

The Influence of Teacher Performance on Learning Outcome of V-Graders

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ABSTRAK

Kondisi belajar yang optimal dapat terlihat dari guru mampu mengatur anak didik dan sarana pengajaran serta mengendalikannya dalam suasana yang menyenangkan untuk mencapai tujuan pengajaran, serta hubungan interpersonal yang baik antara guru dan anak didik dan anak didik dengan anak didik, merupakan syarat keberhasilan performance guru. Berdasarkan hal tersebut tujuan penelitian ini untuk mengetahui sejauh mana pengaruh performance guru terhadap prestasi belajar siswa sekolah dasar. Populasi penelitian ini berjumlah 45 orang. Sampel penelitian ini yaitu 23 orang yang ditentukan dengan menggunakan teknik Random Sampling. Pengumpulan data dilakukan dengan menggunakan instrumen berupa test prestasi belajar. Teknik pengumpulan yang digunakan dalam penelitian ini adalah kuesioner dan dokumentasi. Teknik analisis data yang digunakan dalam penelitian ini adalah statistik deskriptif, uji normalitas, uji linieritas, uji regresi linier sederhana, dan uji koefisien determinasi. Hasil penelitian menunjukkan bahwa terdapat pengaruh performance guru terhadap prestasi belajar siswa kelas V SD N 1 Gentan yang dapat dilihat nilai t hitung lebih besar dari t tabel atau $3.902 > 2.080$ dan dari Koefisien determinasi sebesar 0.20 yang artinya variabel performance guru mampu menjelaskan variabel prestasi belajar siswa sebesar 42% sedangkan 58% dipengaruhi oleh variabel lain.

ABSTRACT

Optimal learning conditions can be seen from the ability of teachers to manage students and teaching facilities in a pleasant atmosphere to achieve teaching goals, as well as to establish good interpersonal relationships between teachers and students and students with students. Based on, this research aims to find out the influence of teacher performance on the learning outcomes of elementary school students. Population of this study amounted to 45 people. The sample of this study was 23 people who were determined using the Random Sampling technique learning achievement. Data were collected through questionnaires and documentation to be then analyzed using descriptive statistics, normality test, linearity test, simple linear regression test, and coefficient of determination test. The results showed that teacher performance had an influence on the learning outcome of V SD N 1 Gentan students based on t -calculated $>$ t -table ($3.902 > 2.080$) and the coefficient of determination of 0.20 showing that performance was able to explain the learning outcome of students by 42% while 58% was influenced by other variables.

1. INTRODUCTION

Education is a basic need possessed by humans to develop their abilities. Through education, one can advance a nation. Improving the quality of education is not an easy thing to achieve. Quality education is the hope of the whole society (Sithipon, 2012; Temple & Billing, 2010; Zafar, 2019). Therefore, quality education must be for all levels of society (Murdoch et al., 2020). Good quality education must be felt by all elements in this nation. This is important to make the education process have a useful purpose for the general public (Rashid & Yadav, 2020; Simangunsong, 2019). As an important instrument in education, teachers play an important role in achieving the goals of education.

Human resources involved in the organization will have an impact on efforts to achieve organizational goals. Every organization will try to improve the performance of human resources to achieve organizational goals (Julianto & Agnanditiya Carnarez, 2021). Performance is influenced by various factors, both internal and external factors (Astawa et al., 2016; Kim et al., 2021). For example, an

external factor affecting performance is the work environment. The work environment is something that can affect performance (Goetz & Wald, 2021; Li et al., 2020). Meanwhile, if the teacher performance is not good, such as teachers skipping class for no apparent reason during teaching hours or teachers do not prepare teaching guidelines before teaching so they will not know what to explain to students. This will have an impact on teachers and school performance will decline.

Likewise in education, teachers are one of the human resources involved in the ongoing education process. Thus, teacher performance will affect efforts to achieve educational goals. Performance can be interpreted as or work implementation and results (Bdiwi et al., 2019; Mustikawati & Qomariah, 2020; Saifullah, 2018). Teachers are one of the educational staff as a determining factor for the success of education goals. Teachers are the backbone of educational activities, especially those related to teaching and learning activities. Without the ability, competence, and role of teachers, learning activities will be disrupted and even fail (Fitria et al., 2019; Siri et al., 2020). This is certainly inseparable from teacher performance.

