THE INFLUENCE OF TEACHERS' PROFESSIONAL COMPETENCE IN SOCIAL SUBJECT TOWARDS LEARNING ACHIEVEMENT OF 5th GRADE STUDENTS AT MIN 1 BANYUMAS

IAIN PURWOKERTO

THESIS

Presented to Faculty of Tarbiya and Teacher Training as a Partial

Fulfillment of the Requirements for Undergraduate Degree in Education

(S.Pd)

By :

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STATEMENT OF ORIGINALITY

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Declare that this Thesis script entitled **"The Influence of Teachers' Professional Competence In Social Subject Towards Learning Achievement of 5th Grade Students at MIN 1 Banyumas"** is entirely my own research outcome or work, except in given parts which are cited sources.

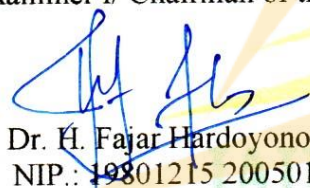Purwokerto, 20th of September 2019

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ENDORSEMENT

Thesis Titled :

THE INFLUENCE OF TEACHERS' PROFESSIONAL COMPETENCE IN SOCIAL
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AT MIN 1 BANYUMAS

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Achieving Bachelor of Education (S.Pd.) at the council of thesis Examiners.

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Dr. H. Fajar Hardoyono, M.Sc.   Agus Husein As-Sabiq, M.Pd
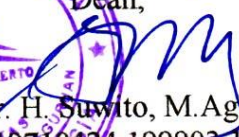NIP.: 19801215 200501 1 003   NIDN.: 2011088701

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OFFICIAL MEMORANDUM OF SUPERVISOR

To the Honorable
Dean of Faculty of Tarbiya and
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Assalamu'alaikum Warahmatullahi Wabarakaatuh

Having guided, analyzed, direct, and corrected writing a thesis by Siska Pratiwi (Student Number: 1522405033) entitled:

"THE INFLUENCE OF TEACHERS' PROFESSIONAL COMPETENCE IN SOCIAL SUBJECT TOWARDS LEARNING ACHIEVEMENT OF 5th GRADE STUDENTS AT MIN 1 BANYUMAS"

I recommended that, the thesis has been able to be submitted to Dean of Tarbiya and Teaching Faculty of IAIN Purwokerto to be examined in order to get Undergraduate Degree in Education (S.Pd).

Wassalamu'alaikum Warahmatullahi Wabarakaatuh

Purwokerto, 20th of September 2019

Dr. H. Fajar Hardoyono, M.Sc.
NIP.: 19801215 200501 1 003

MOTTO

A candle never loses any its light while lightening up another candle

(Rumi)

DEDICATION

I dedicate this simply work to the God who always guide me and give me something better in this life

To my beloved parents Abu Mail and Wiwi Yuliana who always pray for

their children

My beloved sister Tiara Saodah and her daughter Gendis Hawa Mafaza who always encourage in every step.

ACKNOWLADGEMENTS

بسم الله الرّحمن الرّيم

All praises and gratitude to Allah SWT, because of His mercy and blessing I can accomplish this thesis by the title "The Influence of Teacher's Professional Competence in Social Subject toward 5th Grade Learning Achievement at MIN 1 Banyumas". Peace and salutation always be sent to our Prophet Muhammad Saw and also to his family, and Muslim community in this world, aameen.

This script to fulfill the requirements of Undergraduate Degree in Education (S.Pd) in State Institute of Islamic Studies Purwokerto.

This script cannot accomplish well, whereas help and guide from all of the parties, for all the materials and moral. Thus, in this opportunity I express my deep gratitude convey the gratefulness and award to the honorable:

1. Dr. H. Moh. Roqib, M.Ag as Rector of State of Islamic Studies Purwokerto.
2. Dr. Fauzi, M.A as the 1st Vice Rector at State Institute of Islamic Studies Purwokerto.
3. Dr. Ridwan, M.Ag as the 2nd Vice Rector at State Institute of Islamic Studies Purwokerto.
4. Dr. Sulkhan Chakim, M.M as the 3rd Vice Rector at State Institute of Islamic Studies Purwokerto.
5. Dr. Suwito, M.Ag., M.Hum as the Dean of Faculty of Teacher Training of State Institute of Islamic Studies Purwokerto.
6. Dr. Suparjo, S.Ag., M.A as the 1st Vice Dean of Faculty of Teacher Training of State Institute of Islamic Studies Purwokerto.
7. Dr. Subur, M.Ag as the 2nd Vice Dean of Faculty of Teacher Training of State Institute of Islamic Studies Purwokerto.
8. Dr. Sumiarti, M.Ag as the 3rd Vice Dean of Faculty of Teacher Training of State Institute of Islamic Studies Purwokerto.
9. Dr. H. Siswadi, M.Ag, as the chairman of Study Program of Islamic Elementary School Education

The writer realizes that this thesis is still many mistakes. Thus, the writer hopes suggestion and criticism of this thesis. The writer hope this thesis can be useful for everyone, especially for the educators and writer.

Purwokerto, 20th of September 2019

I who declare

Siska Pratiwi
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IAIN PURWOKERTO

THE INFLUENCE OF TEACHERS' PROFESSIONAL COMPETENCE IN SOCIAL SUBJECT TOWARDS LEARNING ACHIEVEMENT OF 5th GRADE STUDENTS AT MIN 1 BANYUMAS

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ABSTRACT

Teacher is a person who is capable to transfer knowledge that will help students to build, identify and acquire skills that will be used to face the challenges in life. Teacher should have four competencies, especially professional competence. Professional competence is defined as a teacher skill to master the learning material. The teacher's professional competence has contribution toward students' learning achievement.

The aims of the research are to find out the influence of teachers' professional competence in social subject and to measure the percentage of it. The type of the research is a field research using quantitative approach. The research used survey method. It is defined as the collection information from a sample of individuals through responses to questions. The independent variable of the research was teachers' professional competence and there were 4 teachers as the subject. The dependent variable of the research was learning achievement of students. The population in this research were 114 students. It was all of students of 5th grade. The sample is a part of the population of grade 5. The number of sample were 82 respondents. The techniques of collecting data in this research used interview, questionnaire, documentation, and test. Meanwhile, the techniques of data analysis used simple linear regression.

Based on the results of research, the researcher found that there was significant influence of teachers' professional competence in social subject towards students learning achievement at MIN 1 Banyumas. That was shown from coefficient determination 0.94, it meant that the students' achievements were influenced by teachers' professional competence 94% and 6% affected by other factors. The calculation result of simple linear regression obtained $\hat{Y} = 0.196 + 1.046X$. It meant that the teacher was not competence, because the student achievement reach only 0.196. Hence, the teacher competence had important role for students' achievements. Each 1 point for the increasing of X variable caused 1.236 point of student achievement.

Keywords: students' achievements, professional competence of teachers

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CHAPTER I

INTRODUCTION

A. Background of The Study

Teacher is a person who is capable to transfer knowledge that will help students to build, identify and acquire skills that will be used to face the challenges in life[1]. In Java, the teacher is defined as a someone who has to be "*digugu lan ditiru*" (be heard and be imitated). KBBI defines that the teacher is someone who has a teaching profession.[2] According to article 39 paragraph 2 UU number 20 year 2003, definition of teacher is a professional person that plan and carry out the learning process, evaluate the result of learning, guide students, and doing some research.[3]

Ngalim Purwanto explained about the definition of teacher. The teacher is person who has given a knowledge or intelligence to someone or a group. Ahmad Tafsir expressed the opinion that teacher is a person who is responsible for the students development in affective, cognitive, and psychomotor potential. Drs. N.A Ametembun stated that the teacher is everyone who is responsible for the students education at school and outside.[4]

In elementary school, the teacher is one of important component in learning process. The teacher has duty to teach and educate the student. In teach student, the teacher is transfer knowledge to the student, as like the material of mathematics, social science, and natural science. The objective of teaching the student is to improve the cognitive competence of student. In educating students', the teacher transfers a value to the student. The teacher gives an example to the students about the character, attitude, and personality. The teacher also gives advice to the students. The objective of educating the student is to improve the affective competence of student.

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[1] HakiElimu Position Papers , Dar es Salaam, Tanzania accesed from www.hakielimu.org on 10th October 2018.

[2] Nurfuadi, *Profesionalisme Guru*, (Purwokerto : STAIN press, 2012), p.,54.

[3] Suparlan, *Guru Sebagai Profesi*, (Yogyakarta : Hikayat Publishing, 2006), p.,7.

[4] Syaiful Bahri Djamarah, *Guru and anak didik dalam interaksi edukatif,* (Jakarta : Rineka Cipta, 2000),p.,32

In the teacher profession, teacher must have many competencies. Teacher's competence is a blend of personal skill, academic, technological, social, and spiritual are perfectly formed the competency standars of the teaching profession, wich includes mastery of the material, an understanding of student, learning educate, and self development.[5] The teacher should be educated first to has the competence. The teacher has to learn from their experience also.

The teacher should have four competencies. They are pedagogic competence, personality competence, social competence, and professional competence[6]. Pedagogic competence is the ability to manage learning for student. Personality competency is the personality ability to be a role model for students and morality.[7] Professional competence of the teacher is the ability of mastery learning material is wide and deep. Social competence is the ability of the teacher as part of the community to communicate and interact effectively. That competence will be implement in learning activities and daily activities. The teacher have to learn more and more to get that competence. One of the most important is professional competence. Teacher's professional competence must be owned by teacher when learning.

Professional competence define as teacher skills to mastering the learning material.[8] Mastery of the material in accordance with their respective teachers. In elementary school, especially class teacher has to competence in social science, natural science, mathematics, and Bahasa. The teacher must be able to choose the material accordance to the student development. The teacher sould be able to choose the learning strategy, learning method, learning media that will be implement in the learning activities.

Student's learning achievement can be affected from internal factors and external factors. The internal factors are inteligence, motivation, and passion.

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[5]Mulyasa, *Standar Kompetensi and Sertifikasi Guru* (Bandung : PT REMAJA ROSDAKARYA, 2006), p., 25.

[6] Nurfuadi, *Profesionalisme Guru* (Purwokerto : STAIN Press, 2012), p., 71.

[7] Mulyasa, *Standar Kompetensi and Sertifikasi Guru*...... p.,117.

[8] Mulyasa, *Standar Kompetensi and Sertifikasi Guru*........p.,135.

The external factors are family, friends, society, and school[9]. The most important external factor is school, especially the teacher, because the teacher meet and interact with the students every day.

. The teacher's professional competence has contribution toward student's learning achievement. Because, the teacher is interact with the student every day. If the teacher has the ability to explain the subject or the topic, the student will understand the topic clearly. It makes good learning achievement of the student. The student learning achievement also be affected of the ability the teacher is up to date to use multiple learning media and learning resources. If the teacher uses multiple learning media and learning resources, the student more ease to understand the subject and it will make good student achievement. The teacher also gives motivation to the student such as the motivation to study. The teacher should avoid miss-concept in learning to improve the student achievement.

