

TEACHER'S PROFESSIONALISM AND ITS IMPLICATION ON STUDENT'S LEARNING ACHIEVEMENT IN GORONTALO

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Abstract

This research investigated teacher professionalism in improving learning achievement at al-Falah Islamic Boarding School in Gorontalo. It can be seen from the planning of learning such as formulation of learning objectives, determination of evaluation tools, determination of learning activities, and determination of methods and learning tools. In the implementation of learning in the form of delivering learning material, learning methods, media or learning tools, and learning interactions. Furthermore, the learning assessment used by teachers is assignments or homework and daily tests. The result of this research was that teacher professionalism has positive implications for students' learning achievement at al-Falah Islamic Boarding School in Gorontalo.

Keywords: *Teacher professionalism, learning achievement*

A. INTRODUCTION

In the modern era, the competition is getting tighter in all fields that is demanded the stake holders to conduct efficient work in order to produce optimal performance.¹ To make it true, the professional work becomes something that must be done. This fact is not only taking place to the business sector but also to other work units such as education.² It means that transforming knowledge must be handled seriously. Besides, it is also within the framework of maintaining accountability to stake holders.

The challenge of education in the future is education system in Indonesia is not only concerned with improving learning achievement and efficient education internally, but also increasing the conformity of education with various other sectors of life.³ Therefore it is necessary to make a planned of education development program. In the 2003 National Education System Law Chapter XI article 39, paragraph 2 is called that:

Educators are professionals who are in charge of planning and implementing the learning process assesses the results of learning, provides guidance and training and conducts research, community service, especially for educators in universities.

The demand is a strong one to improve the quality of teachers has given rise to institutional initiatives that are collaborative with the aim of responding to the progress of society. This includes responding to increasingly passive educational needs. In this regard, Wills as quoted by Suparlan Danim stated that:

¹Edy Sunandi Hamid and M. Safar Nashir (ed) *Muhammadiyah Business Charity Professionalism and Accreditation in the Field of Economics and Education*, (Cet. 1; Yogyakarta: LTP PP Muhammadiyah and UII Press 2005), h. 1.

²M. Safar, "Professionalism, Orientation, and Accountability for the Management of Charity of Muhammadiyah Enterprises" in *Ibid.*, P. 15.

³Ety Rochaety, Pontjorini and Prima Gusti, *Educational Management System*, (Cet.1; Jakarta: Bumi Aksara, 2005), h. 13.

“Good education is education that is able to synergize the current society needs. Society really need education that is able to protect their own interests”.

Based on the quote above, it can be concluded that when education enters a broad era, then collaborative efforts to improve the quality of education and learning are a necessity because of that, the initiative to produce outstanding graduates to fill the development sector that can be realized. One of the classic educational problems but always the actual is a problem for educators, in this case the teacher. Teachers are often become topics raised in the world of education. The existence of teachers as educators is one of the keys to the success of the education movement in order to meet quality standards, both product standards and services as well as the standards of educational customers in general. Therefore, the teachers’ professionalism as educators is a necessity to improve learning achievement.

If it is seen from the institutional perspective of al-Falah Islamic Boarding School in Gorontalo Regency as one of the educational institutions, then the teacher professionalism as educator is very support in effort to improve the quality of education in this case the students' learning achievement. Therefore, to find out the extent of teacher professionalism and its implications for improving the quality of education at al-Falah Islamic Boarding School, Gorontalo Regency is the object of research.

B. THEORETICAL REVIEW

1. Definition and Scope of Professionalism Teacher

Professionalism can be interpreted as the commitment of members of a profession to improve their professional abilities and continuously develop strategies that they use in doing work in accordance with that profession. The main problem of professional work is the implications and consequences of the position on their duties and responsibilities. The high and low recognition of professionalism depends on the expertise and level of education pursued. In other words, professional work that can only be done by those who are specially prepared to do a job that is in accordance with their expertise. If involving with the education profession, it is known as the professional teacher.

Moh. Uzer Usman in his book *Becoming a Professional Teacher* suggests that professional teachers are people who have special abilities and expertise in the field of teacher training so that they are able to carry out their duties and functions as teachers with maximum abilities. Or in other words professional teachers are well educated and well trained, and have a lot of experience in their fields. Teacher position as a profession according to expertise and special skills in the field of "occupation" or work that only earns a living with mediocre knowledge and skills capital. Teacher positions are also not merely "vocational" or mere vocational. The teacher is a professional position.

The realization of the teacher's professional performance is support by the spirit of professionalism and mental attitude that always encourages manifesting himself as a professional teacher. Professional teachers certainly have knowledge and skills that directly touch the core problems of education, namely knowledge and skills about ways to generate and direct the educational process. Basically, professionalism is self-motivation as a driver to develop himself towards professional manifestations. So the teacher's professionalism is an idea, flow or opinion and the professional nature of a teacher by referring to professional norms which have important meanings, namely: Professionalism guarantees protection of the welfare of the general public

1. Professionalism is a way to improve the education profession
2. Professionalism provides the possibility of self-improvement and development that enables teachers to provide the best service possible and maximizing their competence.

