

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Pervious Study

In this section, the researcher discusses the literature review of this study. It consists of some previous related studies and some related ideas. For more details, the explanation is as follows. The first is a research conducted by Rika Rahmawati entitled "the relationship between teacher professionalism and student interest in learning at public elementary school 02 Muara jayat Tahun 2019/2020". This study aims to determine the relationship between teacher professionalism and student interest in learning at SD Negeri 2 Muara Jaya. The method used in this research is quantitative, using a correlational approach and the product moment correlation technique. The results showed that there was a relationship between teacher professionalism and student interest in learning, based on hypothesis testing using the product moment formula, the value of  $r$  count was 0.571, while the  $r$  table with the amount of  $N = 30$  at the 5% certification level was 0.362, it can be seen that,  $(0.571 > 0.362)$  then  $H_0$  is rejected and  $H_a$  is accepted, so it can be concluded that there is a positive correlation between teacher professionalism and interest in learning Islam for grade V students at SD Negeri 2 Muara Jaya.

The second was carried out by Risnawati entitled The Effect of Teacher Professionalism on Student Learning Interest in Biology Subjects in Class Xi IPA Man Bontoharu Selayar (2013). This study discusses how the description

of teacher professionalism in the learning process in the classroom, a picture of student interest in learning, and whether the professionalism of teachers affects student interest in learning in biology class XI IPA MAN Bontoharu Selayar. This type of research used in this research is descriptive quantitative. The data analysis technique used in this research is descriptive analysis and inferential statistics. The results of descriptive analysis show that the professionalism of teachers is included in the very high category which is recognized by 13 students (56.52%), 8 students (34.78%) students who admit professionalism in the high category and 2 students (8.7%) place teacher professionalism in the medium category. Student interest in the very high category was recognized by 19 students (82.6%), and each of 2 students (8.7%) admitted that students' interest in learning was still in the high and medium categories. The results of inferential statistical analysis showed that there was a significant influence between teacher professionalism on students' interest in learning in biology subjects, namely 0.296, meaning that professionalism was able to influence 29.6% of student interest in learning and the calculation obtained was greater than the table at the 5% error level, namely  $2,970 > 2,074$ .

The two previous findings above are what researchers have in common. What this research has in common is that researchers focus on the professional competence of teachers in learning towards students' interest in learning. The difference in this study is that the two previous studies conducted research before the Covid-19 pandemic and the analysis process was carried out in the

face-to-face learning process. In this study, the researcher decided to determine the professional competence of teachers in online learning towards students' learning interests.

## **B. The Nature of Online Learning**

### **1. The Definition of Online Learning**

Online learning implies a learning process that uses electronics as a learning medium. According to Purba (2002), online learning is a form of information technology that is applied in the field of education in the form of virtual schools. In online learning technology all teaching and learning processes that are normally done in the classroom are done live but virtual means at the same time a teacher teaches in front of a computer that is in one place, while students follow the lesson from other computers in different places. Course material can be obtained free of charge in the form of files that that can be downloaded, while interactive teachers and students in the form of assignments or discussions can be done intensively in the form of discussion forums and emails.

From the description above shows that the basic concept of online learning is to provide new classes equivalent to conventional classes in existing schools so far. Therefore, the construction of a virtual institution must provide results that are more or less the same as the aspiration to establish a conventional educational institution. In other words, online

learning is a form of conventional learning as outlined in digital format through internet technology.

According to Cisco (2001) explaining the philosophical online learning as follows:

- a. Online learning is the delivery of information, communication, education, training online.
- b. Online learning provides a set of tools that can enrich the value of conventional learning (conventional learning models, studies of textbooks, CD-ROMs and computer-based training) so that they can answer the challenges of the development of globalization.

