
TEACHER PROFESSIONALISM AND LEARNING SERVICES TO IMPROVE STUDENTS' LEARNING OUTCOMES IN PAI ELEMENTARY SCHOOL

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Abstract:

This study aims to observe the relationship between teacher professionalism and learning services, and students' learning outcomes at PAI Elementary School. Population of this study was all teachers and students while the samples were 21 teachers and 30 students. The data collection used observation, interview, and documentation. The data analysis technique used is a descriptive analysis using SPSS 11.5, factor analysis, and Rank Spearman correlation analysis. The results show that: first, there is no significant relationship between teacher professionalism and students' learning outcomes of PAI Elementary School. This is due to the lack of professional human resources within the scope of PAI Elementary School. Second, the learning services for PAI Elementary School students are in the high category, and there is a significant relationship between learning services and learning outcomes of PAI Elementary School students, this is due to the excellent service provided to the students so that it has an impact on the students' learning outcomes.

Abstrak:

Tujuan penelitian ini adalah untuk mengetahui hubungan profesionalisme guru dan layanan pendidikan terhadap hasil belajar siswa sekolah dasar. Populasi dalam penelitian ini adalah guru dan peserta didik sekolah dasar PAI dan sampel sebanyak 21 orang guru dan 30 orang peserta didik. Pengambilan data yang digunakan adalah observasi, wawancara, dan dokumentasi. Teknik analisis data yang digunakan adalah analisis deskriptif dengan menggunakan SPSS 11,5, analisis factor, analisis korelasi Rank Spearman. Hasil penelitian: Pertama, tidak terdapat hubungan yang signifikan antara profesionalisme Guru dengan hasil belajar siswa Sekolah Dasar PAI. Hal ini disebabkan kurangnya SDM yang profesional dalam lingkup Sekolah Dasar PAI. Kedua, pelayanan pembelajaran pada siswa Sekolah Dasar PAI berada pada kategori tinggi, dan ada hubungan yang signifikan antara pelayanan pembelajaran dengan hasil belajar siswa Sekolah Dasar PAI, hal ini disebabkan karena Pelayanan prima yang diberikan oleh pihak sekolah kepada siswa sehingga berdampak terhadap hasil belajar siswa.

Keywords:

Teacher Professionalism, Learning Services, Learning Outcomes

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INTRODUCTION

Teacher is an important component in the world of education because the teacher directly influences, fosters, and develops students' abilities to become intelligent, skilled, and highly moral people, as implied in Law Number 20 of 2003 article 39 paragraph 2 concerning the National Education System. While it is generally agreed that the teacher can shape the students' learning outcomes, there remains considerable debate on how national policies and training programmes can best support teacher education to address sustainable development challenges (Manasia, Ianos, & Chicioreanu, 2020). Studies abroad show that professional learning approaches have a positive effect in improving teachers' professional knowledge and skills (Rasidi, Mydin, & Ismail, 2020).

The learning process is the core of the educational process, where there is a process of stimulus provided by the teacher as the main role holder and there is a response from students in educational interactions at school. The interaction between teachers and students is the main requirement for the teaching and learning process to take place in a learning situation. It is the teacher who guides, trains and educates, and emphasizes students to reflect on a process (Ainiyah, 2016). According to Ismail, the teacher's task in learning requires mastery of the teaching materials to be taught and mastery of how to teach the selected teaching materials (Ismail, 2010). According to Soetjipto, professional teachers are the teachers who should always improve their knowledge, attitudes and skills continuously (Soetjipto, 2011). The teachers can be said to be professionals if they have high skills (high level of abstract), and high work motivation (high level of commitment) Commitment (Ainiyah, 2016). Kurniasih (2017) stated that the competencies of a teacher who must have to become a professional teacher are such as: Pedagogic Competence; Personal or Personality Competence; Professional competence and social competence. The same thing was expressed by Adnan Hakim that the competencies that must be possessed by the teachers are: Personality competence, Pedagogic competence, Professional competence, and Social competence (Hakim, 2015).

The teachers are not the only determinant of the success of education, but the quality of teaching staff and learning services also have a very big share, the progression of an institution is strongly influenced by the quality of service and the performance of the teachers in the institution. The students as the main customers in education must be served optimally until they are satisfied. The services should be provided to the students so that the students can develop good attitudes and habits. Learning services cover three areas, namely instructional services, administrative services, and academic-social and personal assistance services (Atieka & Kurniawati, 2015). The teacher instructional services are the teachers' first task. This task requires the teachers to master the content or material of the subject area being taught, assist the students in overcoming problems in learning, and understand how the school is managed (Soetjipto, 2011)

The government sets minimum service standards (SPM) for schools ranging from elementary to tertiary education. Minimum Service Standards for the implementation of schooling in primary and secondary education are technical specifications that are used

as minimum benchmarks that must be carried out by districts and cities in carrying out schooling activities in the field of primary and secondary education.

