THE EFFECT OF PROFFESIONAL COMPETENCY OF CHRISTIAN EDUCATION TEACHER IN STRENGTHENING STUDENTS’ AFFECTIVE VALUE

Bangun Munthe1*, Imelda Butarbutar2, Bangun3)
1,2,3)Christian religious education Department Lecturer, Faculty of Teacher Training and Education, Universitas HKBP Nommensen, Medan, Indonesia
*)Corresponding author, e-mail: 1*)bangunmunthe1@gmail.com, 2)imelda.butarbutar@uhn.ac.id, 3)pdtbangun@uhn.ac.id

Abstract
The aim of this study is to see the effect of the professional competency of christian education teachers in strengthening the affective values of students’ in class IX of SMP Negeri 1 Pematangsiantar. The number of samples are 67 students. This research used a descriptive method. The data analysis is carried out using the Pearson product-moment correlation. The instrument of data collection is questionnaire. It is given into variable X (Influence of the Professional Competency of Christian Religious Education Teachers) and Variable Y (Students' Affective Value). To determine the extent of the effect of the professional competency of christian education teachers in strengthening students' affective values, the pearson product moment correlation statistical test is used. From the test results obtained correlation test (r) 0,692 with a test of determination 47,61% and to determine whether the correlation coefficient is significant at the real level (α) = 0,05 then the "t" test is held with the testing criteria if ttest obtained from the calculation is greater (>) than ttabel at a significant level 1 – 0,05 with dk = n – 2 then the hypothesis is accepted and in other cases rejected. From the test results obtained ttest > ttabel ( 2,56 > 1,66), then the hypothesis is accepted. This finding shows that there is significant effect between the effect of the professional competency of christian religious education teachers in strengthening students’ affective values in class ix of SMP Negeri 1 pematangsiantar.

Keywords: affective value, proffesional competency of christian education teacher, students

Abstrak
Penelitian ini bertujuan untuk melihat pengaruh kompetensi profesional guru pendidikan kristen dalam penguatan nilai afektif siswa kelas IX SMP Negeri 1 Pematangsiantar. Jumlah sampel adalah 67 siswa. Penelitian ini menggunakan metode deskriptif. Analisis data dilakukan dengan menggunakan korelasi product-moment Pearson. Instrumen pengumpulan data adalah angket. Diberikan ke dalam variabel X (Pengaruh Kompetensi Profesional Guru Pendidikan Agama Kristen) dan Variabel Y (Nilai Afektif Siswa). Untuk mengetahui sejauh mana pengaruh kompetensi profesional guru PAK dalam penguatan nilai afektif siswa, digunakan uji statistik korelasi product moment pearson. Dari hasil pengujian diperoleh uji korelasi (r) 0,692 dengan uji determinasi 47,61% dan untuk mengetahui apakah koefisien korelasi signifikan pada taraf nyata (α) = 0,05 maka dilakukan uji “t” dengan kriteria pengujian jika ttest yang diperoleh dari perhitungan lebih besar (> ) dari ttabel pada taraf signifikan 1 – 0,05 dengan dk = n – 2 maka hipotesis diterima dan dalam hal lain...
ditolak. Dari hasil pengujian diperoleh $t_{hitung} > t_{table}$ (2,56 > 1,66), maka hipotesis diterima. Temuan ini menunjukkan bahwa terdapat pengaruh yang signifikan antara kompetensi profesional guru pendidikan agama kristen dalam penguatan nilai afektif siswa kelas IX SMP Negeri 1 Pematangsiantar.

Kata kunci: nilai afektif, kompetensi profesional guru pendidikan Kristen, siswa

Katakunci: nilai afektif, kompetensi profesional guru pendidikan Kristen, siswa


Introduction

In the world of education, interaction between teachers and students is needed. With the interaction of the learning process inside and outside the classroom, it can be carried out well. The meaning of interaction here is that there is a reciprocal relationship between the two, namely the teacher and the student. Mudyahardjo (2010: 11) education is a conscious effort to prepare students through guidance, teaching and training activities for their role in the future. Educating is an adult effort to help children who take place in a relationship of authority based on compassion, which occurs in a certain social environment in their physical and spiritual development in order to reach maturity.

