

THE EFFECT OF TEACHER PERFORMANCE ON ACADEMIC ACHIEVEMENT OF ELEMENTARY SCHOOL

Fadlun

(MI Ma'arif NU 01 Tunjungmuli)

fadlun.yafa5@gmail.com

Erni Fatmawati

(MI Muhammadiyah 01 Merden)

owzee.ernezt@gmail.com

Abstract

This study aims to determine the effect of Teacher Performance on Academic Achievement of Elementary School Students. This research is a mix method research. The population in this study were 66 teachers and 189 students. Collecting data using a questionnaire, then analyzed using simple regression techniques and multiple regression. The results of this study that is Teacher performance has a positive influence on the Academic Achievement of Class Students, as evidenced by the value of Sig = 0.005 < = 0.050, while the value of the correlation coefficient (r²) = 0.116 or only contributes 11.6%. Teacher performance plays a role in improving student academic achievement.

Keywords: Teacher Performance, Student Academic Achievement

INTRUDUCTION

Education plays an important role for the progress of a nation. Education must always be carried out as well as possible. The efforts to achieve the expected quality of education certainly need to be supported by mutual awareness and commitment. Education stakeholders and education personnel must unite and synergize with each other in making it happen. Educational and community leaders must control and strive for quality education. Principal leadership and teacher performance play an important role for educational progress. Based on the results of research conducted by Listyasari, it is known that the principal's leadership has a positive effect on student achievement.¹

As a public elementary school, State Elementary School in the General Sudirman Group always tries its best to improve the quality of its education. The principal as a superior, tries his best and as much as possible to improve all existing qualities. Although there are always obstacles in improving the quality of education.

Based on a preliminary study (pre-survey) that the author conducted in March 2020, it is known that there are still school principals whose competence is inadequate. Including what happened in State Elementary School in the General Sudirman Group,

¹ Endah Listyasari. "Pengaruh Kepemimpinan Kepala Sekolah dan Kinerja Guru terhadap Hasil Belajar Siswa di SMA Negeri se-Kota Tasikmalaya (Dalam Mata Pelajaran Penjas Tahun 2012)." (*Jurnal Ilmiah Mahasiswa Pascasarjana Administrasi Pendidikan Universitas Galuh*. Vol. 1, no. 1, pp. 9-16, 2013).

which did not yet have maximum competence. The average principal still has weak managerial competence. This is made possible by the many administrative activities that must be carried out by the school principal.

As an educator, the teacher is obliged to work professionally. Good teacher performance will make a good learning process. The quality of teachers can be seen from the extent to which the success of the students they teach. The teacher as a leader for students in the classroom or at school must be able to bring change or have a good impact. Therefore, teachers must empower their students. Teachers must be able to serve students as well as possible. According to Mulyasa, "teachers who have high performance will try to improve their competence, both in relation to planning, implementation, and assessment, so that optimal results are obtained."²

Based on the results of the documentation at the beginning of the research (pre-research survey) in March 2020, the authors found information that in fact the teachers in State Elementary School in the General Sudirman Group did not all have good performance. This is evidenced by the fact that not all teachers there have educator certificates. The teacher's PKG value is also still not maximal. Teacher teaching planning is not well planned, and the learning process is also still conventional, so students are not active in learning, learning objectives are not achieved optimally. Teachers also have not used learning resources optimally. The quality of learning carried out by teachers is less than optimal, such as learning that is more teacher-centered, the lack of creativity and innovation of teachers in applying learning methods.

The location used in this study is a State Elementary School in General Sudirman Group, Karanggayam District, Kebumen Regency. The author chose to research in that location because until now, the elementary school has not shown an increase in the academic achievement of its students. This is certainly not possible apart from the creative intervention of the principal's leadership which greatly influences both the business or the efforts he implements so that the results obtained are "successful" as they are today. In addition, of course also supported by the performance of the teacher. The purpose of this study was to determine the effect of teacher performance on academic achievement of elementary school students.

² Enco Mulyasa. *Uji Kompetensi dan Penilaian Kinerja Guru*. (Bandung: Rosda, 2013).