Online learning demands changes in management of learning. If in ordinary learning, management is done more so that the teacher can present the material or learning material directly, and how students can absorb learning material comfortably, then in online learning the management of learning is directed at how students can learn information in accordance with the topic. Thus management is directed at the learning process. A similar statement was made by Dabbagh and Ritland (2005) who explained that today technological advances, especially in the field of the Internet, have radically changed traditional learning with face-to-face learning (direct instruction) into individualized learning (individual learning) through online learning.

Before deciding to build a virtual classroom in the form of an online learning system, we need to study more thoroughly. It is hoped that this decision-making process will not be caused by merely following the trend of internet technology to be considered modern but must consider the following matters:

- a. Budget cost needed.
- b. Any material that is prioritized is included in the online learning model according to the characteristics and needs.
- c. Switching from conventional to online learning can be done alone or requires cooperation with other parties.
- d. How to implement these changes so that the objectives can be achieved effectively and efficiently.

Based on the explanation above, online learning demands changes in learning management. In online learning management is directed by the teacher to students how students can learn information according to their needs. In online learning, it must pay attention to things such as budget costs required, the material included in online learning according to the characteristics and needs, and how to implement it so that learning objectives can be achieved.

## 2. The Characteristics of Online Learning

There are several characteristics of online learning as follows:

- a. In online learning students no longer need a special place and time to study, but students can learn anywhere and anytime according to the opportunities each student has individually.
- b. In the learning process students no longer only have access to textbooks and other printed learning resources, but to digital information sources, which can be accessed through cyberspace.
- c. Students and teachers can enhance classroom learning improve classroom learning by accessing information from a unity of sources (databases, libraries, special interest groups), communicating via computer with other students or with experts in special subject areas, and exchanging information/data .
- d. Teachers and students can access electronic documents to enrich their learning. Students can actively participate because online learning provides an interactive learning environment. Students can connect electronic information to their projects and papers, making it a "living" document with a hypertext button.
- e. Because computers have the ability to send information on a variety of media (print, video, and sound and music recordings) computers have become libraries without limits. As students can communicate quickly with text, images, sound, data and video can change the role of teacher and student.

- f. Online learning allows teachers to be geographically separated from students, they can learn with other students in classrooms throughout the world.

Based on the description above, the characteristics of online learning make it easy for teachers or students. The learning process can be carried out anywhere and anytime, making it easier to access information from a single source, learning media into various forms such as images, animated videos, and audio.

### **3. The Forms of Online Learning**

According to Hardjito (2002) There are three forms of online learning as the basis for developing learning systems by utilizing the internet, namely:

- a. Web Course Web Course is the use of the internet for learning purposes, all teaching materials, discussions, consultations, assignments, exercises, and examinations are fully delivered via the internet.
- b. Web-Centric Course Web-Centric Course is learning with some learning materials and exercises delivered through the internet while examinations and some consultations, discussions, and exercises are conducted face to face.
- c. Web-Enhanced Course Web-Enhanced Course is the use of the internet for education to support the improvement of the quality of teaching

and learning activities in the classroom, in this form the main learning activities are face-to-face activities in class. The role of the internet in the Web-Enhanced Course is to provide very rich resources by giving addresses or making connections to various suitable learning resources that can be accessed online, to increase the quantity and expand communication opportunities between teachers and students reciprocally.

According to Kaye (2003) There are three forms of online learning as the basis for developing learning systems by utilizing the internet, namely:

- a. Web Supported Online Learning Web Supported Online Learning is done face-to-face and supported by the use of websites that contain summaries, learning objectives, learning materials, assignments, and short tests.
- b. Blended or mixed Online Learning Blended or mixed Online Learning that is part of the learning process is done face-to-face and partly done online.
- c. Fully Online Learning format Fully online Learning format which is the entire learning process carried out online including face-to-face meetings between educators and students which are also conducted online, teleconference technology is usually an option.

Based on the description above, there are many forms of online learning, online learning is very helpful in the learning process. The



many forms of online learners make it easier for teachers to determine the form of online learning that suits their needs and circumstances.

