# The Effect of Civic Education Teacher Professionalism Citizenship Education Teacher Professionalism on Student Learning Achievement

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**Abstract**

*Teacher professionalism has a strategic position in the success of student learning achievement. The research objectives are to obtain data, find out how much influence, find out whether there is an influence of civic education teacher professionalism on student learning achievement. The research method is a descriptive method with a quantitative approach, the population is class VIII students of SMP Negeri 1 Boronadu totaling 116, a sample of 22% of 116 as many as 25 people. The instrument is a closed questionnaire of teacher professionalism and learning achievement. Variable reliability test (X) output $r_{count}$ =0.752 and $r_{table}$ =0.396, then $r_{hitung}$ (0.752) >$r_{table}$ (0.396) output reliable. Variable (Y) $r_{count}$ (0.669)> $r_{table}$ (0.396) output valid. Reliability test of variable (X) $r_{count}$ =0.785 and $r_{table}$=0.396 output reliable and variable (Y) is $r_{count}$ =0.836 and $r_{table}$=0.396 output reliable. The output correlation coefficient test is 0.831 classified as high. The coefficient of determination test is 69 percent. Hypothesis testing $t_{count}$ = 7.165 and $t_{table}$ = 1.714 significant level of 0.05 or 5%, in the sense that the hypothesis Ha data is accepted.*

*Keywords: Teacher Professionalism, Learning Achievement*

**Abstrak**

Profesionalitas guru memiliki posisi strategis dalam keberhasilan prestasi belajar siswa. Tujuan penelitian yaitu untuk memperoleh data, mengetahui berapa besar pengaruh, mengetahui ada tidaknya pengaruh profesionalitas guru pendidikan kewarganegaraan terhadap prestasi belajar siswa. Metode penelitian yaitu metode deskriptif pendekatan kuantitatif, populasi yakni siswa kelas VIII SMP Negeri 1 Boronadu berjumlah 116, sampel 22% dari 116 sebanyak 25 orang. Instrumen yaitu angket tertutup profesionalitas guru dan prestasi belajar. Uji kehandalan variabel (X) keluaran $r_{hitung}$=0,752 dan $r_{table}$=0,396, maka $r_{hitung}$ (0,752)> $r_{table}$ (0,396) keluaran andal. Variabel (Y) $r_{hitung}$ (0,669)> $r_{table}$ (0,396) keluaran sahih. Uji reliabilitas variabel (X) $r_{hitung}$ =0,785 dan $r_{table}$ =0,396 keluaran reliabel dan variabel (Y) yaitu $r_{hitung}$ =0,836 dan $r_{table}$=0,396 keluaran andal. Uji koefisien korelasi keluaran ialah 0,831 tergolong tinggi. Uji koefisien determinasi 69 persen. Pengujian hipotesis $t_{hitung}$ = 7,165 dan $t_{table}$ = 1,714 taraf signifikan 0,05 atau 5%, dalam arti hipotesis Ha data diterima.

**Kata Kunci:** Profesionalitas Guru, Prestasi Belajar

## Introduction

Professionalism is a term for the ability or quality of the attitude of each member of a profession towards his profession. Professionalism is related to the degree of expertise and knowledge possessed so that it can perform its duties (Asrifah et al., 2020; Harefa, 2019; Harefa, 2022). Profession in the sense of a position or a certain job that is obtained intensively from the academic world, or a profession that demands certain skills. In reality, professionalism cannot be carried by just anyone, but requires preparation through training and education (Gultom, Situmorang, & Sihombing, 2022; Laoli, Dakhi, & Zagoto, 2022; Muryanti et al., 2022).

A profession is defined as a position or activity that requires specific skills and knowledge obtained from intensive academic education (Larasati & Gafur, 2018; Zagoto, 2022; Zebua, Zagoto & Dakhi, 2022). The teaching profession, which is an educator, has a big responsibility that is broader, not only limited to making students understand and know learning, but creating humans who are trained, educated and able to recognize themselves as humans who are useful and beneficial to themselves, the environment and society at large. It is a heavy and noble job carried out by a teacher in carrying out duties and obligations, so that teachers are required to have professionalism.

It is said that a professional teacher must have quality and competence. The competencies include the teacher's expertise in mastering learning materials, the teacher's ability to manage learning learning programs, the teacher's ability to assess student progress following the learning process, the teacher's ability to understand related to his main duties and functions as a teacher which can affect the improvement of student achievement.

The teacher as the subject requires direct interaction with students during the teaching and learning process. Likewise, the teacher's ability to master learning material is absolutely necessary for a teacher's expertise to distribute material to students (Harefa et al., 2022). In addition, the teacher must be wise in choosing the right teaching method and commensurate with the material presented but also need to consider the psychological condition and ability to absorb students. Therefore, the teacher has a very strategic role when learning activities take place, in the sense that the success or failure of the learning process lies in the professionalism of the teacher (Kifta, Lapisa, & Zagoto, 2023).

