THE INFLUENCE OF TEACHER PROFESSIONALISM AND LEARNING FACILITIES ON ACHIEVEMENT LEARNING STUDENTS

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ABSTRACT

This research is a quantitative study to determine how much influence the professionalism of teachers and learning facilities has on the learning achievement of fourth grade students of SDN 03 Tolitoli in the 2016/2017 academic year. The population of this study were 111 students of SDN 03 Tolitoli. The sample used is class IV which amounted to 12 students. The data collection method used a questionnaire and documentation. Data analysis used multiple regression analysis with the help of the SPSS release 16 program. The results showed that multiple linear regression analysis obtained the equation Y = 10,570 + 0.531 + 0.412 + e. F test obtained Fcount = 20.658, so it is accepted. Partially (t test) variable of teacher professional influence obtained t = 2.592, so that be accepted. The learning facility variable obtained tcount = 3.459, so it was accepted. Simultaneously () the professional influence of teachers and learning facilities has an effect on student achievement by 35.7%. The results of the above research, it can be concluded that there is a significant influence between professional teachers and learning facilities on the learning achievement of fourth grade students of SDN 03 Tolitoli, either simultaneously or partially.
Keywords: Teacher Professionalism, Learning Facilities, Student Achievement

ABSTRAK

Penelitian ini merupakan penelitian kuantitatif untuk mengetahui seberapa besar pengaruh profesionalisme guru dan fasilitas belajar terhadap prestasi belajar siswa kelas IV SDN 03 Tolitoli Tahun Pelajaran 2016/2017. Populasi penelitian ini adalah siswa SDN 03 Tolitoli berjumlah 111 siswa. Sampel yang digunakan adalah kelas IV yang berjumlah 12 siswa. Metode pengumpulan data menggunakan kuesioner dan dokumentasi. Analisis data menggunakan analisis regresi berganda dengan bantuan program SPSS release 16. Hasil penilitian menunjukkan bahwa analisis regresi linear berganda diperoleh persamaan Y = 10.570 + 0.531 + 0.412 + e. Uji F diperoleh Fhitung = 20,658, sehingga diterima. Secara parsial (uji t) variable pengaruh profesional guru diperoleh thitung = 2,592, sehungga diterima. Variabel Fasilitas belajar diperoleh thitung = 3,459, sehingga diterima. Secara simultan ( ) pengaruh profesional guru dan fasilitas belajar berpengaruh terhadap prestasi belajar siswa sebesar 35,7%. Hasil penelitian di atas, dapat diambil kesimpulan bahwa ada

pengaruh yang signifikan antara profesional guru dan fasilitas belajar terhadap prestasi belajar siswa kelas IV SDN 03 Tolitoli baik secara simultan maupun parsial.

Kata kunci : Profesionalisme Guru, Fasilitas Belajar, Prestasi Belajar Siswa

1. Introduction

The Indonesian nation is facing a period of transformation the national economic structure from an agrarian economic structure to an economic structure which relies on the industrial and service sector. To support the sector and increase competitiveness in the increasingly fierce international competition, Indonesia requires a larger number of skilled, skilled and professional personnel and in better quality than currently available. The need for manpower cannot be separated from the very quality of human resources is expected to have a high level of skill and professionalism. Associated with the quality of human resources, we look at the high and low quality of education has been implemented in the State of Indonesia. The government is always trying to maximizing the quality of Indonesian society through the national education program. National education is an effort to educate the nation and improve the quality of Indonesia's human resources in order to create society that is developed, just and prosperous, and enables its citizens to develop self as a whole Indonesian human. It is fit for purpose.

