



Teacher Performance On Student Learning Outcomes

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Abstract

The purpose of this study was to determine the effect of teacher performance on student learning outcomes in integrated social studies subjects for class VIII at SMP Negeri 7 Telaga Biru, Gorontalo Regency. This study uses a quantitative approach, with survey research methods. The data used are primary data obtained from distributing questionnaires to Class VIII students at SMP Negeri 7 Telaga Biru, Gorontalo Regency. The number of sampling in this study amounted to 80 respondents. The data analysis technique used simple linear regression. The results showed that there was an influence of teacher performance on student learning outcomes in integrated social studies subjects for class VIII at SMP Negeri 7 Telaga Biru, Gorontalo Regency. The magnitude of the influence of teacher performance on student learning outcomes reached 48.8% while the remaining 51.2% was

Abstrak

Tujuan Penelitian ini untuk mengetahui Pengaruh Kinerja Guru Terhadap Hasil Belajar Siswa Pada Mata Pelajaran IPS Terpadu Kelas VIII di SMP Negeri 7 Telaga Biru Kabupaten Gorontalo. Penelitian ini menggunakan pendekatan kuantitatif, dengan metode penelitian Survei. Data yang digunakan adalah data primer yang diperoleh dari penyebaran kuesioner kepada Siswa Kelas VIII di SMP Negeri 7 Telaga Biru Kabupaten Gorontalo. Jumlah Penarikan Sampel dalam penelitian ini sebesar 80 responden. Teknik analisis data menggunakan regresi linear sederhana. Hasil penelitian menunjukkan bahwa terdapat Pengaruh Kinerja Guru Terhadap Hasil Belajar Siswa Pada Mata Pelajaran IPS Terpadu Kelas VIII di SMP Negeri 7 Telaga Biru Kabupaten Gorontalo. Besaran pengaruh Kinerja Guru Terhadap Hasil Belajar Siswa mencapai 48,8% sedangkan sisanya sebesar 51,2% dipengaruhi oleh variabel yang tidak diteliti.

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Introduction

Education is something that can be said as a necessity for all human beings, especially for the next generation of the nation. Because it is the generations of this nation who will continue the baton in the future. For this reason, a nation really hopes and has high hopes for teachers or other educators so that they can give birth to the nation's next generation who are able to think critically.

Education plays an important role in supporting the quality of human resources for each individual, especially as capital for the development and progress of a nation in the future. Because one form of investment in human resources lies in the level of education received. Education is one form of long-term investment that is very important for humans. Success in education can create quality and feasible human beings in society and do not trouble others (Suprihatin, 2015: 73).

A nation can be said to be successful or not, one of which can be seen from the quality of its education. For this reason, a teacher and other educators play a major role in giving birth to the next generation of the nation who are intelligent, capable of critical thinking, and who have noble character. "Education plays an important role in human life because education is something that is absolutely obtained by every individual for the progress of a nation". One of the successes of a nation can be seen from its education sector (Ilham. Imay Syahrah, 2018).

Talking about the world of education will certainly not be quiet discussed and criticized by experts / experts. Usually the problems that are often discussed in the world of education are none other than teachers, students, quality, and curriculum. In the process of learning activities, the position of the teacher in explaining learning is also very strategic. Because the teacher will determine the breadth and depth of the material. Teachers who have good performance will affect good learning outcomes also for their students, for that the teacher must always see the shortcomings that exist in him and correct these deficiencies (Sodik, Sahal & Herlina 2019).

The teacher is one of the school members who play an important role in achieving educational goals. Because the teacher is directly involved in the implementation of the teaching and learning process in the classroom at the same time as the students. The task of a teacher is to be able to create a good classroom atmosphere so that students can be calm and comfortable in receiving learning and stimulate their creativity. Seeing the great role of the teacher, efforts can be made to support the process of good and conducive learning activities, namely by providing qualified, professional teachers, and high work motivation (Manullang, 2017:1).

A teacher must be able to create a learning process in the school environment both inside and outside the classroom with interesting learning designs and strategies in order to attract the attention of students. "The teacher's task in learning is to make students learn through the creation of interesting and meaningful learning strategies and environments. Learning can be said to be successful if students can receive and master the material well" (Sulfemi & minati, 2018: 229).

Teachers are one of the elements in the field of education who play an active role and must place their share as professional educators in accordance with the wishes of a growing community. This means that the teacher is not only an educator who transfers knowledge, but also must be a mentor for students to provide direction and guide them in learning and also apply the values or norms of life.