Based on the description above, it is clear that teacher professionalism is the commitment of teachers to improve their professional abilities and continuously develop strategies used in doing work as educator (teachers). The teacher's professional maturity is characterized by the embodiment of a teacher

who has a sense of responsibility, and a high sense of service. Professional teachers are those who have expertise, both concerning scientific material master and methodological skills. The expertise possessed by professional teachers is obtained through a program education and training process and structure specifically.

The professional teacher in carry out their profession can be referred to as professional teachers. It means that with the authenticity, ability, authority, skills, and responsibilities that he has in carry out his profession, he can be said that the teacher is competent in the professional.

2. Professional teacher appropriateness

In Islam, knowledge able people are highly valued so that only knowledge able people can achieve the highest level of religious life, while fools are seen as human beings who have no high level and noble degrees. In addition, knowledge that he mastered, not only for himself but must be will to help others to make knowledge. The Islamic award is contained in Q.S. al-Mujādalah / 58: 11.

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Translation:

O you who have believed, when you are told, “Space yourselves” in assemblies, then make space; Allah will make space for you. And when you are told, “Arise,” then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is acquainted with what you do.⁴

Islam indeed from the beginning laid the foundations for the obligation to learn. Just how do you think that educators can succeed in their work? What methods should be used? And which system is right for the teacher? That requires a lot of thought from the experts. Therefore, to become a professional teacher is very necessary for the requirements. The basic requirements of a profession are as follows:

1. Full job

A profession is a full job, that meaning work is needed by the society or individual, without the job the society will face difficulties. Work is an activity that includes the tasks, functions, needs, aspects or specific fields of the society members as a whole.

2. Science

To implement, a profession certain science is needed. Without using science, the profession cannot be implementing.

3. Application of Science

Science basically has two aspects, namely aspects of theory and aspects of application. The aspect of application of science is the application of scientific theories to making things, working on things or solving things that are needed.

4. Professional Education institutions

The knowledge needed by professionals to implement their profession must be learned from higher education institutions that specifically work on, apply and research and develop such the knowledge.

5. Professional Behavior

Professional behavior is that meets certain requirements rather than personal behavior that is influenced by personal traits or habits. Professional behavior is must be implement by professionals when carrying out their profession.

⁴Ministry of Religion of the Republic of Indonesia, al-Qur'an, Latin Transliteration of Indonesian Translations, (Jakarta: Suara Agung, 2012), h. 158.

Professional people have different attitudes with unprofessional people even in the same job. The nature in question is as can be displayed in actions, not those contained in the words claimed by the perpetrator individually.

6. Professional Standards

Professional standards are norm procedures and principles that are used as guidelines so that the quantity (output) and quality of professional implementers are high so that the needs of people or communities when needed can be fulfilled.

7. Professional Code of Ethics

A profession is implemented by professionals using behaviors that meet professional ethical norms. Ethics is a value system that states what is right and what is wrong, what can be done and what not to do. In addition to from the seven basic requirements above, Moh. Ali stated several requirements for the teaching profession as quoted by Moh. Uzer Usman in his book *Become a Professional Teacher* is as follows: 1) According to the existence of skills based on deep concepts and theories of science; 2) Emphasize on a skill in a particular field in accordance with the field of profession; 3) According to the level of adequate teacher education; 4) There is sensitivity to the social impact of the planned work; 5) Enables development in line with the dynamics of life.

To be able to implement the roles and tasks also responsibilities, teachers need certain conditions. These conditions will distinguish between teachers from other human beings in general. In addition, the conditions for teachers as professionals can be classified into several groups.

1. Administrative requirements

These administrative requirements include: the matter of citizenship (Indonesian citizens), age (at least 18 years), good behavior, apply.

2. Technical requirements

There are formal technical requirements in that requirement, which must be certified by teacher education or have a teaching certificate. This has the connotation that someone who has a teacher's education diploma is consider capable of teaching.

3. Psychological requirements

Psychological requirements that means include: healthy spiritually, adults in thinking and acting, being able to control emotions, be patient, friendly, and polite, have leadership, consequently, dare to be responsible, dare to sacrifice and have a soul of high dedication. So, the teaching profession must have a call of conscience to devote themselves to school.

4. Physical requirements.

These requirements include: able body, and not have symptoms of an infectious disease. This requirement also concerns neatness and cleanliness including how to dress.

From the requirements stated above, teachers have their own specificity in their profession according to their professional duties, so the characteristics and requirements are broadly classified with a broader spectrum, namely teachers must: 1) have professional abilities 2) have intellectual capacity 3) have social education.

