

Teacher Professionalism, Learning Facilities, and Student Interest in Improving the Intellectual Intelligence of Elementary Students in Pandeglang Regency

^{1st} E. Nita Prianti

Pancasila and Citizenship Study
Programs, Faculty of Teacher Training
and Education
Universitas Banten Jaya
Serang, Indonesia
nitaprianti18@gmail.com

^{2nd} Khristina Sri Prihatin

Accounting Study Program Faculty of
Teacher Training and Education
Universitas Banten Jaya
Serang, Indonesia

Abstract—Educational outcomes should be felt directly by every individual in social life. The basic problems in the scope of our education are the level of professionalism, facilities, and the willingness of students to learn themselves. These three factors, are very supportive of the learning outcomes to be achieved. Related to the level of professionalism of teachers, where teachers must carry out all of their roles as a teacher's responsibility. Besides that student learning facilities play a huge role as contributors to student learning success. In addition to the two things above there is more to play a role in the success to be achieved in education that most dominates is the willingness to learn students themselves. The quality of education depends on the three factors that influence each other without leaving a single one. The basic objective of this study is to determine the extent of professionalism of teachers, learning facilities and student interest in improving intellectual intelligence of students of SD Negeri Pandeglang Regency. The method used in this research is descriptive method with a qualitative approach. While the data sources were obtained through informants as research subjects using data collection techniques in library research and field research (research locations) by observing, documenting, interviewing guidelines for several informants, namely teachers and students (SD) Negeri Pandeglang Regency. Then the data is analyzed correctly. The results obtained from the study of these 4 variables are that the level of professionalism of teachers, learning facilities and students' interest in learning to improve students' intellectual intelligence in the district of Pandeglang cannot be categorized well. This can be proven from the data of researchers' findings in 4 schools that the level of professionalism of teachers in the Pandeglang district only reaches 42%. While the willingness of students to learn to reach 50%, and learning facilities to support student learning outcomes only around 61%. Thus, with these conditions, it can be ascertained that the triggers are not able to increase the intellectual intelligence of elementary school students in the Pandeglang Regency.

Keywords: *Rasch, ability, e-learning, question, test*

I. INTRODUCTION

Education is a foundation for the establishment of a nation. The progress of the retreat of a country depends on the quality or not of an education. The quality or not of

education is certainly influenced by several main factors including the professionalism of teachers, learning facilities and the most important is the willingness of students to learn themselves. These three factors certainly have a very important role in improving the quality of education as a result is to produce intellectual intelligence for students. In education, to get good learning outcomes is certainly not enough to provide good teachers who are able to communicate and transfer knowledge solely to students, but it also requires students who are willing and ready to accept the knowledge taught by the teacher. In addition, the need for adequate facilities such as a comfortable study room, supporting media, the availability of libraries, laboratories, places of worship and so forth. This is as supporting the success of student learning as competent individuals.

As explained in Act No. 20 of 2003 that education is intended to realize the learning process so that students actively develop the potential of self, personality, intelligence, character, skills, needed by the nation and state [1]. In the sound of the Act it is quite clear that in education cannot be interpreted only as a transfer of knowledge, but in the process of education is interpreted as a process of maturation of quality of life. So that in the process of education every human being is able to understand the true nature of his life and create competent human beings [2]

However, based on the facts related to education issues, it is still difficult to overcome. The imbalance between the process and the results achieved is still a reality. This is considered in tune with the conditions of education that occur in the Pandeglang Regency. Judging from the level of success is still considered lacking. This can be proven from the number of unemployment that is still high according to data from the Central Statistics Agency (BPS) 2019 that the number of unemployed Pandeglang Regency reached 8.2%, while the number of dropouts reached 32.77% and those who never wanted to school reached 0.48%.

Based on these facts, of course there are triggers that cause problems in our education today. These problems could possibly occur due to lack of professionalism of teachers, lack of support for learning facilities and lack of willingness to learn students themselves in the learning process. As

explained by [3] that the weakness that some of our teachers bear is the low level of teacher professional competence. In addition, the lack of facilities that do not support, causing students no interest to want to learn.