MIN 1 Banyumas is one of Islamic-based elementary school that is located in the Purwokerto Central Java province. The superiority of this school is combining the common subjects and the religions subjects. The school has many good achievements. They can compete with students from favorite schools in Central Java.

Children's time is to play but the student in the school can grab a lot of championship in both the academic and non academic field. Many of the winning students in academics, for example the national Mathematical Olympiad of the year 2017, then in Religious Science Olympiad Central Java at IAIN Purwokerto, and still many more. Besides academics field, the student also many get a championship, for instance in the field of sports, scout, arts and others.

Based on the observation on Wednesday 10th October 2018, Saridin as the principal of MI Negeri 1 Banyumas appoints Mrs. Mar'atun Sholihah S.Pd as a homeroom teacher of Umar 5th class. She said that learning achievements

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[9] M Joko Susilo, *Gaya Belajar menjadikan makin pintar*, (Yogyakarta : PINUS, 2006), p. 77.

of students in the MI Negeri 1 Banyumas are also great. Thus, the students are divided into four classes, namely Abu Bakr, Umar, Uthman, and Ali.[10]

The quantity of class at MIN 1 Banyumas is included to big category. Meanwhile, the quantity of teacher is much more then the quantity of the class. Though the quantity of teacher is much, but all of teacher at MIN 1 Banyumas has academic qualification in bachelor of education. Beside bachelor, there is some teacher that has master degree in education program. Based on the background above, the researcher is interested and motivated in conducting research with the title "*The influence of teachers' professional competence in social subject towards learning achievement of 5th grade students' at MIN 1 Banyumas*"

B. Operational Definition

1. Teachers professional competence

The teacher is an person who is capable to transfer knowledge. He/she will help the students to build, identify and to acquire skills that will be used to face the challenges in life. The teacher also provides to the student knowledge, skills and values that enhance development. An educated person is capable of utilizing the available opportunities in both private and public sectors. The educated person can easily secure employment as well as having life skills that will enable him/her to interact well in the society.[11]

There are four competencies that teacher should have. One of them is teacher's professional competence. In education standards, the explanation of article 28 paragraph (3) grains c expressed that the definition of the professional competence of the teacher is the ability of mastery learning material is widely and deeply. The teacher also guide the students reach the standard of competence specified in the national standards of education.[12]

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[10] Interviewed with Mrs. Mar'atun as a teacher of Umar class 5.

[11] HakiElimu Position Papers ,Dar es Salaam, Tanzania accesed from www.hakielimu.org on 10th October 2018, p. 3.

[12] Mulyasa, *Standar Kompetensi and Sertifikasi Guru*........p.,135.

The indicator of teacher professional competence is described as follow[13] :

a. Competence in the material, structure, concept of subject.

b. Competence in the standard competence and basic competence the subject.

c. Develop learning material creatively

d. Develop the professionalism continues with the reflective action.

e. Utilize information and communication technology to communicate and develop themselves.

2. Students learning achievement

Student is an individual who is in the process of physical, psychological growth and development. Students need guidance that is consistent towards the optimal direction. In general, student is every person who receives influence from someone or a group of people in educational activities.[14]

Learning achievement is an assessment of learning result in the symbol form, numbers form, alphabet, or paragraph that may reflect the results already achieved by each student in the given periode [15]. Learning achievement consist of cognitive, affective, psychomotor, and spiritual domain. But, in this research, the researcher just measure cognitive domain of learning achievement.

C. **Problem Statement**

According to the background of the study above the researcher formulated a problem statement as follow:

a. Does teachers' professional competence in social subject affect towards learning achievement of 5th grade students at MIN 1 Banyumas?

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[13] The act of national education ministry Number 16 year 2007

[14] Syaiful Bahri Djamarah, *Guru and anak didik dalam interaksi edukatif*, …..,p.,51.

[15] Sutratinah,Tirtonegoro, *ANAK SUPERNORMAL and program pendidikannya (*Yogyakarta : PT Bumi Aksara,2001),p., 43

b. How much influences of teachers' professional competence in social subject affect learning achievement of 5th grade students at MIN 1 Banyumas?

D. Objectives and Significance of the Research

1. Research objectives

   According to the problem statement of the study above the researcher make a research objective as follow :

   a. To find out the influence of teachers' professional competence in social subject towards learning achievement of 5th grade students at MIN 1 Banyumas.

   b. To measure the percentage of the influence of teachers' professional competence in social subject towards learning achievement of 5th grade students at MIN 1 Banyumas.

2. Research significances

   a. Theoretical significance

      The research gave contribution to the theory of knowledge about the influence of teachers' professional competence toward students learning achievement.

   b. Practical significances

      1) Researcher

         The significance of this thesis for the researcher was training the researchers in scientific writing and to find out about the influence of teachers' professional competence towards students learning achievement.

      2) Students

         The significance of this thesis for students is to foster the students spirit to study and to have an excellent learning achievement.

      3) Teacher

         The significance of this thesis for the teacher is to find out about the level of her/his professional competence and improve the teachers' professional competence.

4) Readers

The significance of this thesis for the readers is can be a reference and review of the literature for readers.

5) Institution

The significance of this thesis for the institution is to improve the teachers' professional competence and students learning achievement.

E. Review of Relevant Studies

Literatures review means reviewing the related research. To simplify the preparation of this thesis, the researcher will compare some of the relevance to the title of this thesis.

First, the thesis is conducted by Nurul Faizah Romli, student of UIN Maulana Malik Ibrahim *"Pengaruh Kompetensi Profesional Guru terhadap Kemampuan Berpikir Kritis Siswa Sekolah Dasar Negeri Jerukpurut 1 Kecamatan Gempol Kabupaten Pasuruan"* (The influence of teachers' professional competence toward students critical thinking skills at the elementary school Jerukpurut 1 Gempol Pasuruan). The result of this research show that there is influence of teachers' professional competence toward students critical thinking skills. The result of simple linear regression analysis showed that the value of intercept (a) 47,971 while the regression coefficient (b) +0,318. Accordingly, it obtained regression model Y= 47,971 +0,381X. According to calculation of coefficient determination by squaring the correlational coefficient, the value obtained was 0,468 with R square 0,219 equivalent to 21,9% which means the influence of teachers' professional competence toward the student's critical thinking skills was 21,9%, while 71,8% are influence by other factors.[16]

Second is conducted by Putri Fajar Kurniawati, student of IAIN Purwokerto *"Pengeruh Motivasi Belajar Siswa terhadap Prestasi Belajar Matematika di MI Diponegoro 03 Karangklesem Kecamatan Purwokerto*

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[16] Nurul Faizah Romli , *Pengaruh Kompetensi Profesional Guru terhadap Kemampuan Berpikir Kritis Siswa Sekolah Dasar Negeri Jerukpurut 1 Kecamatan Gempol Kabupaten Pasuruan* , Thesis (Pasuruan : UIN Maulana Malik Ibrahim,2016)

Selatan Kabupaten Banyumas" (The influence of learning motivation toward mathematic learning achievement in MI Diponegoro 03 Karangklesem South Purwokerto district Banyumas regency) This thesis uses a quantitative approach. The result of this research show that there is the influence of student learning motivation toward mathematics learning achievement at MI Diponegoro 03 Karangklesem. This is evidenced from the regression test results obtained result value t calculate the significance level 3.090 of 0.004 smaller than 0.05. The learning motivation of students at Diponegoro 03 MI Karangklesem shows a value of percentage of 75.12%, are at a higher category. The great influence of learning motivation toward mathematic learning achievement is 21.4% while 78.6% the rest are influenced by variables other than the ones examined.[17]

Third is conducted by Ade Rustiana and Noor Chalifah, lecturer and student of Semarang state University "*Pengaruh lingkungan belajar dan kompetensi profesioanal guru terhadap prestasi belajar siswa di SMA N 1 Jekulo Kudus*" (The influence of learning environment and teachers' professional competence toward students learning achievement in SMA N 1 Jekulo, Kudus). This journal uses a quantitative approach. The result of this research is show that there is significant influence of learning environment and teachers' professional competence toward students learning achievement in SMA N 1 Jekulo, Kudus. The calculation of multiple regression resulted the equation of Y= 60.866 + 0.114 X1+ 0.048 X2. Determination coefficient simultaneously, learning environment and teacher's professional competence toward student's learning achievement was 53,3%.[18]

There is a similarity between the research that the researcher carry out. The research that has been implemented above that is using quantitative approach and there is similarity from the independent variable and dependent

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[17] Putri Fajar Kurniawati, *Pengeruh Motivasi Belajar Siswa terhadap Prestasi Belajar Matematika di MI Diponegoro 03 Karangklesem Kecamatan Purwokerto Selatan Kabupaten Banyumas*, Thesis (Purwokerto : IAIN Purwokerto, 2018).

[18] Ade Rustiana and Noor Chalifah, *Pengaruh lingkungan belajar and kompetensi profesioanal guru terhadap prestasi belajar siswa di SMA N 1 Jekulo Kudus*, Thesis(Semarang: UNNES, 2012).

variable from the research that has been implemented above. Diferences the research is the researcher implement is also about the variable.

F. Hypothesis

The hypothesis is a conjecture about something created to explain are often required to do some checking.[19] Hypothesis of this research consists of two hypothesis, that are null hypothesis (Ho) and directional hypothesis (H₁). The null hypothesis (Ho) is "there is significant influence of teachers' professional competence in social subject towards learning achievement of 5th grade students at MIN 1 Banyumas". While the directional hypothesis (H₁) is "there is no significant influence of teachers' professional competence in social subject towards learning achievement of 5th grade students at MIN 1 Banyumas"

G. Structures of The Study

To give an understanding of this whole in this study, the researcher compiled it into five chapters. The explanation of them is described as follow:

Chapter I is discussed about the introduction, it is consist of the background of the problem, operational definitions, problem statement, objectives and significance of the research, literature review, hypothesis, and stuctures of the study.

Chapter II is discussed about the literature review, that is focused on teachers' professional competence and students learning achievement. The theme of this study consists of three sub-chapters, there are teachers professional competence, students learning achievement, and the influence of teachers' professional competence toward students learning achievement.

Chapter III is discussed about the research methodology, it consists of six sub-chapters, there are, type of research, time and location of research, population and sample of research, variable and indicator of research, data collection techniques, and analysis of research data.

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[19] Sudjana, *Metode Statistika*, (Bandung : TARSITO, 2013), p, 219.

Chapter IV is discussed about the result and discussion of the research. It is consist of description of school, result of the research, and discussion of the result.

Chapter V is discussed about closing remarks that includes conclusion and suggestion.

The final part of this thesis includes a bibliography, appendices, and curriculum vitae.