Based on this description, the focus of the problems to be examined in this study are: How is the relationship between Teacher Professionalism and Education services on PAI elementary School Students' Learning Outcomes in Makassar City? This research is very important for future teacher development and the problems found in this study can be used as a benchmark for government policymaking to improve the quality of teacher teaching in serving students in elementary schools in Makassar.

RESEARCH METHOD

This study is an ex-post-facto correlational nature. Known as ex-post-facto existing facts collected previously, and it is correlational because it examines the relationship between variables. This research was conducted at SD Inpres Pai Makassar City. This school is located at Jalan Goa Ria No. 16, Pai Village, Biringkanaya District, Makassar City. The population of this study was all students of Pai Elementary School Makassar City. There were 733 students and 21 teachers. This study used Simple Random Sampling. The samples of this study were the fifth grade students, totaling 30 students and 21 teachers. The data collection is a very decisive stage in the process of implementing research to get good results. The data collection used in this research is observation, interview, and documentation techniques. Descriptive analysis is intended to obtain an overview of the categorical distribution of research results for each variable, both X1, X2, and Y variables. The descriptive analysis provides an overview of the research location and data collection techniques. The SPSS 26 for Windows software program includes analysis of this description which includes the number of respondents based on class and gender. The factor analysis is a technique of interdependence in which all variables are considered, each variable is linked to other variables. In factor analysis, it is to form and maximize the explanation concerning all the variables that have been determined. Factor analysis is used to identify the structure of the relationship between variables or between respondents. The Spearman rank correlation coefficient is a measure of whether the two ordinal variables are closely related; meaning that it is a measure of the level/degree of the relationship between data that has been arranged according to the rank (rang to data). The correlation coefficient (r) is calculated using the actual values of X and Y.

RESULTS AND DISCUSSION

General descriptions of the correlation between learning services and teacher professionalism on students' learning outcomes of PAI Elementary School Makassar City are as follows:

Overview of Learning Services, Teacher Professionalism and Students' Learning Outcomes of Inpres PAI Elementary School

Table 1. The Overview of Teacher Professionalism Services and Students' Learning Outcomes

	Learning Service	Teacher Professionalism	Students' Learning Outcomes
N	Valid 30	21	30
	Missing 0	9	0
Mean	42.4667	44.4762	78.1667
Median	41.0000	45.0000	79.0000
Mode	40.00	45.00	80.00
Std. Deviation	7.18107	1.47034	3.89592
Variance	51.568	2.162	15.178
Range	39.00	6.00	15.00
Minimum	33.00	41.00	70.00
Maximum	72.00	47.00	85.00
Sum	1274.00	934.00	2345.00

Normality Test

To test the correlation of the research results, it must be known whether the data is normally distributed or not. If the data is normally distributed then the Pearson correlation is used, and if the data is not normally distributed then the Spearman correlation is used. To find out whether the data is normally distributed or not, SPSS 26 for Windows is used by looking at the sig. value of each data set. If the sig. value is greater than 0.05, the data is normally distributed, if less than 0.05, the data is not normally distributed.

Table 2. Normality Test

		Learning Service	Teacher Professionalism	Student Learning Outcomes
N		30	21	30
Normal Parameters ^{a,b}	Mean	42.4667	44.4762	78.1667
	Std. Deviation	7.18107	1.47034	3.89592
Most Extreme Differences	Absolute	.170	.230	.118
	Positive	.170	.170	.092
	Negative	-.100	-.230	-.118
Test Statistic		.170	.230	.118
Asymp. Sig. (2-tailed)		.260 ^c	.125 ^c	.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the results of the data normality test above, it can be concluded that: (a) for learning services the sig value: $0.26 > 0.05$, so that the data is normally distributed. (b) for teacher professionalism, the sig value: $0.125 > 0.05$, so that the data is normally distributed. (c) for students' learning outcomes the sig value: $0.200 > 0.05$, so that the data is normally distributed.

