

**The Influences of Teachers' Performance and Students
Motivation towards Students' Achievement
A Servey Research at Tirta Buaran Junior High School**

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Abstract

This paper is aimed to find out empirical data and analyze the influences of teacher's performance and Learning Motivation towards student's achievement at Tirta Buaran Junior High School in Ciputat, South Tangerang. The writer used survey method and samples were taken from as many as 40 students from the third class by using a simple random technique. The data was collected by distributing questionnaires directly to the sample. Data are analyzed by using descriptive statistics such as finding the mean, median, mode, standard deviation, and inferential statistics is to look for simple and multiple correlation coefficient followed with significance test of correlation coefficient. The result of this research is expected to give beneficial information for both teachers and students as well as the school institution. As teachers, they have to have good performance and always motivate their students to work hard , and for the students they have to increase their motivation in order to get better learning achievement, for school or institution must provide more and interesting facilities to attract students's attention in learning.

Keywords: *student motivation, teachers' performance, learning e*

INTRODUCTION

Having qualified education is a dream of every nation, since it is prerequisite to develop and maintain the nation. Many efforts have been done to increase the quality of education in Indonesia, but it is not optimal yet. There are some factors causing the qualified output of education such as the quality of teacher

performance, social and economy condition, school facilities, students's motivation, environment, and many more.

Among the factors, the quality of teacher performance is considered to have significant role and is very dominant in developing the education system. A teacher has function as a motivator in teaching and learning process, he must be able to motivate students to achieve the goal of learning. It has much influence how students achieve their purpose of learning. The function of a teacher is not only teaching someone about something formally or non-formally. He also has function as a facilitator, administrator, motivator, and evaluator.

The position of teacher as a motivator of teaching-learning process has strong influence in how students achieve their purpose of learning. The function of a teacher does not only teaching someone about something formally or non-formally. He also has function as a facilitator and administrator of learning process, motivator of each student, and evaluator as well. Qualified teachers, who are able to place themselves appropriately in teaching-learning process will facilitate their students to achieve their goal. On the contrary those who are unable to conduct as qualified one will become a barrier for students to grab their achievement. It can simply be stated that improving the quality of education can't be separated from the progressing the quality of the teacher itself.

Students' motivation is also the other important factor that can determine whether the learning process will be successful or not. Motivated students will encourage themselves to study maximally and make the learning process run well. Motivation makes people really try and expend energy what they do to fulfill their needs. Motivation means moving the people to do things because they themselves want to do it.

Learning achievement is the level of students success in learning the subject matter in school that is expressed in the form of score obtained from the result of test on particular subject matter (Feng,Fen,&Yang,2013) While student achievement is the result of learning in the academic field that reflects the capability and performance of students in mastering the multidimensional subject matter that includes cognitive, affective, and psychomotor skills (Syah,2001).

The writer finds that most students especially students of Private Junior High Schools have got unsatisfied learning achievement in English subject. It can

be seen from the average of the test result whether formative or summative test. Many of the students fail to reach minimal passing grade (KKM). Teacher argues that students have no motivation to learn, meanwhile the students justify that the English is hard subjects and the teacher is boring. This real situation needs way out as soon as possible. So based on these real situation, the writer tried to find out the influence of teacher's performance and learning motivation towards the student's achievement of English.

REVIEW OF LITERATURE

This study deals with the analysis of influence of teachers' performance and students's motivation towards students' achievement. Some previous studies have been investigated by several college students and have shown the significant correlation between teachers's performance and students' motivation toward students's achievement, such as (1).The Influence of Professional Teachers on Padang Vocational School Students' Achievement by Ramli Bakar Faculty of Engineering, State University of Padang. The result showed that there was a significant relationship between professional teachers and students' achievement at the vocational school in Padang as shown by significant correlation coefficients (t-test $\frac{1}{4}$ 4,911 > t table $\frac{1}{4}$ 2.33). (2). Influence of Students' Motivation on Academic Performance Among Non-Food Science Students Taking Food Science Course , by Sukor, R., and Mohd Ayub, A.F., the result showed that there was significant correlation between students' motivation towards academic performance of the students, it could be seen from ANOVA analysis using Multiple Linear Regression model. The test statistic was significant at 0.05 level of significance (F (3,73) = 13.783, p=0.000) with the p-value smaller than 0.05, indicating the combination of predictors , and achievement goal) significantly predicted academic performance.

