CHAPTER III
RESEARCH METHOD

This chapter contains the details of research method applied in this research including research design, location of the study, population and sample, research instrument, data collection technique, and data analysis technique

A. Research Design

This study employed in quantitative research. The method used to examine the impact of both gender and length of teaching experience on teachers' professionalism. In here the dependent variable is professionalism while the independent variables are gender and length of teaching.

In addition, the researcher used ex post facto research design. It is *Non Experimental* design used to investigate causal relationship when manipulation of human behavior is not possible. Hence, this method examines possible changes of an effect, phenomena, and behavior caused by one event.

B. Participant of The Study

The collection of the data is targeted to male and female junior high school teachers who joined MGMP Bahasa Inggris SMP Kota Kediri and MGMP Bahasa Inggris MTs Kota Kediri.

Table 3.1 The Population of The Study

No.	Gender	Total
1.	Male	6
2.	Female	8
	Total	14

C. Instrument

In this study, the method use to obtain the data is by using survey method by administering questionnaires. The questionnaires are written instrument to

represent respondents' characteristics with several question or statement (James Dean Brown, 2001). In this study, the researcher use two kind of questionnaires namely professionalism and length of teaching.

Professionalism questionnaire is adopted from the post graduate thesis written by Alamsyah (2020) There are five criteria for a professional teacher consist of; a) Pedagogical Competency b) Dedication c) Knowledge e)social obligation.(Alamsyah et al., 2020)

Table 3.2 The Blueprint of Professionalism

No	variable	Indicator	No item
1.	Pedagogical competency	• Metode pembelajaran	1. Saya menyusun lesson plan dan menetapkan tujuan pemebelajaran sesuai kompetensi dalam program pengajaran saya
			2. Saya menggunakan strategi pembelajaran yang berbeda sesuai dengan jenis kompetensi pembelajaranya
			3. Saya berusaha mengembangkan bahan ajar sesuai dengan tujuan pembelajaran yang akan dicapai
			4. Saya menyampaikan materi dengan hierarki pembelajaran
			5. Secara rutin saya membuat RPP (Rencana Program Pembelajaran) sebelum mengajar
			6. Saya mengajukan pertanyaan/tugas terkait

			kompetensi yang akan dicapai selama proses pembelajaran termasuk asesmen otentik
2.	Dedication	• Berperilaku tauladan	7. Dalam menjalankan tugas sebagai seorang guru saya berpegang teguh pada norma agama yang saya anut
			8. Setiap permasalahn saya selesaikan dengan pemikiran yang matang/tidak emosiaonal (arif bijaksana)
			9. Peserta didik mematuhi nasehat saya
		• Perilaku positif dan menginspirasi	10. Saya berusaha mematuhi peraturan yang berlaku baik disekolah maupun di lingkungan masyarakat
			11. Selalu menagatakan segala hal dengan jujur dan suka menolong
3.	Knowledge	• Penguasaan materi/bahan ajar	12. Saya menguasai materi pembelajaran dengan baik sehingga tingkat kebenaran dan keakuratan substansi (materi) pembelajaran yang dibahas sesuai dengan kompetensi yang diharapkan
			13. Saya memahami struktur, konsep dan metode keilmuan

		• Penjelasan konsep	yang menaungi atau koheren dengan materi ajar dengan baik
			14. Sebagai seorang guru saya memahami hubungan konsep antar mata ajar dengan kehidupan sehari-hari
			15. Saya menguasai langkah-langkah penelitian dan kajian kritis untuk menambah wawasan memperdalam pengetahuan/materi bidang studi dengan baik
		• Mengaitkan materi dengan kehidupan sehari-hari	16. Saya berusaha supaya materi pembelajaran yang dilakukan siswa memiliki manfaaat/ nilai funsional dalam kehidupan sehari-hari
			17. Dalam mengajar saya mengaitkan materi pembelajaran dengan realitas kehidupan
4	Social Obligation	• Mampu berkomunikasi dengan baik	18. Saya memiliki kemampuan berkomuniakasi dan berinteraksi secara efektif dan efisien dengan peserta didik didalam maupun diluar pembelajaran
			19. Saya berkomunikasi dengan baik dan efisien dengan rekan sesama guru

