

Influence Teacher Competence on Student Learning Outcomes at SD Inpres 12/79 Bana District Bontocani Bone Regency

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Article Info

Article history:

Received : Sept 18, 2024

Revised : Oct 23, 2024

Accepted : Nov 27, 2024

Keywords:

Competence;

School;

Learning outcomes.

ABSTRACT

Study This aiming for know influence teacher competence towards results Students studying at SD Inpres 12/79 Bana District Bontocani Bone Regency. Population in the study This is all over existing components in the environment school, such as: principal school, teachers, administration, and students of SD Inpres 12/79 Bana District Bontocani Bone Regency, namely 106 people. The sample in the study This is a class teacher along with students in grades IV and V of the year 2016/2017 academic year totaling 49 people. Type of research This is study quantitative with the approach used is correlational. Method of taking the sample is purposive sample, namely technique determination sample with consideration special so that worthy made into sample. Data collection methods used researcher is observation, division questionnaires, and documentation. The data collected analyzed with use technique analysis statistics namely the product moment correlation test. The test results hypothesis with use analysis correlation show that mark ritung of 0.6514 at the level significant 5% and rtable of 0.279, meaning that mark ritung more big than mark rtable, namely $0.6514 > 0.279$. With Thus, the hypothesis work (H_a) accepted and hypothesis work (H_0) is rejected, meaning can stated that There is influence teacher competence towards results Students studying at SD Inpres 12/79 Bana District Bontocani Bone Regency.

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1. INTRODUCTION

National Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, religiousness, self-control, habits, intelligence and skills needed for themselves, society, nation and state (Article 1 of Law no. 20 of 2003).

Teachers as part of education have a very important position in achieving educational goals in schools. The goals of school institutions can be achieved optimally if teachers have the competencies as stated in the explanation of government regulation no. 19 of 2005 concerning National Education Standards including pedagogical competence, personality competence, social competence and professional competence. In the world of education, it is not only students who are required to develop their potential, but the role of teachers is also required to have competence.

Competence according to Usman Uzer (2005: 5) teacher is a position or profession that requires special skills as a teacher. This job cannot be done by people who do not have the skills to carry out activities or work as a teacher. This job cannot be done by people who do not have the skills to carry out activities or work as a teacher.

Competency development according to Hopkins (2010: 47) in Suyanto and Jihad (2013: 40) is "a way for teachers to continuously assess themselves by remaining open to changes in the times". What is meant is that a teacher must realize that humans are people who easily accept change. By opening themselves up to continue to develop, teachers will become competent people in their profession. Learning outcomes consist of two words, namely results and learning. In the big Indonesian dictionary, results mean the quality obtained from an activity. While learning is a process experienced by someone which is marked by a relatively permanent change in behavior.

Learning outcomes are the maximum benchmark that students have achieved after studying for a specified time. In addition, learning outcomes can also be used as a tool to determine the abilities and quality of students after carrying out the learning process. Student success in learning can be seen from the learning outcomes of the students concerned. Teachers need to conduct learning outcome evaluations to determine student learning outcomes, through this evaluation, the student learning outcomes achieved during the learning process can be seen. High learning outcomes will be very useful as a foundation for students when students will continue to higher education or enter the workforce.

Based on initial observations conducted in January 2017, none of the teachers at SD Inpres 12/79 Bana have been certified, and problems were also found regarding the lack of teacher competency, including: pedagogical competency where teachers are still less varied in using learning methods during the learning process, personality competency where teachers are often late to class when the lesson change bell rings, social competency where teachers are still lacking in interacting with the community that can help in the learning process, and professional competency where teachers do not relate the lesson material to the students' daily lives. In addition, there are still many shortcomings in the learning process, one example is that teachers often teach using the lecture method which students find less interesting, and classroom management is still lacking. These problems will affect the learning outcomes of students at SD Inpres 12/79 Bana, this is indicated by the lack of enthusiasm of students in participating in learning, this is evidenced by noisy students during learning, and there are also several students who come in and out during class hours.

From the observations conducted by the researcher in January 2017, a problem was found, namely the low learning outcomes of students, indicated by the mid-semester exam scores for the 2016/2017 academic year, where more than half of all students still scored less than the KKM of 60. Based on the problems above, the author is motivated to conduct a study entitled the influence of teacher competence on student learning outcomes at SD Inpres 12/79 Bana, Bontocani District, Bone Regency.