Thus we as a Research Team deem it necessary regarding the problems that occur in education that occur in the Pandeglang Regency. And we as the Research Team intend how to solve these problems and be able to find a solution so that we raise these problems into the title of our research, namely *"Teacher Professionalism, Learning Facilities and Student Interest in Improving the Intellectual Intelligence of Elementary School Students in Pandeglang Regency Banten."*

A. Teacher professionalism

Professional teacher means a teacher who has competence in producing quality products in education. Literally the term professionalism comes from profession (English) and profesus (Latin) which means capable or expert in a form of work [4]. Meanwhile, according to [5] professionalism comes from the word profession which means a field of work that someone wants or will pursue. So in general, it can be described that professional teachers are teachers who are able to carry out all their duties and responsibilities without exception. As a professional teacher, it is demanded that what is required at least has adequate professional education qualifications, has scientific competence in accordance with their fields, has the ability to communicate with students, has a creative, productive spirit and is able to develop himself.

As a professional teacher certainly can not be separated from its competence. As explained by [2] in his book that the competencies possessed by teachers are basically: 1) the teacher is able to master the material, 2) has a scientific mindset, 3) has the ability to conceptualize, develop, and explain, 4) able to take advantage information Technology. In line explained by [6] that the competencies that must be possessed by teachers are: 1) pedagogic competencies; that teachers must have the ability to manage learning, 2) Personality competence; that the teacher must have a person who is wise, mature, authoritative, has good character and is an example for his students. 3) social competence; that teachers must have the ability to communicate in getting along in their environment.

B. Student Learning Facilities

Etymologically that means facilities and infrastructure related to tools as a support to achieve a goal. In essence, it can be explained that learning facilities are facilities and infrastructure used and are considered useful in facilitating learning to achieve quality educational goals. These facilities can include buildings / buildings, classrooms that are considered comfortable, the field, sports equipment, learning media in the form of (package books, stationery, blackboards, infocus) tables, benches, libraries, places of worship, and libraries. The availability of these facilities is a source of learning as a support for students' interest in learning during learning.

Availability of learning facilities in question can certainly provide facilities for the acquisition of an effective and efficient learning experience. With the availability of complete and adequate learning facilities is one factor of the

quality of the school itself. Schools can be considered a quality learning environment if the implementation of learning activities does not only rely on the potential of students, the ability of teachers or the school environment but must be fully supported by adequate facilities so that students easily accept and stimulate learning delivered by the teacher so that students' interest high for learning.

C. Student Learning Interest

Core interest can be interpreted as interest. The etymological interest comes from the English "interest" which means liking, attention (inclination to something), desire. According to [7] interest is a constant tendency to pay attention and remember some activities ". Meanwhile, according to [8] that interest is a sense of preferability and a sense of interest in a thing or activity, without anyone ruling. While learning itself is a process in maturing individuals. In psychology, learning is a process of changing behavior as a result of interaction with the environment in meeting the needs of life. Learning the business processes undertaken to obtain a new change in behavior as a whole as a result of his experience with his environment [7]. Meanwhile according to [9] that learning is a complex student actions and behavior experienced by students themselves. Learning can be explained as a complex process that occurs in every person throughout his life and the learning process occurs because of the interaction between individuals and their environment [10]

Thus the interest in learning itself can be interpreted as an individual's tendency to be willing to something because of an impulse from within himself without being forced by other parties, so that it can cause changes in knowledge, skills, emotional, attitudes and behavior. Students who have the will to learn can be expressed through their actions. This can be seen through the ability to solve problems, clever to ask when learning is ongoing, clever in ideas, able to find solutions, persevering, creative and independent in every face of learning. A great interest in learning certainly has a positive influence on learning outcomes to be achieved.