## **C. Teacher Professionalism**

### **1 Definition of teacher professionalism**

Professionalism comes from the word profession, which means a field of work or position that demands certain expertise. This means that a job or position called a profession cannot be held by just anyone, but requires preparation through special education and training. Literally the word profession comes from the word "profession" which means from the Latin "profesus" which means "promise or pledge and work. In a sense, profession means activities that are carried out based on certain expertise and at the same time it is demanded of the proper implementation of social norms (Hasanah 2012, 15).

Professionalism means a field of work or position that requires certain expertise. This means that a job or position called a profession cannot be held by just anyone, but requires preparation through special education and training. Professional is a job or activity carried out by a person and becomes a source of living income which requires expertise, proficiency or proficiency that meet certain quality standards or norms as well as a source of living income that requires expertise, proficiency or skills that meet certain quality standards or norms and requires education profession (Law No. 14 of 2005 on Teachers and Lecturers).

Furthermore, another opinion states that what is meant by professionalism is the designation for teachers who already have an educator certificate based on the law, and are entitled to a professional allowance of one basic salary per month (H. E. Mulyasa 2013). Teacher professionalism is a person who has special abilities and expertise in the field of teacher training so that he is able to carry out his duties and functions as a teacher with maximum abilities (Saondi and Suherman 2010:8).

Teacher professionalism is the condition, direction, values, goals, and quality of expertise and authority in the field of education and teaching related to the work of a person who becomes a livelihood. The professional teacher itself is a qualified, competent teacher, and a teacher who is desired to bring about learning achievement and is able to influence the student learning process which in turn will result in better student learning achievement.

Based on the above opinion, the authors can understand that teacher professionalism is a job or position that requires certain expertise, in the context of a job that requires preparation through special education and training. The ability of teachers to carry out their main duties as educators and teachers includes the ability to plan, conduct, and carry out learning evaluations.

## 2 Factors Affecting Professional Teachers

Broadly speaking, the factors that influence professional teachers include the following:

### a. Academic Status.

Teacher work is a job that is professional. In simple terms, professional work is work that is only done by those specially prepared for it and not other jobs. According to Porwadarmenta (1999:99), in order to create these professional staff, basically at school they are fostered and developed in terms of including:

- 1) The theoretical aspect is that teacher institutions or schools that foster and create professional personnel are given knowledge other than knowledge that must be conveyed to students, also given special sciences to support their professionalism as a teacher in the form of education, psychology, didactic educational administration methodical and so on.
- 2) The practical aspect, which can be interpreted practically based on practice, is how to do what is said in theory.

### b. Learning Experience

In dealing with students it is not easy to organize them, and this has become a lot of complaints, and there are also many teachers who complain because it is difficult to create an atmosphere of fun and exciting teaching and learning activities. This is because teachers are

less able to master and adapt to the ongoing teaching and learning process.

c. Loves The Profession as a Teacher

Love grows from human instinct and love will encourage the individual to do something as an effort and sacrifice. Someone who does something without feeling love is usually a person who is under coercion by others, so he feels forced to exercise his rights. In doing something, it will be more successful if it is accompanied by a sense of love for what it is doing.

d. Personality

Personally speaking, personality is the whole of the traits that constitute a person's character. In the teaching and learning process the personality of a teacher participates in determining the character of the students. In the teaching and learning process, the personality of a teacher is very decisive for the formation of student personality to instill good morals as human beings. Educating is a universal behavior meaning that basically everyone can do it, parents educate their children, leaders educate their subordinates, coaches educate their foster children and it's good. of course the teacher educates his students. However, the way to educate is more effective than the usual way of educating. In front of children, teachers are considered as people who have advantages compared to people they know.

