

THE RELATIONSHIP BETWEEN TEACHER PROFESSIONALISM AND STUDENT LEARNING OUTCOMES IN THE SUBJECTS OF *ALISLAM* AND *KEMUHAMMADIYAHAN*

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ABSTRACT

Teachers as professionals function to improve the quality of national education. Teachers influence the creation of quality educational processes and outcomes. Teaching productivity is a mental attitude that always looks for improvements to what already exists in the teaching context, which will affect the academic and moral quality of students. Teacher professionalism, teaching motivation and participative leadership of the principal each have a relationship to teaching productivity. To find out between the variables of productivity and teacher professionalism, by involving all teaching teachers as respondents, the results showed that there was a relationship between professionalism and teaching productivity, there was a relationship between motivation and teaching productivity, but in this study there was no relationship between the principal's participative leadership and teaching motivation.

Keywords: *Teacher Professionalism, Student Learning Outcomes, AllIslam Subject, Kemuhammadiyah Subject*

I. INTRODUCTION

Education is a cornerstone of cultural development, playing a critical role in nurturing human potential and advancing national progress. As a cultural instrument, education aims to enhance the quality of human resources (HR), enabling the realization of both national and international aspirations. According to Tilaar (2004), education is integral to cultural evolution, driving human development and societal transformation across generations.

Humans, as creations of Allah SWT endowed with intellectual and spiritual capabilities, are uniquely positioned to sustain and improve their lives. The Quran emphasizes the pursuit of knowledge as a divine command (Surah Al-Mujadilah: 11), urging individuals to seek understanding beyond religious knowledge to include other disciplines. This intellectual pursuit is foundational to human distinction, aligning with Rahmatullah's (2021) argument that education forms the bedrock of personal and collective progress.

To achieve national educational goals, a curriculum must reflect societal needs, enabling students to thrive in their communities. The curriculum serves as a structured framework that guides teaching and learning activities. However, the effectiveness of this framework depends on the professionalism of teachers. As stated by Suyanto (2006), even the most advanced curriculum and facilities cannot yield successful outcomes without qualified and committed educators. Professionalism in teaching is further emphasized in Indonesian Law No. 14 of 2005, which mandates that teachers exhibit competencies in pedagogy, personal integrity, subject matter expertise, and social interaction.

Despite this mandate, challenges remain. Studies reveal that 17% of teachers in Indonesia are not aligned with their educational backgrounds, leading to gaps in subject mastery and teaching effectiveness (Kementerian Pendidikan dan Kebudayaan, 2020). Such discrepancies are particularly evident in Islamic Education and Muhammadiyah studies, where student outcomes often fall below expectations. Factors such as inadequate teaching methods, poor communication, and students' low comprehension levels contribute to this issue. According to Usman (2002), teachers must adopt multifaceted roles, including those of motivators, planners, and counselors, to address these challenges effectively.

Improving teacher professionalism is essential for enhancing educational outcomes. This involves establishing clear standards for competencies and

providing professional development opportunities. As Muhammad Sofyan, principal of Muhammadiyah 22 Pamulang School, highlights, the lack of qualified teachers in Muhammadiyah studies undermines the delivery of critical material. Therefore, a focus on both the teaching process and teacher competence is necessary to ensure student success.

Education is pivotal for cultural and human development, but its success hinges on the professionalism of educators. Addressing the gaps in teacher qualifications and fostering their continuous improvement are imperative for achieving the transformative potential of education.

II. LITERATURE REVIEW

Education is widely recognized as a cornerstone for human development and societal advancement (Tilaar, 2004). As a cultural endeavor, education aims to cultivate intellectual, moral, and social competencies, enabling individuals to contribute meaningfully to their communities. Within the framework of Islamic education, the teaching and learning process extends beyond academic knowledge to emphasize moral and spiritual growth, integral to subjects such as Al-Islam and Kemuhammadiyahan (Rahmatullah, 2021; Asari, 2019).