As the three variables are normally distributed, the Pearson correlation test is used and the results are as follows:

Tabel 3. Correlation Test

		Learning Services	Teacher Professionalism	Students' Learning Outcomes
Learning Services	Pearson Correlation	1	.201	.710
	Sig. (2-tailed)		.383	.000
	N	30	21	30
Teacher Professionalism	Pearson Correlation	.201	1	.376
	Sig. (2-tailed)	.383		.093
	N	21	21	21
Students' Learning Outcomes	Pearson Correlation	.710	.376	1
	Sig. (2-tailed)	.000	.093	
	N	30	21	30

Due to the correlation coefficient results are all positive, all variables are unidirectional. It means that the learning services and the teacher professionalism increase, so the learning outcomes also increase. Significance, (a) as the sig value of the learning services with the value of the students' learning outcomes is $0.00 < 0.05$, there is a significant correlation between learning process and services, and the students' learning outcomes. (b) as the sig value of the teacher professionalism and the students' learning outcomes is $0.93 > 0.05$, there is no significant correlation between teachers' professionalism and the students' learning outcomes. The level of correlation strength, coefficient correlation value of the learning services and the students' learning outcomes relationship strength is 0.710 on a significant number of 0.05 (95%).

The Relationship Between Learning Services and Students' Learning Outcomes

PAI Elementary School is located at Jl. Perintis Kemerdekaan Km 18, Biringkanaya District, Makassar City. Status of Accreditation B, the number of teachers and principals

are 21 people and 733 students, 16 classrooms, 1 library room and 4 students sanitation rooms. This elementary school has met the technical specifications that are used as a minimum benchmark by the government or (SPM).

The study results show that the learning services are in the high category, this is in accordance with the indicators of the learning services proposed by Atieka & Kurniawati (2015) that the services provided to the students and therefore the students can develop good attitudes and habits aided the following indicators: 1) instructional learning services, 2) administrative services, 3) academic services, and 4) social and personal services. These indicators are used to measure the level of learning services in SD PAI. The study results show that the learning services value sig: $0.26 > 0.05$ thus, the data is normally distributed and the level of correlation strength between learning services and the value of students' learning outcomes is 0.710, thus there is a strong relationship with a significant number of 0.05 (95%).

The relationship between learning services and learning outcomes at SD PAI is very strong because the excellent services provided by the school, both human resources, facilities and infrastructure have a significant impact on students' learning outcomes. The study room is provided with air conditioner and a fan. Excellent learning services affect students' enjoyable condition and comfortable studying in a school environment. According to the results of Sidik Widaryanto's research, there is a significant relationship between students' learning facilities and the fourth-grade students' learning outcomes at SDN Gugus Wijaya Kusuma Semarang City (Widaryanto, 2016). In addition, it is also supported by the research results conducted by Susanto that the learning outcomes are determined by a comfortable atmosphere (Susanto, 2016).

The Relationship between Teacher Professionalism and Students' Learning Outcomes

This study describes that generally teachers' profesionalism does not affect students' learning outcomes significantly at Elementary School PAI in Biringkanaya District. Based on the study results, it is concluded that the relationship between teachers' professionalism and students' learning outcomes is in low category. It is due to the lack of pedagogical competence which influences the assessment towards the class management ability, teaching delivery, and evaluation. According to Soetjipto (2011) to be a professional teacher, knowledge, competence, and attitude must be sustanaibly developed. The attitude can involve the regulation, academic organization, colleagues, students, workplace, leader and profession. Simon and Alexander in Mulyasa (2012) stated that more than 10 studies from the developing countries showed that there are two substancial factors of teachers' roles affecting students' learning outcomes, namely: effective time used for learning in the classroom, and competent and professional teachers.

Elementary School PAI does not completely engage the teachers in some trainings. The worse thing is that there is a teacher unexperienced to any professional development activities such as training to develop their creativity in teaching and learning. Arifin (2013) stated that changing teachers' paradigm for being professional ones has to attend

training of curriculum implementation and learning based on their educational background. Every teacher is expected to apply teaching model which activates the students' emotion and motivation to learn (Syamsuddin, 2020). Teaching model is able to increase the students' learning outcomes. However, there is no a significant relationship between the teachers' professionalism and the learning achievement at Elementary School PAI in Biringkanaya District, Makassar.

CONCLUSION

The results of this study illustrate that in general, the learning services for students of PAI Elementary School, Biringkanaya Subdistrict, Makassar City are in the high category. If the school provides excellent service to the students, the learning outcomes are stated that every addition of one learning service is able to increase the learning outcomes. Excellent service provided by the school such as human resources, facilities and infrastructure can have a significant impact on the students' learning outcomes, and the professionalism of the teachers does not provide significant results on the students' learning outcomes of PAI Elementary School, Biringkanaya Subdistrict, Makassar City. Based on the study results, it can be concluded that the relationship between teacher professionalism and learning outcomes is in a low category, namely, the teacher professionalism influences the students' learning outcomes of PAI Elementary School Makassar City. This is due to the lack of professional human resources within the scope of PAI Elementary School Makassar City.

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