CHAPTER II

LITERATURE REVIEW

A. Teacher's Professional Competence

1. Teachers

a. Teacher's definition

The Java paradigm define that the teacher means *"digugu lan ditiru"*, the meaning as a someone who have to be heard their advice and to be imitated their behavior. KBBI defines that teacher is someone who has a teaching profession.[20] According to article 39 paragraph 2 UU number 20 year 2003, defined as the teacher is professional person that plan and carry out the learning process, evaluate result of learning, guide students, and doing some research.[21]

In the Hindu religion, teachers called *"maha resi guru"* that mean the instructors are educating prospective monks. In Arabic, teacher word comes from "*al-mu'alim or al ustadz*" the meaning is someone that transfering Islamic education in "*majlis taklim*"[22]. Teachers definition becomes more considerable, there are dance teacher, music teacher, sport teacher, and the other.[23]

Generally, teacher is someone as a fasilitator to educate students. Moreover teacher also developing student's basic skills and their competencies. From that, we know that teachers as a social agent hired by society to help facilitate members of society who attend schools.[24]

According to Ngalim Purwanto, teacher is person who have given a knowledge or intelligence to someone or a group. Ahmad Tafsir expressed the opinion that teacher is a person who is

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[20] Nurfuadi, *Profesionalisme Guru,*……. p.,54.

[21] Suparlan, *Guru Sebagai Profesi,* ……. p.,7.

[22] Islamic learning place

[23] Suparlan, *Guru Sebagai Profesi*, …….. p.,9.

[24] Suparlan, *Guru Sebagai Profesi*, …….. p.,10.

responsible for the students development in affective, cognitive, and psychomotor potential. Drs. N.A Ametembun stated that the teacher is everyone who is responsible for the students education at school and outside.[25]

Hadari Nawawi also revealed that the meaning of teacher can be seen from two sides, that are narrowly and broadly. Narrowly, the teacher is someone who has an obligation to realize the class program, (teaching and giving lessons in class). Broadly, teacher is a person who work in the education fields and teaching, he/she also responsible to achieve maturity children.[26]

According to Poerwadarminta, the teacher is a person who has teaching profession. The term of teacher is also different from educator and trainer. Zakiyah Darajat also stated that teacher is professional educator, because the teacher changes the parents to educate their children. Legally formal, the teacher is a person obtain a decree. He has the right and obligation to teach and learn in the school education institutions.[27]

Based on multiple definition, the teacher can be defined as everyone who is responsible for education and students development in cognitive, affective, and psychomotor at school and outside. Actually the teacher is someone who provides knowledge to others, everyone can be a teacher, even a student can be a teacher for his teacher.

b. Teachers assignment

Teachers has many assignment, the assignment of teacher is presented as follow[28]:

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[25] Syaiful Bahri Djamarah, *Guru and anak didik dalm interaksi edukatif,* (Jakarta : Rineka Cipta, 2000),p.,32

[26] Nurfuadi, *Profesionalisme Guru*……… p.,54.

[27] Suparlan, *Guru Sebagai Profesi*, …….. p.,11.

[28] Mulyasa, *Menjadi Guru Profesional*, (Bandung : PT Remaja Rosdakarya, 2008),p.,37.

1) Teacher as an educator

Teachers is educator, he/she give an example for their student and their neighborhood. From that, the teacher must have good personality such as authority, independent, and discipline.

2) Teacher as a teacher

Teacher helps students for learn something, establish a competence, and understand some materials. Teachers must have clear purpose and make a rational decision.

3) Teacher as a mentor

Teacher as an adviser have to make clear purpose, set learning time, set a learning methode¸ and evaluate students competence.

4) Teacher as a trainer

Teacher has to train students to establish their competence.

5) Teacher as an advisor

Teacher make a student's confidence to take a decision.

6) Teacher as a role model

Teacher is role model for their students and everyone. Teacher behavior will be imitated by their students and everyone. Therefore, the teacher must pay attention to their attitude as speaking style, clothes, humanitarian relations, and each other.

7) Teacher as a person

Teacher must have socialize ability to life around society.

8) Teacher as creativity developer

Creativity is characterized by the activity of creating something. The teacher is a creator. Therefore, teachers always find better ways to arrange their learning activities.

9) Teacher as a storyteller

Story makes human find a problem solving for their problem. The teacher conveys stories about life, because he knows that stories are very beneficial to humans, and he hopes to be a good storyteller.

10) Teacher as an evaluator

The teacher will be someone who evaluates the learning process in school and outside. The teacher will assess the result of learning student, but he also asses himself about his ability to teach.[29]

11) Teacher as a fasilitator

The teacher must be a facilitator to provide ease of learning to students. Therefore, they can learn in pleasant, joyful, full of enthusiasm, not anxious, and brave to express their opinions. As a facilitator the teacher have to be democratic and accept the critical from students. The teacher is an important factor for the success learning.

12) Teacher as a motivator

Motivation is one of the factors that can improve the learning quality, because students will learn seriously if they have high motivation. Therefore, the teacher must be able to improve the learning motivation of student.

13) Teacher as a driver

The teacher must be able to develop the students potential for the future.

14) Teacher as a inspirator

As the inspiration for learning, teachers must be able to provide inspiration for students.[30]

2. Teacher's competence

a. Teacher's competence definition

There are three terminology in English regarding competency words, as follow [31]:

1) "competence (n) is being competent, ability (to do work)

2) "competent (adj) refers to (persons) having ability, power authority, skill, knowledge, (to do what is needed)

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[29] Mulyasa, *Menjadi Guru Profesional*, …..p.,37.

[30] Mulyasa, *Standar Kompetensi and Sertifikasi Guru*, ……p., 53.

[31] Udin Saefudin Saud, *Pengembangan Profesi Guru*, (Bandung : Alfabeta, 2013),p.,44.

3) "competency is rational performance which satisfactorily meets the objectives for a desired condition"

Competence describes the knowledge, skills, attitudes, and values that must be mastered by people and reflected in the habit of thinking and acting consistently and continuously. According to Hall and Jones in Nurfuadi's book, competence is a statement that describes the appearance of a certain ability as a whole which is a combination of knowledge and abilities that can be observed and measured. Meanwhile, according to the curriculum center of the Ministry of National Education, competency is knowledge, skills, and basic values reflected in the habit of thinking and acting consistently and continuously.[32]

The competence word can literally be interpreted as ability, especially the teacher, can carry out their duties well. As little as the Directorate of Education, explains that competence is a set of knowledge, skills, and values reflected in the habit of thinking and acting. These competencies realized in the form of knowledge mastery, and professional actions as a teacher.[33]

All competencies must appear in curriculum documents that contain a series of subjects, syllabus, and teaching materials and learning activity programs that have arranged in the learning plan. Competence can be obtained from the profile of graduates[34]

Competence as the profession pillar. Someone who is professional and competent must show his characteristics, as follow:

1) Able to do rational job.
2) Mastering knowledge tools (theories and concepts, principles and rules, hypotheses and generalizations, as well as data and information)

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[32] Nurfuadi, *Profesionalisme Guru*……… p.,71.
[33] Nurfuadi, *Profesionalisme Guru*……… p.,72.
[34] Nurfuadi, *Profesionalisme Guru*……… p.,72.

3) Mastering the skill set (strategy, tactics, technical procedures, facilities, instruments).

4) Understand about basic standards, the minimal acceptable performance.

5) Have motivation and aspirations, he is doing the best with a high achievement motivation.

6) Having authority that emanates from the mastery of the competency device.[35]

In national vocational qualification (NVQ), that was launched in UK on 1991, the competence definition is core skills that include communication skills, numeracy, information technology, interpersonal competence, and problem solving. In Australia it is known as "essential skills", and in New Zealand it's called foundation skills. Charles mentions that competence as a rational performance which satisfies it meets the objective for a desired condition (competence is a rational behavior to achieve the required objects).

According to Barlow, competence is the ability of a teacher to responsibly perform his or her duties appropriately. Gronczi and Hager define that competence is an integrated view sees competence as a complex combination of knowledge, attitudes, skills, values displayed in the context of task performance. Broke and Stone explain that competence is descriptive of qualitative nature of teacher behavior appears to be entirely meaningfull. Pearson identify that there are three teacher's competence as follow: 1) the standards must a teacher meet to teach satisfactorily rather than minimally. 2) the skills are required in general for a

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[35] Udin Saefudin Saud, *Pengembangan Profesi Guru*…….,p.,45.

person to perform at this level. 3) does the person in question have these requisite skills.[36]

The teacher competence is the ability of the teacher which includes knowledge, skills, attitudes, and values that must be mastered by the teacher. Thus, it applied in the habit of thinking and acting consistently and continuously. Teacher competency can be obtained through education and their experiences in teaching. The four competencies mentioned in the Law of Indonesia national education system.

b. Types of teacher competencies

The Decree of the Minister of National Education Republic of Indonesia 45 / U / 2002 states that the element of competency consists of a foundation of personality, mastery of knowledge and knowledge, ability to work, attitudes and behaviors in work, and understanding the rules of life of the community. While Abdurrahman Masood mentioned three basic competencies that must be possessed by the teacher, namely mastering the material, enthusiasm, and full of compassion in teaching and educating. [37]

The Teacher Education Development Project (P3G) the Ministry of Education and Culture has ten teacher's competencies, that are mastering materials, managing learning programs, managing classes, using media or learning resources, mastering educational foundations, managing teaching and learning interactions, assessing learning achievement , recognize the functions and guidance services of counseling, recognize and organize school administration, understand and interpret the results of research for teaching purposes.[38]

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[36] Suparlan, *Guru Sebagai Profesi*, ……. p.,84.
[37] Suparlan, *Guru Sebagai Profesi*, …….p.,91.
[38] Udin Saefudin Saud, *Pengembangan Profesi Guru*…….,p.,50.

Act of Indonesia national education system number 20 of 2003 in Article 10 describes that the competencies that must be teacher acquired, there are pedagogic competence, personality competence, social competence, and professional competence. The explanation of competencies is defined as follow:

a. Pedagogic competence

Article 28 paragraph 3 point a, explained that pedagogic competence is the ability to manage learning for student. The component of pedagogic competence is understanding about the student, design and implementation of learning, evaluation of learning, and development of students.[39]

b. Personality competence

The national education standard explained in article 28 paragraph 3 point b, that personality competency is a strong, stable, mature, wise, and authoritative personality ability to be a role model for students and morality.[40]

c. Professional competence

In education standards, the explanation of article 28 paragraph (3) grains c expressed that the definition of the professional competence of the teacher is the ability of mastery learning material is wide and deep that lets participants. Guide students meet the standard of competence specified in the national standards of education. Teacher professional competency can be identified as follows[41]:

1) Understand and can apply the educational foundation.

2) Understand and can apply the appropriate standard of learning theory development of learners.

3) Able to handle and develop the field of study that became her responsibilities.

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[39] Mulyasa, *Standar Kompetensi and Sertifikasi Guru……..*p., 75.
[40] Mulyasa, *Standar Kompetensi and Sertifikasi Guru……* p., 117.
[41] Mulyasa, *Standar Kompetensi and Sertifikasi Guru……* p., 135.

4) Understand and can apply the varied learning methods.

5) Develop and use various tools, media, and relevant learning resources.