Teachers are expected to be able to foster enthusiasm and motivation of students during

the process of teaching and learning activities. "A person can be said to have succeeded in learning if he is able to show a change in thinking abilities, skills, and attitudes" (Andriani & Rasto, 2019).

Learning outcomes are the culmination of student success towards the learning objectives that have been set. Learning outcomes can be said to be successful when students have achieved the goals of learning and can also show changes in knowledge, attitudes, and skills. "Learning outcomes can be defined as competencies and skills possessed by students after the learning period" (Molstad & Karseth 2016) in (Nurhasanah & Sobandi, 2016: 129)

Learning outcomes are knowledge received during the learning process activities, be it knowledge, behavior, attitudes or skills that are built by students in accordance with what is received and understood. Of course, one of the factors that affect student learning outcomes is the way a teacher teaches when carrying out the process of teaching and learning activities (Sulfemi & Minati, 2018: 229).

Thus, teachers become one of the spearheads in determining the quality of human resources owned by the State. Good teacher performance is needed in order to create interesting teaching and learning activities to stimulate students in developing their thinking and increase the spirit of learning when at school. Adequate teacher performance is expected to increase students' knowledge. One measure of the quality of student knowledge that is directly influenced by teacher performance is learning outcomes. Good student learning outcomes will provide an overview of skills in a subject matter.

Teacher performance is the behavior or work shown by a teacher to achieve the goals that have been set. If the performance is good, the teacher can create a quality teaching and learning process so that student learning outcomes increase. Whether or not the teacher's performance can be seen from the competence or not of the teacher, when carrying out the process of teaching and learning activities both inside and outside the classroom. The performance in question is the real work shown by a teacher. Teacher performance is all efforts made in order to develop activities in schools to be better, so that the educational goals that have been set can be achieved properly by carrying out learning activities in accordance with the targets and objectives that have been planned.

Students' skills are directly influenced by the quality of learning carried out by the teacher. For this reason, teachers are required to have good performance (Asmawati). "Teacher performance is the ability shown by the teacher in carrying out tasks during the process of teaching and learning activities take place". Performance can be said to be good when the goals achieved are in accordance with predetermined standards (Manullang, 2017:1).

"Teacher performance in learning is the most important part in supporting the creation of an effective educational process, especially in building disciplined attitudes and the quality of student learning outcomes" Husdarta in (Supardi, 2013:54). The quality of education cannot be separated from the condition of the teacher as one of the elements of education providers. When the teacher's performance is good, of course the impact is student learning outcomes that will continue to increase (Amir, Damhuri & Rostitawati, 2019:117).

Theoretical review

Understanding Learning Outcomes

Based on the understanding of learning outcomes put forward by Bloom's Taxonomy, the notion of learning outcomes is the ability possessed by students after learning, which is in the form of cognitive, affective, and psychomotor abilities. (1) Cognitive domain is knowledge (knowledge, memory), comprehension (understanding, explaining,

summarizing), (2) Effective domain is receiving, responding, (3) Psychomotor domain includes skills (Amir et al. all, 2019 : 120).

“Learning outcomes are the culmination of students' success towards the learning objectives set. Student learning outcomes can include aspects of cognitive (knowledge), affective (attitude), and psychomotor (behavior)” (Kristin, 2016: 92). "Learning outcomes can be defined as competencies and skills possessed by students after the learning period" Molstad & Karseth (2016) in (Nurhasanah & Sobandi, 2016: 129) .

Learning outcomes are knowledge received during the learning process activities, be it knowledge, behavior, attitudes or skills that are built by students according to what is accepted and understood (Sulfemi & Minati, 2018: 229).

Learning outcomes are patterns of actions, values, understandings, attitudes, appreciation, and skills (Andriani & Rasto, 2019: 81). Learning outcomes are one of the important components in the learning process, because learning outcomes are a benchmark for the success of a learning process. Through learning outcomes, we can find out the success or deficiency in the learning process at school (Kurniawan, Wiharna & Permana, 2017: 157).

Factors Affecting Learning Outcomes

There are two factors that influence a person's success in learning, namely internal factors (from within students) including: physical factors such as: health and disability, psychological factors such as: intelligence, attention, interests, talents, motives, maturity and readiness, and student activity. in society, as well as external factors which include: family factors include: the way parents educate, relations between family members, household atmosphere, family economic conditions, understanding of parents, and cultural background, school factors include: teaching methods, curriculum, relationships teachers with students, students with students and school discipline, learning tools, school time, lesson standards above the size, state of the building, learning methods, and homework, community factors include: student activities in society, mass media, friends, and forms community life (Suwardi, 2012: 2).

