



The Influence of Teacher Professionalism on Students Motivation to Learn Arabic at M.A Alkhairaat Gorontalo City

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Abstract:

This study aims to determine the relationship between Arabic language teacher professionalism and Arabic language learning motivation of class X and class XI students at Madrasah Aliyah Alkhairaat Gorontalo City. The method used in this research is non-experimental quantitative method by using questionnaire, interview, documentation and observation data collection techniques. The results of this study indicate that professional teachers can affect student learning motivation. Conversely, if the teacher is not competent, then students will be reluctant to learn because it is not balanced with learning motivation. Although teacher professionalism has a big role, without the encouragement or great desire from within students, students are not so eager to participate in learning so that the learning outcomes obtained will be less satisfying. However, student success in achieving achievement is not only determined by teacher professionalism and learning motivation alone, but there are still many internal or external factors that can affect the learning outcomes of each student.

Keywords: Teacher Professionalism, Learning Motivation

Abstrak:

Penelitian ini bertujuan untuk mengetahui hubungan Profesionalisme guru bahasa Arab terhadap motivasi belajar bahasa Arab siswa kelas X dan kelas XI di Madrasah Aliyah Alkhairaat Kota Gorontalo. Adapun metode yang digunakan dalam penelitian ini yaitu metode kuantitatif non eksperimen dengan menggunakan teknik pengumpulan data angket, wawancara, dokumentasi dan observasi. Hasil dari penelitian ini menunjukkan bahwa guru yang profesional dapat mempengaruhi motivasi belajar siswa. Sebaliknya jika guru tidak berkompeten, maka siswa akan enggan untuk belajar karena tidak diimbangi dengan adanya motivasi belajar. Walaupun Profesionalisme guru mempunyai peran yang besar, namun tanpa adanya dorongan atau keinginan yang besar dari dalam diri siswa maka siswa tidak begitu bersemangat dalam mengikuti pembelajaran sehingga hasil belajar yang diperoleh akan kurang memuaskan. Akan tetapi, keberhasilan siswa dalam meraih prestasi tidak hanya ditentukan oleh profesionalisme guru dan motivasi belajar saja, melainkan masih banyak faktor internal ataupun eksternal yang dapat mempengaruhi hasil belajar masing-masing siswa.

Kata Kunci: Profesionalisme Guru, Motivasi Belajar



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INTRODUCTION

Arabic is the oldest and most widely spoken language in the world. Since the Qur'an was revealed and the religion of Islam grew, Arabic speakers have increased until now it is spoken by more than 200,000 people. Arabic is the language of the holy book and religious guidance of Muslims around the world, so of course it is the language that has the greatest significance for billions of Muslims around the world, both Arab and non-Arab nationals.¹ Therefore, learning Arabic is very important. Arabic language learning is widely practiced in Islamic educational institutions, both formal and non-formal, from the lowest level to the highest level.

The word professional comes from an adjective meaning livelihood and as a noun meaning a person who has expertise such as teachers, doctors, judges and so on. In other words, professional work is work that can only be done by those who are specially prepared for it and not work done by those who because they cannot get other jobs (M. Yusuf Ahmad, 2011: 75).²

Professional teachers are teachers who have special abilities and expertise in the field of teaching so that they are able to perform their duties and functions as teachers with maximum ability. Furthermore, Agus F. Tamyong said in Moh. Uzer Usman, professional teachers are people who are well educated and trained, and have rich experience in their fields (Usman, 2005: 15).³

Learning motivation is an encouragement that occurs within an individual to carry out a learning activity so that the desired goals in learning can be achieved.

The definition of learning motivation according to Sardiman (2018: 75) is "The overall driving force within students that gives rise to learning activities, which ensures the continuity of learning activities and provides direction to learning activities, so that the goals desired by the learning subject can be achieved".⁴

Low learning motivation can have a negative impact on students, low learning motivation can cause low interest in learning so that it can affect learning outcomes. Learning motivation in students is different, there are students who have high learning motivation and there are also students who have low learning motivation, this learning motivation is a driving force for students to have enthusiasm and attraction to learning.

