2	83-86	3	20%	Tall
3	79-82	2	13%	Enough
4	75-78	6	40%	Low
		15	100%	

Table 7. Mean N Variable Y Student Learning Success

Interval	F	X	Fx	Mean n
87-90	4	88,5	354	$M = \frac{\sum fx}{N}$ $M = \frac{1.227,5}{15} = 81,8$
83-86	3	84,5	253,5	
79-82	2	80,5	161	
75-78	6	76,5	459	
	15		1.227,5	

Based on the calculation of the table above, the mean value is 81.8 so that it lies in the 79-82 interval. This shows the success of student learning in the sufficient category.

3. Hypothesis testing

Analysis of hypothesis testing by means of statistical calculations using or entering the data that has been obtained into the product moment correlation formula as follows:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$r_{xy} = \frac{83.290}{\sqrt{(70.000)(100.625)}}$$

$$r_{xy} = \frac{83.290}{\sqrt{7043750000}}$$

$$r_{xy} = \frac{83.290}{83927,5}$$

$$r_{xy} = 0,999$$

From the above calculation, it is known that the product moment correlation coefficient between teacher professionalism and student learning success is $r_{xy} 0.999$.

Table 8. Hypothesis Test

N	Value r xy (r count)	Value of r table	
		5%	1%
15	0.999	0.514	0.641

Based on the r product moment table above, it can be obtained as follows: The correlation coefficient (r xy) is 0.999 greater than the table at the 5% significance level, which is 0.541, while at the 1% significance level the product moment correction coefficient (r xy) is greater than r table which is 0.641. To find out whether there is a significant relationship between teacher professionalism and student learning success, it can be seen from the following table.

Table 9. Guidelines for Interpretation of Correlation

Coefficients (Mulyasa., : 184)

Coefficient Interval	Relationship Level
0.000-0.199	Very low
0.200-0.399	Low
0.400-0.599	Currently
0.600-0.799	Strong
0.800-1.00	Very strong

The value (r xy) at the 5% significance level is greater than the r table with a difference of 0.485. In the correlation coefficient interpretation table, this value is in the interval 0.400-0.599, which is at the moderate level of relationship .

From the data analysis above, it can be concluded that the variable of teacher professionalism with the variable of student teaching and learning success has a significant influence, namely the level of the relationship is quite good.

E. Concluding Remarks

Based on the research that has been carried out on teacher professionalism and the success of teaching and learning for students in the field of Islamic religious education in class V even semester of SD N Sangubanyu 02 Bawang Batang for the 2019/2020 academic year, the following conclusions can be drawn:

The professionalism of teachers of Islamic religious education subjects is of good quality with a mean value of 68.7 and is rounded to 69 and is scored in the 2nd interval with a good category. We can see this from the results of data processing which shows the results of the rxy analysis of 0.999. The results of r xy obtained are greater than r at the significance level of 1% and 5% with the number of respondents 15, namely 0.514 and 0.641.

Based on the results of the study, the learning success of students in the field of Islamic religious education with a mean of 81.8 lies in the 3rd interval. This shows the success of student teaching and learning is quite good. So the learning success of students in the field of Islamic religious education in class V even semester of SD N Sangubanyu 02 is included in the fairly good category.

The product moment coefficient (r_{xy}) from the results of the study is 0.999 and when consulted with the table the values of r product moment at $N = 15$ at a significant level of 5% shows the number 0.514, and at the 1% level it shows the number 0.641. Product moment correlation coefficient (r_{xy}) when compared with r table, shows that the value (r_{xy}) is greater than r table, namely at a significance level of 5%. The range/difference from the r table is 0.485, and when interpreted with the interpretation table the correlation coefficient is in the interval 0.40-0.599, namely at the moderate or good enough level of relationship. In this case, it can be concluded that there is a significant influence between the professionalism of Islamic

religious teachers and the learning success of students in the field of Islamic religious education.

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