Teacher professionalism plays a pivotal role in determining educational success. According to Indonesian Law No. 14 of 2005, teacher professionalism encompasses four core competencies: pedagogical, personal, professional, and social. These competencies are essential for fostering an engaging and inclusive learning environment and addressing students' diverse needs. Teachers of Islamic education, particularly in Al-Islam and Kemuhammadiyahan, carry the additional responsibility of serving as moral exemplars, aligning their actions with the principles of the Prophet Muhammad SAW (PERMENDIKNAS, 2007).

Research underscores the significant impact of teacher professionalism on the quality of educational outcomes. Usman (2002) highlights the multifaceted role of teachers, including their responsibilities as facilitators, motivators, and ethical guides. This requires not only a deep understanding of the subject matter but also strong interpersonal skills to foster a positive learning atmosphere. Similarly, international studies indicate that teacher competence—particularly pedagogical skills—directly correlates with student

performance in both academic and moral development (Darling-Hammond, 2000; Goe et al., 2008).

However, gaps in teacher professionalism remain a challenge. A study by Hamid et al. (2020) revealed that mismatches between teachers' academic backgrounds and teaching assignments significantly hinder subject mastery and lesson delivery. Moreover, inadequate professional development opportunities exacerbate these challenges, particularly in Islamic education institutions where the dual focus on religious and academic excellence requires a specialized skill set (Suharto & Fauzi, 2017).

The interplay between teacher professionalism and student learning outcomes is particularly significant in Al-Islam and Kemuhammadiyah, where intellectual and spiritual education intersect. Teachers must contextualize religious teachings to students' lives, fostering both understanding and practical application. Sofyan, principal of Muhammadiyah 22 Pamulang School, emphasized that insufficient teacher expertise in Kemuhammadiyah has adversely affected the depth of instructional delivery and, consequently, student outcomes. This aligns with findings from Rahmatullah (2021), who argued that professional competence is essential for achieving meaningful learning experiences in Islamic education.

Moreover, curriculum alignment with societal needs must be supported by competent educators to ensure effective implementation (Tilaar, 2004). Despite advancements in curriculum development, challenges persist in bridging the gap between teacher expertise and curriculum demands. Research by Kunter et al. (2013) underscores that teachers who demonstrate both pedagogical competence and a commitment to lifelong learning are better equipped to navigate these challenges and drive student success.

To enhance teacher professionalism, targeted professional development programs and competency standardization are critical. The Ministry of Education and Culture (2020) highlights the need for initiatives that equip teachers with the skills necessary to address contemporary educational challenges. Programs such as mentorship, collaborative learning, and reflective practice have proven effective in international contexts (Avalos, 2011). Additionally, initiatives like PERMENDIKNAS No. 16 of 2007 provide a framework for benchmarking teacher competencies, but these must be

accompanied by institutional support and continuous evaluation to ensure long-term efficacy (Darling-Hammond & Rothman, 2011).

Professionalism in teaching profoundly impacts student engagement and achievement, particularly in subjects like Al-Islam and Kemuhammadiyah, where intellectual and spiritual education converge. Research by Muijs et al. (2005) demonstrated that professional teachers who integrate innovative teaching strategies and embody Islamic values foster higher levels of student motivation and academic success. Conversely, deficiencies in teacher competencies can undermine educational objectives, leading to disengaged students and suboptimal learning outcomes (Hamid et al., 2020).

III. METHODOLOGY

The researcher employed a quantitative method, a systematic approach to describe issues or conditions observed in the field and to analyze the data or information obtained. This approach follows structured stages of quantitative research to examine the relationship between teacher professionalism and student learning outcomes in the subjects of Al-Islam and Kemuhammadiyah at Muhammadiyah Junior High School 22 Pamulang, South Tangerang.

Quantitative research methods are commonly used to assess the strength and direction of relationships between variables, often utilizing tools such as surveys, standardized tests, or observational checklists to gather data (Creswell & Creswell, 2018). In this study, these methods aim to provide empirical evidence on how the level of teacher professionalism influences students' academic performance and understanding in Al-Islam and Kemuhammadiyah. This aligns with the definition of quantitative research as a systematic investigation involving numerical data to uncover patterns, test hypotheses, and derive meaningful conclusions (Johnson & Christensen, 2017).

