
EFFECT OF TEACHER'S PROFESSIONALISM AND PERSONALITY ON THE ACHIEVEMENT OF MASS AL-WASHLIYAH UNIVA MEDAN STUDENT'S

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Abstract

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The purpose of this study is to determine (1) the effect of professionalism competence variable on students' achievement, (2) the effect of teacher's personality variables on students' achievement, (3) the effect of teacher's professionalism and personality on students' achievement. This research is a quantitative descriptive research, with 60 teachers of MAS/SMA al-Washliyah UNIVA as research subjects taken by total sampling method. Results from the study shows regression equation $Y = 43.764 + 0,243 X1 + 0.173 X2$ that has meaning when variables $X1$ and $X2$ changes, it will have an impact on student achievement. The result of data analysis shows that partially teacher's professionalism affects significantly on students' achievement with the value $t_{count} 3,485 > t_{table} 2,002$. Analysis on effect of personality on students' learning achievement partially influences significantly with value $t_{count} 3,105 > t_{table} 2,002$. The result simultaneously shows that teacher's professionalism and personality conjunctly affecting the achievement of MAS/SMA al-Washliyah UNIVA Medan student with value of $8,143 > F_{table} 4.01$. Other than that, the coefficient of determination (R^2) has value of 22. It means in the amount of 22,20% of students' learning achievement variable is affected by two independent variables in this research, meanwhile the rest as big as 77,80% is affected by other variable that is not studied in this research.

Keywords : *professionalism competence, teacher's personality, learning achievement, baligh, hadits*

A. Introduction

The sentence 'to educate the nation' is stated in 1945 Constitution, thus to accomplish that, quality education is needed to create human resource with excellent quality of knowledge and moral in order to build the nation that has national and international region competitiveness. All those things are closely related to teachers' role as the front line in learning process. According to Law no.14, year 2005, regarding teacher and lecturer, teacher definition is professional educator with the main duty is to educate, teach, guide, lead, coach, score and evaluate the learners of early childhood education in formal education, basic education, and middle education.

The role and position of teacher in educative interaction will guarantee the accomplishment of education goal and success of learners. Thus, a teacher must possess academic qualification that is proven by expertise certification obtained by joining the competence mastery certification.

Regulation of the Minister of National Education of the Republic of Indonesia Number 16 Year 2007 about The Academic Qualification Standard of

four competences is integrated teacher's performance 1). Pedagogic competence comprise the teacher's comprehension of learners, learning design and implementation, learning result evaluation, and learners' development to actualize their potential 2) Personality Competence is personal competence that reflect steady personality. Stable, mature, wise, and reputable, to be a role model for learners, and noble moral 3) Social competence is teacher's capability to communicate and interact effectively with learners, fellow educators, staff, parents and community 4) Professional competence is mastery of teaching materials comprehensively and profoundly, which covers mastery of curriculum and substance material that included in the teaching material.

In their teaching activities at school, teachers are required to have and master those four competences in order to reach the education goals. Teacher's effort in educating, guiding, teaching and training learners is not an easy matter. This task needs a lot of experience and seriousness. In relation to learning achievement, teacher has dominant impact on teaching quality since teacher is both director and actor

in teaching process. Learning achievement is ability possessed by students after receiving their learning experience and also one of the efforts to increase the education quality.

To accomplish that, the main aspect to concern about is teacher who has good professionalism competence and good personality. Furthermore, teacher is required to develop his or her professionalism through education and training, experience in teaching writing, academic achievement, scientific work, etc.

Teacher's personality is also one of the factors that could determine the level of student's learning achievement by displaying teacher as a figure who can be trusted and emulated. The most important factor for a teacher is his or her personality; his or her personality will define whether he or she is going to be a good educator and guide for his or her learner or vice versa. A teacher's personality is reflected in his or her attitude and act in developing and guiding learners. Stable personality of a teacher will give good example for his or her students or society; therefore teacher will appear as a figure that is capable of being role model (people obey his or her advice, words, or

command) and being emulated (people copy his act and attitude).

Seeing and understanding the importance of professional competence and personality for a teacher in increasing learning achievement that must be accomplished is a matter that needs to be solved, because without a competence teacher, the education quality will not be accomplished. This thing brings impact to creation of human resource that has orientation revolving in success of education for learners at school.