¹ Ambo Pera Aprizal, "Urgensi Pembelajaran Bahasa Arab Dalam Pendidikan Islam," *Jurnal Pendidikan Guru* 2, no. 2 (2021): 39–56.

² Muhammad Yusuf Ahmad and Balo Siregar, "Guru Profesional Menurut Imam Al-Ghazali Dan Buya Hamka," *Al-Hikmah: Jurnal Agama dan Ilmu Pengetahuan* 12, no. 1 (2015): 21–45.

³ Ahmad and Siregar, "Guru Profesional Menurut Imam Al-Ghazali Dan Buya Hamka."

⁴ Lidia Lomu and Sri Adi Widodo, "Pengaruh Motivasi Belajar Dan Disiplin Belajar Terhadap Prestasi Belajar Matematika Siswa," *Prosiding Seminar Nasional Pendidikan Matematika Etnomatnesia* 0, no. 0 (2018): 745–751.

Meanwhile, low learning motivation can cause low student interest in learning and result in decreased learning achievement.

Therefore, teachers must be able to increase students' interest in learning, and arouse students' enthusiasm for learning which is starting to decline. Because teachers are one of the main factors that are very influential in increasing student learning motivation. Given the existence of teachers in the process of teaching and learning activities is very influential, the quality of teachers should be considered.

Madrasah Aliyah Alkhairaat Gorontalo city is a Madrasah under the auspices of the Ministry of Religion, this foundation has been established since 1930 in Palu city, and Alkhairaat Gorontalo city itself was established in 1980. Madrasah Aliyah Alkhairaat Gorontalo city is located on Sultan Botutihe street No. 14, Dembe II village, north city.

After the author conducted observations and interviews at Madrasah Aliyah Alkhairaat Gorontalo city, the problem that the author found was the lack of motivation to learn Arabic in class XI, this was caused by the lack of teacher professionalism in implementing learning strategies. The teacher's delivery method is less interesting or less clear and less creative so that it makes students bored. Of course this can make students not serious about following the subject. The author is interested in researching this because the author wants to know what is the effect of Arabic Teacher Professionalism on Class XI students' Arabic Language Learning Motivation, because if the delivery of Arabic teachers is interesting and creative then they will be interested in listening to it and vice versa if the teacher's delivery is wrong and uninteresting, then they will not be interested in listening to it.

METHODS

The approach in this study uses a quantitative research approach. Quantitative research is one type of research whose specifications are symmetrical, planned, and clearly structured from the beginning to the creation of its research design. According to Sugiyono, quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research on certain populations or samples.⁵

Quantitative research methods include survey research methods and experimental research methods. The research method used in this research is the survey method. The survey method is research conducted on large and small populations, but the data

⁵ M.A Dr. Sandu Siyoto, SKM., M. Ali Sodik, *DASAR METODOLOGI PENELITIAN*, cetakan 1. (Yogyakarta: Literasi Media Publishing, 2015).

studied is data taken from samples from these populations, to find relative events, distributions, and relationships between sociological and psychological variables.⁶

While the type of research used in this study is a type of correlation research. Correlation research deals with data collection to determine whether or not there is a relationship between two or more variables and what is the level of the relationship. If there is a relationship between two variables, this means that the values of a group on one measure can be associated with the values of another group.⁷

This type and approach of research is done because this research involves calculating numbers or quantifying data. Researchers want to know how influential the professionalism of Arabic language teachers is on the motivation of Arabic language learning of class XI MA Alkhairaat Gorontalo city.

RESULTS AND DISCUSSION

1. Descriptive Analysis

Descriptive statistics are statistics used to analyze data by describing or describing the data that has been collected as it is without intending to make conclusions that apply to the public or generalizations.

a. Descriptive analysis for class X data

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Profesionalisme guru	40	30.00	60.00	90.00	77.0500	6.83111
Motivasi belajar siswa	40	21.00	55.00	76.00	63.6250	5.17731
Valid N (listwise)	40					

Source: IBM SPSS 26 *Statistic From Windows*

Based on the descriptive test results above, we can describe the distribution of data obtained by researchers:

- 1) Teacher professionalism variable (X), from the data it can be described that the minimum value is 60, while the maximum value is 90. The average value of variable X is 77.0500 and the standard deviation is 6.83111.
- 2) Learning motivation variable (Y), from the data it can be described that the minimum value is 55, while the maximum value is 76. The average value of variable Y is 63.6250 and the standard deviation is 5.17731.

