

THE EFFECT OF TEACHER PERFORMANCE ON STUDENT ACADEMIC ACHIEVEMENT AT MI AL - HIDAYAH KEBOAN NGUSIKAN JOMBANG

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ABSTRACT

In producing a student who has quality grades, of course, a good process must be needed, there is always an effort to produce graduates who have competence. In this effort, teachers as educators must have good abilities and performance. The success of the teacher in student academic achievement in educating is determined by the teacher's performance. The type of research used in writing this research is a descriptive type of research. This study uses a quantitative approach.

The results showed that 1) the teacher's performance at MI "Al - Hidayah" Keboan had sufficient criteria in performing this it was shown that the frequency distribution of the observations used to assess 12 respondents from the observations could be seen that the respondents or teachers who received the highest score on the choice of the "third" score of 47.92%, 2) Academic achievement of students at MI "Al - Hidayah" Keboan is good where from the results of the documentation of respondents or students who get an average value of semester I from class I to class VI in range of 8-9, with respondents above 10 students. 3) The effect of teacher performance on student academic achievement at MI "Al - Hidayah" Keboan In the regression correlation between variable X (teacher performance) and variable Y (student academic achievement) shows that the value of $F = 6.775$ at a significant level $= 0.016$ & therefore $F > F_{table}$ ($6.775 > 3.93$) and a significance value of $0.016 < 0.05$, then there is an effect of teacher performance on student academic achievement at MI "Al - Hidayah" Keboan.

Keywords: Teacher Performance, Student Academic Achievement

PRELIMINARY

The roles, duties, and responsibilities of teachers are very important in realizing the goals of national education, namely educating the nation's life, improving the quality of Indonesian people, which includes the quality of faith/taqwa, noble character, and mastery of science, technology, and art, as well as realizing an advanced, just, prosperous and civilized Indonesian

society. To carry out these very strategic functions, roles, and positions, professional teachers are needed. Teachers who are competent to carry out the main tasks of teachers are those who have the pedagogic, professional, personal and social competencies needed in educational practice, research, and community service.

Madrasah Ibtidaiyah AL-Hidayah School Keboan Village, Kec. Disturb the District. Jombang is a moving institution in the field of educational services with the quality of competitive educators and produce quality graduates. In producing a quality student, of course, a good process in teaching must be needed, there is always an effort to produce graduates who have competencies covering cognitive, affective and psychomotor aspects. In this effort, teachers as educators must have good abilities and performance. The success of teachers in teaching and learning activities is determined by the performance of teachers as educators. If the teacher's performance is good, the results of the teaching and learning process will show good results too, so that it has a significant impact on the quality of graduates produced in an educational institution. Teacher performance is important in achieving optimal learning objectives.

Academic achievement is a student's level of success in studying lecture material which is expressed in the form of a semester achievement index and a cumulative achievement index. From this explanation, it can be seen that students with high academic achievement have been able to understand and study lecture material, and vice versa. The high and low academic achievement of students is certainly influenced by factors. One of the factors that affect student academic achievement is external factors, namely school/university/campus factors, including, teacher teaching methods, teacher performance, curriculum, teacher and student relations, building conditions.

A. RESEARCH METHODS

a. Research Object

Location: Madrasa Ibtidaiyah Al - Hidayah Keboan Ngusikan Jombang

b. Population

The data collected is factual and empirical data to solve problems and answer research questions. So we need a data source that provides input in the form of data and information related to the academic achievement of students in the class of 2021/2022 Madrasa Ibtidaiyah AL-Hidayah Keboan Village, Kec. Disturb the District. Jombang

In this study, the population was 180.

c. Sample

A good sample, whose conclusions can be applied to the population, is a representative sample or one that can describe the characteristics of the population. In taking the sample, a sampling technique is used, the sampling technique is from the population

d. Data collection technique

The data collection technique is the most strategic step in a study, because

the main purpose of the research is to obtain data. The data collection technique used by the author in this study, the sampling technique used is as follows:

a. Interview (Interview)