Factors that affect learning outcomes are internal factors and external factors. Internal factors are factors that come from within a person while external factors are factors that come from outside the individual. These two factors can be an obstacle or supporter of student learning (Kurniawan et all, 2017: 157).

Learning Outcome Indicators

Learning outcomes are one of the achievements of students after undergoing the process of teaching and learning activities in class. Student learning outcomes can include aspects of cognitive (knowledge), affective (attitude), and psychomotor (behavior)” (Kristin, 2016: 92).

a. Cognitive (Knowledge)

Cognitive aspect is the intellectual ability of students. Cognitive learning outcomes involve students in thinking processes such as remembering, understanding, applying, analyzing synthesis and evaluation.

b. Affective (Attitude)

Affective is the ability of students related to attitudes, values, feelings, enthusiasm, interests, and emotions towards something.

c. Psychomotor (Behavior)

Psychomotor is the ability of students concerning muscle movements. The levels of this aspect, namely reflex movement skills on basic perceptual abilities, abilities in the physical

field, skill movements ranging from simple skills to complex skills and abilities related to non-discursive communication such as expressive and interpretative movements.

Understanding Teacher Performance

Teacher performance is the result of work that is closely related to the implementation of duties as a professional teacher. Teacher teaching performance is the result of the teacher's work in the process of interaction with students in the classroom in providing knowledge to improve the quality of better teaching. Or the teacher's teaching performance is the teacher's effort in his teaching task in providing the knowledge material he has with the process of planning, implementing, evaluating and evaluating learning as well as the teacher's efforts so that students can accept the knowledge or material provided by the teacher, so that learning outcomes are good. Rasyifa & Sutarni, 2016: 91-92).

Teacher performance is the ability shown by the teacher in carrying out his duties or work. Performance is said to be good and satisfying if the goals achieved are in accordance with the standards that have been set (Ondi Saondi, 2009: 20) in (Manullang, 2017: 1).

Teacher performance is the result achieved by the teacher in carrying out the tasks assigned to him, in the form of evaluating, skills, then experience and sincerity as well as the use of time (Amir et all, 2019: 118). Teacher performance is the result of the teacher's work which is reflected in how to plan, implement, and assess the teaching and learning process (PBM) whose intensity is based on the work ethic, as well as the professional discipline of the teacher in the learning process.

Teacher performance in learning becomes the most important part in supporting the creation of an effective educational process, especially in building disciplined attitudes and the quality of student work. Good teacher performance can create learning effectiveness and efficiency and can form student discipline, madrasas, and teachers themselves (Supardi, 2013: 54)

Teacher performance is not only shown by the work, but the teacher's performance can also be shown by how much the required competencies are met. As stated in the Regulation of the Minister of National Education of the Republic of Indonesia number 16 of 2007 concerning standards of academic qualifications and teacher competence (Amir et all, 2019: 118).

It can be interpreted that teacher performance is essentially the willingness and ability to carry out tasks and responsibilities in terms of teaching, providing guidance, developing curriculum, developing professions and fostering interpersonal relationships (Syam, 2016: 19).

Teacher Performance Indicators

Teacher performance is the teacher's behavior in the learning process from the process of planning learning, carrying out learning activities, and assessing learning outcomes (Evaluation). To determine teacher performance, performance standards are needed to be used as a reference in conducting an assessment, namely comparing what is achieved with what is expected (Kartomo & Slameto, 2016: 220).

Method

The method used in this study is a quantitative method. This describes the effect of teacher performance on student learning outcomes in integrated social studies subjects for class VIII at SMP Negeri 7 Telaga Biru, Gorontalo Regency. Through this method, it can be seen

the problem to be studied in each variable, both teacher performance as the independent variable and student learning outcomes as the dependent variable.

Results and Discussion

Learning outcomes are defined as the abilities that students have after they have acquired learning experiences (Sudjana, 2009: 22), namely that learning outcomes are the final results or behaviors that appear after students learn including knowledge, nature, skills, and new information obtained when they finish carrying out their studies. teaching and learning activities and interacting with the learning environment. The need for dynamics in learning so that students are more active. In this case, learning must proactively position students to be independent and position the teacher as a facilitator, so that students have direct learning experiences.

According to Piet A. Suhertian (2017) One of the efforts to improve the quality of human resources is through the learning process in schools. In an effort to improve the quality of educational resources, teachers are a component of human resources that must be fostered and developed continuously. The formation of the teaching profession is carried out through pre-service education programs and in-service programs. Not all teachers who educate in educational institutions are well trained and qualified (Jacobson, 1954). The potential of teacher resources needs to continue to grow and develop in order to carry out their functions professionally. In addition, the effects of rapid change encourage teachers to continuously learn to adapt to the development of science and technology as well as the mobility of society.