⁶ Prof. Dr. Sugiyono, *METODE PENELITIAN PENDIDIKAN*, ed. M.T Dr. Apri Nuryanto, S.Pd., S.T., Edisi ke 3. (Bandung: ALFABETA, cv., 2021).

⁷ M.A Dr. Sumanto, *Teori Dan Aplikasi Metode Penelitian*, ed. Tri Admojo (Yogyakarta: CAPS (Center of Academic publishing Service), 2014). Hlm. 197

b. Descriptive analysis for class XI data

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Profesionalisme guru	40	32.00	58.00	90.00	75.9750	7.29766
Motivasi belajar	40	26.00	68.00	94.00	80.8750	6.85074
Valid N (listwise)	40					

Source: IBM SPSS 26 *Statistic From Windows*

Based on the descriptive test results above, we can describe the distribution of class XI data obtained by researchers:

- 1) Teacher professionalism variable (X), from the data it can be described that the minimum value is 58, while the maximum value is 90. The average value of variable X is 75.9750 and the standard deviation is 7.29766.
- 2) Learning motivation variable (Y), from the data it can be described that the minimum value is 68, while the maximum value is 94. The average value of variable X is 70.8750 and the standard deviation is 6.85074.

2. Prerequisite Test

The prerequisite test consists of two parts, namely normality test and linearity test. The calculations for the normality and linearity tests are as follows:

a. Normality test

The statistical test used for the normality test on this data is shapiro-wilk because the sample is less than 50, totaling 40 per class.

The basis for making a normality test decision, namely:

- If the sig value > 0.05 means that the research data is normally distributed
- If the sig value. < 0.05 means the research data is not normally distributed

1) Normality test for class X data

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Profesioanlisme guru	.105	40	.200*	.972	40	.405
Motivasi belajar	.098	40	.200*	.962	40	.203

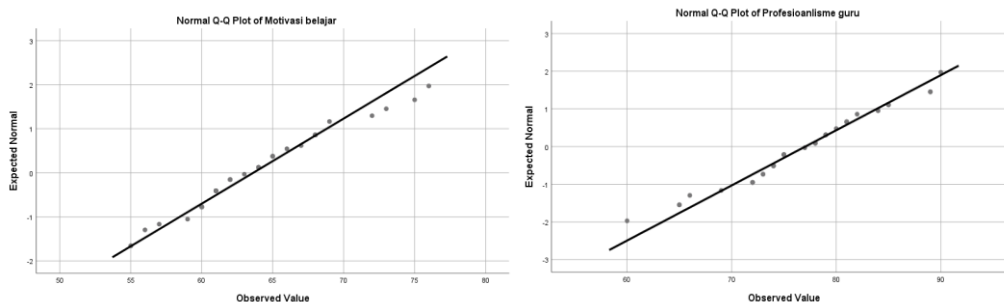
*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: IBM SPSS 26 *Statistic From Windows*

Based on the research results that have been processed using IBM SPSS 25 statistics for windows, the test of normality table above obtained a shapiro wilk significance value of 0.405. The sig number for teacher professionalism is higher than

the significance level of 0.05 with the result of $0.405 > 0.05$, while the sig number for learning motivation is 0.203 with the result of $0.203 > 0.05$. This shows that the research data for variable (X) and variable (Y) are normally distributed.



Source: IBM SPSS 26 *Statistic From Windows*

Then, normally distributed data can also be seen in the Q-Q plot standardized residual table, when the black dots spread close to the black diagonal line, the data is normally distributed.