METHODOLOGY

This research uses a combination research method (mix method). In this study, there is one independent variable, namely Teacher Performance (X), and one dependent variable, namely Student Academic Achievement (Y). The population in this study were all of 6th grade teachers and students of State Elementary School in the General Sudirman Group. While the samples in this study were 66 teachers and 66 students.

The research instruments are Questionnaire, Interview Guidelines, and Observation Guidelines. The research location is in State Elementary School in the General Sudirman Group, Karanggayam District, Kebumen Regency. While the time of this research, it was carried out for ± 6 months, starting from July 2020 to December 2020. The data analysis method, the author conducted a data analysis requirement test which included data normality test, data linearity test, data multicollinearity test, and autocorrelation test. After all the test requirements for data analysis are met, then proceed with testing the hypothesis using simple regression analysis and multiple regression analysis.

RESULTS AND DISCUSSION

According to Djamarah, "Achievement is the result of an activity that has been done, created, both individually and in groups".³ Achievement is the result achieved by a person when doing certain tasks or activities. According to Nurkencana, "academic achievement is the result that has been achieved or obtained by children in the form of subject values".⁴

Student academic achievement is the result of students' learning on the mastery of knowledge or skills developed through subjects, usually indicated by test scores or scores given by the teacher and successful in carrying out the tasks assigned to them. Student academic achievement is the result of student learning which is marked by the acquisition of knowledge values written in student report cards.

According to Usman & Setiawati, "factors that affect student academic achievement can be classified into two, namely internal factors and external factors".⁵ Internal factors include: health, intelligence, attention, talent, interest, motivation,

³ Sjaiful Bachri Djamarah. *Guru dan Anak Didik dalam Interaksi Edukatif*. (Jakarta: Rineka Cipta, 2005).

⁴ Nurkencana. *Evaluasi Hasil Belajar Mengajar*. (Surabaya: Usaha Nasional, 2005).

⁵ Moh. Uzer Usman & Lilis Setiawati. *Upaya Optimalisasi Kegiatan Belajar Mengajar*. (Bandung: Remaja Rosdakarya, 1993).

maturity, readiness. While external factors include: community factors, social factors, family factors, school factors, principal leadership factors, educators or teachers factors, learning media factors, and so on.

Student academic achievement is a set of cognitive abilities possessed by students after following the learning process. Student academic achievement is influenced by many factors, such as principal leadership, teacher performance, and learning media.

Academic achievement is known from the value of student learning acquisition (student knowledge value). The academic achievement of students referred to in this study is student learning achievement in the aspect of knowledge (cognitive) as measured by the report card value in the last year. The higher the student's report card score, the better the student's academic achievement.

Based on calculations using the IBM SPSS Statistics 25 program, the results of the analysis are as follows.

Table 1. Descriptive Statistics of X and Y

Variables	Mean	Std. Deviation	N
Student Academic Achievement	80.8764	3.73723	66
Teacher Performance	66.1515	8.96702	66

The table above shows that the number of respondents was 66 people. Average Student Academic Achievement is 80.8764 with a standard deviation of 3.73723. That is, if it is associated with the average level of student academic achievement of 80.8764/person, then the level of student academic achievement will range from 80.8764 to 3.73723 levels, with an average teacher performance level of 66.1515.

Table 2. Correlations of X and Y

Model	Variables	Prestasi Akademik Siswa	Kinerja Guru
Pearson Correlation	Student Academic Achievement	1.000	.341
	Teacher Performance	.341	1.000
Sig. (1-tailed)	Student Academic Achievement	.	.003
	Teacher Performance	.003	.
N	Student Academic Achievement	66	66
	Teacher Performance	66	66

From the table above, it can be seen that the relationship (correlation) between Teacher Performance and Student Academic Achievement is positive. Positive means in the same direction, meaning that the higher the teacher's performance, the higher the

student's academic achievement. The relationship (correlation) between Teacher Performance and Student Academic Achievement in the category of weak relationship strength; with an r value of 0.341.