The quality of the teaching and learning process is strongly influenced by the quality of teacher performance. Therefore, efforts to improve the ability of teachers in carrying out the teaching and learning process, need to continuously get the attention of the person in charge of this improvement system. , and the mechanism for obtaining various resources that are indispensable in an effort to increase the ability to plan and implement their professional improvement using the available resources (Soejopto, 2016).

In research on the effect of teacher performance on student learning outcomes, the results of the analysis of the coefficient of determination are 0.488. or 48.8% This value indicates that 48.8% of the variability of student learning outcomes can be explained by the teacher's performance variable, while the remaining 51.2% is explained by other variables not examined in this study.

Based on the results of the study, it was found that the teacher's performance had a significant positive effect on the learning outcomes of Class VIII students in the Integrated Social Studies Subject at SMP Negeri 7 Telaga Biru, Gorontalo Regency. This result is evidenced by the t-count value of 9.510 which is greater than the t-table of 1.98525 and the significance value is 0.000 or less than 0.05. These results indicate that the implementation of teacher performance on students can improve student learning outcomes for Class VIII in Integrated Social Studies Subjects at SMP Negeri 7 Telaga Biru, Gorontalo Regency. This is in line with what is expressed (Harmawati, 1993:38) giving assignments can affect learning outcomes, thus assignments can cause students to be motivated in learning, besides that students are more active in learning activities.

The results of this study can also be proven from the results of descriptive statistical analysis of variables. Where from the results of the analysis for the teacher's performance variable is in the good category. The indicator raised in this variable, namely the planning of the activity program is included in the very good category based on the responses of the students who were sampled in this study. Then the indicators of the implementation of

learning activities, and the evaluation of learning assessments were responded to by students with good categories. This shows that the use of teacher performance carried out by teachers in Class VIII students for Integrated Social Studies subjects at SMP Negeri 7 Telaga Biru, Gorontalo Regency can be said to be successful and can be accepted by students well.

Teacher performance has implications for student learning outcomes. This can be seen from the results of descriptive statistical analysis for student learning outcomes variables which are already in the good category. The indicators raised in this study, namely cognitive aspects, affective aspects, and psychomotor aspects are already in the good category, although in one of the psychomotor aspects in one of the statements the students responded quite well. However, when viewed as a whole, student learning outcomes are said to be good. Thus the teacher's performance applied by the teacher to students from the results of this study can improve student learning outcomes.

The results of this study indicate that the teacher's performance variable has a significant positive effect on student learning outcomes, which means that an increase in teacher performance can improve student learning outcomes. The coefficient of determination in this study is 48%, which means that the variability of student learning outcomes can be explained by the teacher performance variable of 48.8%.

The results of this study are in line with the research of Septi Budiyan (2020), with the title of research on the influence of teacher performance on student learning outcomes in financial accounting subjects at Vocational Schools in Cimahi City. The results showed that teacher performance had a positive effect on student learning outcomes. Based on the correlation value (r) of 0.561, the value of the coefficient of determination of 0.315%, the F test of $84.207 > 3.89$ the value of F_{table} which means that the regression means, the t-test obtained $t_{count} > t_{table}$ which is $9.176 > 1.973$ and the significance value < 0.05 is 0.000. Based on the coefficient of determination, the teacher's performance has a positive effect on learning outcomes by 31.5% while the rest is determined by other factors.

Conclusions and Suggestion

Conclusion

Based on the results of the research in the previous chapter, it can be concluded that teacher performance has a significant positive effect on student learning outcomes for Class VIII in Integrated Social Studies Subjects at SMP Negeri 7 Telaga Biru, Gorontalo Regency. These results can explain that the implementation of teacher performance can improve student learning outcomes.

Suggestion

Based on the results of the study and the conclusions above, the suggestions that can be given in this study are as follows.

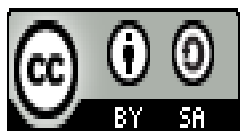
1. From the research results, the application of teacher performance can improve student learning outcomes. For this reason, a teacher during the teaching and learning process should provide good performance in order to improve student learning outcomes and can encourage students to be more active in learning activities.
2. The school, especially the principal, must hold trainings for teachers on how to teach well so that the quality of a teacher will be better, in order to improve student learning outcomes.
3. Further researchers are expected to develop this research in an experimental direction

to see the results of the implementation of teacher performance on student learning outcomes.

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