2. METHOD

2.1 Types of research

The type of research used in this study is quantitative research. According to Sugiyono. (2014: 14) "quantitative research can be interpreted as a research method based on the philosophy of positivism, used to research a certain population or sample". Quantitative research is to test existing theories or problems. The approach used in this study is correlation, namely to determine the level of closeness of the relationship between two or more variables as described by the magnitude of the correlation coefficient. The correlation coefficient is a coefficient that describes the level of closeness of the relationship between two or more variables. This study is intended to determine the effect of teacher competence on student learning outcomes at SD Inpres 12/79 Bana, Bontocani District, Bone Regency.

2.2 Variables

According to Sugiyono (2014: 60) "variables are anything in any form that is determined by researchers to be studied so that information about it is obtained, then conclusions are drawn". In this study there are two types of variables, namely independent variables (x) and dependent variables (y). The variables in this study are teacher competence and student learning outcomes.

Teacher competence is the independent variable (x) while student learning outcomes are the dependent variable (y).

2.3 Population and Sample

2.3.1 Population

Research activities are basically aimed at processing authentic data in the field. Population research and sample research both aim to obtain a number of data. Determining the number of population in a study is an important step because the population is expected to obtain the necessary data. To clearly understand the population that will be used as the object of research, the author further explains the definition of population based on the formulation by several experts, including: According to Sugiyono (2014: 117) "population is a generalization area consisting of: objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn".

Based on the above opinion, it can be concluded that population is a collection of elements that are the object of research. This research will be conducted at SD Inpres 12/79 Bana, Bontocani District, Bone Regency. The population in this study are all components in the school environment, such as: principal, teachers, administration, and students.

2.3.2 Sample

In research, it is necessary to have something called a research sample or a miniature of the population that is used as an example. In this case, Sugiyono (2014: 118) states that a sample is part of the number and characteristics of the population. By looking at the opinion above, the author concludes that a sample is part of the population to be studied. The sample referred to by the researcher is students in grades IV and V of SD Inpres 12/79 Bana. In this case, the sampling technique chosen by the researcher is the purposive sampling technique. Purposive sampling is a technique for determining samples with special considerations so that they are worthy of being used as samples. The researcher determined grades IV and V as research samples because of several considerations, including: the samples that have been selected are considered the most qualified to be used as research objects in this case, studying the influence of teacher competence on the learning outcomes of students of SD Inpres 12/79 Bana. The research sample referred to is 49 people consisting of 1 class teacher, 22 grade IV students and 26 grade V students.

2.4 Data collection technique

In data collection, it is necessary to have data collection techniques that can be used appropriately according to the problem being investigated and the research objectives, so the author uses several appropriate methods to facilitate this research, including:

2.4.1 Questionnaire

Questionnaires are a data collection technique carried out by giving a set of written statements or questions to respondents to answer (Sugiono, 2014: 199). The form of this questionnaire is multiple choice related to the topic that has been studied at class meetings. The questionnaire in this study was used to determine the learning outcomes of grade IV and V students at SD Inpres 12/79 Bana, Bontocani District, Bone Regency.

2.4.2 Observation

Data collection techniques with observation are used when the research is related to human behavior, work processes, natural phenomena and when the respondents observed are not too large. The form of the instrument used is a checklist. The author uses a Likert scale (scale 4), with alternative answers to each question being SL (always), SR (often), KD (sometimes), and TP (never). SL score = 4, SR score = 3, KD score = 2 and TP score = 1.

2.4.3 Documentation

Documents are records of past events. Documents can be in the form of writings, pictures or monumental works of a person. Research results will be more credible if supported by photographs or existing academic and artistic writings.

2.5 Data Analysis Techniques

Data analysis is the process of simplifying data into a form that is easier to read and interpret. In this process, statistics are used, one of the main functions of which is to simplify research data. After the data is collected, the data is then grouped and tabulated according to each variable. To determine whether or not there is a relationship between the two variables that have been determined, the data in this study were analyzed using a correlation analysis design technique, namely product moment correlation with the following formula:

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

Information:

X = Influence Teacher Competence

Y = Student Learning Outcomes

N = Number Respondents

X = Total Score X

Y = Total Score

XY = Sum Multiplication Between X and Y

r_{xy} = Coefficient Correlation between X and Y.