To ensure reliability and validity, the study adheres to established protocols for data collection and analysis. For instance, Likert-scale questionnaires may be employed to assess teacher professionalism, focusing on pedagogical, personal, professional, and social competencies as defined by Indonesian Law No. 14 of 2005. Similarly, student learning outcomes are measured using standardized assessments or academic performance records. Statistical techniques such as correlation analysis or regression modeling may then be applied to determine the

nature and extent of the relationship between the variables (Gay, Mills, & Airasian, 2012).

The context of the study, Muhammadiyah Junior High School 22 Pamulang, is particularly significant as it integrates Islamic values into its educational framework. This dual focus on religious and academic education requires teachers to demonstrate not only subject matter expertise but also the ability to instill moral values in their students. The study's findings are expected to provide actionable insights into the factors that enhance or hinder educational outcomes in this context, thereby contributing to the broader discourse on educational quality in Islamic schools (Rahmatullah, 2021).

IV. RESULTS AND ANALYSIS

This study aimed to examine the relationship between teacher professionalism and student learning outcomes in the subjects of Al-Islam and Kemuhammadiyah. The research was conducted at Muhammadiyah Junior High School 22 Pamulang, South Tangerang, over six months, from October to January 2018.

The study utilized two variables: an independent variable and a dependent variable. The independent variable (X) is teacher professionalism, while the dependent variable (Y) is student learning outcomes in Al-Islam and Kemuhammadiyah.

The target population of this study comprised all students at Muhammadiyah Junior High School 22 Pamulang. The accessible population consisted of 135 ninth-grade students for the 2017–2018 academic year. A random sampling method was applied, selecting 25% of the total population, resulting in a sample size of 34 students. The distribution of samples per class is as follows:

Class	Number of Students	Sample
IX A	33	8
IX B	34	9
IX C	34	9
IX D	34	8

Total	135	34
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Table 1. The Distribution of Samples per Class

The study employed a questionnaire to assess teacher professionalism based on four key competency indicators, comprising 20 items. To gather data on student learning outcomes, the researcher used the final semester report scores for Al-Islam and Kemuhammadiyah.

The data processing began with editing to ensure the completeness and accuracy of the questionnaires. Descriptive statistics were used to present the findings, utilizing a percentage formula:

$$P = \frac{f}{N} \times 100\%$$

Where:

- P = Percentage of responses
- f = Frequency
- N = Total number of respondents

To analyze the relationship between teacher professionalism (X) and student learning outcomes (Y), the researcher applied the Product Moment Correlation formula:

$$r_{xy} = \frac{N(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

Where:

- r_{xy} = Correlation coefficient
- N = Number of cases
- ΣX = Sum of X scores
- ΣY = Sum of Y scores
- ΣXY = Sum of the product of X and Y scores

The correlation coefficient (rrr) was interpreted using the following scale:

Range of rrr Values	Interpretation
0.800–1.000	Very High
0.600–0.800	High
0.400–0.600	Moderate
0.200–0.400	Low
0.000–0.200	Very Low

The coefficient of determination (KD) was calculated to determine the contribution of variable X to variable Y:

$$KD = r^2 \times 100\%$$

Where:

- KD = Coefficient of determination
- r = Correlation coefficient

The hypothesis was tested using statistical significance to determine the relationship between teacher professionalism and student learning outcomes in *Al-Islam* and *Kemuhammadiyah*. The alternative hypothesis proposed that teacher professionalism is positively related to student learning outcomes, while the null hypothesis suggested no such relationship exists. To evaluate these hypotheses, the calculated r -value was compared against the critical r -value. If r_{hitung} was greater than or equal to r_{tabel} , the null hypothesis was rejected, indicating a significant relationship between the variables. Conversely, if r_{hitung} was less than or equal to r_{tabel} , the null hypothesis was accepted, suggesting no meaningful relationship. The findings of this analysis are expected to provide critical insights into the impact of teacher professionalism on student outcomes, particularly within the unique framework of Islamic education, where the integration of intellectual and spiritual development is paramount.