The teacher is a central figure in the implementation of education, because the teacher is a figure who is indispensable to spur the success of their students. No matter how well it is designed, in the end the success of the students really depends on the responsibility of the teacher in carrying out their duties. To carry out the teaching profession, it really requires a variety of adequate teacher knowledge and skills in accordance with the demands of the times. In the teaching and learning process, educators have a role in determining the quality of the teaching they carry out. Namely providing knowledge (cognitive), attitudes and values (affective), and skills (psychomotor). In other words, the main duties and roles of teachers lie in the field of teaching. Teaching is a tool to achieve educational goals. Therefore, a teacher is required to be able to cultivate the classroom, mastery of teaching methods, teaching strategies, as well as teacher attitudes and characteristics in managing an effective teaching and learning process, develop teaching materials properly, and improve student ability to listen to lessons and master educational goals they are tired.

As a professional, a teacher is known as one of the many types of jobs that require a special area of expertise in accordance with their role and task. Teachers are not only educators but also as teaching that carries moral and religious values and must have extensive knowledge in carrying out the teaching and learning process with students so that the objectives of learning can be achieved. UU no. 14 of 2005 Chapter IV article 20 (a) on teachers and lecturers states that the standard of teacher work performance in carrying out professional duties, teachers are obliged to plan learning, carry out a quality learning process and assess and evaluate learning outcomes. The main task of the teacher which is manifested in teaching and learning activities is a form of teacher performance. Soetjipto and Kosasi (2009: 2) stated that the professional role of teachers in all programs in schools is realized to achieve educational goals in the form of optimal student development. It should be noted that dealing with students is not easy for the teacher, because what is faced is not an inanimate object that the teacher
wants to shape. However, what is faced is humans whose growth and development need guidance from adults. Therefore professionalism is needed in improving the quality of student learning in accordance with the expected goals as stated in Law No. 14 of 2005 article 6 concerning teachers and lecturers is stated as follows:

The position of teachers and lecturers as professionals aims to implement the national education system and realize the goals of national education, namely the development of the potential of students to become believers in God Almighty, noble, healthy, knowledgeable, competent, creative, independent and be a democratic and responsible citizen. Teaching and learning activities are largely determined by the cooperation between teachers and students. Teachers are required to be able to present material optimally. Therefore, a teacher needs creativity and new ideas to develop ways of presenting subject matter in school. Creativity in question is the ability of a teacher to choose methods, approaches, and media that are consistent with the presentation of subject matter.

According to Roestiyah (2012: 3) a teacher must recognize the characteristics that are unique to each presentation technique, this is very necessary for mastery of each presentation technique so that he is able to know, understand and be skilled at using it in accordance with the objectives to be achieved. A teacher is required to have competence that is truly a competent teacher in his profession, to make the students he learns get success, satisfaction, in learning. In the Teaching and Learning Process (PBM) at SMP Negeri 1 Pematangsiantar there are still educators / teachers including Christian Religious Education Teachers who lack preparation in teaching including completing learning tools and relevant learning models / aids. In the implementation of the learning process the teacher is not consistent with the time and the lack of using good learning media. In this learning, the expected learning objectives are not achieved as well as what has been planned in the learning device. As a result, students pay less attention, try to accept and understand what is conveyed by the teacher and result in a lack of increase in students' affective values because they are not motivated to think about the lessons the teacher delivers.

The teacher has the meaning of a person whose job or livelihood, his profession is teaching. As a teaching job as a profession, people who carry out teaching assignments must meet the requirements of teaching professionals. Teaching is defined as transferring knowledge to students by guiding or educating. A PAK teacher is a person whose job is to teach Christian education in both public and private schools. Both those who have been appointed to become civil servants and those who are not civil servants, by fulfilling the requirements of Christian Religion teachers are as follows, which is stated by Homrighausen (2015: 166) that: "(1) have living knowledge about the subject being taught. (2) the ability to generate interest, motivation, and even delight others with this subject. (3) have a willingness to be forgotten by themselves, as long as the teaching is still embedded in the lives of their students. Christian Religious Education Teachers are teachers who are responsible for transferring their knowledge to students and shaping the attitudes and behavior of students in accordance with Christian values. Teachers who base their devotion on soul calling feel their soul closer to their students. As the duty and responsibility of teachers according to the gospel of Matthew 28: 19-20 which contains, therefore go, make disciples of all nations and baptize them in the name of the Father and the Son and the Holy Spirit and teach them to do everything that I have commanded you. And know that I am with you always to the end of the age.

Siregar (2015: 2) learning is an activity towards a better life systematically. The learning process consists of three stages, namely the information, transformation and evaluation stages. Learning is a process of changing behavior thanks to experience and practice. That is, the purpose of learning is a change in behavior, whether it is related to knowledge, skills or attitudes, even covering aspects of the organism or personal. A teacher must be able to foster personal aspects such as attitudes, values, and adjustments. Thus, in the teaching and learning process the teacher is not limited to conveying knowledge but more than that, he is
The effect of professional competency of Christian education teacher in strengthening students' affective value.