Then give interpretation to number index correlation “r” product moment with interpretation rough or simple, namely with match calculation with number index correlation “r” product moment. Next For determine research data This significant or no, interpretation also uses value of “r”, with moreover formerly look for noble freedom (db) or degree of freedom (df) the formula for which is:

$$DF = N - Nr$$

Information:

N = Number of cases (subject study)

Nr = Amount correlated variables.

After that, determines r_{xy} or “r” count observer “ro” and “r” table (rt). If “r” count observer “ro” is greater big than “r” table (rt), then hypothesis alternative (H_a) is accepted, while the null hypothesis (H_o) is rejected and vice versa if “r” count observer “ro” more small from the “r” table (rt), then null hypothesis (H_o) is accepted whereas hypothesis alternative (H_a) is rejected.

3. RESULTS AND DISCUSSION

3.1 Research Data Description

The research data consists of two variables, one independent variable is teacher competence (X) and the other dependent variable is student learning outcomes (Y). The X variable data is the result of the quantity of respondents from the distributed questionnaire. While the Y variable data is the student learning outcomes obtained by each respondent through the test.

Table 1. determination score mark study

Options	Alternative Answer	Score
A	Always	4
B	Often	3
C	Sometimes	2
D	Never	1

The statistical data to be analyzed are the values of the frequency distribution of the questionnaire on teacher competence and its influence on student learning outcomes. The following is the author's presentation of the questionnaire results based on the percentage of answers.

Table 2. Teacher give example the good one

No.	Alternative answer	F	%
1.	Always	38	77.5
2.	Often	9	18.4
3.	Sometimes	5	4.1
4.	Never	-	-
	Amount	49	100

Giving a good example is a must that must be done by teachers because their words and actions will be role models for their students. From the table above shows 77.5% answered always, 18.4% answered often and 4.1% answered sometimes.

Table 3. Teacher responsible answer towards the task

No.	Alternative answer	F	%
1.	Always	34	69.4
2.	Often	15	30.6
3.	Sometimes	-	-
4.	Never	-	-
	Amount	49	100

Being responsible for the task must be done by the teacher because the teacher has a great responsibility in teaching and educating his students. From the table above shows 69.4% answered always, and 30.6% answered often.

Table 4. Teacher use Language Which Good And Correct in explaining the material

No.	Alternative answer	F	%
1.	Always	34	69.4
2.	Often	14	28.6
3.	Sometimes	1	2
4.	Never	-	-
	Amount	49	100

Using good and correct language in explaining the material will show the knowledge and authority of a teacher and also students will easily understand what is explained by the teacher. From the table above shows 69.4% answered always, 28.6% answered often, and 2% answered sometimes.

Table 5. Teacher discipline in carry out tasks

No.	Alternative answer	F	%
1.	Always	40	81.6
2.	Often	9	18.4
3.	Sometimes	-	-
4.	Never	-	-
	Amount	49	100

Discipline in carrying out tasks is the most important thing that must be done by a teacher. With discipline, a teacher will be able to carry out his/her duties well. The table above shows that 81.6% of respondents answered always, 18.4% answered often.

Table 6. Teacher No emotional in operate task

No.	Alternative answer	F	%
1.	Always	28	57.1
2.	Often	11	22.5
3.	Sometimes	7	14.3
4.	Never	3	6.1
	Amount	49	100

Not being emotional in carrying out tasks is something that must be done by a teacher. Although a teacher's task is very difficult, especially in teaching and educating students which sometimes makes emotional levels unstable, teachers must still be able to control their emotions. The table above shows that 57.1% of respondents answered always, 22.5% answered often, 14.3% answered sometimes and 6.1% answered never.

Table 7. Teacher convey objective learning Which want to achieved when learning will begin

No.	Alternative answer	F	%
1.	Always	28	57.1
2.	Often	18	36.7
3.	Sometimes	2	4.1
4.	Never	1	2
	Amount	49	100

Delivering the learning objectives to be achieved when learning begins is an important thing for teachers to do because it will make teaching and learning activities focused, clear and meaningful for students. The table above shows that 57.1% of respondents answered always, 36.7% answered often, 4.1% answered sometimes, and 2% stated never.