Based on the explanation above, there are several factors that affect teacher professionalism. The academic status of a teacher certainly affects the way the teacher educates, a professional teacher can be seen from where the teacher is fostered or takes education. Teaching experience is an important factor for teachers in creating a pleasant teaching and learning atmosphere. The teacher must do his job wholeheartedly without coercion in order to create good learning, and in the teaching and learning process the personality of a teacher plays a role in determining the character of students to instill good morals as humans.

### **3 Competency of Teacher Professionalism**

In this discussion of teacher professionalism, in addition to discussing the meaning of teacher professionalism, the author will first explain the competencies that a professional teacher must have, because a professional teacher must have professional competence. The competencies that must be possessed by a teacher include the following four aspects:

In article 28 paragraph 3 of Government Regulation Number 19 of 2005 concerning National Education Standards and article 10 paragraph 1 of the Constitution Number 14 of 2005 concerning Teachers and Lecturers, teacher competence consists of:

#### **a. Personality Competence.**

Personality competence, namely the teacher has a solid, stable, mature, wise, and dignified personality, is a role model for students, and has noble character. Have knowledge of both social and religious

customs. Have knowledge of culture and traditions. Having knowledge about democracy, having knowledge about aesthetics that is loyal to human dignity, while more specifically personal competence is being sympathetic, empathetic, open, dignified, responsible, and able to judge yourself. Talent and interest in becoming a teacher are important factors to strengthen someone in choosing the teaching profession. Teachers are role models for students, and the surrounding community. Therefore, a solid personality is a basic requirement for teachers not to be easily swayed psychologically by dynamically changing situations (both positive and negative situations). With a personality like this the teacher will be able to appear dignified, wise in greeting and educating students and smart in serving the community with all its differences.

b. Professional competence

Professional competence, namely the ability to be able to master the learning material extensively and deeply which allows the teacher to be able to guide what students can meet the minimum competency standards that should be mastered by students. Teachers are required to properly master the subjects they care for, from the basics of their knowledge to the methods and techniques for teaching as well as how to assess and evaluate students who take part in the teaching and learning process. The end of the learning process is that students have a minimum competency standard that must be mastered well, so that they can carry out activities according to these competencies.

Professional teachers are teachers who master the subject well and are able to teach students optimally, mastering all the competencies required for a teacher.

Includes abilities in terms of understanding and being able to apply both the philosophical and psychological foundations of education. Understand and be able to apply learning theory according to the level of development of student behavior. Able to handle subjects or fields of study assigned to them. Understand and be able to apply appropriate teaching methods. Able to use various tools and learning media and other facilities. Able to organize and implement teaching programs. Able to carry out learning evaluations. Able to cultivate student personality.

c. Social Competence

Social competence is the ability to communicate effectively with students, fellow educators, educational staff, parents/guardians of students, and the surrounding community. Teachers must avoid selfish attitudes, attitudes that only prioritize self-interest. Teachers must be sociable, friendly to students, parents and society in general. The teacher is a figure who can flexibly communicate in all directions, because his / her field of work must relate to students, between teachers, with their superiors, and to the community outside the school. The key to the success of teachers in fostering and teaching students

and other community members is the teacher's ability to carry out this social interaction with students and society other.

d. Pedagogic Competence

Pedagogic competence is the teacher's ability to manage learning which includes understanding students, designing and implementing learning, evaluating learning, and developing students to actualize their various potentials. Efforts to deepen understanding of these students are based on the awareness that their talents, interests and ability levels are different, so that individual services are also different. Even though the teaching materials presented in the classroom are classically the same, but when it comes to individual understanding, the teacher must know the level of individual student differences, so that they can guide students whose learning acceleration is retarded, so that at the end of learning they have equality. Basically, this learning process is how the ability of educators to help develop all their potential by students.

Based on the description above, it can be understood that, teacher professionalism means that it is related to the abilities possessed by a teacher or teacher performance is the ability shown by the teacher in carrying out his duties or work. Performance is said to be good and satisfying if the objectives are achieved in accordance with predetermined standards.