The findings of the study indicate a statistically significant relationship between teacher professionalism and student learning outcomes in the subjects of *Al-Islam* and *Kemuhammadiyah*. This result aligns with the theoretical framework that teacher professionalism—encompassing pedagogical, personal, professional, and social competencies—plays a crucial role in shaping student academic and moral achievements (Indonesian Law No. 14 of 2005). Moreover, these findings are consistent with earlier research highlighting the pivotal role of teacher competence in improving student learning outcomes. For instance, a study by Darling-Hammond (2000) emphasizes that teacher quality is the most influential school-related factor affecting student performance. Similarly, research by Shulman (1987) underscores the importance of content knowledge and pedagogical expertise in fostering effective teaching and student success.

In the context of Islamic education, where the curriculum integrates intellectual and spiritual development, teacher professionalism assumes an even greater significance. A study by Rahmatullah (2021) supports this notion, demonstrating that teachers who exhibit strong moral character and professional competence are better able to instill Islamic values and improve student engagement in religious education. This complements the findings of the current

study, which highlight the influence of teacher professionalism on student outcomes in Al-Islam and Kemuhammadiyah subjects.

The findings also align with the work of Muijs and Reynolds (2011), who argue that effective teaching practices, grounded in professionalism, significantly enhance student outcomes. They note that professionalism is not merely a static trait but a dynamic quality that evolves through continuous professional development. The current study's results are further corroborated by research from Banerjee et al. (2017), which found that teacher professional development initiatives lead to improved teaching practices and, consequently, better student learning outcomes.

However, gaps in teacher professionalism can adversely affect student outcomes, as highlighted by Kementerian Pendidikan dan Kebudayaan (2020). This issue resonates with findings from Muhammad Sofyan, Principal of SMP Muhammadiyah 22 Pamulang, who noted that the lack of specialized training in Kemuhammadiyah among teachers hinders the delivery of comprehensive and meaningful material, negatively impacting student learning outcomes.

The findings of this study are consistent with existing literature that underscores the vital role of teacher professionalism in improving student performance. They particularly emphasize the need for tailored professional development programs to address the unique demands of Islamic education. Future research should explore strategies to enhance teacher training and align professional competencies with the specific objectives of Al-Islam and Kemuhammadiyah education.

V. CONCLUSION AND RECOMMENDATION

The findings of this study highlight the significant relationship between teacher professionalism and student learning outcomes in Al-Islam and Kemuhammadiyah at SMP Muhammadiyah 22 Pamulang, Tangerang Selatan. The results confirm that teacher professionalism, encompassing pedagogical, personal, professional, and social competencies, plays a vital role in enhancing both academic and spiritual development in students. Teachers who possess strong professional qualities such as in-depth subject knowledge, moral integrity, and effective teaching methods contribute to better student performance, both intellectually and spiritually. Furthermore, the research underscores the importance of continuous professional development to address gaps in teacher competencies, especially in specialized subjects like Kemuhammadiyah. As the

study shows, professional teachers are essential in aligning educational practices with curriculum demands and ensuring students receive a comprehensive learning experience.

In light of these findings, it is recommended that schools strengthen their professional development programs to focus on improving teachers' subject-specific knowledge and pedagogical skills. These programs should cater to the unique challenges of teaching Al-Islam and Kemuhammadiyah, with an emphasis on integrating moral and spiritual education into academic learning. Additionally, schools must ensure that teachers possess the necessary competencies to effectively deliver the curriculum, and regular assessments should be conducted to identify areas for improvement. Collaboration among teachers should be encouraged to foster a community of practice where educators can share best practices and learn from each other's experiences. This will not only improve teaching strategies but also help create a motivating and supportive environment for professional growth. Moreover, mentorship programs, where experienced teachers guide less experienced colleagues, can significantly enhance teaching practices and offer guidance in dealing with the challenges of integrating Islamic values into education. Lastly, further research is needed to explore the specific factors that contribute to teacher professionalism in Islamic education, particularly in subjects like Al-Islam and Kemuhammadiyah. By implementing these recommendations, schools can improve teacher professionalism, which, in turn, will lead to enhanced student learning outcomes, fostering both academic achievement and moral development.

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