2) Normality test for class XI data

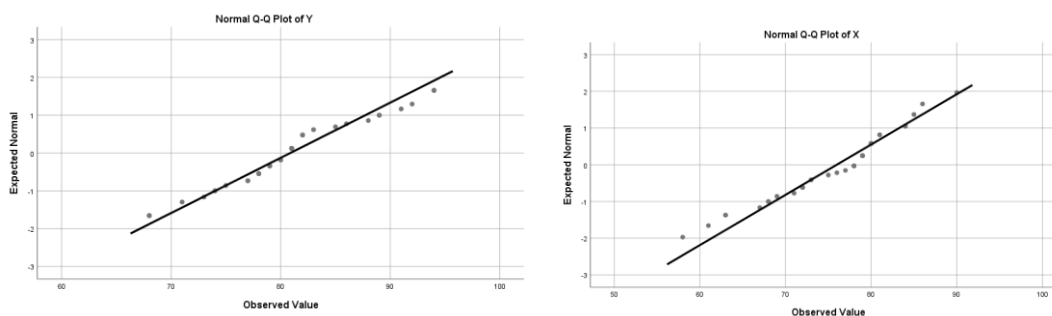
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
X	.159	40	.012	.958	40	.142
Y	.160	40	.012	.952	40	.086

a. Lilliefors Significance Correction

Source: IBM SPSS 26 *Statistic From Windows*

Based on the research results that have been processed using IBM SPSS 25 statistics for windows, the test of normality table above obtained a shapiro wilk significance value of 0.142 for the X variable. The sig number for teacher professionalism is higher than the significance level of 0.05 with the result of $0.142 > 0.05$, while the sig number for learning motivation is 0.86 with the result of $0.86 > 0.05$. This shows that the research data for variable (X) and variable (Y) are normally distributed.



Source: IBM SPSS 26 *Statistic From Windows*

Then, normally distributed data can also be seen in the Q-Q plot standardized residual table, when the black dots spread close to the black diagonal line, the data is normally distributed.

b. Linearity Test

The basis for making a linearity test decision is:

- If the sig. deviation from linearity > 0.05 means that there is a linear relationship between variable (X) and variable (Y).
- If the sig. deviation from linearity value < 0.05 means that there is no linear relationship between variable (X) and variable (Y).

1) Linearity test for class X data

ANOVA Table				Sum of Squares	Df	Mean Square	F	Sig.
Y * X	Between Groups	(Combined)		431.992	17	25.411	.911	.572
		Linearity		152.462	1	152.462	5.468	.029
		Deviation from Linearity		279.530	16	17.471	.627	.829
	Within Groups			613.383	22	27.881		
	Total			1045.375	39			

Source: IBM SPSS 26 *Statistic From Windows*

Pay attention to the Anova table above, the significance value in deviation from linearity is 0.829. So it can be seen sig. deviation from linearity $0.829 > 0.05$ so, it can be concluded that the independent variable and the dependent variable have a linear relationship.

2) Linearity test for class XI data

ANOVA Table				Sum of Squares	Df	Mean Square	F	Sig.
Y * X	Between Groups	(Combined)		1072.542	19	56.450	1.490	.192
		Linearity		35.588	1	35.588	.939	.344
		Deviation from Linearity		1036.953	18	57.609	1.520	.182
	Within Groups			757.833	20	37.892		
	Total			1830.375	39			

Sumber: IBM SPSS 26 *Statistic From Windows*

Pay attention to the Anova table above, the significance value in deviation from linearity is 0.182. So it can be seen sig. deviation from linearity $0.182 > 0.05$ so, it can be

concluded that the independent variable and the dependent variable have a linear relationship.

3. Simple Linear Regression Test

Simple linear regression test is a method to determine the effect of one variable variable (X) on variable (Y). The simple linear regression equation is an equation model that describes the relationship between one independent variable (X) and one dependent variable (Y).