According to Damin (2010:19), the pedagogical experts possessed for a teacher are:



1. Establish appropriate learning objectives and be able to communicate them clearly
2. Demonstrate a positive attitude and trust in students, and continuously work to overcome obstacles that may hinder learning progress
3. Evaluate and assess students fairly and quickly
4. Encourage students to think and empower themselves to find their own creativity.
5. Promote diverse open ideas, expressions and opinions while maintaining an atmosphere of integrity, courtesy and respect
6. Guide successful students learning through exploration of the problem-solving process creatively and critically, as well as and help students associate the ideas and information they need for the information they need to develop their own understanding
7. Promote student discoveries
8. Make teaching and learning a scientific activity

The teacher education curriculum workshop activities organized by the Teacher Education Development Project (P3G), have formulated a number of basic skills of professional teachers as indicators of teacher professionalism as follows:

1. Mastering materials, namely mastering materials in the field of study.

2. Managing teaching and learning programs, namely formulating instructional goals.
3. Managing the class, namely arranging the classroom layout.
4. Using media, namely selecting and using media.
5. Mastering educational foundations.
6. Planning a teaching program.
7. Manage teaching and learning interactions.
8. Master the various methods.
9. Assess students' achievement abilities.
10. Get to know the functions and programs of guidance services in schools.
11. Get to know school administration.

Based on the above quotation, the writer can understand that, being a teacher must have abilities such as mastering the material or teaching materials, because if the teacher does not master the teaching materials, teaching and learning activities will not find success, so that teachers and students feel uncomfortable with teaching and learning activities. The teacher as a professional in this case, to make research easier, the researchers simplified again into three categories of professional teachers with details as indicators, namely:

1. Mastering Teaching Materials, the hallmark of school services (teachers) in educating their students is helping students develop

their minds (fields of science). Teachers should master compulsory teaching materials, enrichment teaching materials and supporting teaching materials properly for their teaching purposes. In this case the teacher can convey and explain material well and can answer questions from students.

2. **Managing the Learning Process**, teachers are expected to be able to functionally master the teaching system approach, teaching methods and techniques, master in depth and structured teaching materials, and be able to design the use of teaching facilities. In this case the teacher is expected to be able to make or use aids or media in learning, and be able to provide motivation to students.
3. **Assessing Student Achievement Ability**, everyone who carries out an activity will always want to know the results of the activity he is doing. Also, people who carry out these activities want to know the good or bad things they do through assessment. As well as teachers and students are people who are involved in the learning activities carried out.

#### **D. The Nature of Students' Interest**

##### **1. The Definition of Interest**

Interest is a feeling of preference and feeling of interest in a thing or activity without being told. Interest is basically the acceptance of a relationship between oneself and something outside oneself. The stronger

or closer the relationship, the greater the interest. Developing an interest in something is basically helping students see how the relationship between the material they are expected to study with themselves as individuals.

According to Slameto (2010) states interest is persisting tendency to pay attention to and enjoy some activity and content. It means that, interest is a tendency to pay attention and remember some activity. Students who have an interest will pay attention and feel enjoy to something and get satisfaction from that. Interest will rise if get a stimulus from the outside and feel pleasure trough something. This feel arising from the environment or from the object of interest. It can be seen, if a teacher want to success in doing teaching and learning activities should be able to provide stimulus to the students, so that they are interested in participating in the learning process.

Moreover, Mangal (2007) mentioned interest is the central force that drives the whole machinery of the teaching learning process. It means, with have an interest students will more focus and easy to understands the material that given by the teacher. Big interest will give influence on students' activity, because the students' interest will be doing something that interested for them, in this case is an interest in learning. in addition, interest helps in overcoming unusual or early arrival or frequent repetition of plateaus in learning. they also give enough strength to an individual to resist fatigue and avoid failure.