6) Capable of organizing and implementing the learning programs[42]

d. Social competence

The national education standard on article 28 paragraph (3) point d is stated that social competence is the ability of the teacher as part of the community to communicate and interact effectively with students, fellow educators, education staff, student parents, and the surrounding community.[43]

3. Teacher's professional competence

a. Teacher's professional competence definition

The teacher's professional competence definition based on article 28 paragraph 3 point c, the teacher's professional competence is defined as the ability of teacher to master the material of learning. The teacher also guides the students to achieve the basic competence based on standard of national education.[44]

Professional competence is also defined as the ability of the teacher to mastering the material widely and deeply. According to Wina Sanjaya, professional competence is the ability of the teacher to implement the teacher assignments. The characteristics of professional competence are mastering extensive and in-depth teaching material and mastering the structure and scientific methods of learning.

According to Buchari Alma, professional competence is the ability to mastering subject of learning, teaching methods, and learning techniques. This professional ability is shown by the

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[42] Mulyasa, *Standar Kompetensi and Sertifikasi Guru……* p., 135.

[43] Mulyasa, *Standar Kompetensi and Sertifikasi Guru……* p., 173.

[44] Mulyasa, *Standar Kompetensi and Sertifikasi Guru……* p., 135.

teacher's ability to develop study material and make some creations such as writing books. Teacher professional competence is one of the competencies that must be the teacher possessed.[45]

Based on multiple definition, the professional competence can be defined as ability that must be possessed by the teacher, that's about mastering of the learning subject broadly and deeply. He/she also mastering the approaches, strategies, methods and learning techniques. Professional competence must be teacher possessed in learning, because the teacher will provides knowledge to students. If a teacher has professional competence and other competencies, it will be affected for students achievement.

b. Professional competence of elementary school teacher

In the regulation of national education ministry number 16 of 2007, declared teacher's professional competence in elementary school, as follow[46]:

1) Competence in the material, structure, concepts, and scientific mindset that supports the subjects taught.

a) Bahasa Indonesia

(1) Understand the substance of language and language acquisition in Bahasa

(2) Understand the position, function, and variety of Bahasa

(3) Competence in the basics and rules of Bahasa for the use of good and correct Bahasa.

(4) Have high skills of Bahasa (listening, speaking, reading and writing)

(5) Understand the theory and genre of Indonesian art

(6) Capable to appreciate the Indonesian art

b) Mathematics

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[45] Agus Wibowo and Hamrin, *Menjadi Guru Berkarakter*, (Yogyakarta : Pustaka Pelajar, 2012),p.,118.

[46] The act of national education ministry Number 16 year 2007

(1) Mastering conceptual and procedural knowledge and the relevance of both in the context of arithmetic, algebra, geometry, trigonometry, measurement, statistics, and mathematic logic.

(2) Capable to use horizontal and vertical mathematics to solve mathematical problems and problems in the real world.

(3) Capable to use conceptual, procedural, and interrelated knowledge in problem solving of mathematic and the aplication in life.

(4) Capable to use media, measure instruments, calculate devices, and computer software.

c) Natural science

(1) Capable to observe natural phenomena both directly and indirectly.

(2) Utilize natural science concepts and laws in various daily life situations.

(3) Understand the structure of natural science, including functional relationships between the concept that related to science subjects.

d) Social science

(1) Mastering scientific material which includes dimensions of knowledge, values, and social skills.

(2) Develop social studies materials, structures and scientific concepts.

(3) Understand the ideals, values, concepts, and basic principles of social sciences in the context of the diversity of Indonesian society and the dynamics of global life.

(4) Understand the phenomenon of the interaction of the development of science, technology, art, religious life,

and the development of society and global interdependence.

e) Civic

(1) Mastering scientific material which includes the dimensions of knowledge, attitudes, values, and behaviors that support civic education learning activities.

(2) Mastering the concepts and principles of national personality and Indonesian constitutional democracy, the spirit of nationalism and love for the country and defending the country.

(3) Mastering the concepts and principles of protection, promotion of human rights, and law enforcement fairly and correctly.

(4) Mastering democratic Indonesian citizens concepts, principles, values, morality and norms in the context of national and world citizenship.

2) Mastering the competency standards and basic competencies of the subject / field of development that they are teaching:

a) Understand the center competence of elementary school subject.

b) Understand the basic competence of elementary school subject.

c) Understand the objectives of elementary school subject.

3) Develop learning materials and creative teaching

a) Choose the material for elementary school according to the level of development of students.

b) Manage subjects of elementary school in an integrative and creative material according to the level of students development

4) Develop the professionalism continuous

    a) Make a reflection on own performance.

    b) Utilize the results of reflection in order to increase professionalism.

    c) Conduct the classroom action research to improve professionalism.

    d) Up to date toward advance of learning media and source.

5) Utilize information and communication technology to communicate and develop themselves.

    a) Utilize information and communication technology to communication.

    b) Utilize information and communication technology for self-development.

B. Student's Learning Achievement

1. Students

  a. Students definition

The pedagogical perspective defines that student is a person that need education. Student is seen as human beings who has latent potential, so he/she is need some guidance. In a psychological perspective, student is individual who is still grow and develope. Student needs the consistent of guidance to achieve something better. In general, student is every person who receives influence from someone or a group of people who do educational activities.[47]

The National Education System number 20 of 2003 article 1 paragraph 4, student is defined as members of the community who tries to develop himselves through the educational process. Formally is people in the growth phase and development phase, therefore they need guidance from an educator.[48]

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[47] Syaiful Bahri Djamarah, *Guru and anak didik dalam interaksi edukatif*, …..,p.,51.
[48] Nurfuadi, *Profesionalisme Guru………* p.,31.

In the education process, students are raw material. Students are input in the education system, then processed in the education process. The student is component of education, it described from several approaches as follow[49] :

1) Social approach

   Student is community member who is prepared to be better member of society. The student lives arround their family and society. Student needs to be prepared to do his/her roles in the society.

2) Psikologic approch

   Student is an organism that is growing and developing. Student has a potentials variety, such as talents, interests, personal social emotional needs, and physical abilities. These potentials need to be developed about the education process in school.

3) Educative approach

   Student is important elements in the education system.

b. Students characteristic

   Generally, student is every person who received influence from someone or a group of people who do educational activities. In the narrow sense student is minors who are left to the responsibility of educator. According to Sutari Faith Barnadib, Suwarno, and Siti Mechati students has some characteristics as followed[50] :

1) Not having a moral adult person, their still the responsibility of the educator.

2) Still perfecting certain aspects of maturity so that they are still the responsibility of educators.

3) As human beings, they have basic traits that are being developed in an integrated manner, involving biological, spiritual, social, intellectual, emotional, and soon.

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[49] Nurfuadi, *Profesionalisme Guru……… p.,33.

[50] Syaiful Bahri Djamarah, *Guru and anak didik dalm interaksi edukatif*, …...,p.,52.

Characteristics of an ordinary person develop gradually. The stages of development from childhood to puberty as followed [51]:

1) Characteristics of early childhood development (2-6 years)

At this time the child is in the process of developing a unique personality and demands freedom. Children's behavior is difficult to manage, stubborn, and often refutes parents. At this age, discipline can begin to be applied in aspects of life.

2) Characteristics of last childhood development (6-12 years)

This period is a time when children are influenced by their friends. Most children pay less attention and are responsible for their clothes and objects.

3) Characteristics of puberty development (12-15 years)

Puberty is a period of transition from childhood to adolescence. During this time the child experiences many significant physical changes. Thus many children experience a failure in learning achievement at this time.

2. Learning achievement

a. Definition of learning achievement

Learning achievement is a combination of two words, there are achievement and learning. In the Large Dictionary of Indonesian Language achievement is the result that has been achieved. Achievement means as a result because of the learning activities. According to Jamarah, achievement is the result of an activity that has been done, created both individually and in groups. Thus, it can be concluded that achievement is the result obtained from an activity that has been achieved.[52]

Burton defined that learning is a change in the individual, due to interaction of that individual and his environment, which fills a

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[51] Nurfuadi, *Profesionalisme Guru*……… p.,35.

[52] Muhammad Fathurrohman and Sulistyorini, *Belajar and Pembelajaran Meningkatkan Mutu Pembelajaran Sesuai Standar Nasional*,(Yogyakarta : Teras,2012), p.,118.

need and makes him more capable of dealing adequately with his environment. Travers also defined about learning, learning involves a relatively permanent change in behavior as a result of exposure to conditions in the environment. Vesta and Thompson, described that learning is an enduring or permanent change in behavior as a result or experience.[53]

Gagne explained that learning is change in human disposition or capability. Borger and Seaborne expressed that learning as any more or less permanent change in behavior which is the result experience. Lefrancois expressed that learning can be defined as change in behavior resulting from experience.[54]

Dahama and Bhatnagar explained any change of behavior which takes place as a result of experience may be called learning. Hilgard and Atkinson defined that learning is relatively permanent change in behavior that accurs as a result of practice. Knowles said that learning as an almost exclusively intellectual process consisting of the storing of accumulated facts in the filling drawers of the mind. [55]

According to Kimble, learning is a relatively permanent change in behavioral potentionality as a result of reinforced practice. Mayer also mentioned that learning is about the existence of a change in relative permanent behavior on one's knowledge or behavior because of experience. According to Bell-Gredler, learning is a process humans perform to gain various abilities, skills, and attitudes.[56]

[53] Anisah Basleman and Syamsu Mappa, *Teori Belajar Orang Dewasa*,(Bandung : PT Remaja Rosdakarya, 2011),p.,7.

[54] Anisah Basleman and Syamsu Mappa, *Teori Belajar Orang Dewasa*……,p.,8.

[55] Anisah Basleman and Syamsu Mappa, *Teori Belajar Orang Dewasa*….…,p.9

[56]Karwono and Heni Mularsih, *Belajar dan Pembelajaran serta Pemanfaatan Sumber Belajar,* (Depok : PT Raja Grafindo Persada,2017).,p.13.

Apps explain that there are five methods to learning define as follow[57]:

1) From classic mental discipline, learning is training the mind and accumulating knowledge. It is an inner developmental process that focuses on such powers as imagination, memory, will, and reason.

2) From development theory, learning as a process of individual development.

3) From learning theory, learning as a dynamic process where by one forms a collection or aggregate of learning that never remain fixed

4) From behaviorisme theory, learning is a change in behavior.

5) From Gestalt medan theory, learning as the development of insights resulting from the person's interaction with his or her environtment

Learning is a change that occurs in an individual both cognitive, affective, and motoric, through an activity or experience that he has experienced. After knowing the meaning of achievement and learning, learning achievement is the result that has been achieved from an activity in the form of changes in behavior experienced by subjects learning in an interaction with their environment. Sutratinah Tirtonegoro stated that learning achievement is an assessment of the results of business activities that are expressed in the form of symbols, numbers, letters, or sentences that can reflect the results that have been achieved by each child in a certain period. According to Tohirin, learning achievemen is achieved by students after learning.[58]

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[57] Anisah Basleman and Syamsu Mappa, *Teori Belajar Orang Dewasa….…*,p.11.