			20. Saya berkomunikasi dengan baik dan efisien dengan orangtua murid agar mengetahui perkembangan siswa dirumah
			21. Saya berkomunikasi dengan baik dan efisien dengan masyarakat sekitar
			22. saya menumbuhkan keceriaan dan antusias peserta didik didalam maupun diluar jam pembelajaran
		• Menerima kritik	23. Saya menerima kritik dengan baik karena hal tersebut dapat membantu saya menjadi seorang guru yang lebih baik
		• Bersikap toleransi	24. Saya menghargai perbedaan pendapat/pandangan dalam pergaulan sehari-hari baik disekolah atau dilingkungan masayarakat

Secondly, length of teaching questionnaire is adopted from the Thesis of Finadiaul Fitria (2015) consist of: a) Educational Background b) Length of teaching; and b) Scientific PublicationFinadiaul Fitria, "Pengaruh Tingkat Pendidikan Dan Pengalaman Mengajar Terhadap Profesionalisme Guru IPS Di MAN Tulungagung," 2015, http://etheses.uin-malang.ac.id/.

Table 3.3 The Blueprint of Length of Teaching Experience

No	Variable	Indicator	No item

1.	Education Level	• Lulusan strata 2 • Lulusan strata 1 • Lulusan Diploma IV • Lulusan strata 3	1
2.	Length of teaching Experience	• Masa kerja guru dalam mengajar • Frekuensi dalam pelatihan • Keikutsertaan dalam forum pendidikan	2-5
3	Writing Publication	• Frekuensi menerbitkan karya tulis ilmiah • Frekuensi menerbitkan nuku ber-ISSBN	6-7

Table 3. 4 Likert Scale of Professional and Length of Teaching Experience Questionnaire

Scale	Description of Frequency
1	Strongly Disagree
2	Disagree
3	Agree
4	Strongly Agree

Table 3.4 above present the Linkert-Scale of professionalism and length of experience questionnaire adopted from Rensis Linkert (1932) which consist of positive and negative statement. Positive statement in linkert scale does not need to change, while the negative one need to change or opposite in each description of the frequency.

D. Data Collection

In collecting the data, the researcher distributes professionalism and length of teaching experience questionnaires by using online platform namely *Google form.* This platform choose by the researcher because it is effective, free and virtually

unlimited number of participant can participate in the surveys. Furthermore, Google form are mobile friendly and the participants can send their responses from mobile phone browsers as well.

After the researcher set up the questionnaires and entry those questionnaires into the form, the researcher share the link into watsapp grup of MGMP guru SMP Bahasa Inggris Kota Kediri then inform the teachers to log in and fill the questionnaires. After collecting the data, the researcher tabulates the data from participants into Excel program.

E. Data Analysis

Data analysis in this research is a very important stage considering its role as a process that details the efforts of the formula for formulating themes and hypotheses. On the other hand, data analysis is also a process of discovery and systematic arrangement of data obtained by researchers. So, the data can be understood and the findings can be informative for the readers.

Based on the previous statement, in this study the researcher used quantitative method which is an analytical tool using models, such as mathematical models, statistics and econometrics. In this study, the researcher used multiple regressions to examine between the influence of gender and length of teaching experience toward junior high school teachers' professionalism. Hence, multiple regressions is appropriate to be used to examine the functional or causal relationship between the variables.Budi Susetyo, Statistika Untuk Analisis Data Penelitian: Dilengkapi Cara Perhitungan Dengan SPSS Dan MS Office Excel., IV p.100 (Bandung: Refika Aditama, 2010). To analyze the data the researcher use SPSS 25.0 for windows. The stages of statistical analysis in this process are as follows:

1. **Descriptive Analysis**

   Descriptive analysis aims to describe information obtained by researchers and then used as a basis for elaborating tendency of respondents' answers to each variable.