Performance is the level of success of a person or group in carrying out tasks in accordance with their responsibilities and authorities based on standards that have been set for a certain period to achieve organizational goals. Performance can be interpreted as work performance or work implementation or performance results (Almutairi & Shraid, 2021; Saifullah, 2018). To measure teacher performance, it is necessary to measure teacher performance. Teacher performance in schools can be seen from several aspects, including initial preparation in planning, implementation and assessment of learning, conditioning a comfortable study room so students can concentrate on the lessons given, monitoring classes, and providing additional assignments (Bipath & Nkabinde, 2018; Renata et al., 2018; Sudirman et al., 2021).

Learning outcomes of students are obtained after doing learning activities which are usually expressed in the form of numbers or other symbols. Learning outcomes are the abilities possessed by students receiving learning experiences (Fauzia, 2018; Hamid et al., 2017; Zaki et al., 2020). In general, the learning experience is divided into three domains, namely the cognitive, affective, and psychomotor domains. To achieve a satisfactory learning outcome, there are factors influencing the learning outcome. The factors influencing learning outcomes are the influence of quality education and learning, brain development and measurement, and emotional intelligence (Lee et al., 2021; Sugiyanto et al., 2019). The learning outcomes achieved by students are actually the result of the interaction between factors from within and outside the students (Maulidya & Nugraheni, 2021; Prasetyono, 2020).

The importance of good learning outcomes in a learning activity cannot be separated from the role of teachers. This is meant is teacher performance. Good teacher performance is needed to create interesting learning activities so as to increase the enthusiasm of students in learning. Moreover, good teacher performance is expected to improve the intelligence of students. If the quality of intelligence increases, it is expected that the learning outcomes will also be good. Based on observations made at SD N 1 Gentan, there are problems related to the learning outcomes of SD N 1 Gentan students. These problems can be seen when the learning activities take place where students are busy chatting with their friends, students are sleepy during the learning process, and students are lazy to ask questions even though they do not understand what the teachers are explaining. The success of students can be seen from the teacher performance to take students to the next level of education (König et al., 2020; Van Nuland et al., 2020). Based on, this research aims to find out the influence of teacher performance on the learning outcomes of elementary school students.

2. METHOD

This ex post facto study used the quantitative method on a population of V-graders at SD N 1 Gentan. The quantitative method is based on the philosophy of positivism in certain populations or samples, where data collection uses study instruments, and the analysis used is quantitative statistics with the aim of testing predetermined hypotheses (Sugiyono & Sutopo, 2017). The population in this study was the entire fifth-grade population of SD N 1 Gentan Gantiwarno, totaling 45. The sample of this study was 23 people who were determined using the Random Sampling technique learning achievement Data were collected through questionnaires and documentation. The questionnaire sheet was used to determine the influence of teacher performance on the learning outcomes of students. This study also used written documents, namely a list of Even Mid-Semester Assessment (PTS) scores of V-graders at SD N 1 Gentan, Gantiwarno, Klaten for the 2021/2022 academic year. Data were analyzed using descriptive statistics, normality test, linearity test, simple linear regression test, and coefficient of determination test.

3. RESULT AND DISCUSSION

Result

This study aims to analyse to Teacher Performance states that the measurement results of 23 students showed a minimum score of 64, maximum score of 96, mean of 80.17, and standard deviation of 10.329 whereas Learning Outcome consist of the measurement results of 23 students showed a minimum score of 76, maximum score of 90, mean of 82.22, and standard deviation of 39.91. The normality test is one part of the classical assumption test to find out whether the data has a normal distribution or not. If the significance value is > 0.05 then the data is normally distributed. If the significance value is < 0.05 then the data is not normally distributed. Results of Normality Test showed in [Table 1](#).

Table 1. Results of Normality Test

		Performance Teachers
N		23
Normal Parameters	Std. Deviation	2.99
	Absolute	0.078
Most Extreme Differences	Positive	0.078
	Negative	-0.056
Kolmogorov-Smirnov Z		0.078
Asymp. Sig. (2-tailed)		0.200

Based on the table above, the Asymp.sig value for the performance variable was 0.200 or more than 0.05. Thus, it can be concluded that the data were normally distributed. The linearity test is used to determine whether the two correlation variables between X and Y have a significant linear relationship or not. If the significance value is > 0.05 then there is a significant linear relationship between the X variable or the independent variable and the Y variable or the dependent variable. If the significance value is < 0.05 , then there is no significant linear relationship between the variable X or the independent variable and the variable Y or the dependent variable. The results of the linearity test calculation using SPSS version 26, showed in [Table 2](#).