Indonesian national education as stated in Law Number 20 2003 on the National Education System article 3 states: National Education has the function of developing abilities and shaping dignified character and civilization of the nation in order to educate life of the nation, aims to develop the potential of students in order be a human being who believes and is obedient to God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, become a citizen democratic and responsible. Realizing the goals of national education must be developed a comprehensive form of education, touching the mental, spiritual and aspects cognitive students. implementation in education is realized through three channels, namely formal, non-formal, and informal education. Formal education is education that occurs in schools or educational institutions, non-formal education is education that occurs in the community, while education informal is education that occurs in the family. Of the three paths education that plays a large enough role in achieving educational goals national is the path of formal education.

Schools as educational institutions have the authority to organize the process of teaching and learning activities is responsible for producing graduates quality with high learning achievement. Many factors or variables which affects the efforts to improve student achievement in all this factor is a system as a whole in the learning process teaching in schools. These factors include curriculum, teacher or teacher concerned, facilities and infrastructure, students, ongoing learning activities.

As well as school management or management. curriculum factors which affect student achievement can be seen from the breadth of subject matter, order of presentation, complementary components such as manuals, additional books sources, and so on. The teaching or teacher factor can be reviewed through the ability of teachers in teaching based on the level of education owned by both formal and non-formal channels, teaching experience included the teaching methods applied, as well as the teacher's personality.

Facility factors and learning infrastructure or facilities can include the quantity of tools, human resources which operates, arranges facilities and so on from outside comes from students can include the level of intelligence (talent basic), discipline, creativity, passion or motivation to learn and other things related to the quality of learning outcomes. Therefore, the teacher must prepare the right strategy in learning (Malik, A.R, 2019; Asnur; 2019; Malik, 2020; Wael, 2019). Teaching and learning activity factors can be seen from how the teacher is able to select and use the tools lessons, evaluation tools, how to manage the class, mastering the material being taught and the teacher's ability to understand students individually. While on the management factor can be seen from the quality of the program managers planned, the quality of management and how the role of the leader or head SDN 03 Tolitoli school for the subordinates they lead. The teacher has an important role in the learning process, because of the teacher as the spearhead in transferring knowledge to students.

Teacher as educational staff whose main task is to deliver learning materials to students, both academic, semi-academic, and those who are skillfull. Therefore teachers must have professional competence, so that teachers can carry out their duties and responsibilities as well as possible. Teachers who have professional qualifications are teachers who know deeply deep about what it teaches, proficient in how to teach it efficient and effective and has a solid personality. The position and role of the teacher in guiding student learning will have a broad impact on life as well development of society in general, so that the teaching position is strategic. In relation to improving student achievement, teachers are expected to be able act as a teaching organizer, become a student learning facilitator, and in technical terms (dikdaktis-methodical) the teacher is able to guide learning students. In other words, the teacher is also responsible for the success of learning students, although all of them return to the students as objects at once educational subjects

Adequate learning facilities will be able to encourage and motivate students to study hard. And with a more complete learning facility It is hoped that students will be more advanced and will also achieve good achievements. In contrast to schools that do not have adequate learning facilities, students will face various disturbances and obstacles as well as will disturbed feeling anxious during the teaching and

learning process because of the influence of the building damaged, delayed practical activities due to insufficient practical facilities adequate and so on. The background of the problems mentioned above, the authors are interested in holding further research on "The Effect of Teacher Professionalism and Learning Facilities
on the Learning Achievement of Grade IV Students of SDN 03 Tolitoli, 2016/2017 Academic Year

The type of research applied in this proposal research is quantitative. Quantitative research is the definition of quantitative data measurement and objective statistics through scientific calculations derived from a sample of people or residents who are asked to answer a number of questions about a survey to determine the frequency and percentage of their responses. Quantitative research or quantitative research is a research method that is inductive, objective and scientific in which the data obtained is in the form of numbers (scores, grades) or questions that are assessed and analyzed by statistical analysis. Quantitative research is usually used to prove and reject a theory. Because this research usually starts from a theory then examined, data generated, then discussed and conclusions drawn.