Responsible for the overall development of the student's personality. He must be able to create a teaching and learning process in such a way as to stimulate students to learn actively and dynamically in meeting needs and creating goals. Students are never separated from learning, both at school, in the family environment, and in the community. Affective abilities are needed by students in education. Affective development is one aspect that is very important in the development of students. Students are objects that are directly related to the learning process, so that affective development will determine the success of students in school. Therefore, considering the importance of affective development for students, a more detailed explanation of affective development is needed, both the understanding and the characteristic stages of the students' affective development.

Education in general seeks to develop three aspects of student personality, namely cognitive, affective, and psychomotor. These three aspects are often defined as creativity, taste, and intention. The term cognitive is also called reasoning, while affective is equivalent to character, while psychomotor is the same as physical skill. Thus it can be concluded that the personality aspects of students who are targeted are the cognitive and affective sides.

According to krathwohl, (Purwanto 2014: 51) the affective aspects of a student are: being able to accept, participate, assess, organize and internalize. With professional teaching efforts, teachers can influence student affective learning outcomes, which is more related to behavior or attitudes in thinking or intellectual aspects. A student is said to have an affective value when he has fulfilled several affective abilities. Such as acceptance, participation, assessment, organization, and characterization. The failure of a learning goal is not only influenced by how the teaching is given by the teacher. However, it is also influenced by limited abilities or poor abilities possessed by students.

Rusman (2014: 15) Ideally, teachers in Indonesia always appear professionally with the main task of educating, guiding, training, and developing the curriculum (curriculum tools), as the principle said "ing ngasar sung tulodho, ing madya mangun karso, tut wuri handayani. " This means that if a teacher in front gives a role model (example), in the middle of giving initiative and behind giving encouragement or motivation. Professional is a work activity carried out by someone who is a source of income, a life that requires expertise, proficiency or skills that require certain quality standards or norms and requires professional education. Professional teachers are teachers who are able to bring students to understand and carry out the religious values they are learning. The low appreciation of Christian religious education teachers has an impact on understanding of professionalism. Professional teachers are teachers who carry out teacher duties with high abilities. Thus, professional Christian religious education teachers are Christian religious education teachers who carry out teaching and educational tasks in the field of Christian religious education by relying on high abilities and characteristics and referring to the figure of Jesus as the Great Teacher.

Professionalism is the ability to design and do everything professionally in the field they do. Talking about Christian religious education teachers Professionalism means: the ability to work professionally in the field of Christian religious education, to design Christian religious education in an attractive way in the teaching and learning process. A professional teacher is someone who has a teaching position based on his knowledge and expertise by devoting himself fully to the job he chooses, by always trying to develop himself and the skills associated with the position of his teacher. Professional teachers are teachers who are able to bring students to understand and carry out the religious values they are learning. Professional teachers are teachers who carry out teacher duties with high abilities. Thus, professional Christian religious education teachers are Christian religious education teachers who carry out teaching and educational tasks in the field of Christian religious education by relying on high abilities and character and referring to the figure of Jesus as the Great Teacher.
Soetjipto and Kosasi (2009:43) pointed out some of the goals of professional attitudes:

a. Attitudes towards statutory regulations: In point nine of the Indonesian Teacher Code of Ethics it is stated that "Teachers carry out all government policies in the field of education (PGRI, 1973)."

b. Attitudes towards professional organizations: Teachers collectively maintain and improve the quality of the PGRI organization as a means of struggle and dedication.

c. Attitudes towards peers: In verse 7 of the Teacher's Code of Ethics, it is stated that "Teachers maintain professional relationships, family spirit, and social solidarity".

d. Attitudes towards students: In the Indonesian Teacher Code of Ethics it is clearly stated that the dedicated teacher guides students to form a whole Indonesian human being with a Pancasila spirit.

e. Attitude towards the workplace: It is common knowledge that a good atmosphere at work increases productivity.

f. Attitudes towards leaders: The attitude of a teacher towards leaders must be positive, in the sense that they must work together in the success of the agreed program, both at school and outside of school.

g. Attitudes towards work: To improve the quality of the profession individually, teachers can do it formally or informally.

H.A.R. Tilaar (cited in B.S. Sidjabat 2009:89) argued that professional teachers have characteristics, including the following:

1. Understand himself well.
2. Develop in a strong science (in the field of study it teaches).
3. Understand the interests of students and know how to develop them.
4. Developing assignments creatively.