Table 2. Results of Linearity Test

			Sum of Squares	df	Mean Square	F	Sig.
Prestasi_Belajar * Performance_Teachers	Between Groups	Combined	282.44	15	18,83	2.29	0.135
		Linearity	142.88	1	142.88	17.40	0.004
		Deviation from Linearity	139.56	14	9.96	1.21	0.416
	Within Groups		57.46	7	8.21		
	Total		339.91	22			

The table above Deviation from Linearity Sig. is $0.416 > 0.05$. Therefore, it can be concluded that there was significant linear relationship between teacher performance and learning outcome. A simple linear regression test was used to test the influence of teacher performance on the learning outcomes of students. If the significance value is < 0.05 then H_0 is rejected and H_a is accepted, but If the significance value is > 0.05 then H_0 is accepted and H_a is rejected. In addition to comparing the significance values, this study also compared t-calculated and t-table. If t-calculated $>$ t-table then there was an influence between teacher performance and learning outcomes of students but if t-calculated $<$ t-table then there was no influence between teacher performance and learning outcomes of students. The results of simple linear regression test showed in [Table 3](#).

Based on the above table, the significance value of $0.001 < 0.05$ means H_0 is rejected and H_a is accepted or there was an influence of teacher performance on learning outcomes of V-graders at SD Negeri 2 Glagah. The same conclusion can also be seen where t-calculated $>$ t-table or $3.902 > 2.080$ or there was an influence of teacher performance on learning outcomes of V-graders at SD Negeri 2 Ngandong. To find out how much the independent variable contributes to the dependent variable or the effectiveness of teacher performance on the learning outcomes of students, it can be seen from the R^2 calculation. The results of the coefficient of determination test showed in [Table 4](#).

Table 3. Results of Simple Linear Regression Test

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	62.437	5.109		12.221	0.000
	Performance_Teachers	0.247	0.063	0.648	3.902	0.001

Table 4. Results of Coefficient of Determination Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.648	0.420	0.393	3.063

Discussion

The results of hypothesis testing indicate that there was a significant relationship between teacher performance and learning outcomes. The regression equation in this study proved that the relationship between teacher performance and learning outcomes was positive meaning the higher the teacher performance, the higher the learning outcome of V-graders at SD Negeri 2 Glagah, Jatinom, Klaten, and vice versa. The lower the teacher performance, the lower the learning outcomes. This study is in accordance with the theory stating that the quality of education is assessed from the learning outcomes of students which are largely determined by the teachers, problems in the learning outcomes of students also depend on the teacher performance in teaching (Ahmad Zaki, 2020; Gumiandari, 2021; Nahdi et al., 2020).

Teacher performance can be seen and measured based on specifications or competency criteria that must be owned by each teacher (Ahmad, 2017; Leyn, 2021). Regarding teacher performance, behavior is the teacher's activities in the learning process. Teacher performance can be seen when the teacher carries out teaching and learning interactions in class, including the preparation in both the semester program and teaching preparation (Anwar & Mubin, 2020; Putri & Imaniyati, 2017; Wibawa, 2019). The teaching and learning process is more complex than when the teacher conveys the subject matter. However, in carrying out good learning, a teacher must make good preparations so that learning can be directed according to the learning objectives contained in the indicators of learning success (Edeltrudis, 2018; Sartono et al., 2020; Susanti et al., 2021). The learning process is a series of activities carried out by a teacher, starting from lesson preparation, implementation of learning to the final stage of learning, namely the implementation of evaluation and improvement for students who have not been successful at the time of evaluation (Hidayah & Aulia, 2015; Mulyono et al., 2021). It causes teacher performance to affect student learning outcomes greatly.

The concept of teacher performance is the result of work or work performance carried out by a teacher based on the ability to manage teaching and learning activities, which includes lesson planning, implementation of learning, learning evaluation and fostering interpersonal relationships with students (Ahmadiansah, 2018; Gultom, 2020; Oktriany et al., 2018). The research results also show a significant and positive relationship between teacher performance and student learning motivation (Erdiyanti, 2018; Nafiah, 2017; Sulistyono, 2019). It means that the higher the teacher's performance, the higher the learning outcomes. The lower the teacher's performance, the lower the learning outcomes. A teacher is obliged to assist students in receiving and developing the subject matter that has been delivered because the higher the quality of the teacher, the higher the student's learning motivation.

4. CONCLUSION

The data analysis results showed that the fifth-grade teacher's performance at SD Negeri 1 Gentan Gantanwarno Klaten was in the high category. The results of the power analysis also show that there is an effect of teacher performance on student learning outcomes for Class V SD. It was concluded that teacher performance can improve student learning outcomes. Good teacher performance impacts students' understanding of learning material, which can improve student learning outcomes.

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