

The Influence of Civic Teacher Professionalism and the Students' Characteristic toward 4th Grade Students' Achievement in SD Negeri 040444 Kabanjahe

Monica Agita Br Tarigan
Basic Education Study Program
Universitas Negeri Medan
Medan, Indonesia
monictrg@gmail.com

Abstract—This study aims to determine the effect of Civics subject teacher professionalism on the learning achievement of 4th grade students of SD 040444 Kabanjahe, and also the influence of student characteristics on the learning achievement of 4th grade students of SD 040444 Kabanjahe, as well as the influence of professionalism of Civics subject teachers and student characteristics on achievement studying 4th grade students of Public Elementary School 040444 Kabanjahe. This study uses independent variables, namely the professionalism of Civics (X1) subject teachers and student characteristics (X2) and the dependent variable, namely student learning achievement (Y). Data collection tools namely, documentation and questionnaires. This research is expected to have a positive and significant influence between the professionalism of Civics subject teachers on the learning achievement of 4th grade students of SD 040444 Kabanjahe, the positive and significant influence between students' characteristics on the learning achievement of grade 4 students of 040444 State Elementary School Kabanjahe, and the positive and significant influence between the professionalism of Civics subjects and the characteristics of students towards the learning achievement of 4th grade students of Public Elementary School 040444 Kabanjahe.

Keywords—*teacher professionalism, student characteristics, and learning achievement*

I. INTRODUCTION

Education is very necessary to create a society that has knowledge, skills, and can carry out its life according to its nature. Policies in improving the quality of education and teaching need to be pursued. So that it can mean education can improve Human Resources (HR). In this case the role of the teacher plays an important role in the education process. As stated in Law Number 20 of 2003 concerning the National Education System, Article 39 paragraph 2[1], namely: "Educators are professionals who carry out processes and learning, assess learning outcomes, conduct coaching and training, and conduct research and community service, especially for education in tertiary institutions".

Teachers are not only required to be able to create a conducive learning atmosphere, but also can give birth to a nation of children who are intelligent, independent,

responsive, critical, innovative, democratic, and have morals so that a teacher must be professional and dignified.

Especially in elementary school, because from elementary school the teacher can shape his students to be good as previously stated. Professional teachers must be able to master teaching materials, characteristics of their students, methods and sources of teaching materials. So that students can play an active role in the learning process not only come, sit, and silently listen to the teacher who teaches in front of the class. According to Uno, "teachers who have professional competence need to master [2], among others:

1. Science discipline as a source of teaching
2. material Teaching materials taught
3. Knowledge of student characteristics
4. Knowledge of philosophy and educational goals
5. Knowledge and mastery of teaching methods and models
6. Mastery about the principles of learning technology
7. Knowledge to assessment, and able to plan, lead, to smooth the educational process.

Most of the learning process and student learning outcomes are determined by the competencies that teachers have in teaching, guiding, and directing students, not determined by the school and curriculum content. According to Hamalik "competent teachers will be better able to create an effective, enjoyable learning environment, and will be better able to manage the class, so that students' learning is at an optimal level"[3].

At present, the Civics subject teachers who have different backgrounds are so busy with their respective lives and set aside the educational goals that are their duty as a teacher. Likewise, there are teachers who are not good at delivering material content, have poor teaching habits, and like to spend their time by telling their personal life in front of the class. He considers students to be loyal listeners and makes students become the place to devote their hearts. This is very irrelevant to the needs of students. Students need knowledge from teachers who teach in their classrooms to improve their learning

achievement. Not only teachers, each child also has different characteristics from one another. They also have different family backgrounds. Different characteristics affect the intelligence and activity of children so that they can affect their learning achievement.

II. THEORY STUDY

A. *Understanding professionalism*

Kusnandar argues that "Professionalism is the condition, direction, value, purpose, and quality of an expertise and authority relating to one's livelihood"[4]. Furthermore, according to Tjijptohadi in Sagara, professionalism has several meanings, namely: "*First*, professionalism means an expertise, having certain qualifications, having experience in the area of expertise, or getting rewards for his expertise[5]. A person can be said to be a professional if he / she has attended certain education, which has special skills or qualifications. *Second*, the notion of professionalism refers to a 12 standard work, namely moral principles and professional ethics. Moral principles, like the general norms of society, direct accountants to behave according to the order of life of a professional. *Third*, professional means moral. A person's moral level distinguishes between one internal auditor and another internal auditor. A person's morality and a high regard for professional ethics are very individual ". Based on the description above, it can be concluded that professionalism is a skill that someone has in carrying out his profession or doing his work.

B. *Definition of Professional*

Teachers play an important role in the education process and are responsible for improving Human Resources (HR) and creating quality future generations. Professional teachers are determining factors in the quality of education. Teachers are not only responsible for explaining the material and giving assignments to students but also must be able to be mentors, educators, and understand the nature of their students.

A teacher besides having high knowledge and insight must also be professional in carrying out his duties. This statement is in accordance with the opinion of Djamarah about the requirements of teachers[6], namely:

- a. Experts in the field taught
Teacher in accordance with the objectives of the science of vocational education are not likely to educate students, if the teacher himself is not an expert in the field.
- b. Physical health
Health is often used as a condition for someone to become a teacher.
- c. Have a good attitude
Teachers 'character is important in students' character education, teachers must be role models for students, because children tend to be imitating.