[58] Muhammad Fathurrohman and Sulistyorini, *Belajar dan Pembelajaran Meningkatkan Mutu Pembelajaran Sesuai Standar Nasional*….. p.,118.

Based on multiple definition, the learning achievement can be defined as the result of learning activities. Actually, the result express in the form of symbols, number, letter, and sentences. There are four indicator of student lerning achievement, that are cognitive, affective, psychomotor, and spiritual. To measure the learning achievement of four indicator is described as follow[59]:

1) Cognitive domain

    Cognitive domain is included from brain activities. Winkel and Mukhtar in Sudaryono's book, explained that, there are classification of cognitive domain, that are knowledge, comprehension, application, analysis, synthesis, evaluation.

    To measure the learning achievement in cognitive domain, the teacher can use oral test and writing test. For writing test the teacher can use objective test (true-false, matching test, multiple choice test, and short answer test) and completion test. While, for oral test can use interview.

2) Affective domain

    Affective domain included from attitude and value. There are five classification of affective domain, that are receiving, responding, valuing, organization, and characterization by a value.

    To measure the learning achievement in affective domain, the teacher accumulate the data of student that consist of student behavior and student perception.

3) Psychomotor domain

    Psychomotor domain is concluded about skill and ability after learned. There are seven classification in

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[59] Sudaryono, *Dasar-dasar Evaluasi Pembelajaran*, (Yogyakarta: Graha Ilmu, 2012),p.,43.

psychomotor domain that are perception, set, guided response, mechanical response, complex response, adjustment, creativity.

4) Spiritual domain

Spiritual domain is concluded about religion. To measure student achievement in spiritual domain, the teacher looks from the practice about the student religion.

C. The Influence of Teachers' Professional Competence toward Students Learning Achievement

Learning achievement can be affected by several factors. As an educator, the teacher must know the factor that can affected the learning achievement. The factors can be affected to learning achievement as follow[60]:

1. Internal factors

Internal factor is defined as factor come from his own. The internal factor is described as follow:

a. Physic factor

Physical factors are related to conditions in the organs of the human body that affect human health. Muhibbin Syah also said that the conditions of the special organs of students such as the sense of sight and hearing greatly influenced the ability of students to absorb information and knowledge presented in the classroom.[61]

b. Psycologic factors

Psychological factors that influence learning achievement are factors that originate from the innate nature of students as well as those

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[60] Muhammad Fathurrohman and Sulistyorini, *Belajar dan Pembelajaran Meningkatkan Mutu Pembelajaran Sesuai Standar Nasional*….. p.,122.

[61] Muhammad Fathurrohman and Sulistyorini, *Belajar dan Pembelajaran Meningkatkan Mutu Pembelajaran Sesuai Standar Nasional*….. p.,122.

obtained by students from learning. The psychological factors is described as follow[62] :

1) Intelligence, intelligence is the learning ability accompanied by the ability to adjust to the conditions it faces. Intelligence is a skill that consists of three types, namely the ability to deal with and adjust new situations. Intelligence is one of the most important aspects in determining student learning achievement.

2) Talent, talent is the ability to learn and this ability will only be realized into real skills after learning and practicing. Talent holds an important role in achieving a good achievement, this depends on training or education received. The more you get training in something that becomes his talent, the higher his achievement.[63]

3) Interest and attention, interest is a fixed tendency to pay attention and remember some activities. Interest is feeling happy or unhappy about an object. Gazali pointed out that attention is the activity of the soul that is enhanced, the soul is solely aimed at an object or set of objects. The higher students' interest and attention to learning, the higher their learning achievement.

4) Motivation of students, motivation is something that encourages students to learn or master the subject matter. Motivation is an important factor in learning because motivation can encourage someone to learn.

5) The attitude of students, the attitude of students is very related to maturity, because maturity means the ability to perform skills.

2. External factors

External factor is defined as factor come from environment. The external factor is presented as follow:

a. Family

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[62] Muhammad Fathurrohman and Sulistyorini, *Belajar dan Pembelajaran Meningkatkan Mutu Pembelajaran Sesuai Standar Nasional*….. p.,123.

[63] Muhammad Fathurrohman and Sulistyorini, *Belajar dan Pembelajaran Meningkatkan Mutu Pembelajaran Sesuai Standar Nasional*….. p.,131.

The family is the place where the child first receives an education, because in the family children grow and develop. The family is the central institution that continues the cultural and religious values. Families are fathers, mothers, and children and relatives of residents. Parent factors greatly influence children's success in learning. The relationship between the parents, parents income, parental education, and parental guidance greatly influences a child's learning achievement. Families have an important role in the success of children. If the relationship between family members can guide the child well, the child will achieve good performance.[64]

1) School

School is the first formal education institution that is very important in determining student success. School is a formal educational institution assigned by the government to organize learning activities. In school there are several factors that influence learning achievement, namely [65]:

a) Teaching methods, learning methods are ways of presenting learning materials used. Therefore a teacher must know a variety of learning methods, because that makes students excited about learning.

b) Curriculum, the right curriculum will cause students to learn well and applying in real life.

c) Teacher relations with students, the relationship between teachers and students is a factor that greatly determines the success of students in learning. The teaching and learning process will be effective if there is a good relationship and communication between the teacher and students.

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[64] Muhammad Fathurrohman and Sulistyorini, *Belajar dan Pembelajaran Meningkatkan Mutu Pembelajaran Sesuai Standar Nasional*….. p.,128.

[65] Muhammad Fathurrohman and Sulistyorini, *Belajar dan Pembelajaran Meningkatkan Mutu Pembelajaran Sesuai Standar Nasional*….. p.,129.

d) Student relations with students, student achievement will increase if the relations between students and other students occur well.

e) School discipline, discipline relates to the craft of students in school and learning. By creating discipline in schools it will create conducive conditions for learning.

f) Educational media, learning media is needed in helping the learning process.

g) During the school, choosing the right school time will have a positive influence on the student's learning process and achievement.

h) Learning standard is above the size, the teacher in demanding mastery of the material must be accordance to the students abilities.

i) The building condition, school condition influence to learning achievement.

2) Society environment

The community environment is very influential on student's learning achievements, because in their daily lives student will receive along with people in their community. For the details of the community's environmental factors is presented, as follow[66]:

a) Student activities in the community, in addition to school students usually have other activities in their home environment such as following an organization that is in the community. Good activities will improve student learning achievement.

b) Mass media, including mass media, are cinemas, radio, TV, newspapers, books, and others. Good mass media will have a good influence on students.

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[66] Muhammad Fathurrohman and Sulistyorini, *Belajar dan Pembelajaran Meningkatkan Mutu Pembelajaran Sesuai Standar Nasional*….. p.,134..

c) Friends get along, friends hang out very influential on children. A good friend will have a good influence on children.

d) Community life, people's lives have a great influence on children. If the community life is good, then children's achievements also be good.

From explanation of the factor, the researcher explains deeply about the teacher, especially the professional competence of teacher. Teacher is very important in learning, because he/she is facilitator to carry out the learning. In learning, the teacher has assignment to be a source of learning.

The teacher as a source learning has to mastering the material of subject. The teacher elementary school has to mastering some subject that consist of social science, natural science, and Bahasa. Every day teacher has intraction with student. Teacher gives material of subject and the student gets it. The teacher has to knows the strategy and method to teach the student.

To reach a good achievement in cognitive domain, the student has to understand the material. To understand the material, the student has to make attention for teacher explanation. Meanwhile, the teacher has obligation for mastering the material. In the four of teachers competences, it is called professional competence.

CHAPTER III

RESEARCH METHODS

A. Type of Research

In this research, the researcher observed the activity of learning process in the classroom and it was called as field research[67]. Quantitative research method is defined as research methods based on the philosophy of positivism, it's used to examine a particular population or sample, data sampling techniques are generally done in a random, data collection using research instruments, using data analysis quantitative in nature with the aim to test the hypothesis that have been set.[68]

B. Location and Time of Research

1. Location of Research

   The researcher chosen MIN 1 Banyumas as the research location, because there were some reasons as follow :

   a. MIN 1 Banyumas is one of favorite school in Banyumas regency.

   b. MIN 1 Banyumas students have many achievement in the academic field and nonacademic field.

   c. From the many achievement at MIN 1 Banyumas, the researcher made an assume that the achievement influence from teacher's professional competence.

   d. This research title has not been done yet at MIN 1 Banyumas.

2. Time of Research

   The research was conducted from 1st April 2019 until 1st June 2019. There are several steps to conduct this research, the steps are presented as followed :

   a. Preminilary observation was conducted on 10th October 2018 at MIN 1 Banyumas

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[67] Iqbal Hasan, *Analisis Data Penelitian dengan Statistik*, (Jakarta : PT Bumi Aksara,2004),p.,5.

[68] Sugiyono, *Metode Penelitian Pendidikan*, (Bandung : Alfabeta, 2017), p.,14.

b. Create a problem statement, then the problem will become research object. The research object is the influence of teachers' professional competence in social subject towards learning achievement of 5th grade students' at MIN 1 Banyumas.

c. Organize the research

There are some steps to organize the research, it is described as follow:

1) Given information to principal of MIN 1 Banyumas about the research

2) Made a validity test to the research questionnaire and the test to the expert

3) Made a research questionnaire trial and the test to 20 respondents (5th grade) at random

4) Made a validity test and reliability test

5) Shared the questionnaire and the test to the samples

6) Thus, the researcher analyzed the data

7) Made a research conclusion.

C. Population and Sample of Research

Population is the subject of research. Encyclopedia of Educational Evaluation define that a population is a set (or collection) of all elements prossessing one or more attributes of interest.[69] Population is the total number of units[70]. Population is all data that is concern to the researcher.[71] In this research the population was 114 students.

Sample is a part of characteristic population and quantity population[72]. Sample is defined as a part of population.[73] Sample is delegation of population that is observed.[74]

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[69] Suharsimi Arikunto, *Prosedur Penelitian suatu pendekatan praktik*, (Jakarta : PT RINEKA CIPTA, 2013),p.,173.

[70] Masri, Singarimbun and Sofian Effendi, *Metode Penelitian Survai*, (Jakarta : LP3ES,2006), p.,152.

[71] Nurul Zuhriah, Metodologi Penelitian Sosial and Pendidikan, (Jakarta : Bumi Aksara, 2009),p.,116.

[72] Sugiyono, *Metode Penelitian Pendidikan*, ..., p.,118.