Table 8. Teachers use various methods in delivering lessons

No.	Alternative answer	F	%
1.	Always	32	65.3
2.	Often	11	22.5
3.	Sometimes	6	12.2
4.	Never	-	-
	Amount	49	100

A teacher must be rich with various methods in delivering lessons so that in teaching the teacher does not seem monotonous by using only one method. From the table above shows 65.3% of respondents answered always, 22.5% answered often and 12.2% stated sometimes.

Table 9. Learning methods used according to learning objectives

No.	Alternative answer	F	%
1.	Always	41	83.7
2.	Often	8	16.3
3.	Sometimes	-	-
4.	Never	-	-
	Amount	49	100

Teachers must use learning methods that are in accordance with learning objectives because it will make it easier for students to receive lessons. The table shows that 83.7% answered always, 16.3% answered often.

Table 10. connect with knowledge knowledge other and everyday events in explaining lessons

No.	Alternative answer	F	%
1.	Always	30	61.2
2.	Often	14	28.6
3.	Sometimes	4	8.2
4.	Never	1	2
	Amount	49	100

Connecting with other sciences and everyday events in explaining lessons is very important because with it students will feel that the subject matter being studied has value. From the table above shows 61.2% of respondents answered always, 28.6% answered often, 8.2% answered sometimes and the remaining 2% stated never.

Table 11. conclude material lesson on end lesson

No.	Alternative answer	F	%
1.	Always	35	71.4
2.	Often	12	24.5
3.	Sometimes	2	4.1
4.	Never	-	-
	Amount	49	100

Summarizing the material at the end of the lesson must be done by a teacher by simplifying the language, so that the main points to be achieved can be understood by students. The table above shows that 71.4% answered always, 24.5% answered often, 4.1%. From the above it can be said that teachers always conclude the lesson material at the end of the lesson.

Table 12. Teacher use media learning

No.	Alternative answer	F	%
1.	Always	31	63.3
2.	Often	13	26.5
3.	Sometimes	3	6.1
4.	Never	2	4.1
	Amount	49	100

The use of learning media that is appropriate to the material to be taught is needed by students in understanding the lesson. The table above shows that 63.3% answered always, 26.5% answered often, 6.1% answered sometimes and 4.1% answered never. This shows that teachers sometimes or even never use media in teaching.

Table 13. Conditioning student readiness and class readiness before the lesson begins

No.	Alternative answer	F	%
1.	Always	34	69.4
2.	Often	14	28.6
3.	Sometimes	1	2
4.	Never	-	-
	Amount	49	100

Conditioning student readiness and class readiness before the lesson begins is very important for teachers to do because it is a way to create conducive class conditions so that teaching and learning activities will run effectively. The table above shows that 69.4% answered always, 28.6% answered often, and 2% answered sometimes. Based on the table above, teachers often or even always condition student readiness and class readiness before the lesson begins.

Table 14. provides evaluation questions according to learning objectives.

No.	Alternative answer	F	%
1.	Always	39	79.6
2.	Often	8	16.3
3.	Sometimes	2	4.1
4.	Never	-	-
Amount		49	100

Loading evaluation questions according to learning objectives that will make it easier for students to work on them. The table above shows that 79.6% of respondents answered always, 16.3% answered often and 4.1% answered sometimes.

Table 15. Teacher give mark to task Which given

No.	Alternative answer	F	%
1.	Always	41	83.7
2.	Often	8	16.3
3.	Sometimes	-	-
4.	Never	-	-
Amount		49	100

Giving grades to assignments given to students is a must for teachers to do so that they can know the students' ability to absorb lessons. The table above shows that 83.7% answered always, and 16.3% answered often.

Table 16. Teacher give activity act carry on like PR

No.	Alternative answer	F	%
1.	Always	28	57.1
2.	Often	15	30.6
3.	Sometimes	5	10.2
4.	Never	1	2
Amount		49	100

Providing follow-up activities at the end of the lesson such as homework and summarizing are important things for teachers to do, because in this way teachers can find out the extent of students' abilities and get students used to learning. The table above shows that 57.1% of respondents answered always, 30.6% answered often, 10.2% answered sometimes and 2% answered never.

Table 17. The teacher gives questions evenly to the students.