Researchers used interview techniques in collecting data by asking a question to the principal of MI Al-Hidayah Jombangg School. Interview data collection techniques in this study were used as data collection that researchers wanted to conduct a preliminary study to find problems that must be investigated.

b. Observation

The observation technique is a data collection technique that has specific characteristics when compared to other techniques. In the observation technique is defined as the observation of the pattern of human behavior in certain situations to obtain information about the desired phenomenon. Observation is the process of obtaining first-hand data by observing people and places at the time of research. Researchers use observation techniques to collect data on teacher performance in carrying out teaching activities in lecture classes

c. Questionnaire

The technique used to measure nominal data on the questionnaire is to use multiple choice or multiple choices which can produce measurements in the form of a certain name or nominal that the researcher wants to know, namely by giving the letters a, b, c, and so on to represent the name or sign of the answer. which is obtained.

d. Documentation

The technique of collecting data with documents is collecting data in the form of writing, pictures, or monumental works from someone. So the documentation technique is a study of the records of past events. In this study, the documentation technique was used to collect Student Achievement Index data

B. Research Result Data Analysis

1.Presentation of Teacher Performance Data at the MI “Al – Hidayah” Keboan School

The presentation of data on teacher performance was obtained by collecting observational data by making an observation instrument on teacher performance, where the researcher assessed the respondents, namely the MI School Teacher "Al - Hidayah" Keboan. The observation sheet used is an observation guide with 4 aspects of assessment, namely pedagogic, professional, personality and social aspects. From these four aspects, 28 statements regarding teacher performance assessment were spread. Each statement has five alternative scores based on the following conditions:

- a. Alternative assessment score 1: very bad/very low/never
- b. Alternative assessment score 2: not good/low/rare
- c. Alternative assessment score 3: normal/fair/sometimes
- d. Alternative assessment score 4: good/high/often
- e. Alternative score of 5 : very good/very high/always

From the recapitulation of the observation data, it can be seen that the

distribution of the frequency of the observations used to assess the 12 respondents and their interpretations, from the observations it can be seen that the respondents or teachers who got scores on the "fifth" score choice provided were 8.66% who had the "fourth" score of 42.04%, the "third" choice is 47.92%, the "second" choice is 1.38%, the "first" choice is 0.00%.

From these data, it can be seen that more respondents got a "third" (enough) score obtained from the observations, this shows that the teacher's performance at the MI "AL - HIDAYAH" KEBOAN School is quite performing.

2. Presentation of Student Academic Achievement Data at MI “Al – Hidayah” Keboan School

Presentation of data on student academic achievement, researchers use documentation techniques in collecting data. The documentation technique is carried out by collecting data regarding the final results of student learning activities

PROCENTAGECUMULATIVE ACHIEVEMENT INDEX OF STUDENT ACADEMIC VALUE AT MI “AL – HIDAYAH” KEBOAN SCHOOL

Total Interval

		Frequency	Percent	Valid Percent
Valid	8.54-9.78	15	14.1	14.1
	8.5-9.96	15	14.1	14.1
	8.41-9.71	15	14.1	14.1
	8.46-9.95	15	14.1	14.1
	8.26- 9.95	22	20.2	20.2
	8.26-9.98	24	22.8	22.8
	Total	107	100.0	100.0

From this interpretation, it can be seen that there are more students who get average grades in the first semester of class VI in the range of 8.26-9.98, indicating that the academic achievement of students at MI "Al - Hidayah" Keboan is "Good".

3. The Influence of Teacher Performance on Students' Academic Achievement at MI "Al - Hidayah"

From the results of research on hypothesis testing, it is known that the regression coefficientX (teacher performance) with Y (student academic achievement) is positive, X (b) is 0.004, so it can be said that X1 has a positive

effect on Y. The magnitude of the relationship shows the coefficient value of 0.004 at the coefficient level = 0.016 & $0.016 < 0,05$. The regression equation is $Y = 3.206 + 0.004 X$, this shows that for every 1 unit increase in the teacher performance variable, the student's academic achievement variable will increase by 0.004.