C.O. Houle (in Suyanto dan Djihad 2013:6) stated the traits of a job called professional covering:

1. Must have a strong knowledge base
2. Must be based on individual competence
3. Has a selection and certification system
4. There is healthy or peer cooperation and competition
5. There is a high level of professional awareness
6. Have ethical principles (code of ethics)
7. Has a professional sanction system
8. There is individual militation
9. Has a professional organization

According to Rusman (2014:71), there are several classifications of teacher professional duty skills, namely:

Skills of Learning Planning
The teacher's tasks in learning planning include the ability to understand learning objectives, conduct learning analysis, recognize student behavior, identify student characteristics, formulate learning objectives, develop test items, develop subject matter, develop media and learning methods, apply resources learning, revising learning, and making a final assessment of the lesson plan. Abdul (2015: 15) planning is compiling the steps that will be implemented to achieve predetermined goals. In the context of teaching, planning can be defined as the process of preparing subject matter, using teaching media, using teaching approaches and methods, and assessing the time allocation that will be carried out at a certain time to achieve predetermined goals.

The concept of teaching planning can be seen from various points of view, namely:

1. Teaching planning as technology is a plan that encourages the use of techniques that can develop cognitive behavior and constructive theories on teaching solutions and problems.
2. Teaching planning as a system is an array of resources and procedures to drive learning.
3. Teaching planning as a discipline is a branch of knowledge that always pays attention to research results and theories about teaching strategies and their implementation of these strategies.
4. Teaching planning as a science (science) is creating in detail the specifications of the development, implementation, evaluation and maintenance of situations and learning facilities for broad and narrower units of subject matter with all levels of complexity.
5. Teaching planning as a process is a systematic development of teaching that is used specifically on the basis of learning and teaching theories to ensure the quality of learning.
6. Teaching planning as a reality is a teaching idea developed by providing a teaching relationship from time to time in a process carried out by planning by checking carefully that all activities are in accordance with the demands of science and carried out systematically.

According to Harjanto in Abdul (2012: 18-20), it is possible to carry out comprehensive planning that is logical and efficient, namely: significance, feasibility, relevance, certainty, thoroughness, adaptability, time, monitoring, and planning content. Hidayat (1990: 11) suggests that the tools that must be prepared in learning planning include:

1. Understand the curriculum
2. Mastering teaching materials
3. Develop a teaching program
4. Carry out a teaching program
5. Assessing the teaching program and the results of the teaching and learning process that has been implemented.

There are several benefits of teaching planning in the teaching and learning process, namely:

1. As an indication of the direction of activities in achieving goals.
2. As an archetype in regulating duties and authorities for all elements involved in activities.
3. As a work guideline for each element, both teacher and student elements.
4. As a measure of whether a job is effective or not.
5. For data compilation materials so that work balance occurs.
6. To save time, effort, tools and costs.

Wina Sanjaya (2008: 29) learning planning has the following characteristics:

1. Learning planning is the result of a thought process.
2. Learning planning is structured to change student behavior according to the goals to be achieved.
3. Learning planning contains a series of activities that must be carried out to achieve goals.

Implementing Learning Skills
This skill refers to the professional task of the teacher in creating a system or carrying out learning activities and closing learning. There are three main tasks or activities in carrying out learning, namely: opening learning, managing learning, and closing learning. The implementation of learning is the implementation of the learning implementation plan, the implementation of learning includes:

a. Preliminary Activities: In preliminary activities, the teacher must pay attention to the following points:
   o Prepare students psychologically and physically to follow the learning process.
Suyanto and Asep Djihad (2013: 92) in the learning process strategy learning activities need to be done to achieve goals effectively and efficiently. At least this strategy includes four aspects, namely:

1. **Identify and establish specifications and qualifications for the expected behavior change.**
2. **Choosing the right learning approach to achieve competency standards, taking into account the characteristics of students as learning subjects.**
3. **Select and determine the number of procedures, methods, and techniques of learning activities that are relevant to the learning experience needs of students.**
4. **Establishing norms or criteria for success, so that they can be used as guidelines in learning activities, especially with regard to measuring the ability to master a certain type of competency.**

In developing learning strategies, Dave Maier (1990: 103) offers a four-stage cycle pattern, namely:

1. **Preparation** (Persiapan)
2. **Presentation** (Penyampaian)
3. **Practice** (Praktek)
4. **Performance** (Penampilan Hasil)

**Learning Assessment Skills**

The task of the teacher to assess learning includes conducting assessments using assessment instruments that have been developed when planning lessons, making modifications and scoring, and providing input and follow-up on process improvements and providing remedial learning. Assessment is carried out by the teacher of learning outcomes to measure the level of achievement of students’ competencies, and is used as material for compiling reports on learning outcomes progress, and improving the learning process. Assessment is carried out consistently, systematically, and programmed using tests and non-tests in written or oral form, performance observations, attitude measurement, assessment of work in the form of assignments, projects or products, portfolios, and self-assessments. The assessment of learning outcomes uses educational assessment standards and subject group assessment guides.