From the explanation above, the researcher can conclude that interest are closely related with attention,. Interest is something that shown by the

students to participate and learn well. It means that, if the teacher want to success in doing teaching and learning process, should give the stimulus to the students in order to their interest in following the teaching and learning process.

## **2. The Factors affecting Learning Interest**

According to Taufani, there are three factors that underlie the emergence of interest, namely:

- a. The drive factor in, namely the encouragement of the individual himself, so that there is an interest in carrying out an activity or action certain to fulfill it. For example, the urge to learn and generate interest in learning.
- b. Social motivational factors, namely factors for carrying out an activity in order to be accepted and recognized by the environment. This interest is a kind of compromise between the individual and the environment social. For example, interest in studies because you want to get appreciation from his parents.
- c. Emotional factors, namely interest are closely related to emotions because emotional factors always accompany someone in dealing with the object of their interest. A person's success in an activity is caused because the activity creates feelings of liking or satisfaction, while failure will cause feelings of displeasure and reduce one's interest in activities that are concerned.

Based on the explanation above, the factors that influence student interest in learning are from the learning process itself, the learning process must be able to encourage students, because the factors of student interest, motivation, and emotional influence on student interest in learning.

### **3. The Efforts to Increase Student Interest in Learning**

According to Aritonang, the factors that make students interested in learning are 1 teacher teaching method, 2 teacher characters, 3 calm and comfortable class atmosphere, and 4 learning facilities used. To arouse student interest in learning, the efforts that must be made by the teacher are:

- a. The teacher teaching method factor, namely the role that must be had in terms of how to teach teachers, namely the teacher as a demonstrator and the teacher as an evaluator. The steps to arouse student interest in learning according to this role are:
  - 1) Attracting students 'attention, students' attention arises because it is encouraged by curiosity. Curiosity can be stimulated through new things.
  - 2) Make clear goals,
  - 3) Ending the lesson with an impression, so that the subject matter has been conveyed will be remembered constantly and students will learn it, the teacher must end the lesson with a memorable.

- b. Teacher character factors, namely teacher character that can arouse student interest in learning, namely patience, having 3 S (smile, greeting, courtesy), respect for student shortages, fair, kind, disciplined, not frightening or threatening students, and having enthusiasm.
- c. The comfortable and calm class atmosphere factor, namely a quiet and comfortable classroom environment, greatly stimulates students to carry out activities that can support the teaching and learning process. Therefore, the teacher must manage the class well.
- d. The learning facility factor, namely effective learning, must begin with direct experience and lead to more abstract experiences. Learning will be more effective if it is assisted by teaching aids than students learning without being assisted by teaching aids. Learning facilities, for example, use cassettes, television, blackboards, OHP, and projectors.

Based on the above opinion, efforts to increase student interest in learning are centered on a teacher. The teacher must be able to make students interested in learning using attractive teaching methods, the character of the teacher must also be able to be patient in learning, the class atmosphere is calm and comfortable as well as being able to increase interest in learning, and the learning facilities used must support the learning process.

#### 4. Indicators of Learning Interest

According to Safari (2015), when a student has an interest in learning, he does will show several indicators, namely:

a. Feeling happy

A student who has feelings of pleasure or liking towards a subject, then these students will continue to study the knowledge they like. There is no feeling of compulsion in students to study the field.

b. Student interest

Relates to the locomotion that drives inclination feel attracted to people, objects, activities or it can be affective experiences stimulated by the activity itself.

c. Attention students

Attention is the concentration or activity of the soul towards observation and understanding, to the exclusion of anything else. Students who have an interest in a particular object, with itself will pay attention to the object.

d. Student involvement

One's attraction to an object that results in a person is happy and interested in doing or doing the activities of that object.

Based on the explanation above, an indicator that is able to foster student interest in learning is a feeling of pleasure from students with the subject or with the learning process, with students feeling happy, there is a sense of student interest in learning and also paying attention to the learning process.