Table 3. Variables Entered/Removed^b of X and Y

Model	Variables Entered	Variables Removed	Method
1	Teacher Performance ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: Student Academic Achievement

The table above informs that the Teacher Performance variable was successfully entered, no variables were removed.

Table 4. Model Summary^b of X and Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.341 ^a	.116	.103	3.54036	.116	8.430	1	64	.005

a. Predictors: (Constant), Teacher Performance

b. Dependent Variable: Student Academic Achievement

R (correlation) of 0.341 indicates the relationship between Teacher Performance (X) and Student Academic Achievement (Y) is positive.

R Square (correlation coefficient) of 11.6% shows the influence or contribution that X has contributed to Y.

Table 5. ANOVA^b of X and Y

Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	105.661	1	105.661	8.430 .005 ^a
	Residual	802.187	64	12.534	
	Total	907.848	65		

a. Predictors: (Constant), Teacher Performance

b. Dependent Variable: Student Academic Achievement

Comparison of calculated F and table F as well as Sig and:

Fcount = 8.430 > Ftable = 4.00, then Ho is rejected and Ha is accepted.

Sig = 0.005 < = 0.050, then Ho is rejected and Ha is accepted.

Table 6. Coefficients^a of X and Y

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	71.471	3.269		21.865	.000

Teacher Performance	.142	.049	.341	2.903	.005
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a. Dependent Variable: Student Academic Achievement

The regression equation model for estimating Student Academic Achievement (Y) is influenced by Teacher Performance (X) as follows:

If Teacher Performance (X=0), it is estimated that the level of Student Academic Achievement is 71.471. Meanwhile, if the teacher's performance increases by 1 point (X=5), then the level of teacher performance will increase by $71.471 + 0.142(5) = 72.181$.

Regression coefficient $b = 0.142$ indicates the amount of addition to the level of Student Academic Achievement for each addition of Teacher Performance answer points.

Table 7. Residuals Statistics^a of X and Y

Model	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	77.3002	82.8454	80.8764	1.27497	66
Std. Predicted Value	-2.805	1.544	.000	1.000	66
Standard Error of Predicted Value	.436	1.307	.596	.159	66
Adjusted Predicted Value	77.1016	83.0316	80.8692	1.28990	66
Residual	-6.88667	9.56896	.00000	3.51302	66
Std. Residual	-1.945	2.703	.000	.992	66
Stud. Residual	-1.979	2.761	.001	1.008	66
Deleted Residual	-7.12691	9.98861	.00720	3.62417	66
Stud. Deleted Residual	-2.026	2.919	.005	1.023	66
Mahal. Distance	.000	7.867	.985	1.268	66
Cook's Distance	.000	.167	.016	.027	66
Centered Leverage Value	.000	.121	.015	.020	66

a. Dependent Variable: Student Academic Achievement

The table above (table Residuals Statistics^a) provides a summary of the results of the “Predicted Value” (predicted value) which contains the Minimum, Maximum, Mean, Standard Deviation, and N values.