Arikunto (2013: 15) said the meaning of assessment for teachers, there are:
1. With the results of the assessment obtained, the teacher will be able to find out which students can continue their studies because they have succeeded in mastering the material, as well as students who have not succeeded in mastering the material.
2. The teacher will know whether the material being taught is right for students so that in order to provide teaching in the future there is no need for changes to be made.
3. The teacher will know whether the method used is correct or not.

Purwanto (2014: 11) says that teachers have an interest in knowing the results of educational evaluations because:
1. With the evaluation the teacher can find out the effectiveness of his teaching.
2. Learning outcomes are a reflection of the teacher's work.

Suyanto and Asep Djihad (2013: 227) the assessment functions as:
1. A tool to determine whether or not instructional goals are achieved, with this function the assessment must refer to instructional goals.
2. Feedback for improvement in the teaching and learning process.

According to Chittenden (1991: 4) in Suyanto's book, assessment activities in the learning process need to be directed at four things, namely:
1. Tracing, namely activities carried out to trace whether the learning process has taken place as planned or not.
2. Checking, namely to find information whether there are deficiencies in students during the learning process.
3. Search, namely to find and find the causes of deficiencies that arise during the learning process.
4. Conclusion, which is to conclude about the level of learning achievement that students have.

There are several important principles that need to be considered by teachers in planning evaluation, namely as follows.
1. Validity. The assessment must assess what the teacher wants to know so that he gets good and correct information.
2. Educative. Assessment activities must educate students to find out their learning outcomes or changing competencies.
3. Fair (justice). All students are treated by teachers as equal, valuable as bearers of the image and image of God.
4. Open (openness). Students have the right to know what methods (procedures) are used by the teacher in assessing their learning achievement.
5. Continuity. Assessment of students should take place continuously, as long as learning activities take place (one semester or one year).
6. Whole (holistic). Assessment should include the competence of knowledge, spirituality, attitudes, social relations, and work skills of students.
7. Meaningful. Assessments that are understood by students, teachers, and parents have the benefit of knowing learning and learning.

Strengthening Student Affective Values

Wina (2008: 130) Affective domain with regard to attitudes, values and appreciation. This domain is the field of continuing education goals from the cognitive domain. This means that someone will only have a certain attitude towards an object when they have high-level cognitive abilities. With regard to the affective domain, the competencies to be achieved include the level of response, appreciation, valuation, and internalization. Learning experiences that are relevant to the various types of affective levels include: Practicing to respond or react to the values presented to them, practicing enjoying or accepting values, norms, and objects that have ethical and aesthetic values; practice judging in terms of good
and bad, fair, unfair, beautiful is not beautiful against the object of study; practice applying / practicing values, norms, ethics and aesthetics in the behavior of everyday life. Concretely, learning experiences that need to be done so that students achieve various levels of affective competence include observing and imitating examples / models / role models, visiting objects of study that can foster value growth, acting or actively participating in accordance with the demands of the values being learned and so on. Affective education can be defined as education for social-individual development, feelings, emotions and moral-ethics.

Gunarsa (2002: 64) through several ways, the process of developing a child's moral behavior to behave as society expects him to do:

a) Through direct teaching, namely through planting an understanding of what was wrong, by parents or some figures outside him.

b) Through identification, because a child identifies himself with a character or model (for example a parent), the child tends to imitate the moral behavior patterns of the character or model.

c) Through a trial-and-error process, this method occurs frequently even though it is actually less efficient than the two methods above. Children learn to develop moral behavior, by experimenting with a behavior.

Arikunto (2013: 193). The objectives of affective assessment are as follows:

a. To get feedback (feedback), both for teachers and students as a basis for improving the teaching and learning process and conducting remedial programs for their students.

b. To find out the level of change in student behavior that has been achieved, which among other things is needed as material for improving the behavior of students, providing reports to parents, and determining whether students pass or not.

c. To place students in appropriate teaching and learning situations, according to the level of achievement and abilities and characteristics of students.

d. To get to know the background of learning activities and student behavior disorders.

Ali and Evi (2016: 98) affective education is important in society for several reasons as follows:

a. Between the process of learning, behavior, human growth and development and how our thoughts and feelings are interconnected and very influential in determining decisions.

b. Goleman's research states that the brain is divided into two: emotional and rational.