To determine the number of respondents that was answered the questionnaire, the researcher is used Slovin formula. From the calculation, the researcher get 82 respondent as a sample. The sample in this study are Abu Bakar class, Umar class, Uthman class, Ali class. The detail of sample in this research is presented at the table 3.1

Table 3.1 Identification of Sample Quantity

Name of the Class	The Number of Sample
Abu Bakar	17
Umar	21
Utsman	21
Ali	23

D. Variables and Indicators of Research

Research variables are attributes or properties or values of people, objects or activities that have certain variations determined by researchers to be studied and then conclusions drawn.[75] There are two variable in this research, as follow:

1. Independent variable

    Independent variable is the variabel that causes the dependent variable occured[76]. Independent variable or variable (x) of this research is the teachers's professional competence in social subject. There were 4 teachers as the subject, the teachers as follow: Mar'atun Solihah, S.Pd.I, Toni Agung Prasetio, S.Pd.I, Juzairoh, S.Pd.I, Arif Fauzi, S.Pd.I. and the indicator of that is presented at the table 3.2

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[73] Nurul, Zuhriah, Metodologi Penelitian Sosial and Pendidikan, …..,p.,119.
[74] Suharsimi, Arikunto, *Prosedur Penelitian suatu pendekatan praktik*, …..p.,174.
[75] Sugiyono*, Metode Penelitian Pendidikan*, ….., p.,61.
[76]Sugiyono*, Metode Penelitian Pendidikan*, ….., p.,61.

Table 3.2 Indicator of Independent Variable

No	Professional competence indicator	Sub indicator
1.	Competence in the material, structure, concept of subject.	a. Social science 1. Ability in the material. The material is composed from knowledge, value, and social skills. 2. Develop the material, structure, and concept of social science. b. Civic 1. Ability in the material. The material is composed from knowledge, value, and behavior of civic. 2. Ability in the concepts and principles of national personality and Indonesian constitutional democracy, the spirit of nationalism and love for the country. 3. Ability in concepts and principles of protection, promotion of human rights, and law enforcement fairly and correctly. 4. Ability in the concept, principles, values, morality and norms of democratic.
2.	Competence in the standard competence and basic competence	a. Understand basic competence the subject at elementary school

Table 3.2 Continues

No.	Professional Competence Indicator	Sub Indicator
3.	Develop learning material creatively	a. Choose the material of elementary school according to development level of students. b. Establish the material of SD/MI subject creatively and according to development level of students.
4.	Develop the professionalism continues with the reflective action.	Up to date toward advance of learning media and source.
5.	Utilize information and communication technology to communicate and develop themselves.	Utilize information and communication technology in communication.

2. Dependent variable

    Dependent variable is the variable that becomes a result due to the independent variable.[77] Dependent variable of this research is the learning achievement of 5th grade students, that taken from test of 5th grade in social subject, that are civic and social science.

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[77] Sugiyono, *Metode Penelitian Pendidikan*, ….., p.,61.

E. Data Collection Techniques

There are four techniquest to collecting data in this research, that are interview, questionnaire, documentation, and test. The definition of them is presented as follow:

1. Interview

Interview is a technique of collecting data with the interview at one more of the person concerned[78]. In this time, for an interview the researcher did at the time of the preliminary observation with Mar'atun Sholihah, S.Pd.I.

2. Questionnaire

Questionnaire mean technique of data collection that carry out with giving a set questions to respondents[79]. Questionnaire of this research was shared to the students. This Questionnaire was about teacher's professional competence in social subject. In this research the questionnaire was close questionnaire.[80]

The questionnaire used close questionnaire, so the respondents have to choose the answer of question. The questionnaire used Likert scale in objective option. The Likert scale make the questions from an indicator that have given at variable.

The questionnaire shared to 82 respondents, who were the students in the 5th grade. The 5th grade has 4 parallel classes, as follow: Abu Bakar class Utsman bin Afan class, Umar bin Khatab class, Ali bin Abi Thalib class. The standard of Likert scale is 1 until 5, the Likert scale is presented at the table 3.3.

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[78] Ahmad, Tanzeh, *Metodologi Penelitian Praktis*, (Yogyakarta : TERAS, 2011), p.,89.
[79] Sugiyono, *Metode Penelitian Pendidikan*....... p.,199.
[80] Sugiyono, *Metode Penelitian Pendidikan*....... p.,201.

Table 3.3 Likert scale

Respondent response on question	Grade
E	5
D	4
C	3
B	2
A	1

3. Documentation

The documentation means technique of data collection that taken from the notes of a report that is already available. A document is any written statement prepared by a person or agency for the purpose of testing an event.[81] On this research, the researcher was taken the document : the school profile, the name list of 5th grade.

4. Test

The test is some questions that used to measure the skills and the intelligence of individual or group.[82] In this research, the researcher shared the social subject test. The social subject test considered of civic education and social education. The test was made according to the material that have been learned. The type of the test of this research was multiple choice test.

F. Analysis of Research Data

Data analysis was applied after all of data have collected from respondents.[83] The data has explained on narration, table and picture.

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[81] Ahmad, Tanzeh, *Metodologi Penelitian Praktis.......*p.,92
[82] Suharsimi, Arikunto, *Prosedur Penelitian suatu pendekatan praktik*, …..p.,193.
[83] Sugiyono, *Metode Penelitian Pendidikan.......* p.,207.

Narration was used for describing qualitative data. The table and pictures were used for explain the quantitative data.

Trial test has been applied before using the instrument, for the questionnaire have to applied validity test and reliability test. Then for the social subject test have to applied the difficulty index and the discimination index. Instrument of collecting data used to identify the influence of teacher's professional competence in social subject toward 5th grade student's learning achievement at MIN 1 Banyumas. The instrument of collecting data in this research used the questionnaire and the multiple choices test. The analysis of the research data is described as follow:

1. Instrument validity test

    The researcher measured a validity test used construct validity and item validity test. For construct validity is using product moment correlation formula as follow:[84]

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\}\{n \sum y_i^2 - (\sum y_i)^2\}}}$$

Explanation:

r_{xy} = number of "r" product moment

$\sum x$ = Score total of each number

$\sum y$ = Score total of all of number at one respondent.

$\sum x^2$ = Score total that squared in X distribution

$\sum y^2$ = Score total that squared in Y distribution

N = Total of respondent

2. Instrument reliability test

    The reliability test used to measure the consistence of the instrument. To found out the result of reliability test, the researcher used Cronbach alpha formula, the formula is presented as follow:

$r = [\frac{k}{(k-1)}][1 - \frac{\sum \sigma_b^2}{\sigma_t^2}]$

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[84] Sugiyono, *Metode Penelitian Pendidikan.......* p.,177.

3. Difficulty index

The method to measure the difficulty index is the percentage of the total number of correct responses to the best items. The formula to measure the difficulty index as follow:

$$P = \frac{N_P}{N}$$

Explanation:

P = proportion

N_P = total number of correct responses

N = total number of responses

4. Discrimination index

The discrimination index is measure the difference between the percentage of student in upper group with the lower group. The formula of discrimination index, as follow:

$$D = \frac{A_B}{A} - \frac{B_B}{B}$$
$$D = P_A - P_B$$

Explanation:

D = discrimination index

A = total of students in the upper group

A_B = students in the upper group who obtained the correct responses

B = total of students in the lower group

B_B = students in the lower group who obtained the correct responses

P_A = discrimination index of upper group

P_B = discrimination index of lower group

5. Simple linear regression

The simple linear regression used to predict the dependent variable (Y) through independent variable (X).[85] The equation of simple linear regression as follow[86]:

$$Y' = a + bX$$

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[85] Miksan Ansori, *Panduan analisis manual penelitian kuantitatif*,......p.,28

[86] Sugiyono, *Metode Penelitian Pendidikan*....... p.,261.

Explanation:

Ŷ= teacher's professional competence

X= student's learning achievement

a = grade of Y when X = 0 (constant)

b = coefficient regression.

The formula to calculate a and b as follow[87]:

$$a = \frac{(\sum Y_i)(\sum X_i{}^2) - (\sum X_i)(\sum X_i Y_i)}{n \sum X_i{}^2 - (\sum X_i)^2}$$

$$b = \frac{n (\sum X_i Y_i) - (\sum X_i)(\sum Y_i)}{n \sum X_i{}^2 - (\sum X_i)^2}$$

IAIN PURWOKERTO

[87] I Made Yuliara, *Modul Regresi Linier Sederhana*, (Bali : Universitas Udayana, 2016),p.,2.

CHAPTER IV

RESULTS AND DISCUSION

A. **Description of School**

MIN 1 Banyumas is an elementary school under supervisor of MORA of Indonesia. The school was established in 1st of August 1965. The superiority of this school is combine the general of material and the religion of material. It is described in the vision and mission of MIN 1 Banyumas.

1. Vision, mission, and objectives of MIN 1 Banyumas

    a. Vision of MIN 1 Banyumas, as follow :

    Cekatan Bersahaja

    "Generate brilliant, creative, strong, character, attitude, and personality students. And generate clean, friendly, health, luxuriant school"

    b. Mision of MIN 1 Banyumas, as follow :

        1) Develop the student's character, attitude, and personality, then apply it in the society.

        2) Organize skills and practice about Islamic religion to generate faithful and devoted students.

        3) Organize good quality education.

        4) Improve the knowledge, professionalism, and prosperity of teachers and education staff.

        5) Employ participative school management.

    c. MIN 1 Banyumas objectives

        1) Generate the cognitive, affective, and psychomotor competence of students.

        2) Implement the active, creative, effective, and cheerful learning

        3) Implement the self development activities.

        4) Generate nationalism to all student.

        5) Improve the religion activities around madrasa environment, the activities as follow : *dhuha* pray, *zhuhur* pray together,

memories *juz 'amma*, recite *al-Qur'an*, challigraph,   and *tartil Qur'an*.

6) Improve the social activities around madrasa environment, the activities as follow: social service and Saturday care.

2. Teachers and education staffs of MIN 1 Banyumas

There are 66 teachers and education staff of MIN 1 Banyumas in 2018/2019. The quantity of teachers and education staff is described in table 4.1

Table 4.1 The Quantity of Teachers and Education Staff

EMPLOYEMENT STATUS	TEACHER			EDUCATION STAFF			NUMBER
	M	F	SUM	M	F	SUM	
Religion ministry PNS	10	20	30	2	5	7	37
NON PNS	4	7	11	15	3	18	29
TOTAL	14	27	41	17	8	25	66

The teacher is one of important thing to achieve the learning process at school. Thus, the teacher's condition, teacher's number, education qualification and the experience should be attention. Teachers number at MIN 1 Banyumas at 2018/2019 was 44 people, consisted of 30 government employees teacher and 11 non-government employees teacher. The teachers at MIN 1 Banyumas teachers in 2018/2019 was presented in Appendix I.