The three capability requirements above are expected to be possessed by each teacher, so that they are able to fulfill their function as educators and be able to lead the society. For this reason, every teacher needs high maturity. With some of requirements that the author stated above, it is clear that professional positions must be pursued through a special level of education in an effort to prepare the position. The profession as a teacher is not easy job, but a job that is accompanied by the requirements as stated above. Therefore, the profession as a teacher must be pursued through education levels such as primary teacher Education (PGSD), IKIP, Islamic teacher Education (PAI), and Teacher Training Programs from other institutions.

C. DISCUSSION

1. History of Establishment

Al-Falah Islamic Boarding School was founded on 3 Muharram 1410 H. (August 1, 1989), at the time of its opening it still joined the boarding school Diniyah Muhammadiyah Hunggaluwa Village Limboto District, Gorontalo Regency. The amount of students at that time is 16 students, then on March 15, 1990 began the laying of the first stone of the construction of a boarding school building at the location of the boarding school now, namely in the Tunggulo Limboto District, Gorontalo Regency. In the following school year, in 1990/1991 the building measuring $7\frac{1}{2} \times 27$ m² consisted of three localities, namely the level of the junior high school, one class and the level of the senior high school in one class. The next stage was built in the same building with an area of $7\frac{1}{2} \times 27$ m².

In the following school year, in 1991/1992, the amount of students increased by one class at the junior high school level and one for the senior high school class, so the amount of local classes for study was 6 classes. In that same year another third stage building was constructed with the construction of the first and second stages of the building. At the end of the 1991 or 1992 school year, the third building was ready to use and the first students of the senior high school level had taken 10 final exams from the State senior high school and were declared 100% passed. Thus in the 1992/1993 academic year al-Falah Islamic Boarding School had three permanent buildings with local students studying nine classes and accommodating new students in the 1992/1993 academic year.

All students are organized in dormitory because they are obliged to take part in all dormitory activities, namely learning from morning around 7:00 A.M to 12:00 A.M After the Dhuhur pray and lunch then they take a rest at 3:00 P.M. and at the time of the calling to pray for Ashar pray until the completion of the Ashar prayer, go back to class and finish at 17.30 P.M to prepare for Maghrib pray. After the Maghrib prayer, the students recited the holy al-Qur'an until 18:30. P.M After that they had dinner, then wait for Isha pray at 7:15 A.M. until 7:30 P.M. back to study as usual until 9:30 P.M.

After regards to the results of the research on the history of the establishment and the condition of the building from the Islamic boarding school, then in this description we describe how the condition of teachers and students at al-Falah Islamic Boarding School in Tunggulo Village Limboto District, Gorontalo Regency.

a. Teacher's condition

The learning process is a conscious effort carried out systematically, directed towards behavior change. The intended change spurred on the process that was passed, without a process it was impossible for change to occur and the goal could not be achieved. The process intended is the teaching process as a process of educational interaction.

Teaching is a process that functions to guide students in life that is guiding them to develop themselves corresponding with the tasks that must be carried out. The task includes the whole life both as an individual and as a society.

To create a teaching and learning process, it is certainly necessary the teachers power who can improve the quality of education and teaching in line with what is a national development need. Therefore, in relation to the task of the teacher as the manager of teaching as well as taking responsibility for educating students and directing their activities that are positive and active learning so they have knowledge that can be utilized in managing life in the midst of society.

Because the burden and responsibility are inevitable where the teacher handle an important role in the process of transforming knowledge and culture to students to develop their potential. So the teacher as the object of the teaching process is very necessary in every educational institution and is the most important factor that determines the success or failure of an institution. Related with the responsibility of

the teacher in the formation of students and dedicated themselves sincerely and faith to Allah. Then, Allah will give them a good life.

This is confirmed in the word of Allah in Surah an-Nahl verse 97 which means as follows:

مَنْ عَمِلَ صَالِحًا مِنْ ذَكَرٍ أَوْ أَنْثَىٰ وَهُوَ مُؤْمِنٌ فَلَنُحْيِيَنَّهٗ حَيَاةً طَيِّبَةً وَلَنَجْزِيَنَّهُمْ أَجْرَهُمْ بِأَحْسَنِ مَا كَانُوا يَعْمَلُونَ

Translation:

Whosoever doeth right, whether male or female, and is a believer, him verily we shall quicken with good life, and We shall pay them a recompense in proportion to the best of what they used to do.

The verse shows teacher's role in execute their duty in educate the students. Hence, a teacher as a knowledgeable person who has a high and noble degree. As the word of Allah in Q.S. 58: 11.

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Translation:

O ye who believe! when it is said unto you, Make room! in assemblies, then make room; Allah will make way for you (hereafter). And when it is said, Come up higher! go up higher; Allah will exalt those who believe among you, and those who have knowledge, to high ranks. Allah is Informed of what ye do.

Starting from the translation of the verse above, it can be concluded that the teacher is the subject of the learning process that is needed by every educational institution and even becomes the hope of the society. For this reason, in this discussion, the situation of teachers at al-Falah Islamic Boarding School in Tunggulo Limboto, Gorontalo District was presented.