The simple linear regression equation is mathematically expressed by :

$$Y = a + bX$$

Description:

Y = regression line/response variable

a = constant (intercept), intersection with the vertical axis

b = regression constant (slope)

X = independent variable/predictor

a. Simple linear regression test of class X

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	41.324	8.789		4.702	.000
	Profesionalisme guru	.289	.114	.382	2.547	.015

a. Dependent Variable: Learning motivation

Source: IBM SPSS 26 *Statistic From Windows*

From the table, the following data is obtained:

It is known that the constant value α is 41.324 while the value of b / regression coefficient is 0.289 so that the regression equation can be written:

$$Y = a + bX$$

$$Y = 41.324 + 0,289$$

The equation can be interpreted:

- The constant of 41.324 means that the consistent value of the participation variable is 41.324.
- The regression coefficient X of 0.289 states that every 1% increase in the value of teacher professionalism, the participation value increases by 0.289. The regression coefficient is positive, so it can be said that the direction of the influence of variable X on Y is positive.

b. Simple linear regression test of class XI

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	70.930	11.508		6.163	.000
	Profesionalisme guru	.131	.151	.139	.868	.391

a. Dependent Variable: Learning motivation

Source: IBM SPSS 26 *Statistic From Windows*

From the table, the following data is obtained:

It is known that the constant value α is 70,930 while the value of b / regression coefficient is 0.131 so that the regression equation can be written:

$$Y = a + bX$$

$$Y = 70.930 + 0,131X$$

The equation can be interpreted:

- The constant of 70.930 means that the consistent value of the participation variable is 70.930.
- The regression coefficient X of 0.131 states that every 1% increase in the value of teacher professionalism, the participation value increases by 0.131. The regression coefficient is negative, so it can be said that the direction of the influence of variable X on Y is negative.

1) Hypothesis Test / t-test

The t test is conducted to determine whether individually variable X affects variable Y significantly or not, and will issue the results of the hypothesis that has been proposed rejected or acceptable.

The basis for making t test decisions can refer to 2 things, namely:

First, comparing the sig. value with a probability value of 0.05

- If the sig value. < 0.05 means that variable (X) has an effect on variable (Y)
- If the sig value. > 0.05 means that variable (X) has no effect on variable (Y)

Second, comparing the t-count and t-table values.

- If $t_{\text{count}} > t_{\text{table}}$ then there is an influence of variable (X) on variable (Y)
- If $t_{\text{hitung}} < t_{\text{table}}$ then there is no effect of variable (X) on variable (Y)

a) Hypothesis testing for class X data

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	41.324	8.789		4.702	.000
	Profesionalisme guru	.289	.114	.382	2.547	.015

a. Dependent Variable: Learning motivation

Source: IBM SPSS 26 *Statistic From Windows*

From the results of the Coefficients table above, it can be seen that the sig value. $0.015 < 0.05$, it can be concluded that variable X has an effect on variable Y.

The t table value is obtained 1.685, and from the results of the table output above it is known that the value of *t count* 2.547 *t table* 1.685. It can be concluded that from the results of statistical testing with IBM SPSS statistics 26 obtained a value of *t count* 2.547 *t table* 1.685 and value *sig.* 0,015 $< 0,05$ so the hypothesis result is H_1 accepted and H_0 rejected, meaning that the teacher professionalism variable has a significant effect on the student learning motivation variable at MA Alkhairaat Gorontalo city.

b) Hypothesis testing for class XI data

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	70.930	11.508		6.163	.000
	Profesionalisme guru	.131	.151	.139	.868	.391

a. Dependent Variable: Learning motivation

Source: IBM SPSS 26 *Statistic From Windows*

From the results of the Coefficients table above, it can be seen that the sig value. $0.391 > 0.05$, it can be concluded that variable X has no effect on variable Y.

The t table value is obtained 1.685, and from the results of the table output above it is known that the t value is $0.868 < t \text{ table } 1.685$. It can be concluded that from the results of statistical testing with IBM SPSS statistics 26 obtained a value of *t count* 0,868 *t table* 1.685 and sig value. 0.391 > 0.05 so the hypothesis result is H_0 accepted and H_1 rejected, means that the teacher professionalism variable has no effect on the student learning motivation variable at MA Alkhairaat Gorontalo city.

2) Correlation coefficient and coefficient of determination (R square)

- a) The results of the correlation coefficient and the coefficient of determination of class X

Model Summary				
Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.382 ^a	.146	.123	4.847

a. Predictors: (Constant), Teacher professionalism

Source: IBM SPSS 26 *Statistic From Windows*

From the summary table above, it explains that the value of the correlation / relationship (R) is 0.382 and is in the weak category. From this output, the coefficient of determination (R Square) is 0.146, which means that the independent variable (teacher professionalism) affects the dependent variable (learning motivation) if converted to percent is 14.6%. The 86.4% is influenced by other variables that are not in this study.