School's goal will be accomplished if all the teachers have personality that is in accordance with the school's goal. Thus, the teaching teacher must possess personality that students can look up to, therefore the students will like and favor the material taught by the teacher. The teaching and learning process success parameter can be recognized by checking the students' learning achievement. Students' learning achievement is associated with the level of students' score, absorption and achievement.

This research is conducted in Madrasah Aliyah Swasta Proyek UNIVA Medan due to the numerous amounts of educators whose expertise is not

relevant. Considering as an important component in implementing education at school, teacher must possess adequate capability. Teachers are required to possess the professional skills and ability to improve their teaching capacity, in order to be attractive and not boring. Furthermore, teachers must possess appealing personality and enthusiasm in performing their responsibility in front of the students so they can be motivated to learn and the learning achievement will escalate.

Based on above explanation, researcher is interested to conduct research entitled "Effect of Teacher's Professionalism and Personality on Learning Achievement of MAS Proyek and Mualimin UNIVA Medan Students".

B. Literatur Review

1. Teacher's Professionalism Competence

The term professionalism originated from profession. In English-Indonesian dictionary, "profession means pekerjaan"¹, in Dutch (professie). Both of these western languages absorbed the word from Latin (profession) that means

acknowledgment or statement. Furthermore, Arifin in his book *Kapita Selekta Pendidikan* mentions that profession has the same meaning with the word occupation or job that needs expertise obtained through education or special training.²

Profession is a position or job that requires certain skill. It means, professional position cannot be done or held by any kind or random person who is not specially trained and prepared to do the job, but by someone who has undergone an educational and training process that is specially suitably formulated for the task being carried.

Meanwhile, the term Professionalism originated from English word that lexically means professional. A professional person owns different attitudes compare to the unprofessional one, even though in the same work field or workspace. Three tasks of a teacher as profession including to educate, teach, and train. a) To educate means to continue and develop the values of life (to teach means to continue and

¹ John M. Echols dan Hassan Shadili, *Kamus Inggris Indonesia*, (Jakarta: PT. Gramedia, 1996), 23rd edition, p. 449.

² Arifin, *Kapita Selekta Pendidikan (Islam dan Umum)*, (Jakarta: Bumi Aksara, 1995), 3rd edition, p. 105

develop the knowledge) to train means to develop student's skills.³

Professionalism is a view that certain skill is needed in a job where the skill itself can only be obtained through special education or training. As for teacher professionalism is teacher's capability, which he or she obtains through education and training in an institution, in performing his or her function and task in educational field.

According to Dedi Supriyadi, the term professionalism refers to degree of individual's performance as a professional or performance of a job as a profession.⁴ Thus, it can be defined as degree, quality, and action that are characters of a profession or someone professional, or professional trait. Professionalism is related to the commitment of the profession holder. To continuously improve one's professional skill, one must develop new strategies in his action through continuous learning process.

More identifies profession according to following characteristics:

³ Sudarman Danim, *Inovasi pendidikan* (Bandung, cv pustaka setia, 2002), p.23.

⁴ Dedi Supriyadi, *Mengangkat Citra dan Martabat Guru*, (Yogyakarta: Adicita Karya Nusa, 2000). p. 95

- A) A professional uses his or her full time to do his or her job.
- B) He or she is bound to call of life, and in this matter, treat his/her job as a set of obedience and behavior norm.
- C) He/he is a member of formal professional organization.
- D) He/she masters useful knowledge and skills based on specialization training or very specific education.
- E) He/he is bound to competence requirements, achievement awareness, and dedication.
- F) He/she obtains autonomy based on a very high technical specialization.