D. Intellectual Intelligence

Smart, which means smart and clever, sharp mind. Smart, which means responsive in dealing with a problem, quick to understand when listening to a statement [11]. While intelligence itself can be interpreted as perfection in thinking. In general, it can be explained that intelligence is the perfection of the development of the mind which includes intelligence, and sharpness of mind (a large Indonesian dictionary). Based on the above understanding, it can be concluded that intelligence is a person's ability to solve problems encountered, the ability to innovate, the ability to dissolve in various situations.

While the term intellectual comes from the word "intellect" which means clever or clever. According to the big Indonesian dictionary the term intellect means: a) the ability to think, observe, or understand b) the great mental ability c) the mind or intelligence. Meanwhile according to [12]. the ability of one's activities in thinking and acting. In general, it can be explained that intellectual intelligence is a number of abilities which include the ability to reason, the ability to solve problems, the ability to plan, the ability to have ideas,

the ability to speak, the ability to grasp and learn. Intellectual ability is the ability needed to carry out mental activities, think, reason, and solve problems (Robins: 2001).

II. METHOD

The research was carried out starting in July 2019 at the State Elementary School (SD) in Pandeglang Regency. Among them are the Public Elementary School 1 Cilentung-Pulosari Pandeglang, the Public Elementary School 1 Sukasari-Pulosari Pandeglang, the Public Elementary School (SD) 2 Jiput-Jiput Pandeglang, the Public Elementary School (SD) 4 Jiput-Jiput Pandeglang. The informants examined in this study were teachers and students of elementary schools (SD) in the State as listed above. The approach used in this study is a qualitative approach that is a research procedure that describes a situation and symptoms that exist on the object to be studied. As explained by [13] that qualitative research is research that describes, describes with what is seen, heard, felt, and asked. The data collection techniques used by the research team in this study are:

- Library research (Library Research), namely by collecting data by reading literature literature relating to the problem under study
- Field research (Filed Research) is carried out by conducting research in the field using the following techniques:

1) *Structured observation*

Where the research team collected data by conducting research directly to the location of research that has been systematically designed about what will be observed. As explained by [13] that structured observations are made if the researcher has certainty about the variables that will be observed by using research instruments that have been tested.

2) *Interview*

The research team distributed the same questionnaire to informants verbally and in writing for data collection to teachers and students of state elementary schools in Pandeglang. In this case the researcher questions the questions that have been provided and structured which are then deepened to obtain further information so that the answers obtained include all variables with complete and in-depth information [14]

3) *Documentation*

The Research Team conducted documentation to find data on matters relating to variables in the form of notes, transcripts, books, meeting results and other agendas that could support the team in the research.

III. RESULTS AND DISCUSSION

Based on the data findings and data analysis in this study, the researcher will explain the results and discuss more deeply about how the Professionalism of Teachers, learning facilities, and Student Learning Interest in Improving Intellectual Intelligence of Elementary School Students in Pandeglang Regency. As has been confirmed in qualitative research analysis techniques that the results of the data obtained by researchers through observation, interviews and documentation with research subjects will be explained in depth, then these data are linked to the theory to produce

sharpness of the contents of research data.

Teacher Professionalism, Learning Facilities, and Student Learning Interest in Improving Intellectual Intelligence of Elementary School Students in Pandeglang Regency.

To create a good education, naturally comes from the professionalism of teachers. Professional teacher means a teacher who has competence in the field of teacher training in accordance with Law No. 14 of 2005 that as a professional teacher's duty is to educate, teach, guide, train, direct, assess, evaluate on the path of formal education and basic education and secondary education . Thus, it is clear that to become a professional teacher must have competence [15]. As explained by [2] in his book concerning teacher competencies as follows: 1) Professional competence; it means that the teacher must have extensive scientific knowledge both about the curriculum and educational foundation without exception, master the structure and theoretical concepts, be able to choose the right models, strategies and learning methods, understand the subject of students. 2) personal competence; it means that the teacher must have a steady personality in other words, the teacher must have an exemplary personality, so that he is able to carry out his leadership. 3) social competence; it means that the teacher must show a high social life in communicating his environment. 4) service competence; it means that the teacher must prioritize his human values over his personal, material and material values.