One of the important components in education is the teacher. Teachers are the spearhead of the back and forth of the world of education, because teachers are directly involved in the world of education practically in the field. Teachers are often positioned to have multiple roles and even multi-functions (Harefa & Harefa, 2022). Teacher professionalism certainly has a positive impact on student learning achievement, character, insight into thinking, more skillful and capable. When referred to as a professional teacher, the teacher must be able to present a quality learning model so that student achievement can be improved. the professionalism of the teacher will be reflected in the responsibility of his service duties, which is evidenced by the expertise in preparing learning materials and methods. A professional teacher is a teacher who knows himself, namely a person who is sent to guide students to be diligent in learning (Koriati, Syam, & Ariyanto, 2021).

A student who is claimed to be an achiever is when the student is able to master the material that has been learned that is able to implement or actualize it. Student learning achievement is the ability that students have to complete their quality and weighted learning activities as well as evidence of student success in learning (Laoli, Dakhi, & Zagoto, 2022). That considering learning achievement is one of the goals to be achieved and also as a

measure of the level of student success in mastering learning material, so it can be said where an achievement becomes inseparable from learning activities as a process and student learning achievement becomes the result of the process.

Learning achievement is a proof of success in learning or students' ability to improve the quality of their learning according to the weight they achieve (Darmina, Fazira, & Nasution, 2022; Zagoto, Yarni, & Dakhi, 2019). Learning achievement is basically an integrity that a person produces in doing, thinking, and feeling (Zebua, Zagoto, & Dakhi, 2021; Zendrato & Harefa, 2022).

**Method**

The research uses a descriptive method with a quantitative approach based on the object to be studied, namely applying statistical formulas. The steps of implementation include conducting an initial exploration of the location at SMP Negeri 1 Boronadu, preparing the topic of the problem, carrying out research, namely by distributing questionnaires to students (respondents) to be filled in according to the instructions of the researcher, after collecting raw data and then processing the data into a research report, then asking for a certificate from the principal explaining that the research has really been carried out. The variables of this study are: the professionalism of civic education teachers as the independent variable (x) and student learning achievement as the dependent variable (y). the population in this study is class VIII students of SMP Negeri 1 Boronadu totaling 116 people with a sample of 22% of 166 as many as 25 people. The research instrument used when collecting data is a closed questionnaire related to the influence of civic education teacher professionalism symbol X and student learning achievement symbol Y.

**Result And Discussion**

1. Calculating the Reliability of Question Items

The result of the calculation of the reliability of item number one for variable X is 0.608. Furthermore, in the same way for variable Y, the question items that have been answered by respondents are calculated for reliability. In table 9, appendix 10 with the results of the calculation of the reliability of item number one for variable Y is 0.692. Based on appendix 7, the rcount of item number one to item number ten can be seen in table 7 of appendix 8, page 74. Meanwhile, the calculation of the reliability of item number two to item number ten for variable Y can be seen in appendix 12, page 87.

2. Calculation of the Reliability of Research Tools

In appendix 9, the results obtained $r_{ii}$ = 0.941 when interpreted $r_{hitung}$ 0.941> $r_{table}$ (0.229). The next step is to consult the price in the table r product moment ". From the above calculations obtained $r_{ii}$ (0.941) > $r_{table}$ (0.229). It can be said that the research instrument meets the reliability requirements. While the preparation of the reliability of variable Y items is in table 12 (lamp 14, page 101). In appendix 14, the results obtained $r_{ii}$ = 0.953 when interpreted $r_{hitung}$ (0.953) > $r_{table}$ (0.229). It can be said that the instrument reliability requirements in this study have been met.

3. Calculation of Correlation Coefficient

To obtain and or obtain a significant between the professionalism of civic education teachers and the learning achievement of class VIII students at SMP Negeri 1 Boronadu in the 2022/2023 academic year, the amount of correlation between variable X and variable Y is calculated by utilizing data from respondents using the formula r product moment, the results obtained are $r_{xy}$ = 0.823 high correlation.

4. Calculation of the Coefficient of Determination

Based on the calculation of the coefficient of determination, the percentage of the influence of the professionalism of civic education teachers on the learning achievement of class VIII students at SMP Negeri 1 Boronadu in the 2022/2023 academic year is 67.7%.

5. Hypothesis Testing

From the calculated results ($t_{hitung} = 12.294$), while ($t_{table} = 1.671$) at N = 74. Thus ($t_{hitung} = 12.294$) > ($t_{table} = 1.671$). Then the hypothesis that reads: "significant between the influence of civic education teacher professionalism and the learning achievement of class VIII students at SMP Negeri 1 Boronadu in the 2022/2023 academic year" is accepted at a significant level of 0.05.

**Conclusion**

Based on the results of the study, it is concluded that it is significant between the professionalism of civic education teachers on the learning achievement of grade VIII students at SMP Negeri 1 Boronadu in the 2022/2023 academic year. Based on this theory and considering the results of the data processing that has been obtained, the research findings are stated to have implications for teachers and students. Thus, the results of these findings can be applied by teachers to be more professional in their fields, especially in carrying out the activities of the civic education teaching and learning process for students, so that students can get better and better learning achievements.

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