Purwanto, (2014: 51) Khathwohl put forward the taxonomy of affective learning outcomes into five levels, namely acceptance, participation, assessment, organization, and internalization. Learning outcomes are arranged hierarchically starting from the lowest and simplest levels to the highest and most complex levels.

Receiving
Receiving or paying attention (attending) is the willingness to receive stimuli by paying attention to stimuli that come to him. This level is related to the willingness or willingness of students to participate in phenomena or special stimulation (activities in class, reading books and so on). Associated with teaching this level is related to accumulating, maintaining, and directing student attention. Meanwhile, the formulation to make the problem is asking, answering, mentioning, selecting, identifying, giving, following, selecting, using, and others. A person's sensitivity in receiving stimuli (stimuli) from outside that come to him in the form of problem situations, symptoms and others. Included in this level, for example, are: awareness and desire to receive a stimulus, control and select symptoms or stimuli that come from outside. Receiving or attending is often defined as the ability to pay attention to an activity or an object. At this level, students are nurtured so that they are willing to accept the values taught to them. And they want to incorporate themselves into values or identify with

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those values. Examples of receiving level affective learning outcomes, for example: students that discipline must be enforced; laziness and indiscipline must be put away.

Participating or Responding
Participation or responding is the willingness to respond by participating. At this level students not only pay attention to stimuli but also participate in activities to receive stimuli. This ability is related to student participation. At this level, students only attend to certain phenomena but also react to them in one way or another.

Learning outcomes at this level can emphasize a willingness to answer. While the formulation of the problem is answering, doing, writing, telling, helping, reporting, and so on. Contains active participation. So the ability to respond is the ability possessed by a person to involve himself actively in certain phenomena that make reactions to him in one way. This level is higher than the receiving level. Examples of learning outcomes in the realm of affective responding, for example: students grow their desire to study further or dig deeper into Christian teachings about discipline.

Valuing
Assessment or attitude determination (valuing) is the willingness to determine the choice of a value from these stimuli. Assessment is an activity process for making decisions based on information obtained from measuring learning outcomes through both test and non-test instruments. Assessment activities are divided into two, namely formative assessment and summative assessment. Formative assessment aims to determine the extent to which the educational process has gone as planned. While summative assessment is intended to determine the extent to which students have been able to move from one unit to another.

Arikunto (2013: 14) by holding the assessment, students can find out how far they have succeeded in following the lessons given by the teacher. There are two possibilities for the results that students obtain from this assessment:
1. Satisfactory: if students get satisfactory results and it is fun, of course the satisfaction will be obtained again at another time.
2. Unsatisfactory: if the student is not satisfied with the results obtained, he will try so that the next time the situation does not happen again.

Gronlund and Linn, 1990: 12 in the book Purwanto (2014: 11) say learning evaluation provides benefits for students, because:
1. By knowing the learning outcomes, students can assess whether their learning methods are effective in achieving results and improve and improve them in the future.
2. Learning outcomes inform the students' hard work in learning. High learning outcomes will satisfy and motivate him to improve for the better. Low learning outcomes will spur students to improve their learning outcomes.

Organization
Organization is the willingness to organize the values it chooses to become a steady guide in behavior. Lumbantobing (2010: 371) there are three central points in humans that motivate action and shape their personality, which are symbolized by the anatomy of the body:
- Brain, describes humans to think logically or rationally.
- Heart, describes humans as beings with feelings, souls and faith.
- Stomach, describes humans who have physical needs.

Characterization
Internalization or characterization is making the values organized to not only serve as guidelines for behavior but also to become part of the person in daily behavior. At this level,
individuals have a value system that controls their behavior for a long time to form a characteristic "pattern of life". So the behavior is persistent, consistent and predictable. Learning outcomes include a large number of activities, but greater emphasis is placed on the fact that these behaviors are characteristic or characteristic of the student. The integration of all these systems that is owned by a person, which affects the pattern of personality and behavior. Here the value internalization process has occupied the highest value in a value hierarchy. These values have been consistently embedded in his system and have influenced his emotions. This is the highest level of effectiveness, because the inner attitude of the students has really been wise. He already has an established phylosophphy of life. So at this level students already have a value system that has controlled their behavior for a long time, thus helping the characteristics of their "lifestyle" behavior to be permanent, consistent and predictable. An example of affective learning outcomes at this level is that students have a unanimity in the form of students making God's commands regarding discipline, both discipline at school, at home, and in the midst of community life.