Table 1
THE CONDITION OF TEACHER/STAFF
AL-FALAH ISLAMIC BOARDING SCHOOL GORONTALO

NUMBER	NAME	GENDER	Degree	POSITION	EDUCATION	INFO
1	Drs.H. Zainul R Keosry, M.Ag.	L	III/d	Supervisor	Magister	
2	Dra.Hj. Busyrah Podungge	P	III/d	Teacher	Scholar	
3	Dra. Sumarni Ali	P	III/d	Teacher	Scholar	
4	Dra. Sarwin Buka	P	III/d	Teacher	Scholar	
5	Dra. Karlin Podungge	P	III/d	Teacher	Scholar	
6	Dra. Munawara D Ali	P	III/d	Teacher	Scholar	
7	Dra. Fatmawaty Usman	P	III/d	Teacher	Scholar	
8	Anwar Rasyid P., BA	L	III/c	Teacher	Scholar	
9	Husmin Nizam Kau	P	III/c	Teacher	Scholar	
10	Rasuna Mohu	P	III/c	Teacher	Scholar	
11	Drs. Adam Dehi	L	III/d	Teacher	Scholar	
12	Maziatussaraf Kau	P	III/c	TU	SMU	
13	Drs. Djuwaini	L	III/d	Teacher	Scholar	

The table above showed that al-Falah Islamic Boarding School has sufficient teacher staff. Therefore, in terms of quality and quantity of teachers it is very decisive for the smoothness and success of an institution.

b. The condition of students

As an absolute requirement for the establishment of an educational or school institution is the presence of students who follow the learning process so that in the development of a school and have bright prospects in it there are students as the shoots of the nation as well as heirs and successors to the nation's development goals, where student is one of the most important factors. Because without students as one of the important components that must exist in an educational institution, then the education will not take place.

Speaking about the student's condition of al-Falah Islamic Boarding School, so first will be explained about the Tsanawiyah student's condition overall total of 215 students that spread to the three classes. The 1 grade consist of 99 students, 2 grade 74 students and the 3 grade consist of 42 students. For more details, see the following table:

Table 2
THE CONDITION OF MADRASAH TSANAWIYAH AL FALAH ISLAMIC BOARDING SCHOOL STUDENTS OF GORONTALO

NUM BER	GRADE	GENDER MEN/WOMAN	TOTAL	INFORMATION
1	I	48/51	99	
2	II	30/44	74	
3	III	20/22	42	
		98/117	215	

The table above showed that every year the total of Tsanawiyah students is increase and the development becomes more real. This is due to the understanding of parents about the importance of Islamic teachings in the family life environment; also children's education is a shared responsibility between parents and educators.

Based on the paragraph above, then the obligation of parents is to nurture, educate and take responsibility for the growth and development of each child both physically and spiritually, especially educating children with religious teachings.

Related with this, Allah says in the Qur'an surah at-Tahrim verse 6 as follows:

يَا أَيُّهَا الَّذِينَ آمَنُوا قُوا أَنْفُسَكُمْ وَأَهْلِيكُمْ نَارًا وَقُودُهَا النَّاسُ وَالْحِجَارَةُ عَلَيْهَا مَلَائِكَةٌ غِلَاظٌ شِدَادٌ لَا يَعْصُونَ اللَّهَ مَا أَمَرَهُمْ وَيَفْعَلُونَ مَا يُؤْمَرُونَ

Translation:

O ye who believe, take care yourself and your family from the fire of hell where the fuel are man and stone, the guard is rough and harsh angels who do not disobey Allah against what he commands them and always do what he is told.

The overall condition of the Madrasah Aliyah students was 205 students, that consist of 120 students and 85 female students. To facilitate our understanding of the students condition of Madrasah Aliyah level at al-Falah Islamic Boarding School, it will be described in the following table.

Table 3
THE CONDITION OF MADRASAH ALIYAH AL-FALAH ISLAMIC BOARDING SCHOOL STUDENTS OF GORONTALO

NUM BER	GRADE	GENDER MEN/WOMAN	TOTAL	INFORMATION
1	I	60/30	90	

2	II	30/27	57	
3	III	30/28	58	
	TOTAL	120/85	205	

Looking at the table above, it is clear that every year the students condition of Aliyah Madrasah of al-Falah Islamic Boarding School in Tunggulo, Limboto, Gorontalo are increasing and developing. This is due to the society enthusiasm for sending their children to religious education institutions quite high and the society began to realize that religious education was quite high and the society began to realize that the main religious education in Islam had a great influence on children's growth and development.

2. Before the author elaborates about the curriculum applied to the al-Falah Islamic Boarding School institution, it should be stated first about the understanding of the curriculum.

Speaking about curriculum, two definitions can be expressed, that is curriculum according to the old definition is: "A number of certain subjects that must be taken or a number of knowledge that must be mastered to achieve a level or diploma". While the new understanding is: "All experiences that are passed by students outside the classroom and in the classroom, where the experience that is lived is still in school responsibility".