2. Personality Competence

The word "kepribadian" origins from the word personality that comes from the word *personare* in Latin, means cover or mask. It is a cover for face that is often used by stage performers, which meant to depict someone's behavior, character, or personality.⁵

According to Koentjaraningrat, he mentioned "kepribadian" or personality as "composition of elements of mind and soul that defines the

⁵ Agus Sujanto, *Psikologi Kepribadian*, (Jakarta: Bumi Aksara, 1997), p. 10.

differences behavior or action of each individual.⁶

According to Law no.14, year 2005, personality competence is personal competence that reflects steady personality, noble moral, wise and sensible and role model for students. While according to Regulation of the Minister of National Education of the Republic of Indonesia Number 16 Year 2007, personality competence consists of:

- A) Behaving suitably with norms of religion, law, social and Indonesian national culture.
- B) Performing him/herself as a personality, who is honest, has noble moral, and role model for students and society.
- C) Performing him/herself as a steady, stable, mature, wise and reputable
- D) Showing work ethic, high responsibility, honored feeling to be teacher, and confidence
- E) Upholding teacher profession's ethic code

Teacher's personality will define his/her impression in doing his/her task. Teacher's personality, especially Islamic

education teacher, not only becoming the fundamental part for the teacher to behave, but also becoming a role model for his/her students in their development. Consequently, teachers' personality is built and developed as well as possible. Teachers, especially Islamic education teachers, are expected to be able to show quality of good personality characters, such as honest, extrovert, loving, helping, patient, cooperative, independent, etc.⁷

3. Learning Achievement

Learning achievement is one of the goals that a student desires to reach when he/she studies. Learning achievement is a thing that cannot be separated from learning activity, since learning activity is a process, while achievement is result from the learning process itself. Every accomplishment in teaching-learning process is measured by how far the result or learning achievement is reached by students.

Learning achievement in Indonesian general dictionary is defined as result of effort that has been accomplished or done to obtain certain

⁶ Alex Sobur, M. Si., *Psikologi Umum*, (Bandung: CV. Pustaka Setia, 2003), p.301.

⁷ Tohirin, *Psikologi Pembelajaran Pendidikan Agama Islam*, (Jakarta: PT. Raja Grafindo Persada, 1993), pp,169-170.

skill or competence.⁸ Winke said that learning achievement is proof of accomplishment that has been reached by someone. Thus, learning achievement is maximum result that someone has reached after performing learning efforts.

Nana Sudjana said that learning achievement is students' capability after receiving their learning experience.⁹ Learning achievement is assessment of result of learning activity effort that stated in form of symbol, number, letter, or sentence that reflect the result accomplished by student in certain period.

Meanwhile, according to Abu Ahmadi and Widodo Supriyono, learning achievement is result of interaction between various factors that affecting both from the inside (internal factor) or outside (external factor) of the individual. Many factors that affect students' learning achievement, both from students' internal or external part. To reach the expected students' learning achievement, some factors that affect the learning achievement should be

concerned about, such as: factors from the inside of students themselves (internal factor), and factors that come from the outside of students (external factor). Factors that come from the inside part of a student is biological, while the outside factors are family, school, society, etc.

Mudzakir and Sutrisno (1997) explained the factors that affect the learning achievement in details, namely: A) Internal factors (factor from the inside of the student)

This factor including:

- 1) Physiology factor (physical), including:
 - a. Due to illness
 - b. Due to unhealthy condition
 - c. Due to disability
- 2) Psychology factor (spiritual), including:
 - a. Intelligence
 - b. Talent
 - c. Passion
 - d. Motivation
 - e. Mental health factor

B) External Factors

External factors are factors that come from the outside of someone, these factors including:

- 1) Family environment

⁸ Poerwadarminta. *Kamus Umum Bahasa Indonesia*. Jakarta: Depdiknas. . 1984. p. 768

⁹ Nana Sudjana *Dasar-dasar Proses Belajar Mengajar* (Bandung: Sinar Baru Algensindo 2000) p. 22

Family is the first and main center of education. The factors including:

- a. Parents' attention
- b. Parents' economic condition
- c. Relationship between family members

2) School environment

- a. Teacher
- b. Tools/equipment factor
- c. Building condition
- d. Social environment (society)
- e. Mass media factors, including: movie theater, TV, newsletter, magazine, and comic books in our surroundings. Those things will hamper the learning activity if the students spend too much time on them and forget the task to study.

C. Research Method

The approach in this research is quantitative research with descriptive method and inferential correlational in order to find out the size or dimension of impact of independent variable towards the dependent variable. This research is classified into descriptive research, only measuring existing variable and not manipulating the variable.

Data collection in this research is done by using questionnaire and documentation. The questionnaire used is statement of teacher's professionalism and personality competence, while the students' learning achievement is using document of daily tests score or report card result score. Validity test is done to statement questionnaire by using Pearson correlation formulation product moment to determine internal consistency between point score and total score.