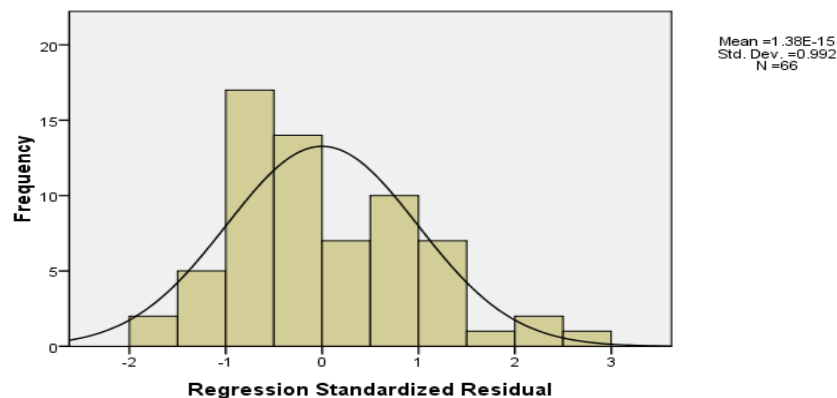


Fig 1. Grafik Histogram The Effect of X on Y

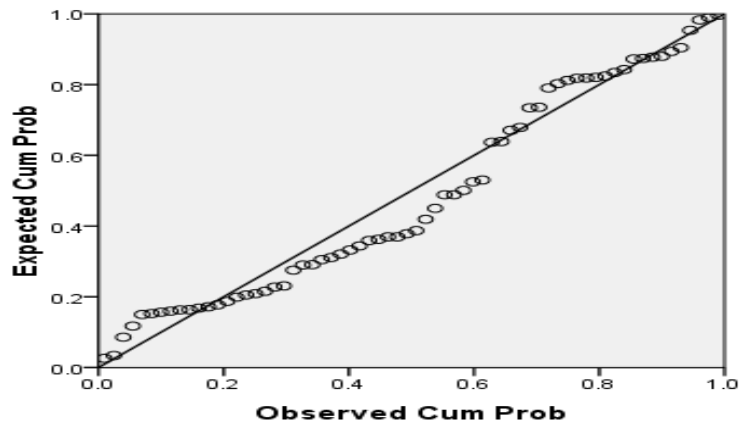


Fig 2. Normal Probability – Plot The Effect of X on Y

The results of the Normal Probability - The plot above shows the spread of the existing data on the variable (represents a regression line), because the points are located close to or around a straight line.

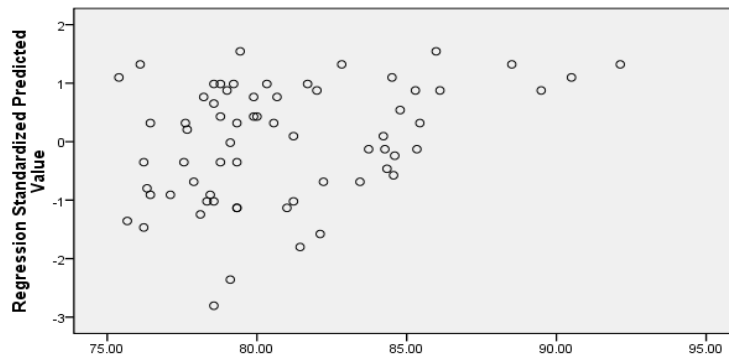


Fig 3. Scatterplot The Effect of X on Y

The results from the scatterplot above can help to determine the spread of the data, and help to predict the regression value between Teacher Performance and Student Academic Achievement.

In the Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers: "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, basic education, and secondary education". It is further stated that: "Teachers are required to have academic qualifications, competencies, educator certificates, physically and mentally healthy, and have the competence to realize national education goals".⁶

According to Supardi, "teacher performance is characterized by having and implementing these competencies, including pedagogic competence, personality competence, social competence and professional competence".⁷ The teacher's performance is proven by his

⁶ Undang-Undang Republik Indonesia No. 14 Tahun 2005 tentang Guru dan Dosen.

⁷ Supardi. *Kinerja Guru*, (Jakarta: Raja Grafindo Persada, 2014).

ability to manage learning in the classroom. According to Uno, "teachers who have good performance are able to plan, implement, and evaluate the learning process".⁸

Teacher performance is very important in bringing about positive change for students. Teachers need to constantly improve their performance in working in schools. Research conducted by Siteni states that teacher performance has a significant influence on student achievement, as evidenced by the coefficient sig 0.00 < 0.05.⁹

From these several definitions, it can be concluded that teacher performance is an impact that is produced after the teacher works to fulfill his obligations as an educator. Teacher performance shows an activity or ability of the teacher in carrying out the learning process. Teacher performance in this study was measured by the teacher's ability to plan, implement, and evaluate learning.

The teacher's performance referred to in this study is the ability of teachers to carry out their duties. In this case, teacher performance is measured by its ability to plan, implement, and evaluate learning. Indicators for Planning Learning are: (1) Develop syllabus, (2) Prepare annual and semester programs, (3) Prepare lesson plans, (4) Develop learning materials, (5) Develop media and learning resources, (6) Develop evaluation tools. Indicators of Implementing Learning are: (1) Opening learning (introduction), (2) Implementing the learning process (core activity), (3) Closing learning (closing). Indicators of Evaluating Learning are: (1) Evaluating the learning process; (2) Analyzing learning outcomes; (3) Conducting follow-up on learning outcomes.