Both of the curriculum understanding above contained elements and parts of an understanding. Therefore in an effort to compromise, the curriculum is formulated as follows: "Curriculum is all activities and learning experiences that are planned and organized to be carried out and experienced by students in order to achieve the stated goals". The curriculum definition above contain implies where the planning and development of the curriculum starts from the planning and determination of educational goals in student learning activities, determines the framework of the teaching program, chooses the subjects and composes the learning unit now known as the Teaching Unit Curriculum Level (KTSP).

The implementation of the curriculum in al-Falah Islamic Boarding School occupies a very important and strategic role for teachers in order to prepare students to become good citizen and people who devout to the Islamic teaching and will realize the full Indonesian people as aspired in National development. There are two types of the curriculum applied at the al-Falah Islamic Boarding School in Tunggulo, Limboto District, Gorontalo Regency, that is the Religion department of Curriculum and the Islamic Boarding School curriculum. There are two types of the curriculum applied at the al-Falah Islamic Boarding School in Tunggulo, Limboto District, Gorontalo Regency, that is the Religion department of Curriculum and the Islamic Boarding School curriculum.

The Islamic Boarding School curriculum includes additions that are considered important to be applied in the form of religious and language lessons also English and the specific skills such as : The stitch skills, carpentry, fisheries, livestock, agriculture, all of which are expected to be the provision of students in the society after they finish their education at the institution. According to the founder of al-Falah Islamic Boarding School explanation that the students is expected to be able to stand alone and not depend on other people in carrying out their duties in the society as dai of amar makruf nahi munkar. Nevertheless the students were given the opportunity to take the final examination of the state school, so that they could continue their education to the college. Therefore Islamic boarding schools also use the Department religion of curriculum which allows them to obtain a state diploma even though the state diploma is not a main goal.

The Department religion of curriculum is used only to encourage children to continue their education at state universities according to their talents and abilities. Because al-Falah Islamic Boarding School was founded solely to build the Islamic dai and preachers who have broad insights in all areas of

Islamic life. Remembering there are weakness that very urgent in circle of Muslims, that is candidates of scientists and scholars who are able to explore the islamic teaching from the original sources namely the Qur'an and the hadith of the Prophet, which is valid, so the utilization of curriculum in Islamic boarding schools must absolutely exist. Because al-Falah Islamic Boarding School aims to prepare future candidate of scientists and scholars who will later overcome some weakness felt by Muslims in the future.

If seen from the facilities and buildings side contained in the various kinds of facilities and pre-facilities that contribute to the dynamics of the implementation of the educational process. The facilities and infrastructure are everything that is used in an effort to achieve educational goals and can facilitate the realization of educational aims. Therefore al-Falah Islamic Boarding School as an Islamic religious education institution that trying to make scholars who are fearful to Allah and can realize their educational aims, there are a number of facilities and infrastructure that support the mechanism of implementing education.

To facilitate us about the condition of the facilities and infrastructure at al-Falah Islamic Boarding School in Gorontalo Regency, so the authors will explain as follows: 1) For learning activities consists of 20 classrooms; 2) Lab. Computer 1 Unit; 3) Lab. Language 1 Unit; 4) Lab. IPS 1 Unit; 5) Library 1 Unit; 6) Art Facilities: qasidah, guitar, calligra; 7) Sports Facilities: The complete silat equipment, Basketball court, Soccer field, Badminton court, Volleyball court, Table Tennis Court; 8) Supporting Facilities: Agricultural land, Ranch land, Fisheries land, Convection, Carpentry. Thus the description of the condition of facilities and infrastructure at al-Falah Islamic Boarding School in Tunggulo Village Limboto District, Gorontalo Regency.

D. RESULT OF RESEARCH

1. Teacher Professionalism at al-Falah Islamic Boarding School in Gorontalo Regency

Duties and responsibilities of the teacher in the learning process are closely related to the teacher's ability to improve student processes and learning outcomes. Teaching is activity organizing or as well as teaching environment and relating with student so that happened learning process. Thus, learning does not happen by accident but rather the ability that the teacher has about the basics teaching.

This Learning process are contains the series of teacher's act and santri on related feedback basic that happening in educative situation to achieve certain goals. Learning process that taught at al-Falah Islamic Boarding School In Gorontalo Regency is the core of formal education process which the teacher as the main role holder. Thus, learning process largely determined by teacher professionalism in the management of learning process. To see the professionalism at al-Falah Islamic Boarding School in Goronalo Regency the following are the results of the questionnaire distributed to 64 respondents and returned 60 questionnaires.

a. Teacher Diligence in Teaching

Teacher's diligence of al-Falah Islamic Boarding School in teaching can be seen on table 4.