Research Methods

According to Soerjono (1986: 5), research is a scientific activity related to analysis and construction carried out methodologically, systematically, and consistently. Draw conclusions from the discussion, that the systems and methods used to obtain information or material from scientific knowledge are called "scientific methodologies". To describe the research methodology used in solving research problems, it is necessary to briefly explain the operational definition of the empirical indicators of the independent variable (X) and the dependent variable (Y).

Types of Research Methods

The type of research method is closely related to the method used in research. The method used is descriptive research method, which is deliberately designed to analyze and interpret data and determine the relationship or influence of the independent variable (X) on the dependent variable (Y), then draw conclusions about the data collected and analyzed. Quantitative Descriptive Research Method is a method of examining the case of a group of people, a system of thought, or a class of events in the present which aims to make a systematic, factual and accurate description, description or painting of the facts, properties and relationships between phenomena. being investigated.

In line with that stated by Furchan (1982: 53), the descriptive method is describing and interpreting the current situation and is pleased with existing conditions or relationships, current practices, state of viewpoints or attitudes, processes that are ongoing, current influences or a developing trend. In line with that Winarno Surahman (1972: 32) says that the descriptive method is a research method aimed at solving problems that exist in the present as well as solving actual problems. Sri Sumarni (2012: 106) also said "Quantitative Research is a process of finding data in the form of numbers as a means of finding information about what we want to know", Quantitative research can also be in the form of relationship or correlation research, quasi-experimental research, and experimental research. So clearly it can be seen that the quantitative descriptive research method is a method of researching to obtain data on the current state.

Sample

The sample is the smallest part of the population. And sampling is not done carelessly, because the sample must be able to represent the entire population, meaning that all characteristics of the population to be studied should be reflected in the sample taken or
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called representative (Sudjana 1984: 6). The sample is part of the number and characteristics of the population (Sugiono 2009: 118). Sudjana (2005: 6) also says "the sample is the smallest part of the population". The sample must be able to represent the entire population, meaning that all characteristics of the population to be studied should be representative of the whole. Samples were taken using a certain way. The sample must be representative of the entire population. The population obtained was 229. Seeing the large number of objects of this study, then to determine the size of the sample can be used with the Cochran formula. Based on the above calculations, the number of samples is 67 students.

Types and Methods of Collecting Data

Hypothesis testing based on a model requires data collection. The data is in the form (type) quantitative. Data are descriptions of a matter, can be in the form of something that is known, or that is considered or presumed. In other words, a fact that is described by means of numbers, symbols, codes, etc.

Result and Discussion

The data analysis used in this research is statistics. Statistics in quantitative research are categorized into two parts, namely: descriptive statistics and inferential statistics. Descriptive statistics is an analysis that describes more clearly the data presented. The presentation of this data is usually done by means of tables and graphs, measures of central tendency, and measures of data variability. Inferential Statistics is explaining findings that can make a generalization about a larger population. One of the important parts of inferential statistics is hypothesis testing. The hypothesis used is: the null hypothesis (symbol H0), which is a statement that shows similarities or is not different. As opposed to it is an alternative hypothesis or working hypothesis (Symbol Ha) which shows the difference or not the same.

Analysis of data on the Effect of PAK Teacher Professional Competence on Strengthening Student Affective Values

Generally. Based on the results of data analysis obtained from the research field (SMP Negeri 1 Pematangsiantar), it shows that the results are included in the testing criteria, so it can be found that PAK Teachers have an effect on Strengthening Affective Value.

Specifically. Planning Lessons. Based on the results of data analysis that the Learning Planning shows these results are included in the assessment criteria, it can be argued that Planning Learning has a significant influence in Strengthening Student Affective Values. Implement Learning. Based on the results of data analysis that Implementing Learning shows these results are included in the assessment criteria, it can be argued that Planning Learning has a significant effect on Strengthening Student Affective Values. Assess Learning. Based on the results of data analysis that Assessing Learning shows these results are included in the assessment criteria, it can be argued that Planning Learning has a significant effect on Strengthening Student Affective Values.

Analysis of data on Student Affective Values. Based on the results of data analysis that the Student Affective Value obtained from the field shows that these results are included in the assessment criteria, it can be argued that the PAK Teacher Professional Competence affects the Strengthening of Students' Affective Values in Class IX of SMP Negeri 1 Pematangsiantar.