From the explanation above, it is made clear again [5] that the competencies that must be possessed by professional teachers are as follows: 1) Knowledge; means that the teacher must be well aware of the cognitive field, an example of how the teacher does good learning as needed. 2) Understanding; cognitive and affective depth possessed by individuals, meaning that teachers must have a good understanding of the conditions and characteristics of their students to create effective and efficient learning. 3) Skill; teacher expertise in learning, meaning the ability of teachers to create concepts, teaching aids, media, methods to facilitate learning. 4) Value; behavioral standards that have been psychologically believed to include standards of teacher behavior in learning related to honesty, openness, democracy and so forth. 5) Interest (interest); one's tendency to do an action, in the sense of an interest in learning something.

Based on the results of research that researchers have obtained in the field it can be explained that the professionalism of teachers in improving the intellectual intelligence of elementary school students in Pandeglang Regency is largely unable to be implemented optimally so that it cannot be categorized well. This can be proven from the results of research data obtained by researchers that the level of professionalism of elementary school teachers in Pandeglang Regency in improving students' intellectual intelligence only reaches 42%. Forms of teacher professionalism that have been carried out in the SD Negeri Pandeglang Regency related to discipline, attitude, behavior, social, learning planning, teaching skills, delivery of learning, and how to explain have not been fully implemented. Pandeglang Regency SD State Region has implemented a

number of these criteria as professional teachers, but they have not yet applied it optimally.

Viewed from the context as a teacher. Most elementary school teachers in Pandeglang Regency tend to only focus on teaching. As what the teacher does is only conveying material. This means that the command of the Law has not been fully implemented.

Besides the professionalism of the teacher as a support and as a source of learning, of course there are other factors that dominate it is student learning facilities. Based on the data findings that researchers obtained about student learning facilities as a support in improving the intellectual intelligence of elementary school students in Pandeglang Regency. Judging from the availability and completeness of facilities and infrastructure, it can be categorized sufficiently, meaning that the findings obtained by researchers of existing facilities in the learning environment at the school can be recognized but their availability is not maximal, this can be proven from the findings of data regarding the availability of facilities only reaching 61%. From these figures it can be seen that the learning facilities of elementary school students in Pandeglang Regency are not yet fully equipped. Of course there is still a need for further improvement and planning to complete the availability of facilities so that students are encouraged to want to learn.

Furthermore, in addition to the two supports earlier namely teacher professionalism and learning facilities, there are other things that are more dominant about students 'intellectual intelligence, namely the students' internal factors themselves. Which of the internal factors that most dominates is the interest or will factor. Interest is a psychological factor that influences the willingness to learn. How the teacher creates interest and willingness of students to learn is also a form of teacher professionalism. Thus, the teacher must fully motivate how to make students want to learn. Interest can certainly affect student enthusiasm for learning without the existence of subjective elements that influence it.

Based on the data findings that researchers obtained regarding student interest in improving intellectual intelligence of elementary school students in Pandeglang Regency. Judging from the attitude, student enthusiasm can be categorized as still lacking, meaning that students consciously have a willingness to learn but not enough to do. These results can be proven through the results of the data obtained by researchers, which reached 50% of students' willingness to learn, meaning that the numbers fall into the category of still lacking. Thus of course there needs to be improvements to stimulate student interest in learning.

In terms of understanding in accordance with the results of the data during the researchers conducted research showed a small proportion of students have an understanding of learning and most students lack understanding of learning. According to the researchers found in the field who have an understanding of learning identical to students who have intelligence and talent or innate factors. While students who lack identical intelligence do not respond and do not react in responding to the learning that the teacher conveys. While relating to skills, responding and solving problems students tend to be less active in responding and expressing their opinions and inspiration.