Table 4

Student responses toward teacher diligence in teaching

No.	Answer category	Frequency of answer	Persentase (%)
1	Diligent	56	93 %
2	Not diligent	0	0%
3	sometimes	4	7%
	Total	60	100%

Data source : Attendance A Questionnaire no.1

The table above shows that 56 (93 %) respondents answered the teacher always came to teach in the class and there were 4 (7 %) who answered it sometimes. This data shows that almost teacher who teach at al-Falah Islamic Boarding School In Gorontalo Regency are diligent in teaching. It means that in term of diligence of teaching in class, the teachers are professional teachers.

b. Explanation of Aim and Use of Material

Teachers who teach at al-Falah Islamic boarding school in Gorontalo Regency before implementing the learning activity always explaining the purpose and use of learning material being taught. This can be seen in the following table.

Table 5

Student responses toward teacher's explanation of aim and use of learning material

No.	Answer category	Frequency of answers	Persentase (%)
1	Explain	54	90 %
2	Not explain	0	0%
3	Sometimes	6	10%
	Total	60	100%

Data source: attendance A questionnaire no. 2

The table above shows that 54 (90 %) santri at al-Falah Islamic Boarding School In Gorontalo Regency answered that the teacher before teaching explaining the purpose and the use of the learning material that to be taught and there were only 6 (10 %) respondents who answered sometimes. This data shows that the teacher always explaining the purpose and the use of learning material to be taught. Thus, based on the result of the santri questionnaire identification and the result of observation made by researcher, it is known that the teacher who teach at al-Falah Islamic Boarding School In Gorontalo Regency in explaining the purpose and use of materials, can be classified as teacher professional because accord to fact in teaching they explaining the purpose and the material to be taught to the santri.

c. Learning Material Evaluation after learning process

Teacher who teach at al-Falah Islamic Boarding School In Gorontalo Regency always evaluate the learning material that given the teaching process. Those all can be seen in the following table.

Table 6

Students' responses toward the teacher's evaluation

No.	Answer category	Frequency of answer	Persentase (%)
1	evaluating	60	100 %
2	Not evaluating	0	0%
3	sometimes	0	0%
	total	60	100%

Data source : attendance A questionnaire no. 3

Table above shows that 60 (100 %) respondents answered that after learning material, teacher constantly conducting evaluation. From this table known that teacher at al-Falah Islamic Boarding School In Gorontalo Regency, conducted assessment based on indicator that developed from basic ability accord to learning material that has given. The indicators is to use operational paperwork.

d. Various Method Used in Learning Process

Teacher who teach at al-Falah Islamic Boarding School In Gorontalo Regency always using various method in teaching process clearly can be seen on the following the table.

Table 7

Students' responses toward the teacher using various method in learning process

No.	Answer category	Frequency of answer	Persentase (%)
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1	Use	45	75%
2	Do not use	0	0%
3	Sometimes	15	25%
	Total	60	100%

Data source : attendance A questionnaire n0. 4

The table shows that 45 (75 %) answered varied and only 15 (25 %) who answered sometimes. This table shows that teachers in implemented learning activity using varied learning method, this mean is teachers at al-Falah Islamic Boarding School In Gorontalo Regency is teacher professional in learning method because one of criteria teachers professional is not only to one method but must using variety methods that according material being taught.

e. The expert teacher

Al-Falah Islmic Boarding School provided the expert teacher for every subject as what was showed in the following table .

Tabel 8
 Student responses about teacher teaching truly expert in subject

No.	Answer category	Frequency of answer	Persentase (%)
1	Expert	40	67 %
2	Expertless	20	33%
3	Inexpert	0	0%
	Total	60	100%

Data source : attendance A questionnaire no. 5

The table above shows that 40 (67 %) respondents answered the teacher who teach at al-Falah Islamic Boarding School In Gorontalo Regency expert in subject being taught and there were 20 (33 %) respondents who answered expertless in subject.

f. Teaching effectiflully

Teacher who teaching at al-Falah Islamic Boarding School In Gorontalo Regency always using time well, clearly can be seen in following this table.

Table 9
 Student responses about teacher teaching using time well

No.	Answer category	Frequency of category	Persentase (%)
1	Use	40	67 %
2	Do not use	2	3,3%
3	sometimes	18	30%
	Total	60	100%

Data source : attendance A questionnaire no. 6

This table shows that 40 (67 %) respondents at al-Falah Islamic Boarding School In Gorontalo Regency answered that teachers who teach always using time well only 2 (3,3 %) who answered not, and who answered sometimes around 18 (30 %). Thus it can be understood that teacher using time well. This mean is teacher specified as teacher professional.

g. Teacher and santri teamwork in learning implementing in class

Teacher who teach at al-Falah Islamic Boarding School In Gorontalo Regency in learning activity constantly establish good cooperation with santri. Clearly can be seen in the following this table.

Table 10
 Student responses about teacher and santri teamwork in learning implement in class

No.	Answer category	Frequency of answer	Persentase (%)
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1	Yes	50	83 %
2	no	0	0%
3	sometimes	10	17%
	total	60	100%

Data source : attendabce A questionnaire no. 7

The table above shows that 50 (83 %) respondents At al-Falah Islamic Boarding School In Gorontalo Regency answered that teachers who teach always establish teamwork well with santri, while those answered sometimes totally 10 (17 %). This data shows that almost the teachers who teach at al-Falah Boarding School In Gorontalo Regency is not maximal.

h. Problem Solving

Teacher who teach at al-Falah Islamic Boarding School In Gorontalo Regency able to resolving all the problems faced by santri. Clearly, can be seen in the following table.