Research Findings
From the results of data calculations and hypotheses, it can be stated that:

After the data normality test is carried out on data X and data Y as one of the requirements for the following data analysis, it turns out that data X and data Y are normally distributed. Data normality has been tested using the Chi squared formula (X2) table with the real level = 0.05, namely: (a) For data X (the influence of Professional Competence of Christian Religious Education teachers) X2test = 9.783088 while X2table = 12, 6. It means that data X (the influence of Professional Competence of Christian Religious Education teachers) is in a normal distribution or the data X comes from a normally distributed sample. (b) For data Y (Students’ Affective Value) Y2test= -125.3325 while Y2table= 12,6, it means that the data Y (Students’ Affective Value) is in a normal distribution or data Y artinya data Y comes from normally distributed sample.

Hypothesis Testing data analysis

Correlation Coefficient
Hasil yang diperoleh dari koefisien korelasi adalah 0,29 yang berarti the influence of Professional Competence of Christian Religious Education teachers has correlation coefficient in Strengthening Students’ Affective Value, then the hypothesis is accepted

Significant Correlation Test
After the calculation, the value of ttest = 2,56 > ttable = 1,66, which means that there is a good relationship between the Christian Religious Education teachers and the Student's Affective Value.

Determination Coefficient Test
Christian Religious Education teachers have a 47.61% influence in realizing the Strengthening of Students' Affective Values. This relationship was found by the coefficient of determination r2 = 0.692.100% = 47.61% this means that the higher the integrity of variable X, the higher the effect on the Y variable.

Simple Linear Regression Forms
Obtained functional relationship between variable X and variable Y expressed in the form of a regression equation, namely Y = 1.21 + 0.49X. This means that for each additional unit of X, there will be an increase in Y of 0.49. In other words, if Christian Religious Education teachers play a better role, the higher the results will be obtained in relation to the strengthening of students' affective values.

Independent Test
After calculating, it is obtained that Ftest = 0,09 and smaller than Ftable = 0,92, which means variable Y is independent of variable X in the linear sense.

The Regression Equation for Variable X and Variable Y is a Linear Model

Based on the data obtained from the field contained in the appendix, it shows that: In variable X, the influence of Professional Competence of Christian Religious Education teachers was developed 3 (three indicators), namely:

1. Learning Planning. This means that the Learning Planning played by the Christian Religious Education teacher has a significant relationship to the Student's Affective Value, so that the hypothesis is accepted.

2. Carrying out this learning means carrying out the learning played by the Christian Religious Education teacher has a significant relationship to the students' affective values, so that the hypothesis is accepted.
3. Assessing Learning. This means assessing the learning performed by the Christian Religious Education teacher has a significant relationship to the Student's Affective Value, so that the hypothesis is accepted.

From the study carried out as a whole, it proves the acceptance of this hypothesis with different uses for the purpose of the study.

Research Limitations

Realizing the imperfection of this research, it is suggested to prospective Christian Religious Education teachers who want to follow up on this research in order to improve further research by capturing data, both the independent variable and the dependent variable in more detail so that valid data will be obtained.

Conclusions and Suggestions

Based on theoretical descriptions and data analysis and hypothesis testing, conclusions and suggestions are deemed important and in accordance with the research objectives. Generally, the results of this study emphasize the Professionalism of Christian Religious Education Teachers who have an influence on Student Affective Values. This can be seen from the calculation of the correlation coefficient, significant correlation test, determination test, simple linear regression test, independent test and regression linearity test. Specifically, the results of the research above, show that the Professional Influence of Christian Religious Education Teachers has a positive impact on strengthening Student Affective Values, with various aspects being carried out, namely: (a) Learning Planning has a positive and significant influence on the strengthening of students' affective values. (b) Carrying out learning has a positive and significant effect on strengthening student affective values. (c) Assessing Learning has a positive and significant effect on Strengthening Student Affective Values.

Based on the research results that have been suggested, it shows good results, but there is a need for follow-up in the future. As for some suggestions that will be given, there are: (a) Christian Religious Education Teachers should improve and focus on carrying out the teachings and will of God in action and in words. The verse for reflection to support the Christian Religious Education Teachers in Educating Students is Ephesians 4:11, as "educator or teacher", said that the teacher's job is to teach and discipline the minors and the ignorant. a guide for the blind, to teach others how to understand God's will: to guide them how to walk in God's will." (b) Students of SMP Negeri 1 Pematang Siantar should be able to increase their learning activity to strengthen their affective values. So that the hope of becoming the best junior high school in Pematang Siantar city can be realized. And still have the enthusiasm to achieve the achievements that will be achieved.

Realizing the imperfection of this research, it is suggested to prospective Christian Religious Education teachers who want to follow up on this research in order to improve further research by capturing data, both the independent variable and the dependent variable in more detail so that valid data will be obtained.

Reference
The Effect Of Professional Competency Of Christian Education Teacher In Strengthening Students' Affective Value

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