PENGARUH PROFESIONALISME GURU TERHADAP HASIL BELAJAR AKUNTANSI PADA PESERTA DIDIK KELAS XII PROGRAM IPS SMA NEGERI 5 JENEPONTO

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Abstrak

Pertimbangan ini bertujuan untuk mengetahui pengaruh keterampilan mengajar guru terhadap hasil belajar akuntansi pada siswa kelas XII program studi IPS di SMA Negeri 5 Jeneponto. Faktor-faktor dalam penelitian ini adalah keterampilan mengajar guru sebagai variabel bebas dan hasil belajar sebagai variabel terikat. Populasi penelitian ini adalah seluruh siswa kelas XII IPS 1, XII IPS 2 dan XII IPS 3 SMA Negeri 5 Jeneponto. Prosedur penelitian menggunakan metode Penelitian Kualifikasi Keseluruhan, sampel dari populasi diambil dari populasi lengkap dengan jumlah sampel 92 siswa. Prosedur pengumpulan data yang digunakan adalah survei dan dokumentasi. Prosedur analisis data yang digunakan adalah analisis ekspresif tingkat, uji instrumen dan uji hipotesis. Dari hasil pengujian rerata langsung diperoleh nilai kompetensi guru Y = 55,006 + 0,511X yang berarti setiap peningkatan satu nilai kompetensi guru maka nilai hasil belajar meningkat sebesar 0,511 satuan. Hasil pengujian koefisien keyakinan diperoleh nilai (r2) = 0,322 atau 32%. Artinya kompetensi guru mempunyai pengaruh terhadap hasil belajar sebesar 32% sedangkan sisanya 68% dipengaruhi oleh komponen lain. Sedangkan hasil pengujian uji t diperoleh nilai signifikan sebesar 0,000 ± 0,05 yang berarti kompetensi guru mempunyai pengaruh yang signifikan terhadap hasil belajar, sehingga hipotesis diterima.

Kata Kunci: Profesionalisme Guru, Hasil Belajar.

Abstract

The following research aims to analyze the influence of teacher professionalism on accounting learning outcomes in class XII IPS program students of SMAN 5 Jeneponto. The variables in the following research are teacher professionalism as an independent variable and learning outcomes as a dependent variable. The population of the following research is all students of class XII IPS 1, XII IPS 2 and XII IPS 3 SMAN 5 Jeneponto. The sample collection technique uses the Total Sampling technique, samples from the population are obtained from the entire population with a sample of 92 students. The data collection techniques used are documentation and questionnaires. The data analysis techniques used are descriptive percentage analysis, hypothesis testing and instruments. Through the results of a simple linear regression analysis, teacher professionalism is obtained Y = 55.006 + 0.511X which means that for every one increase in teacher professionalism weight, the weight of learning outcomes increases by 0.511 units. The results of the determination coefficient analysis obtained a score (r2) = 0.322 or 32%. This condition means that Teacher Professionalism has an impact on learning outcomes of 32% while the remaining 68% is influenced

by other aspects. Meanwhile, through the results of the t-test analysis, a significance level of $0.000 < 0.05$ was obtained, which means that teacher professionalism has a significant impact on learning outcomes, so the hypothesis is accepted.

Keywords: Teacher Professionalism, Learning Outcomes.

INTRODUCTION

Education has a very crucial role in improving the quality of human resources, so that education is a global (universal) activity. Through educational assistance, better, hard-working, and skilled human resources can be produced so that they are able to compete. In today's era, education has become one of the human needs because most people use education as a benchmark for the quality of each person. The education process is carried out not without reason but in order to realize the goals of national education.

In order to realize the national education goals themselves, namely through learning. "Learning is a relatively permanent stage of every change in individual behavior resulting from relationships to the environment and experience, which includes cognitive activity." (Syah, 2015) . The success or failure of educational goals is often observed through student achievement or learning outcomes, which occur through assessment at the end of the learning process.

Learning outcomes are very important and cannot be separated from the developing experience, because learning outcomes are a reference for whether or not learning has been achieved. With learning outcomes, educators can see whether students have achieved the specified skills or not. "Learning outcomes are the capabilities that students have after experiencing learning experiences." (Nana Sudjana, 2019) .