The three requirements stated above are expected to be owned by each teacher, so that he is able to fulfill the function as a professional educator, namely as a nation

educator. According to Uzer said "Professional teachers are people who have special abilities and expertise in the field of teaching so that they are able to carry out their duties and functions as well as possible"[7]. So it can be concluded that professional teachers are people who have expertise in teaching, educating, guiding their students. Professional teachers can also create an attractive learning climate so that they can make students enthusiastic in following the teaching and learning process in the classroom not feel bored and scared, understand the character of each student and make themselves an example for their students.

C. *Student*

Characteristics are the nature, character, or character possessed by each individual. Characteristics of students are individual quality of students which can be seen from their talents, interests, attitudes, learning motivation, learning styles, thinking abilities, and initial abilities (learning outcomes). According to Uno stated that characteristics of students will greatly influence the selection of management strategies, which are related to how to organize teaching, to fit the characteristics of individual students [8].

According to Pribadi noted that the characteristics of students are characteristics or attributes inherent in students that describe the condition of students, for example academic abilities that have been possessed, style and manner of learning and socioeconomic conditions [9]. So that conclusions can be drawn Student characteristics are behaviors and abilities inherent in the student as a result of the influence of his social environment and innate since he was born, so as to determine the pattern of activity.

D. *Student Learning Achievement Learning*

Achievement is the result of student work obtained after a learning evaluation conducted by the teacher. According to Tirtonegorosuggests "This learning achievement must have three aspects, namely cognitive, affective, and psychomotor"[10].

According to Winkel in Sunartostated that "Learning achievement is proof of success that has been achieved by someone. Then learning achievement is the maximum result achieved by someone after carrying out learning efforts"[11]. Meanwhile, according to Gunarsoin Sunarto, stated that "Learning achievement is the maximum effort achieved by a person after carrying out learning efforts. Achievements can be measured through tests which are often known as learning achievement tests [11]. From the definition above it can be concluded that learning achievement is a measure of success gained by students after passing through learning and working on a test or evaluation of learning provided by the teacher, as well as behavioral changes that cover three aspects (cognitive, affective, and motor). Learning achievement can be seen from the learning activities carried out by students which are expressed in the form of numbers,

letters, or sentences that can reflect the results obtained by students.

III. RESEARCH METHODOLOGY

This research is a quantitative descriptive research which is a research that provides a complete picture of the relationship between the phenomena under study and the data obtained in the form of numbers, so that from the data obtained can be performed statistical analysis. Descriptive research is also called non-experimental research, because in this study the researcher did not conduct control and variable manipulation of the research.

This study aims to provide an overview of the extent to which the influence between teacher professionalism and student characteristics as independent variables on learning achievement as the dependent variable. Data collection methods in this study also use several data collection tools, namely documentation and questionnaire in the form of a *check list*. The documentation method is used to obtain student learning achievement data in Civics. While the questionnaire is used to obtain data about teacher professionalism and student characteristics. The questionnaire is closed.

In this study using two kinds of instruments, namely instruments for measuring teacher professionalism and student characteristic measurement instruments. Whereas to analyze the data used descriptive statistical analysis techniques, simple regression, and multiple regression.

IV. FINDING AND DISCUSSION

The results of a simple linear regression test show that the correlation coefficient r is 0.267 while the determinant coefficient or the magnitude of the contribution of influence X_1 to Y is 7.1% and an equation is obtained,

$$Y = 81,641 + 0,053X$$

The regression equation above shows a positive direction, thus there is a positive influence between the professionalism of productive subject teachers on the learning achievement of 4th grade students at SD Negeri 040444 Kabanjahe. This means that if teacher professionalism increases by 1 point, learning achievement will increase by 0.053 points.

The results of a simple linear regression test show that the correlation coefficient r is 0.120 while the determinant coefficient or the magnitude of the contribution of influence X_2 to Y is 0.14% and an equation is obtained,

$$Y = 70,321 + 0,342X$$

The regression equation above shows a positive direction, thus there is a positive influence between student characteristics on student achievement in 4th grade students at SD Negeri 040444 Kabanjahe. This

means that if teacher professionalism increases by 1 point, learning achievement will increase by 0.342 points.

The results of multiple linear regression tests show that the r -count correlation coefficient is 0.277 while the determinant coefficient or magnitude of the contribution of the influence of X_1 and X_2 to Y is 7.3% and an equation is obtained.

$$Y = 86,227 + 0,052X_1 + 0,008X_2$$

The regression equation above shows a positive direction, thus there is a positive influence between the professionalism of productive subject teachers and student characteristics of student achievement in 4th grade students of SD Negeri 040444 Kabanjahe. This means that if teacher professionalism increases by 1 point, learning achievement will increase by 0.052 points assuming the characteristics of students remain, or if student characteristics increase by 1 point, student achievement will increase by 0.008 points assuming permanent teacher professionalism.

V. CONCLUSION

Based on the results and discussion can be concluded:

1. There is a positive and significant influence between the professionalism of productive subject teachers on the learning achievement of 4th grade students at SD Negeri 040444 Kabanjahe.
2. There is a non-significant positive influence between student characteristics on student achievement in 4th grade students at SD Negeri 040444 Kabanjahe.
3. There is a positive and significant influence between the professionalism of productive subject teachers and student characteristics on the learning achievement of 4th grade students at SD Negeri 040444 Kabanjahe.

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