Research always has a population to be studied. (Sutrisno Hadi, 1993: 220) says: "population is a number of residents or individuals who have one trait in common ". while Arikunto (1993: 102) states "the population is the whole research subject. " So based on the above opinion you can it is concluded that the population is a whole or a number of individuals

2. Method of The Research
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3. Findings

Multiple linear regression analysis is used to find out how bigthe professional influence of teachers () and learning facilities () on learning achievement student (Y). This study uses multiple linear regression analysis with
using computer calculations SPSS for windows release 16
Table 4.1 Multiple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	1	Sig
	B	Std. Error	Beta		
(Constant)	10.570	15.124		.699	.958
Pengaruh professional guru	.531	.205	.444	2.592	.002
Fasilitas_belajar	.412	.119	.444	3.459	.001

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a. Dependent Variable: Prestasi_Belajar Based on the multiple linear regression analysis table shows the regression equation multiple as follows: Y = 10,570 + 0,531 + 0,412 + e. The regression equation has meaning as follows:
1. Constant = 10,570 If the variable teacher professional competence and learning facilities is 0, then variable student learning outcomes = 10.570
2. Coefficient = 0.531   Each teacher professional competency variable has increased by on points, while the learning facility variable remains, it will cause an increasestudent learning outcomes of 0, 531.
3. Coefficient = 0.412

Each learning facility variable has increased by one point, meanwhile permanent teacher professional competence variable, it will cause an increase in results student learning amounted to 0.412. Based on the results of research at SDN 03 Tolitoli, it was found that the variable professional teachers have a positive effect on student achievement in grade IV. Thing this proves that the professional influence of the teacher is good. In a professional teachers are required to have mastery of the material being taught, to be able to manage class, able to manage learning programs before learning activities begin, able to use existing media or technology sources, the teacher must also able to assess students to find out whether students are able to master material that has been taught. Based on the tabulation of research data (tabulated data attached) it was found that students think that there are still indicators of the professional influence of teachers in SDN 03 Tolitoli which is still weak, that is proven by the students giving their most opinions disagree on indicators of the use of media / sources and technology in the process learning this is what most students provide opinion disagree on the teacher's statement utilizing 59% of learning in outside the classroom (such as visits to agencies related to other activities) for support the learning process, this shows that learning only conducted in the classroom and there are no activities outside so that students' insight is not increased because only given theory in the classroom without giving a concrete examples of learning basic competencies using office equipment. Based on the results of research on existing

learning facilities at SDN 03 Tolitoli resulting that learning facilities have a positive effect on learning achievement.

fourth grade students, this means that the learning facilities at SDN 03 Tolitoli are good.Of course, this learning facility has an effect on student achievement there is because the learning facility functions as a support for learning Tabulation students data on learning facilities (attached) indicate that learning facilities are there are still indicators in the school that are considered weak, this is proven students think that the availability of books is still lacking. This shows that textbooks must be complete in order to support the learning process, however in fact in the field 60% of the availability of books is still lacking. This can be evidenced by the opinions given by students on the availability indicator textbooks mostly answered disagree with the textbook statement is sufficient in the library. This indicates that Lack

the number of books in the library is not sufficient for the number of students sometimes when doing the learning process there are some students who don't getting the textbook this causes learning activities it is hampered because students are also focused on one textbook and are not given books another guide. Because the lack of books available will be annoyingactivities in the learning process.

The overall research results are in accordance with those who explain that "As a facilitator, teachers should be able to provide adequate facilitie allows the ease of learning activities of students. A learning environment unpleasant, stuffy classroom atmosphere, messy tables and chairs Less available learning facilities, causing students to be lazy to learn. By

Discussion

Based on the results of research and data analysis shows that Teacher professionalism has a significant effect on achievement student learning. This means that the students' high learning achievement is very high supported by the existence of high teacher professionalism as well. Based on the research hadsil and data analysis shows that the facility learning has an effect on the prestige of student learning. This is meaningful that high learning achievement is greatly influenced by the facilities adequate study.

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