3. Facilities and infrastructure

MIN 1 Banyumas always tries to fulfil the facilities and infrastructure of education in order to provide a good quality education program. The facilities and infrastructure at MIN 1 Banyumas is presented in table 4.2

a. Land

MIN 1 Banyumas has two lands with different location, it is presented in table 4.2

Table 4.2 The Land of MIN 1 Banyumas

No.	Surface area (m^2)	Location	Acquisition year	Acquisition price
1.	684	Kaliputih street No. 14 Purwokerto	1986	194.940.000
2.	8.949	Supriyadi street Gg. Satria II Purwokerto	2013	3.617.126.000

b. Building

MIN 1 Banyumas has two location of school. The first school located at Kaliputih street No. 14 East Purwokerto. The facilities and infrastructure provided at this first school are presented at table 4.3

Table 4.3 The facilities and infrastructure of the school I

No.	Room name	Total	Condition
1.	Class room	8	Good
2.	Teacher's room	1	Good
3.	Healthy room	1	Good
4.	Toilet male students	2	Good
5.	Toilet female students	2	Good
6.	Toilet male teachers	2	Good
7.	Toilet female teachers	2	Good

Meanwhile, the school II is located at Supriyadi street East Purwokerto. The facilities and infrastructure provided at this second school are presented at table 4.4

Table 4.4 The facilities and infrastructure of the school II

No.	Room name	Total	Condition
1.	Class room	15	Good
2.	Class teacher's room	1	Good
3.	Subject teacher's room	1	Good
4.	TU's room	1	Good
5.	Service room	1	Good
6.	Hostel of MIN 1 Banyumas	1	Good

c. Equipment and stationery

MIN 1 Banyumas has equipment and stationery, it is presented in table 4.5.

Table 4.5 Equipment and Stationery

No.	Item	Quantity	Condition
1.	Tables for students	339	Good
2.	Tables for teachers	29	Good
3.	Chairs for students	605	Good
4.	Chairs for teachers	18	Good
5.	White board	18	Good
6.	Archives cupboard	4	Good
7.	Class cupboard	18	Good
8.	Library Meubelair	1 packet	Good
10.	Computer for administrative staff	2 unit	Good
11.	Laptop for administrative staff	3 unit	Good
12.	Computers for students	20 unit	Good
13.	LCD Proyektor	23 unit	Good

4. Students of MIN 1 Banyumas

In general, MIN 1 Banyumas is one of superior school and obtain several student's achievement. Student's number of MIN 1 Banyumas is increase every year. In academic year of 2018/2019 the number of students was 732. MIN 1 Banyumas has many

achievements both achievement at academic and non-academic field, the achievement of them as follow:

a. Academic achievement

The average of final exam grade for five years is presented in table 4.6

Table 4.6 The average of national exam

No.	Education year	Exam grade average
1.	2011/2012	8.30
2.	2012/2013	8.24
3.	2013/2014	8.38
4.	2014/2015	8.45
5.	2015/2016	8.48

b. Non-academic achievements

Beside in achievement the student of MIN 1 Banyumas was also superior in non-academic achievement such as art, sport, and religion. The non-academic achievement of MIN 1 Banyumas students is presented in Appendix II

B. Result

1. The teacher's professional competence in social subject of 5th grade at MIN 1 Banyumas

The first variable in this research is the teacher's professional competence in social subject of 5th grade at MIN 1 Banyumas. The result is explained at three points as follow:

a. The profile of teacher as the respondent

The 5th grade of MIN 1 Banyumas has 4 parallel classes, there are Abu Bakar class, Umar class, Utsman class, and Ali class. The teacher of Abu Bakar class is Mr. Arif Fauzi, S.Pd.I. He was born on 13th of July 1976. His background of study is bachelor in Islamic education. He is government employees and teach subject of natural science, social science, and languages.

The Umar class is taught by Mrs. Mar'atun Sholihah, S.Pd.I. She was born on 6th of February 1976. Her background of study is bachelor in Islamic education. She is government employees and teach subject of natural science, social science, and languages.

The Utsman class is taught by Mrs. Juzairoh, S.Pd.I. She was born on 20th of June 1980. Her background of study is bachelor in Islamic education. She is government employees and teach subject of natural science, social science, and languages.

The teacher of Ali class is Toni Agung Prasetyo, S.Pd.I. He is born on 14th of June 1981. His background of study is bachelor in Islamic education. He is government employees and he teach about natural science, social science, and languages.

b. Teachers' professional competence based on supervisor perception

Mrs. Hidayaturrohmah is the supervisor of Madrasa at MIN 1 Banyumas. Mr. Saridin as the principal of MIN 1 Banyumas explains about teachers' professional competence in 5th grade based on supervisor of Madrasa perception. He said that the teachers' at MIN 1 Banyumas have competence in the material, structure, and concept. The teachers' of MIN 1 Banyumas have graduate from bachelor degree and master degree. They explain the material deeply. They often connect the material with the daily activity. The teachers' gives the good value that can implement in the real life.

The teachers' have develops learning material according to level of students. But, because of quantity of students, there is student that can't to follow the material clearly. The teachers' have establish the material of subject creatively. The teachers' use some method like game, practice, and role playing.

The teachers' have up to date the learning media, but they didn't apply in every learning. The teacher sometimes was use the

nature as the learning source. But, the teachers' often use a book as the learning source than other.

The teachers' have utilizes information and communication technology in communication. The teachers' was using laptop to carry out their duty. The teachers' was use smartphone to share information and to communicate with students' parent.

c. Validity and reliability test result

To measure the professional competence of teacher, researcher used questionnaire. Previously, the questionnaire must be validated using to obtain valid questionnaire. In this research, the researcher measured a validity test using construct validity and item validity test. For construct validity is using product moment correlation formula, as follow[88]:

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\}\{n \sum y_i^2 - (\sum y_i)^2\}}}$$

Explanation:

r_{xy} = number of "r" product moment

$\sum x$ = Score total of each number

$\sum y$ = Score total of all of number at one respondent.

$\sum x^2$ = Score total that squared in X distribution

$\sum y^2$ = Score total that squared in Y distribution

N = Total of respondent

Based on analysis of item validity test, we obtained 28 valid items from 50 items of questionnaire. The tabulation of item validity test is presented at appendix III. From 28 valid items post validity thus the researcher used only 20 items to measure the professional competence of teacher is social subject. The 20 items

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[88] Sugiyono, *Metode Penelitian Pendidikan.......* p.,255.

of valid questionnaire are composed from 5 indicators. The indicator and the description of them are presented in table 4.7

Table 4.7 The Indicator and The Description of Teacher's Professional Competence

No	Professional competence indicator	Sub indicator	Questionnaire number	Total of question
1.	Competence in the material, structure, concept of subject.	c. Social science 5. Ability in the material. The material is composed from knowledge, value, and social skills.	7, 22	2
		6. Develop the material, structure, and concept of social science.	23,24	2
		d. Civic 5. Ability in the material. The material is composed from knowledge, value, and behavior of civic.	25,26,30,37,50	5

Table 4.7 Continues

No.	Professional competence indicator	Sub Indictor	Questionnaire number	Total of Questionnaire
		6. Ability in the concepts and principles of national personality and Indonesian constitutional democracy, the spirit of nationalism and love for the country.	27,36	2
		7. Ability in concepts and principles of protection, promotion of human rights, and law enforcement fairly and correctly.	33	1
		8. Ability in the concept, principles, values, morality and norms of democratic.	29, 40	2
2.	Competence in the standard competence and basic competence the subject.	b. Understand basic competence the subject at elementary school	17	1

Table 4.7 Continues

No.	Professional competence indicator	Sub Indictor	Questionnaire number	Total of Questionnaire
7.	Develop learning material creatively	c. Choose the material of elementary school according to development level of students.	9	1
		d. Establish the material of SD/MI subject creatively and according to development level of students.	15	1
8.	Develop the professionalism continues with the reflective action.	Up to date toward advance of learning media and source.	8,41	2
5.	Utilize information and communication technology to communicate and develop themselves.	Utilize information and communication technology in communication.	21	1

Furthermore, the 20 of valid items must be pass the reliability test. The reliability test used to measure the consistence of the instrument. To found out the reliability test result, the researcher using Cronbach alpha formula. The formula is:

$$r = [\frac{k}{(k-1)}][1 - \frac{\sum \sigma_b{}^2}{\sigma_t{}^2}]$$

The result of reliability test obtained 0.89. The result showed that the 20 of valid items have a good reliability.

2. The learning achievement of 5th grade at MIN 1 Banyumas

The second variable in this research is student's achievement. To measure the student's achievement, the researcher used multiple choices test. Previously, the multiple choices test must be pass difficulty index test and discrimination index test. The method to measure the difficulty index is the percentage of the total number of correct responses to the test items. The formula to measure the difficulty index as follow:

$$P = \frac{N_P}{N}$$

Explanation:

P   = proportion

N_P = total number of correct responses

N   = total number of responses

Meanwhile, the discrimination index is measure the difference between the percentage of student in upper group with the lower group. The formula of discrimination index, as follow:

$$D = \frac{A_B}{A} - \frac{B_B}{B}$$

$$D = P_A - P_B$$

Explanation:

D   = discrimination index

A = total of students in the upper group

A_B = students in the upper group who obtained the correct responses

B = total of students in the lower group

B_B = students in the lower group who obtained the correct responses

P_A = discrimination index of upper group

P_B = discrimination index of lower group

Based on difficulty index test and discrimination index test, we obtained 17 valid questions from 45 questions. The tabulation of difficulty index and discrimination index is presented at appendix IV. Furthermore, to measure the student's achievement the researcher only used 15 valid questions.

3. Description of teacher's professional competence in social subject based on the student perception.

The variable using five indicators, as follow: a. Competence in the material, structure, concept of subject, b. Competence in the standard competence and basic competence the subject. c. Develop learning material creatively, d. Develop the professionalism continues with the reflective action. e. Utilize information and communication technology to communicate and develop themselves.

The first indicator is the competence in the material, structure, concept of subject. The calculation results of questionnaire from 14 questions find that the majority of student (82%) considered that the teacher has good competence in the material, structure, and concept of social subject. Teacher's ability in the material, structure, and concept thus support the student's learning achievement. Because, the teacher explains the material clearly and structurely, from that, the students understand the material well and the student's achievement will be increase.

The second indicator is the competence in the standard competence and basic competence the subject. The calculation results of questionnaire from 1 question find that the majority of students (74.6%) considered that the teachers has good competence in standard competence and basic competence the subject. Teacher's ability in standard competence and basic competence thus support the student's learning achievement. Because, the teacher focus to guide the students to achieve the standard competence.

The third indicator is develop learning material creatively. The calculation results of questionnaire from 2 questions find that the majority of students (80%) considered that the teachers has good ability in at MIN 1 Banyumas have develop learning material creatively with a good category in develop learning material. Teacher's ability to develop learning material creatively thus support the student's learning achievement. Because, the students can learn the material pleasantly and that will make the student's achievement increase.

The fourth indicator is develop the professionalism continues with the reflective action. The calculation results of questionnaire from 2 questions find that the majority of students (75%) considered that the teachers has good ability in develop the professionalism continues with the reflective action. Teacher's ability to develop the professionalism continues with the reflective action thus support the student's learning achievement.

The fifth indicator is utilize information and communication technology to communicate and develop themselves. The calculation result of questionnaire from 1 question find that the majority of students (88%) considered that the teachers has good ability in utilizing information and communication technology to communicate and develop themselves. Teacher's ability to utilizing information and communication technology to communicate and develop themselves

thus support student's learning achievement. Because, the teacher discus with their parents about their children development.