No.	Alternative answer	F	%
1.	Always	32	65.3
2.	Often	15	30.6
3.	Sometimes	2	4.1
4.	Never	-	-
Amount		49	100

Giving questions evenly to students is something that teachers must do. In this way, a teacher will know the extent of the student's absorption ability in receiving lessons and will also eliminate the impression of favoritism of a teacher towards students. The table above shows that 65.3% answered always, 30.6% answered often, and 4.1% answered sometimes.

Table 18. Teacher relate Good with student

No.	Alternative answer	F	%
1.	Always	37	75.5
2.	Often	12	24.5
3.	Sometimes	-	-
5.	Never	-	-
Amount		49	100

Socializing well with students will create a harmonious condition between a teacher and his/her students both in teaching and learning activities and outside of it. The table above shows that most students (75.5%) stated that teachers always have a good relationship with students, and 24.5% stated that they often do so.

Table 19. relate Good with fellow Teacher

No.	Alternative answer	F	%
1.	Always	41	83.7
2.	Often	8	16.3
3.	Sometimes	-	-
4.	Never	-	-
Amount		49	100

Socializing well with fellow teachers will create a conducive work climate in schools and make teachers comfortable in carrying out their duties as teachers and educators in schools. The table above shows that 83.7% answered always, and 16.3% answered often.

Table 20. relate Good with headmaster

No.	Alternative answer	F	%
1.	Always	44	89.8
2.	Often	4	8.2
3.	Sometimes	1	2
4.	Never	-	-
Amount		49	100

Socializing well to the school will make all school programs run well as well as the principal and teachers will feel calm and comfortable in carrying out their daily activities at school. The table above shows 89.8% answered always, 8.2% answered often and the remaining 2% answered sometimes.

Table 21. Delivering lessons by displaying warm interactions with students

No.	Alternative answer	F	%
1.	Always	29	59.2
2.	Often	19	38.8
3.	Sometimes	1	2
4.	Never	-	-
Amount		49	100

Showing warm interaction (relationship) to students must be done by teachers when delivering lessons. This is important, because it will create a warm and friendly atmosphere for students in learning activities. From the table above shows 59.2% answered always, 38.8% answered often, and 2% answered sometimes.

3.2 Coefficient and calculation of the influence of teacher competence on student learning outcomes

Next, to find the correlation results, the following work procedure is created:

Table 22. Calculation to obtain the coefficient between teacher competence and student learning outcomes.

Name Respondents	X	Y	X ²	Y ²	XY
Nurhidayah	75	5	5625	25	375
Muh. Irfansyah Ridho A. M	75	7	5625	49	525
Arman Wahid	70	6	4900	36	420
Sukri	75	7	5625	49	525
Fitrayani	80	7	6400	49	560
Asrul	75	7	5625	49	525
Putri	70	6	4900	36	420
Farid Arikin Nailun	80	7	6400	49	560
Astika	70	6	4900	36	420
Maya	75	8	5625	64	600
Mahmud	70	6	4900	36	420
Zulkifli	75	7	5625	49	525
Annisa	70	6	4900	36	420
Wahyuni	80	8	6400	64	640
Syerli Angraeni	79	8	6241	64	632
Sulasrtiana	76	7	5776	49	532
Sahrul Ramadhan	80	8	6400	64	640
Wiranto	75	7	5625	49	525
Sapriadi	70	6	4900	36	420
Suprianto	70	6	4900	36	420
Agung Alfiansyah	75	6	5625	36	450
Ahril	65	6	4225	36	390
Andini	75	7	5625	49	525
Bahrul	75	8	5625	64	600
Devika	65	6	4225	36	390

Dini Aminarti	75	6	5625	36	450
Diny Satria Nasir	70	6	4900	36	420
Gafar	70	6	4900	36	420
Ifrinaya	75	7	5625	49	525
Melisa	75	7	5625	49	525
Muhammad Yusuf	70	6	4900	36	420
Nuradinda	75	6	5625	36	450
Nurfadillah	75	7	5625	49	525
Rina Astriani	70	6	4900	36	420
Rusliadi	75	7	5625	49	525
Selviana	75	7	5625	49	525
Yuliana	70	6	4900	36	420
Muh. Ajis	65	6	4225	36	390
A.Nuranisa	75	6	5625	36	450
Amelia Ramadani	75	7	5625	49	525
Desi winardi	75	7	5625	49	525
Hasimin	70	7	4900	49	490
Firdaus	70	6	4900	36	420
Ismail	75	6	5625	36	450
Jordi	75	7	5625	49	525
Satriani	75	7	5625	49	525
Sitti Ainun Azzahra	70	6	4900	36	420
Muh.Azwarul Haq	75	6	5625	36	450
M. Rizal Zainas, A	70	6	4900	36	420
Total	3590	322	263692	2140	23674