Furthermore, analysis from the data collected will be done through stage of normality test, linearity test, and multicollinearity test. While the hypothetical test of test t analysis and f test analysis is using the SPSS program.

D. Discussion Of Research Result

Result from this research with the number of respondents as many as 60 people is as follows: 41 of them or 68% are in category of Very Good; 15 people or 24% are at the second place, which is in Good category; 4 people or 7% belong to the third place, which is the Average category; there isn't any teacher who has level of personality in criteria of Not Good or Very Not Good. Therefore, most of the teacher's

professionalism levels belong to Good or Very Good category.

Furthermore, based on the analysis of t statistic test data, for $\alpha = 5\%$ (0,05) and independent degree = 58 by using two-side test, obtained the value of $t_{table} = 2,002$. Decision-making is done by comparing the value of t_{count} 2,002 with value of t_{table} ; it is known that value of t_{count} is 3.486 > value of t_{table} 2,002 so H_0 is rejected and H_1 is accepted. Therefore, it can be concluded that statistically, teacher's professionalism significantly affects the learning achievement.

Findings in this result show that teacher's professionalism affects and is significant to learning process, in the other words that if Professionalism increases, so does the learning process, and the other way around; if the professionalism decreases, so does the learning process.

Besides the professionalism, teacher's personality also affects the students' learning achievement. Based on the research, it is known that from 60 teachers obtained the information about teacher's personality as follows: 10 teachers (17%) have personality level in Very Good criteria; 33 teachers (55%) have personality level in Good criteria;

14 teachers (23%) have personality in Average criteria; 3 teachers (5%) have Not Good personality; no teacher has Very Not Good criteria, so most of the teacher's personality belong to category of Good or Very Good.

Statistic t test was done partially, for $\alpha = 5\%$ (0,05) and independent degree = 58 by using two-side test, obtained the value of $t_{table} = 2,002$. Decision-making was done by comparing the value of t_{count} with the value of t_{table} , it is known that value of t_{count} is 3,105 > t_{table} 2,002 so that H_0 is rejected and H_1 is accepted. Therefore, it can be concluded that statistically teacher's personality affects the learning achievement significantly.

Result of data processing by using analysis of double linear regression or F test shows that simultaneously teacher's professionalism and personality give positive and significant effect to the learning achievement by doing the F statistic test, for $\alpha = 5\%$ (0,05) so the value of $F_{table} = 4.01$ is obtained. The decision-making was done by comparing the value of F_{count} with the value of F_{table} where the value of sig. F_{count} is 8.143 > from F_{table} 4.01 so H_0 is rejected and H_1 is accepted. Therefore, it can be concluded that

statistically teacher's professionalism and personality affect the learning achievement significantly and simultaneously. Result of determinant value (R square) analysis is 0,222. This number shows that the level of learning achievement 22,20% is affected by the variable of teacher's professionalism and personality, while the rest, as much as 77,80%, is affected by other factors. Thus it can be concluded that the higher the teacher's professionalism and personality, the higher the students' achievement will be.

A professional teacher is noticeable by the competences he/she owns; consist of pedagogic, personality, social and professional competence. A teacher must also masters various learning materials, strategies or techniques in teaching and learning activity, and masters the educational fundamentals.

Personality competence is personal capability that reflects the steady, stable, mature, wise and reputable personality, and becomes a role model for students. As a role model, teacher must possess competence that related to personality development. In this matter, teacher's personality has contribution in success of education.

E. Summary

Teachers are expected to continuously develop their competence and capability that related to world of education, participate in training and coaching regarding teaching profession that in this case support the good professionalism as educators for the sake of reaching the education goals.

Schools should constantly support and motivate teachers to continue pursuing education to the higher level in order to development the professionalism level.

Based on analysis result and research addition mentioned earlier, thus the conclusion of this research is:

1. Teacher's professionalism competence has significant effect on students' learning achievement.
2. Teacher's personality competence has positive and significant effect on students' learning achievement.
3. Teacher's professionalism and personality competences have positive and significant effect on the learning achievement of MAS Proyek and Muaalimin UNIVA Medan students.

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