The results of the analysis show that teacher performance has a positive correlation with student academic achievement. This is evident from the r value of 0.341. Positive means in the same direction, meaning that the higher the teacher's performance, the higher the student's academic achievement. Furthermore, based on the results of the analysis, it is known that the value of Sig = 0.005 \leq 0.050, then H_0 is rejected and H_a is accepted. Thus, the second hypothesis stated "Teacher's performance has a positive influence on the Academic Achievement of 6th grade students of State Elementary School in General Sudirman Group, Karanggayam District, Kebumen Regency" is proven to be true. The r^2 (r square or correlation coefficient) of 11.6% shows the contribution that X contributed to Y.

Thus, the findings of this study are in accordance with the results of research conducted by Lestari, which states that teacher performance has a significant influence on student

⁸ Hamzah B. Uno. *Perencanaan Pembelajaran*. (Jakarta: Bumi Aksara, 2010).

⁹ La Siteni. (2016). Pengaruh Kepemimpinan Kepala Sekolah dan Kinerja Mengajar Guru terhadap Prestasi Belajar Siswa di SMP N Se-Kecamatan Nusaniwe Kota Ambon. (*Jurnal Santiaji Pendidikan (JSP)*). vol. 6, no. 2., pp. 173-181, 2016).

achievement, as evidenced by the coefficient sig 0.00 < 0.05.¹⁰ Thus, the results of the study are also in accordance with Mulyasa's opinion, that "teachers who have high performance will try to improve their competence, both in relation to planning, implementation, and assessment, so that optimal results are obtained."¹¹

In the teaching and learning process, the teacher has the duty to encourage, guide, and provide learning facilities for students to achieve goals, so as to bring good influence to students. The Influence of Teacher Performance on Academic Achievement of 6th grade students of State Elementary School in the General Sudirman Group, Karanggayam District, Kebumen Regency, is a positive effect. Teachers have a significant influence on students' academic achievement.

The role of classroom teachers in improving students' academic achievement is that the teacher first prepares complete learning tools, such as learning implementation plans and learning media. This is important because it serves as a guide for teachers in carrying out learning. Learning media is one of the tools to support the success of learning. Furthermore, the teacher chooses and applies the right learning method, the teacher also masters the learning material well.

The role that the teacher does to improve the academic achievement of 6th grade students of State Elementary School in the General Sudirman Group, Karanggayam District, Kebumen Regency, is that the teacher plays an active role in the classroom. Teachers apply learning models and learning methods that are varied and appropriate to use. Furthermore, the teacher also tries to make the classroom atmosphere comfortable for learning.

6th grade teachers also provide solutions to improve students' academic achievement, namely by holding tutoring for students. This is because learning hours at school are very short. Through these lessons the teacher provides additional material for students so that they increasingly master the subject matter.

CONCLUSION

Teacher performance has a positive influence on the Academic Achievement of 6th grade students of State Elementary School in General Sudirman Group, Karanggayam District, Kebumen Regency, as evidenced by the value of Sig = 0.005 < = 0.050. The correlation coefficient value (r²) = 0.116 or only contributes 11.6%.

Teacher performance has an effect on the academic achievement of 6th grade students of State Elementary School in General Sudirman Group, Karanggayam District, Kebumen

¹⁰ Sri Lestari. "Pengaruh Kepemimpinan Kepala Sekolah dan Kinerja Guru terhadap Prestasi Siswa." (*Jurnal Satya Widya*, vol 32 no 2, pp. 127-132, 2016).

¹¹ Enco Mulyasa. *Uji Kompetensi dan Penilaian Kinerja Guru*. (Bandung: Rosda, 2013).

Regency. Teacher performance is indicated by his ability to work in schools. Teachers play a role in guiding and directing students in learning, disciplining learning patterns, providing motivation to learn, providing rewards and punishments, helping students with learning difficulties, providing advice, and providing good role models for students.

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