4. Description of student's achievement in social subject

Based on the data tabulation of students score obtain from test, the researcher obtained the achievement of students as follow:

a. 34.14% of students obtain excellent (score 86-100)

b. 13.41% of students obtain good (score 75-85)

c. 25.60% of students obtain sufficient (score 60-74)

d. 23.17 % of students obtain poor (31-59)

Based on the calculation of the average achievement (75.09), the researcher considered that the achievement of students is tends to good category.

5. The influence of teacher's professional competence in social subject toward 5th grade student's learning achievement at MIN 1 Banyumas.

Furthermore, we have to analyze the influence of teacher's professional competence in social subject toward student's learning achievement using simple linear regression analysis. Previously, the data have to pass the prerequisite test. Prerequisite of regression analysis was conducted to assume that the variable is linear and corelated. The prerequisites of simple regression is presented as follow:

1) Normality test

The good model of regression has normal distribution. The normality test has purpose to find the normality of data. The researcher used Liliefors method for normality test in this research. The basic decision making is used if the table grade is greater than grade of [F-S] maximal, the data is normal. The data is abnormal, if the table grade is smaller than grade of [F-

S] maximal. The tabulation of normality test is presented in the appendix V. The result of normality test is presented at table4.8

Table 4.8 The Result of Normality Test

[F-S] maximal	Grade of table	Condition	Desicion
0.096	0.097	[F-S] < t	Normal

According to the table we found that the table grade is greater than grade of [F-S] maximal. From the table, we know that the data has normal distribution.

2) Homogeneity test

Homogeneity test is used to found the differences of the variance. In this research, the researcher used variance homogeneity test and Bartlett test. Homogeneity for test applied to find the homogeneity from the variable. The basic decision making is used the table of X^2 is greater than grade of X^2 observation, the variable are homogeneous. If the table of X^2 is smaller than than grade of X^2 observation, the variables are not homogeneous. The tabulation of homogeneity testis presented in appendix VI. The result of homogeneity test is presented at table 4.9

Table 4.9 The result of homogeneity test

Grade of X^2 observation	Grade of X^2 table	Condition	Decision
0.370	3.841	$X^2_{obs} < X^2_{0.05,1}$	Homogeneous

According to the table, we found that the table grade X^2 is greater than grade of X^2 obsevation. From that, we know that the variables homogeneous.

3) Simple linear regression

Simple linear regression is used to calculate the equation of correlation $\hat{Y} = a + bX$, where Y is the variable of student's

learning achievement and X is the variable of teacher's professional competence. Coefficient b is grade of Y when X equals 0 and coefficient a is coefficient regression.

Based on statistical analysis, the result calculation of simple linear regression obtained $\hat{Y} = 0.196 + 1.04X$. It means if the teacher is not competence, the student achievement reach only 0.196. Hence, the teacher competence has important role for student achievement. Each 1 point for the increasing of X variable cause 1.236 point of student achievement.

Furthermore, the influence factor professional competence toward student achievement is measured using determination coefficient (R^2) formula as follow:

$$r_{xy} = \frac{n\sum xy - \sum x \sum y}{\sqrt{[n\sum x^2 - (x)^2][n\sum y^2 - (\sum y)^2]}}$$

Analysis of R^2 using SPSS obtain 0.94. The meaning of this number is the learning achievement student was influenced by the teacher professional competence with influence factor 94%. It means that teacher competence significance affected toward student learning achievement. It stranger by the formula as follow:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

The hypothesis of the test for the significance level 0.05 as follow:

H_0 = there is significant influence of teacher's professional competence in social subject toward student's learning achievement (Sig < 0.05)

H_1 = there is no significant influence of teacher's professional competence in social subject toward student's learning achievement. (Sig > 0.05)

The result of the correlation of the variables is presented at table 4.10

Table 4.10 The Result of the Variable Correlation

Probability	Sig	Condition	Decision
0.05	0.000	Sig < 0.05	Significant influence

According to the t test table, H_0 is accepted because the grade of Sig is smaller than grade of 0.05. It means, there is significant influence of teacher professional competence in social subject toward 5th grade student's learning achievement at MIN 1 Banyumas.

C. **Discussion**

The objective of this research is to find out the influence of teacher's professional competence in social subject toward 5th grade student's learning achievement at MIN 1 Banyumas. The discussion about them is presented as follow:

1. Teacher's professional competence in social subject

The variable of teacher's professional competence is using five indicators there are, competence in the material, structure, concept of subject; competence in the standard competence and basic competence the subject; develop learning material creatively; develop the professionalism continues with the reflective action; and utilize information and communication technology to communicate and develop themselves.

From the tabulation of questionnaire, the respondents state that the teacher at grade 5 has competence the material, structure, and concept of social subject. It is showed from the answer of the student in multiple choice tests. Majority of the student agree if their teacher often and always explain the social science and civic material clearly.

The student agrees if their teacher explain the material according to difficulty index of the subject. The student also agrees if the teacher can develop the material in the book become widely. The student agrees if the teacher always give an opportunity to the student to show their perception. But, sometime the teacher not be a good role model as like the teacher comes late in the learning activities. The student perception is showed in number 82% of teacher has competence in the material, structure, and concept of social subject.

From the calculation of the questionnaire, the student state that the teacher has competence in the standard competence and basic competence the subject. It is showed from the answer of the student in multiple choice tests. The student agrees if the teacher sometime give information about the core indicator in the learning. The student perception is showed in number 74.6% of teacher has competence in the standard competence and basic competence the subject.

According to the tabulation of questionnaire, the respondents state that the teacher at grade 5 is developing learning material creatively. It is showed from the answer of the student in multiple choice tests. Majority of the student agrees if the teacher is always giving an example of material that connected with student's daily activities. The student also agrees if the teacher is often to explain the material based on the difficulty index of material. The teacher explains from the ease material to difficult material. The student perception is showed in number 74.6% of the teacher is developing learning material creatively.

Based on the tabulation of the questionnaire, the student state that the teacher of grade 5 is developing the professionalism continues with the reflective action. Majority of the student agrees if the teacher sometimes is using internet as the learning source. The student also agrees if the teacher is often to instruct the student to bring some items

from their home to school for study. The student perception is showed in number 75% of the teacher is developing the professionalism continues with the reflective action.

According to the tabulation of the questionnaire, the student state that the teacher of grade 5 is utilizing information and communication technology to communicate and develop themselves. Majority of the student agrees if the teacher often uses android to communicate with their parent. The student perception is showed in number 88% of the teacher is utilizing information and communication technology to communicate and develop themselves.

From the five indicators, the professional competence in social subject at MIN 1 Banyumas has a good category, that is 79.92%. The dominant indicator is the last indicator, utilizes information and communication technology to communicate and develop themselves, because, the teacher always communicate with parent of student. And the lowest indicator is the third indicator, develop the professionalism continues with the reflective action. It cause of the teacher seldom using the media like internet, film, and the other.

The score of questionnaire 41-50 there are 13 students. The score of questionnaire 51-60 there are 9 students. The score of questionnaire 61-70 there are 12 students. The score of questionnaire 71-80 there are 19 students. The score of questionnaire 81-90 there are 18 students. And the score of questionnaire 91-100 there are 11 students.

2. Student's learning achievement

Student's learning achievement in social subject at MIN 1 Banyumas tends to a good category. The average of student learning achievement is 75.09. The highest score is 100, and the lowest score is 43.

There are 34.14% of students obtain excellent category, the score is 86-100. There are 13.41% of students obtain good category, the score is 75-85. There are 25.60% of students obtain sufficient category, the score is 60-74. And there are 23.17% of students obtain poor category, the score is 31-59.

Although there are 23.17% of students obtain poor category, but the average of learning achievement has a good category. One of factor that affected the learning achievement is teacher's professional competence. It shows from coefficient determination in 94%. And 6% is affected from other factors.

3. The influence of teacher's professional competence in social subject toward 5th grade student's learning achievement at MIN 1 Banyumas

The result of the research show that there is significant influence of teacher's professional competence in social subject toward grade 5 student's learning achievement. The researcher got the result from the questionnaire and the multiple choice test about social science.

The learning achievement of MIN 1 Banyumas, especially at the grade 5 has a good category with the average 75.09. The learning achievement is affected from several factors. One of the factors is teacher's professional competence. That shows from coefficient determination 0.94, it means the student achievement influence from teacher's professional competence 94% and 6% influence from other factor. The number 94% shows that the teacher's professional competence in social subject at MIN 1 Banyumas has a good category.

The teacher's professional competence is affected to student's learning achievement. Because, the teacher intract with student every day. If the teacher has the ability to explain the subject or the topic, the student will understand the topic clearly. It makes good learning achievement of the student. The student learning achievement also be affected of the ability the teacher is up to date to use multiple learning media and learning resources. If the teacher uses multiple learning

media and learning resources, the student more ease to understand the subject and it will make good student achievement.

Besides that, to get a good student achievement, the teacher must give motivation to the student such as the motivation to study. If the student has motivation to study, it will make a good student achievement. In this era, there are many teacher often miss-concept in explain the subject. To get a good student's learning achievement, the teacher has to avoid miss-concept of the subject. When the teacher explains the subject in concept, the student will understand the concept of subject clearly, it will makes the good student's learning achievement.

The teacher's professional competence is affected to student's learning achievement. This decision is made based on statistical analysis, the result calculation of simple linear regression obtained $\hat{Y}$ = 0.196 + 1.046X. It means if the teacher is not competence, the student achievement reach only 0.196. Hence, the teacher competence has important role for student achievement. Each 1 point for the increasing of X variable cause 1.236 point of student achievement.

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CHAPTER V

CLOSING REMARKS

A. Conclusion

Based on students' perceptions, it can be conclude that 4 teachers of social subject as the respondent of this research have good professional competence. They are qualified in the competence of professionalism such as competence the material, structure, and concept of social subject; competence in the standard competence and basic competence the subject; developing learning material creatively; developing the professionalism continues with the reflective action; utilizing information and communication technology to communicate and develop themselves. But the teacher at grade 5 is seldom to use multiple media and learning resources. The teacher still used a book for the learning resources.

Measurement of student achievement in the topic social science found the average of student learning achievement is 75.09. The number of student obtain score more than threshold is 60.97%, it means that student achievement is excellent.

Data analysis using linear regression find that teachers' competence affect significantly toward student achievement. The equation of regression is $\hat{Y} = 0.196 + 1.046X$. Based on calculation of R^2 teachers' professional competence affect 94% toward students learning achievement.

B. Suggestion

Based on the conclusion, the researcher gives some suggestions to improve the teachers' professional competence and student learning achievement at MIN 1 Banyumas. The suggestion is described as follow:

1. Beside competence in the material of subject, the teacher must be up to date toward advance of learning media and learning resources. He/she should make a creative method in learning. From that, the student will give more attention in learning process.

2. The student has to study more to improve their achievement both in academic and non-academic field.

3. The institution must support to improve the teacher competence and student's learning achievement.

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