From the overall findings data obtained by researchers it can be concluded that students who have a good background tend to be able to follow the rules, discipline, willingness to learn and a high curiosity. Like doing homework according to the teacher's orders, obeying the rules, easy to direct, being independent in the face of learning, able to solve problems through asking the teacher and giving answers to teacher questions. But this is only a small part. While students who have less intelligence, identical mediocrity in dealing with learning. Willingness to learn and curiosity that is lacking, not doing assignments / homework, difficult to direct, lack of compliance with rules, lack of being independent in learning tend to join in with their peers and there is no willingness to ask questions in a passive sense in determining attitudes during learning.

IV. CONCLUSION

Based on data from research that has been conducted on "Teacher Professionalism, Learning Facilities and Student Interest in Improving the Intellectual Intelligence of State Elementary School Students in Pandeglang Regency, it can be concluded as follows:

Based on the data findings and analysis results, the results of this study can be concluded that "Professionalism of Teachers, Learning Facilities and Student Interest in Improving Intellectual Intelligence of Elementary School Students in Pandeglang Regency, cannot be categorized well in the sense that it is still considered lacking, it can be proven through the results the findings of the data obtained by researchers that the level of professionalism of teachers only reached 42%. Regarding the facilities as supporting intellectual intelligence of students, of facilities only reaches 61%, if viewed from these figures it can be concluded that the availability of learning facilities at SD Negeri Pandeglang Regency can be categorized as sufficient, but it still needs improvement. In addition to teacher professionalism, students' intellectual intelligence can also be created by the internal factors of the students themselves. Which of the internal factors that most dominates is the interest factor or will and talent (innate factor). The willingness to learn students of SD Negeri Pandeglang Regency only reaches 50%, from this figure it can be concluded that students' interest in learning is still lacking.

Based on the data obtained, it can be interpreted that to get a good education, certainly not only comes from one supporter, but there must be a balance between one supporter to another supporter without having to leave any of them behind. As a support to the learning outcomes include teacher professionalism, learning facilities and student interest in learning. Thus the level of student achievement can be met.

REFERENCES

- [1] Hukum Republik Indonesia. No. 20 tahun 2003., *Tentang Sistem Pendidikan Nasional*. Hukum Republik Indonesia. No. 20 tahun 2003.: Departemen Pendidikan Nasional.
- [2] E. Nita Prianti, *Etika Profesi Guru dan Profesionalisme Guru Dalam Pembelajaran*. Jakarta: PT. Grafindo, 2019.
- [3] Syah Muhibin, *Psikologi Pendidikan*. Bandung: PT. Remaja Rosdakarya, 2014.
- [4] Buhari Alma, *Metode Penguasaan Guru Profesional dan Pengajaran Terampil*. Bandung: Alfa Beta, 2012.
- [5] Kunandar, *Guru Profesional (Implementasi Kurikulum KTSP dan*

- Keberhasilan dalam Sertifikasi Guru*. Jakarta: PT. Raja Grafindo Persada., 2011.
- [6] J. D. Priansa, *Kinerja dan Profesionalisme Guru*. Bandung: Alfabeta, 2014.
- [7] Slameto, *Pembelajaran dan Faktor-faktor yang mempengaruhinya*. Jakarta: Rineka Cipta., 2013.
- [8] *Psikologi Pendidikan*. Jakarta: Literasi Bumi, 2008.
- [9] Dimiyati & Mudjiono, *Belajar dan Belajar*. Jakarta: Rineka Cipta.
- [10] A. Azhar., *Media Pembelajaran*. Jakarta: PT. Raja Grafindo Persada., 2017.
- [11] A. Suharso & Retnoningsih, *Kamus Besar Bahasa Indonesia*. Semarang: CV. Widya Karya, 2009.
- [12] Baharuddin, *Pendidikan & Psikologi Perkembangan*. Jogjakarta: Media Ar-Ruzz., 2010.
- [13] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta cv.,