Table 11

Student responses about teacher able to resolving the problems faced by santri

No.	Answer category	Frequency of answer	Persentase (%)
1	Able	40	67 %
2	Disable	0	0%
3	sometimes	20	33%
	Total	60	100%

Data source : attendance A questionnaire no. 8

The table shows that 67 % respondents at al-Falah Islamic Boarding School In Gorontalo Regency answered that teacher who teach, able to resolving all the problems faced by student. While answered sometimes totally 20 (33 %). This mean is in term teacher able to resolving all problems faced by student can be specified middle.

i. Using media in learning process

Using media in learning process at al-Falah Islamic Boarding School In Gorontalo Regency can be in the following table.

Table 12

Student responses about using media in learning process

No.	Answer category	Frequency of answer	Persentase (%)
1	Use	8	13 %
2	Do not use	22	37%
3	Sometimes	30	50%
	Total	60	100%

Data source : attendance A questionnaire no. 9

The table above shows varied answers from respondents. It can be seen that there were only 8 (13%) students who answered the teacher using learning media. 22 (37%) answered that the teacher did not use learning media, 30 (50%) answered that sometimes the teacher used the media. From this data, it is possible for students to not understand what is meant by learning media. But after the researchers identified the learning media used by teachers at al-Falah Islamic Boarding School in Gorontalo Regency, it was found that the learning media at al-Falah Islamic Boarding School In Gorontalo Regency was still limited.

j. Teaching Method

There are many learning methods that can be used in the learning process of student of Islam (hereinafter will be referred to as "santri") in al-Falah Islamic Boarding School in Gorontalo Regency in

presenting the material, namely lecture, discussion, assignment and so on. To see the students' response to the methods used in learning process. This can be seen in the following table.

Table 13
SANTRI RESPONSE IN USE OF METHODS USED BY TEACHERS CAN MAKE THE LEARNING PROCESS EASIER

No.	Answer category	Answer frequency	Percentage(%)
1	Easier	30	50%
2	Less easy	0	0%
3	Not easy	30	50%
	Total	60	100%

Data Source: Attendance A Questionnaire No.10.

The table above shows that 30 (50%) of the santri responses at the al-Falah Islamic Boarding School in Gorontalo District answered that the teaching methods used by teachers at the al-Falah Islamic Boarding School in Gorontalo District made it easier for them to learn. While 30 (50%) of the santri respondents answered the methods used by the teacher were not easy to learn. This data shows that 50:50 respondents' answers showed a comparison of 50% each, which answered it was easy and 50% answered it was not easy.

k. Cooperation with Santri Parents

Teachers who teach at the al-Falah Islamic Boarding School in Gorontalo District in carrying out the learning process collaborate with santri's parents, for more details, look at the following table.

Table 14
SANTRI RESPONSE ABOUT TEACHERS EXPLAINS COOPERATION WITH PARENTS IN SANTRI LEARNING EFFORTS

No.	Answer category	Answer frequency	Percentage(%)
1	Always	0	0%
2	Never	0	0%
3	Sometimes	60	100%
	Total	60	100%

Data Source: Attendance A Question No. 11.

The table above shows that 60 (100%) respondents answered sometimes, this shows that in al-Falah Islamic Boarding School in Gorontalo Regency is related to the learning process, the teachers only sometimes collaborate with santri's parents. These data indicate that the teachers who teach at the Pondok al-Falah Islamic Boarding School in Gorontalo Regency regarding the learning activities of santri is only sometimes collaborate with santri parents.

3. Implications of Teacher Professionalism on Quality Improvement in al-Falah Islamic Boarding School in Gorontalo Regency

To find out the objective implications of teacher professionalism on student achievement at the al-Falah Islamic Boarding School in Gorontalo Regency. The method used is to look at santri respondents to the learning process delivered by the teacher of al-Falah Islamic Boarding School in Gorontalo Regency.

A. Motivating Santri to Always Be Diligent in Following the Learning Process

The teaching activities carried out by teachers in al-Falah Islamic Boarding School in Gorontalo Regency towards students, were able to motivate students to always be diligent in following the learning process, this can be seen in the following table.

Table 15

SANTRI RESPONSE ABOUT TEACHERS ARE ABLE TO MOTIVATE SANTRI TO ALWAYS BE DILIGENT IN THE LEARNING PROCESS

No.	Answer category	Answer frequency	Percentage(%)
1	Effective	48	80%
2	Less effective	12	20%
3	Ineffective	0	0%
	Total	60	100%

Data Source: Attendance B Questionnaire No. 1.