Next, the results of the calculations above will be tested for validity using the product moment formula to determine the level of correlation, namely:

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

$$r_{xy} = \frac{49 \cdot 23674 - 3590 (322)}{\sqrt{\{49 \cdot 263692 - 3590^2\} \{49 \cdot 2140 - (322)^2\}}}$$

$$r_{xy} = \frac{1.160.026 - 1.155.980}{\sqrt{\{12.920.908 - 12.888.100\} \{104.860 - 103.684\}}}$$

$$r_{xy} = \frac{4046}{\sqrt{(32808) (1176)}}$$

$$r_{xy} = \frac{4046}{\sqrt{38.582.208}}$$

$$r_{xy} = \frac{4046}{6211,4578}$$

$$r_{xy} = 0,6514$$

Based on the calculation table above, the correlation coefficient value between teacher competence and student learning outcomes is 0.6514.

3.3 Data Interpretation

Based on the calculation results above, $r_{xy} = 0.6514$ is obtained, this means that there is a positive correlation between the two variables. By paying attention to the magnitude of r_{xy} obtained, namely 0.6514, the magnitude of which ranges from 0.41 to 0.70. Based on these guidelines, it means that there is a positive correlation between teacher competence and student learning outcomes, even though the positive influence is only at a moderate or sufficient level.

The results of the correlation test calculations to prove whether or not there is a relationship between teacher competence and student learning outcomes can be seen by consulting "ro" by first finding the degree of freedom.
as follows :

$$\begin{aligned} DF &= N - Nr \\ &= 49 - 2 \\ &= 47 \end{aligned}$$

Based on the calculation above, DF is obtained equal to 47. For degrees of freedom 47 at a significance level of 5%, a value of 0.2759 is obtained and at a significance level of 1%, a value of 0.3575 is obtained. Furthermore, it is compared with "rxy" with "rt" as it is known that it is obtained with a value of 0.6514, while rt is 0.2759 and 0.3675 respectively. Thus, rxy or "r" count observer (ro) is greater than "r" table (rt), then the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Thus, it can be concluded that there is a positive influence between teacher competence (variable x) and student learning outcomes (variable y).

4. CONCLUSION

Berdasarkan hasil penelitian di SD Inpres 12/79 Bana Kecamatan Bontocani Kabupaten Bone, yang mengkaji tentang pengaruh kompetensi guru terhadap hasil belajar murid, maka peneliti dapat menarik kesimpulan sebagai berikut: Kompetensi guru terhadap hasil belajar murid secara umum cukup baik berdasarkan hasil kuosioner/angket yang dibagikan kepada responden cara guru merancang pembelajaran, menyampaikan materi, cara guru bertindak dan berpenampilan, menggunakan metode pembelajaran, serta cara guru memperlakukan murid secara adil. Kompetensi guru di SD Inpres 12/79 Bana Kecamatan Bontocani Kabupaten Bone secara umum cukup baik yakni berdasarkan perhitungan rumus korelasi product moment yang diperoleh sebesar 0,6514 yaitu berada pada interval 0,41-0,70 (interpretasi sedang). Artinya pengaruh yang cukup baik kompetensi guru terhadap hasil belajar murid, mengisyaratkan bahwa kompetensi guru berpengaruh dalam menentukan hasil belajar murid di sekolah. Hasil belajar murid di SD Inpres 12/79 Bana Kecamatan Bontocani Kabupaten Bone secara umum cukup baik dalam proses pembelajarannya. Terdapat pengaruh yang signifikan pada kompetensi guru terhadap hasil belajar murid di SD Inpres 12/79 Bana Kecamatan Bontocani Kabupaten Bone, dimana dalam penelitian ini diperoleh nilai r hitung sebesar 0,6514, sedangkan nilai rtabel dengan 5% sebesar 0,2759. Dengan demikian hipotesa kerja (Ha) diterima, artinya "ada pengaruh kompetensi guru terhadap hasil belajar murid di SD Inpres 12/79 Bana Kecamatan Bontocani Kabupaten Bone.

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