- b) The results of the correlation coefficient and the coefficient of determination of class XI

Model Summary				
Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.139 ^a	.019	-.006	6.872

a. Predictors: (Constant), Teacher professionalism

Source: IBM SPSS 26 *Statistic From Windows*

From the summary table above, it explains that the correlation / relationship value is 0.139 and is included in the weak category. From this output, the coefficient of determination (R Square) is 0.019 which implies that the independent variable (teacher professionalism) has no effect on the dependent variable (learning motivation).

4. Discussion and Limitations of the Study

This research was conducted from May 28 to June 10, 2023 at MA Alkhairaat Gorontalo city. This study aims to collect data on teacher professionalism (X) and student learning motivation (Y). data was collected by distributing questionnaires to 80 respondents, namely 40 class X respondents and 40 class 10 respondents. The number of teacher professionalism statements was 20 items while student learning motivation was 24 items.

Based on descriptive analysis of teacher professionalism data and learning motivation in class X, it shows that the average value of variable Y is 63.6250 with a minimum value of 55 and a maximum of 76. And for the average value of variable X of 77.0500 with a minimum value of 60 and a maximum of 90. The descriptive analysis of

teacher professionalism data and learning motivation in class XI shows that the average value of variable Y is 70.8750 with a minimum value of 68 and a maximum of 94. While the average value of variable X is 75.9750 with a minimum value of 58 and a maximum of 90.

The results of the pre-part analysis or classical assumption test show that the significance value for the normality test of class X Professionalism data using shapiro wilk is 0.405 and for learning motivation is 0.203 This shows that the research data for variable (X) and variable (Y) are normally distributed. After the normality test is carried out, the next is the linearity test which can be proven in two ways, namely first by comparing the sig. deviation from linearity value with 0.05,. From the results of the linearity test, it can be said that the variable (X) Teacher professionalism and variable (Y) Learning motivation have a linear relationship, this is evidenced by the results of the sig. deviation from linearity value of 0.829 greater than 0.05.

As for the results of the classical assumption test analysis for class XI, it shows that the significance value for the normality test of professionalism data using Shapiro Wilk is 0.142 and for learning motivation is 0.86 This shows that the research data for variable (X) and variable (Y) are normally distributed. After the normality test is carried out, the next is the linearity test which can be proven in two ways, namely first by comparing the sig value. deviation from linearity with 0.05,. From the results of the linearity test, it can be said that the variable (X) Teacher professionalism and variable (Y) Learning motivation have a linear relationship, this is evidenced by the results of the sig. deviation from linearity value of 0.182 greater than 0.05.

After conducting normality and linearity tests, the next step is to conduct a simple linear regression analysis test which aims to determine whether or not there is a significant influence between the variable (X) imla method on the variable (Y) writing skills in class X and class XI. In this study, simple linear regression analysis used simple linear regression equation analysis, t test, correlation coefficient test and coefficient of determination/ Square.

For the analysis of the simple linear regression equation of class X, a constant value (a) of 41.324 is obtained, meaning that the consistency of the variable (Y) Teacher professionalism is 41.324, this can also be understood in a way that if the variable (X) Motivation to learn the value is zero, then the value of the consistency of the variable (Y) Teacher professionalism is 41.324. Then, the regression coefficient X (b) value is 0.289, meaning that if the influence of the variable (X) Teacher professionalism increases by one point, the variable (Y) Motivation to learn increases by 0.289. The regression coefficient is positive (the positive intended here is that the number is positive (0.289) and not a negative number (-0.289) so that it can be said that

the direction of the influence of variable (X) Teacher professionalism on variable (Y) Learning motivation is positive.