The table above shows that 48 (80%) of the respondents in al-Falah Islamic Boarding School in Gorontalo District answered that the learning activities applied by the teachers at al-Falah Islamic Boarding School were able to make them always diligent in learning. These data indicate that the learning patterns applied by teachers at the al-Falah Islamic Boarding School in Gorontalo Regency were able to make santris take part in the learning process carried out in Islamic boarding schools.

Thus based on the above questionnaire results can be identified from the results of observations, it is known that the learning activities carried out by the teacher are able to make all students to take part in the learning process carried out by the teacher at al-Falah Islamic Boarding School in Gorontalo Regency. This can be seen when the learning process takes place all the teachers are in the room.

A. Motivating Santri to Always Diligently Study the Material Taught

The learning activities applied by the teachers at the al-Falah Islamic Boarding School in Gorontalo district were able to make the santri always diligently study every subject matter that had been taught. Clearly, it can be seen in the following table.

Table 16

TEACHER'S SANTRI RESPONSE ALWAYS MOTIVATES I SANTRI TO ALWAYS ALWAYS LEARN TO LEARN MATERIALS

No.	Answer category	Answer frequency	Percentage(%)
1	Motivative	34	56,7%
2	Less motivative	24	40%
3	Not motivative	2	3,3%
	Total	60	100%

Data Source: Attendance B Questionnaire No. 2.

The table above shows 34 (56.7%) respondents in al-Falah Islamic Boarding School in Gorontalo District answered the learning activities applied by teachers were able to make them always diligent in studying every material taught there were 24 (40%) respondents who answered learning activities applied by teachers is less able to make them always diligent, and only 2 (3.3%) answered unable.

c. Teaching Ability Teachers Make Santri Able to understand Materials.

To see about the teaching ability of teachers to make students able to understand the material can be seen in the table below.

Table 17

SANTRI RESPONSE ABOUT THE TEACHER IS ABLE TO MAKE SANTRI ACHIEVING THE LESSON MATERIAL

No.	Katagori Jawaban	Frekuensi Jawaban	Persentase(%)
1	Effective	46	76,7%
2	Less effective	14	23,3%
3	Ineffective	0	0%

Total	60	100%
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Data Source: Attendance B Questionnaire No. 3.

The table above shows that 46 (76.7%) respondents in al-Falah Islamic Boarding School in Gorontalo Regency answered that the learning activities applied by the teacher were able to make santri understand the material presented, and there were 14 (23.3%) who were able to understand what delivered by the teacher. This data shows that the teacher in the learning process that is applied is quite capable of making students understand the material presented.

d. Understanding the Subjects Taught

To find out the response of students about the teacher is able to motivate students to understand the subjects presented can be seen in the following table.

Table 18

THE SANTRI RESPONSE ABOUT THE TEACHERS ARE ABLE TO MOTIVATE SANTRI UNDERSTANDING LESSONS

No.	Answer category	Answer frequency	Percentage(%)
1	Effective	46	76,7%
2	Less effective	14	23,3%
3	Ineffective	0	0%
	Total	60	100%

Data Source: Attendance B Questionnaire No. 4.

From the table above, it shows that respondents who stated that teachers were able to motivate students to understand the subjects there were 46 (76.7%). Respondents who answered were less than 14 (23.3%). By looking at the frequency of the santri's answers, it shows that the teacher is able to motivate students to understand the subjects.

e. Average Santri scores

The average score obtained by the students at the al-Falah Islamic Boarding School in Gorontalo Regency during the learning process can be seen in the following table.

Table 19

AVERAGE OF SANTRI VALUE

No.	Answer category	Answer frequency	Percentage (%)
1	8,5-10	18	30%
2	7,5-8,4	32	53%
3	6,5-7,4	10	16%
	Total	60	100%

Data Source: Attendance B Questionnaire No. 5.

The table above shows that 18 (30%) santri answered the average value they obtained ranged from 8.5 and above, 32 (53%) respondents answered 7.5 and above and there were 10 (16%) who answered 6, 5-7.4. This data shows that the learning pattern applied at the al-Falah Islamic Boarding School in Gorontalo Regency towards the santri has an average score of 6.5. This is more interesting when it is associated with the percentage of answers in table 19 that the teacher is unable to make his students master the material delivered by about 42 (70%) but if it is associated with the percentage in the table above, the santri can obtain an average score of 6.5 and above .

E. CONCLUSION

Based on the results of data analysis and discussion in the study, it can be concluded that teacher professionalism in improving learning achievement in al-Falah Islamic Boarding School in Gorontalo

Regency can be seen from learning planning in the formulation of learning objectives, determination of evaluation tools, determination of learning activities, and method determination and learning tool. In terms of the implementation of learning in the form of delivering learning material, using learning methods, using media/ learning tools, and learning interactions. Furthermore, the learning assessment of teachers tends to use methods such as assignments or homework and daily tests. The results of this study indicate that teacher professionalism has positive implications for students' learning achievement in al-Falah Islamic Boarding School in Gorontalo Regency.

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