Based on the statement, it can be assumed that learning outcomes are the degree of capability, authority and understanding obtained by students after assisting learning exercises and going through the evaluation cycle. Teachers must improve their educational competence and professionalism because it is certain that their quality plays a very important role in achieving educational goals.

What is meant by professionalism refers to "the individual responsibility of a calling to develop their expertise and continue to develop the methodology they use in their professional work". (Rusman, 2018) "A teacher's professional competence is a prerequisite for the value, direction, quality and purpose and authority of competence in education and work related to the individual's work as a livelihood." (Kunandar, 2014) . Educators who have a professional attitude are teachers who have the abilities that are expected to be able to complete educational and teaching tasks. "The abilities referred to as being possessed by educators include information, perspectives and expert abilities, as well as private, social, and academic abilities." (Kunandar, 2014) .

A professional teacher knows how to create conditions, situations and supportive learning environments by acquiring and applying good basic teaching skills. A good learning situation can increase enthusiasm and motivate students to carry out the learning process optimally, so that it can have an impact on student learning outcomes.

Learning outcomes will be maximized if the educational process runs well, learning outcomes are determined from the educational process where educators interact with students. The better the professionalism of teachers owned by an educator, the more it will affect student learning outcomes and student performance in learning activities.

SMAN 5 Jeneponto is one of the SMANs in South Sulawesi. In Jeneponto Regency, SMA Negeri 5 Jeneponto is one of the SSN (National Standard Schools) accredited A. This school implements K13 in classes X, XI and XII through the formation of divisions consisting of 2 departments, namely MIPA and IPS. Considering the pre-research conducted on January 28, 2023 by submitting a survey to educators regarding teacher professionalism in obtaining learning outcomes for students in class XII IPS 1, XII IPS 2 and XII IPS 3 obtained from 30 respondents. Based on the results of the questionnaire distributed to students, the average level of teacher professionalism indicators was 69.00%, which is quite high. Meanwhile, seen from the small learning outcomes of students, this condition is shown through the recording of UAS scores for students in class XII IPS 1, XII IPS 2, and XII IPS 3 which are still below the KKM value.

Based on these data, the learning outcomes of accounting class XII social studies program at SMAN 5 Jeneponto are negatively influenced by teacher professionalism. This condition is not in line with the research presented (Barus, 2017) "Learning interest, school environment and teacher professionalism have a very important impact on PAI learning outcomes at Padang Middle School." research conducted (Nurnaningsih & Muhammad, 2022) "There is a very large impact between teacher professionalism in the history study sector which can be proven through the learning outcomes of class XI IPS MAN 1 Bima." Not only that, the research conducted (Hapizoh et al ., 2020) "There is an impact of teacher professionalism and principal supervision on the performance of educators at SMPN Sub Rayon 16, Sukarami District, Palembang City."

The author is interested in conducting research entitled "The Influence of Teacher Professionalism on Accounting Learning Outcomes of Class XII Social Studies Program Students of SMA Negeri 5 Jeneponto" with the background of this information.

RESEARCH METHODS

Teacher professionalism as an independent variable is indicated by (X) and learning outcomes as a dependent variable are indicated by (Y). This research is quantitative research. descriptive . The location of the study was SMA Negeri 5 Jeneponto. This study involved all students of class XII SMAN 5 Jenepont, totaling 92 students. Data collection techniques with documentation and questionnaires. Data analysis techniques used in the following research are descriptive percentage analysis, hypothesis testing and instrumental, after which the results are obtained and conclusions are drawn.

Quantitative analysis is used as a data analysis method in the following research. Data processing is carried out to analyze the influence of teacher professionalism on the learning outcomes of class XII students of SMAN 5 Jeneponto with a sample of 92 students. Teacher professionalism is measured using a Likert scale and a questionnaire sheet that is distributed directly to students while learning outcomes are measured using UAS scores. With the help of SPSS Version 25 for Windows.