As for the analysis of the simple linear regression equation of class XI, the constant value α is 70.930, meaning that the consistent variable (Y) Teacher professionalism is 70.930, it can also be understood in a way that if the variable (X) Motivation to learn the value is zero, then the value of the variable consistency (Y) Teacher professionalism is 41.324. Then, the regression coefficient value X (b) is 0.131, meaning that if the influence of the variable (X) Teacher professionalism increases by one point. However, the regression coefficient is negative so it can be said that the direction of the influence of variable X on Y is negative.

After conducting the normality test and the linerity test, the researchers then conducted hypothesis testing and the results of hypothesis analysis on simple linear regression analysis which said that the variable (X) Teacher professionalism affects the variable (Y) learning motivation for class X data, this is evidenced by the acquisition of a significance value of 0.015 less than the probability value of 0.05, besides that it can be proven by the acquisition of a t value of 2.547 greater than the t value *t table* 1.685 which is where the *t table* value is obtained by using the formula in the excel application. This shows that the hypothesis result H_0 rejected and H_1 The hypothesis that the researchers proposed, namely "There is an effect of teacher professionalism on student learning motivation at MA Alkhairaat Islamic Boarding School in Gorontalo City" was accepted. In contrast to class X, the results of hypothesis analysis on class XI data show that variable (X) has no effect on variable (Y), this is evidenced by the acquisition of a significance value of 0.391 greater than 0.05 and a value of 0.05 *t count* 0,868 less than the t table value of 1.685 so the hypothesis result is H_0 accepted and H_1 rejected, meaning that the teacher professionalism variable has no effect on the student learning motivation variable at MA Alkhairaat Gorontalo city.

As for the analysis of the correlation coefficient and the coefficient of determination / Square is also used in this study to determine how much the relationship or correlation between variable (X) Teacher professionalism on variable (Y) Learning motivation and also to find out how much variable (X) Teacher professionalism influences variable (Y) Learning motivation.

In this class X data, a correlation or relationship value R of 0.382 has been obtained, which means that the relationship between the variable (X) and the variable (Y) is classified as having a low correlation. Then for the test of the coefficient of determination / R Square, a value of 0.146 or 14.6% is obtained when converted into percent form, meaning that teacher professionalism has an effect of 14.6% on learning motivation and is classified as having a low influence. While the remaining 86.4% is

influenced by other variables that are not in this study. And the results of the analysis of class XI data obtained a correlation or relationship value R 0.139 and a coefficient of determination R Square of 0.019 which implies that the independent variable Teacher professionalism has no effect on the dependent variable learning motivation.

5. Research Limitations

The research conducted still has many shortcomings and limitations, including the following.

- a. There are still inconsistent answers to the questionnaire according to the researcher's observations, because respondents tend to be less careful about the existing statements so that there are inconsistencies in the answers to the questionnaire, or other things such as differences in thinking, different understanding of each respondent, as well as other factors such as honesty in filling out the respondent's opinion in the questionnaire.
- b. This study only took 40 samples per class from 198 populations because researchers have limited energy, and costs.

CONCLUSION

Based on the results of data analysis that has been carried out in this study, it can be concluded that there is a positive influence between teacher professionalism on the learning motivation of class X students at Madrasah Aliyah Alkhairaat Gorontalo city, although it is classified as having a low correlation, this is evidenced by the correlation value of 0.382 and has a contribution of 14.6%. and in class XI teacher professionalism has no effect on student learning motivation, this is evidenced by the correlation value R 0.139 and the coefficient of determination R Square of 0.019 which implies that the independent variable Teacher professionalism has no effect on the dependent variable learning motivation or the hypothesis is rejected.

The results of this study indicate that professional teachers can influence student learning motivation. Conversely, if the teacher is not competent, then students will be reluctant to learn because it is not balanced with learning motivation. Although teacher professionalism has a big role, without a big push or desire from within students, students are not so eager to take part in learning so that the learning outcomes obtained will be less satisfying. However, student success in achieving achievement is not only determined by teacher professionalism and learning motivation alone, but there are still many internal or external factors that can affect the learning outcomes of each student.

The factors that make the hypothesis rejected in class XI data are that there are still inconsistent questionnaire answers according to the researcher's observations,

because respondents tend to be less careful about the existing statements so that there are inconsistencies in the questionnaire answers, or other things such as differences in thinking, different understanding of each respondent.

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