To find out whether the effect is significant or not, then the regression significance test (F test) is carried out. The results of the regression between the X variable (teacher performance), and the Y variable (student academic achievement) show that the value of $F = 6.775$ above $F_{table} (3.93)$ at a significant level = 0.016 & $0.016 < 0.05$. Because $F_{count} > F_{table} (6.775 > 3.93)$ and the significance value is $0.016 < 0.05$. So the conclusion is variable X (teacher performance), has a significant effect on variable Y (student academic achievement).

Then to see how much the contribution of teacher performance (X) affects students' academic achievement (Y), the Determinant Coefficient formula (KP) can be used or some call it the Determination coefficient which is formulated as $KP = R^2 \times 100\%$ or $KP = R \text{ Square} \times 100\% = 0.228 \times 100\% = 22.8\%$ means that teacher performance contributes to student academic achievement by 22.8% or it can be concluded that student academic achievement is influenced by teacher performance by 22.8% while the remaining 77.2% is influenced by other factors.

C. CONCLUSIONS AND RECOMMENDATIONS

a. Conclusion

From the results of research that the author did in the field on writing a thesis entitled "The Influence of Teacher Performance on Student Academic Achievement at MI "Al - Hidayah" Keboan", the authors can conclude as follows:

1. The results showed that the teacher's performance at MI "Al - Hidayah" Keboan had sufficient criteria in performing this it was shown that the distribution of the frequency of observations used to assess 12 respondents from the observations could be seen that the respondents or teachers who scored scores in the "fifth" score option provided by 8.66% which has a "fourth" score of 42.04%, the "third" choice of 47.92%, the "second" choice of 1.38%, the "first" choice of 0.00 %
2. The results showed that the academic achievement of students at MI "Al - Hidayah" Keboan was good where from the results of the documentation of respondents or students who got the average grade of the first semester of class I in the range 8.54-9.78 namely as many as 15 respondents or 14.1%, who got the average value of the first semester of class II in the range of 8.5-9.96 as many as 15 respondents or 14.1%, who got the average value of the first semester of class III 8.41-9.71 as much as 15 or 14.1%, in the average value of the first semester of class IV ranging from 8.46 to 9.95 as many as 15 respondents or 14.1%, in the average value of the first semester of class V ranging from 8.26 - 9.95 as many as 22 respondents or 20.2%, the average value of the first semester of class VI ranges from 8.26-9.98 as many as 24 respondents or 22.8%

3. To find out how big the influence of teacher performance on student academic achievement at MI "Al - Hidayah" Keboan In the regression correlation between variable X (teacher performance) and variable Y (student academic achievement) shows that the value of $F = 6.775$ at a significant level $= 0.016$ & by because $F > F_{table}$ ($6.775 > 3.93$) and a significance value of $0.016 < 0.05$, then there is an effect of teacher performance on student academic achievement at MI "Al - Hidayah" Keboan.

b. Suggestions

With the results of research showing that there is a significant influence between teacher performance on student academic achievement at MI "Al - Hidayah" Keboan, there are several suggestions that the author needs to convey:

1. For institutional leaders, teacher performance should be improved in terms of skills and knowledge possessed for tridharma activities so that the academic achievement of students at MI "Al - Hidayah" Keboan is getting better.
2. Teachers who serve at MI "Al - Hidayah" Keboan should further improve their pedagogical, professional, social and personality competencies so that the goals of the institution can be achieved, especially in students' academic achievement.
3. Students should further increase their learning motivation while carrying out their studies at MI "Al - Hidayah" Keboan, so that students' academic achievement can be improved and able to be proud, especially for MI "Al - Hidayah" Keboan. For future researchers, this research is still far from perfect, but it can be used as a reference for similar research.

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