RESULTS AND DISCUSSION

Descriptive analysis of the percentage of the results of the questionnaire distribution regarding teacher professionalism with the overall score of all respondents' answers obtained from the four indicators presented in the following table as well as learning outcomes taken from students' UAS scores:

Table 1. Recapitulation of Percentage of Teacher Professionalism Variables

No	Item	Actual Score	Ideal Score	Actual Score Percentage (%)	Information
1	Can successfully develop own responsibilities.	1,500	1,840	81.52	Very high
2	Can carry out its functions and roles well.	1,524	1,840	82.82	Very high
3	The ability to work to achieve educational goals at school.	1.142	1,380	82.75	Very high
4	Can carry out its functions and roles in classroom learning.	1,514	1,840	82.28	Very high
	Amount	**5,680**	**6,900**	**82.31**	**Very high**

Source: Questionnaire Data Processing Results, 2023

Based on the data in table 1, the actual percentage score for the teacher professionalism variable is 82.31 percent, which is categorized as very high according to (Arikunto, 2018) .

Table 2. Odd Semester Final Exam Scores for Grade XII Students of SMA Negeri 5 Jeneponto for the 2022/2023 Academic Year

Value Interval	Predicate	Number of Students	Percentage (%)
$90 \leq A \leq 100$	Very high	13	14.13
$80 \leq B \leq 89$	Good	72	78.26
$75 \leq C \leq 80$	Enough	7	7.61
> 75	Less	0	0
Amount		92	100

Source: 2023 Data Processing Results

Based on the data in table 2, the odd semester UAS scores of students in grades XII IPS 1, XII IPS 2 and XII IPS 3 of SMAN 5 Jeneponto for the 2022/2023 academic year were on average good and there were no students who got scores lower than the KKM that had been set.

The results of the hypothesis testing in this study using SPSS Version 25.0 for Windows, from the results of a simple linear regression analysis obtained the equation Y = 55.006 + 0.511 which means that if the teacher professionalism variable increases by one unit, then student learning outcomes increase by 0.511. While the results of the t-test obtained a significance value of 0.000 <0.05 which means that there is a significant influence between teacher professionalism and student learning outcomes. And the results of the determination coefficient (r2) in this study were 0.322 or 32 percent. This shows that teacher professionalism has a contribution or influence on student learning outcomes of 32 percent while the remaining 68 percent is influenced by other factors. The results of this study are in line with the theory put forward by Nur & Nurmiranti (MR. Nur & AR Nurmiranti, 2020)

Starting from the teaching and learning process carried out by teachers and students in accordance with the determined curriculum to the evaluation of the results of the teaching and learning process and learning development, all of these are interrelated educational systems. In the sense that where there are deficiencies or advantages in one component of the system will affect other components, therefore the increasing professionalism of teachers will also affect the increasing learning outcomes of students.

The results of this study are also in line with research conducted by (M. Barus, 2017) namely "interest in learning, school environment and teacher professionalism have a significant contribution to the learning outcomes of PAI SMP Padang" and research conducted by (Nurnaningsih and Muhammad, 2020) namely "there is a significant influence between teacher professionalism in the field of history studies and the learning outcomes of class XI IPS students of MAN 1 Bima". So that in this study has answered the hypothesis that has been proposed where teacher professionalism has a positive and significant effect on accounting learning outcomes in class XII IPS program students of SMA Negeri 5 Jeneponto.

CONCLUSION

Based on the results of data analysis and discussion that have been described in the previous chapter regarding the influence of teacher professionalism on accounting learning outcomes for class XII IPS Program students at SMA Negeri 5 Jeneponto, it can be concluded:

1. Based on the results of descriptive analysis, the professionalism of teachers at SMA Negeri 5 Jeneponto is in the very high category because it obtained an average percentage of 82.31% with a very high category.
2. Based on the results of descriptive analysis, the learning outcomes of class XII IPS Program students of SMA Negeri 5 Jeneponto are in the good category and no students obtained scores below the minimum completion criteria that have been determined.
3. Teacher professionalism has a positive and significant influence on the learning outcomes of class XII IPS students at SMA Negeri 5 Jeneponto.

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