2. **Test Requirements Analysis**

Research that uses regression analysis requires fulfillment several basic assumptions before carrying out further testing stages. The analysis requirements test aims to find out whether anything that has been obtained meets the requirements for analysis using correlation and regression analysis techniques. Initial requirements for using regression as one of the analysis tools is that research variables must be measured at the lowest level in the form of an interval scale. In data analysis using multiple regression analysis techniques, it is done by testing assumptions related to libarity and normality by testing hypotheses regarding the influence of gender, teaching experience on teacher professionalism.

3. Classic assumption test

This classic assumption test aims to determine whether or not the conditions required for data to be analyzed are met. Based on the type of simple regression analysis, the assumption tests used are the normality test, linearity test, multicollinearity test, and heteroscedasticity test.

a. Normality test

The normality test aims to determine whether the data is normal or not which is obtained. Meanwhile, one of the methods used to find out and check normality is with a normal probability plot. Normality is fulfilled if the data or points are collected around a straight line. If the data spreads around the diagonal line and follows it, it meets the normal assumption.

Meanwhile, if it spreads far from the diagonal line then otherwise it does not meet normal assumptions. If the normality test is carried out using Shapiro-Wilk Test decision making is if the Asyimp value. Sig. (2-tailed) is bigger from the alpha value (5%), then the data comes from a population that has a distribution which is normal, on the other hand if the Asyimp value. Sig (2-tailed) is smaller than the value alpha then the data comes from an abnormal population. The normality test in this study used spss 25 for windows

b. Homogeneity Test

According to Nuryadi, Astuti, Sri Utami, & Budiantara (2017), the homogeneity test is a statistical test intended to show that two or more groups of sample data come from populations with the same variance. Various methods can be used to perform the homogeneity test, including the Harley test, Cochran test, Levene test, and Bartlett test. In this study, researcher used the Levene test as a tool to test the homogeneity. Levene test test was chosen because, in this study, the variance tested was more than two groups of data.

c. Multicollinearity Test

The Multicollinearity Test aims to test whether the regression model is found a correlation between independent variables. To testmulticollinearity using the calculated VIF (Variance Inflation Factor) formula. The formula used is

$$VIF = \frac{i}{Tolerence}$$

Multicollinearity testing criteria are calculated VIF greater than 5% then there is multicollinearity, whereas if the calculated VIF is smaller than 5% then there is no multicollinearity.

4. Hypothesis Test

a. Partial Test (t test)

The function of the t test is to see the significance of the effect individually independent of the dependent variable by assuming other variables are constant. This research uses a hypothesis alternative (Ha) which states the influence of the independent variable on dependent variable, with (Ho) indicating there is no influence of the independent variable towards the dependent variable. The t test can be done with Information:

$$T \text{ value} = \frac{-\beta i}{sbi}$$

Information:

bi = regression coefficient value

βi = regression coefficient value for the population

sbi = standard error of the regression coefficient

After analyzing the data, the next step is compare the significance with a significance level of 0.05. from the results Conclusions can be drawn whether the null hypothesis (HO) or hypothesis The alternative (Ha) is rejected or accepted. The criteria are as follows:

1. The value t-count > t-table, then the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) accepted.
2. The t-count < t-table, then the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) rejected.

5. F test (simultaneous test)

Researchers conducted an F test to determine the simultaneous relationship between independent variable (X) with dependent variable (Y). In this research using an alternative hypothesis (Ha) which stated that there is an influence independent variable to the dependent variable, with (Ho) indicating there is no influence of the independent variable on the dependent variable. The formula used is

$$F = \frac{R\,2/\,K}{(1-R2)\ (n-K-1)}.$$

Information :

R = multiple linear correlation coefficient

n = number of data

K = number of independent variables

The criteria for accepting and rejecting the hypothesis in the F test are:

1. The F-count > F-table value, then the null hypothesis (Ho) is rejected and the alternative hypothesis is rejected (Ha) accepted.

2. F-count < F-table, then the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) rejected.