Teaching profession has its own characteristics compared with other professions. Although, the task of the teacher as a profession is to educate, teach and train students, but a behavior reflects professionalism. Teachers have a broader task, not just a profession but also the task of humanitarian, and civic duty. Therefore, tasks and status of teachers in terms of professionalism is greater and more respectable compared with the duties and status of teachers in terms of

profession.

Teaching and learning activities aim at bringing about positive change so that a person can become more mature. Positive changes that occur indicate a result of learning. In order to know how far the learning process is needed to be measured. The result of measurement is what is called 'learning achievement. In other words, learning achievement is something shown by a person after getting the education and specific exercises. Learning achievement or learning outcome is the results achieved by students after studying certain course which is measured in the form of evaluation and expressed in terms of numbers or words or symbols. The learning achievement is an indicator of students' knowledge in understanding subjects in school.

The role of a teacher in the education system is very crucial, as a learning agent, he or she has to master some basic competences. As mentioned on the Undang-undang Nomor 14 tahun 2005, article(1), forcefully argues that teachers are professional educators with the primary task of educating , teaching, guiding, directing, training ,assesing, and evaluating students who may be of school-age in formal education, primarily education and secondary education. Article 10 paragraph (1) states that techers are required to master the four main competencies –pedagogical, profesional, social and personal. Futhermore, Article 20(a) states that the standard of work performance in carrying out their professional duties of teachers to plan learning, implement a quality of learning process, and assess and evaluate learning outcomes. The key task of a teacher is embodied in the learning activity which is form of teacher competence.

Motivation is a state within the individual or the organisms that drive behavior toward the goal. Therefore, it has 3 (three) aspects, namely: (1) state of self-motivated in the organism, namely the readiness to move out of necessity, such as physical needs, the circumstances or because of mental states such as thinking and memory, (2) directed behaviors that occur because of circumstances, (3) goals toward which the behavior. Needs, is used to explain the lack of a staple on the body or the demands of a more learned or a combination of lack of principal on the body and demands a more studied. *Drive, motive* appears to fulfill the basic needs, such as eating, drinking. *Instincts*, sometimes used separately to give an

overview of the physical needs and to describe the complex behavior which is essentially the legacy of offspring. (Zikri Neni Iska, 2006: 39-40)

Based on the above explanation of the theory of motivation, it can be concluded that the motivation to learn is a power or driving force belongs to the students in conducting learning activities, indicators: (1) The drive to achieve, (2) The discipline of learning, (3) Readiness to face adversity, (4) Curiosity.

Motivation according to Lefton (2004:137) is identified as any internal condition with an organism that appears to produce goal-directed behavior. Similar definition is put forward by Davidoff(20014;287) who states that motivation refer to an internal state that may result from need. . Athman et al.(2004) argued that poor motivation among students adversely affects students performance. They positively indicated there is a connection between performance and motivation.

Students's Learning Achievement.

The term of *outcome* in general can be interpreted as a result or influence of a process of the effort which is done by someone. It is used to express that the effort has been done and has given satisfying result to the doer individually or collectively, such as outcome for worker, outcome for learner, out come for sport, out come for art, etc. In defining the term outcome of learner in learning or learning achievement there are four factors that should be stressed. Firstly, the outcome should be a result of learning process in a certaint period of time, secondly, the outcome should be reached based on the ability or competency of the learner himself ; thirdly, the out come should be indicated by the forward changing of behavior. And the last , the result of learning process can be transformed on score test or evaluation.

Based on the above explanation, it can be concluded that the achievement of learning English is the ability to receive either oral or written information and convey ideas orally and in writing using the rules of good English and completely covering the subject matter concerning: (1). Finding general perception of the text, (2) Finding the main idea of a paragraph, (3) Finding specific information from the text, (4) Finding written and unwritten information from the text , (5) Finding

reference or meaning of a word or a phrase , (6) Finding the purpose or moral value of the text, (7) Finding the suitable word for completing the cloze text/passage, (8) Constructing sentence, (9). Constructing paragraph.

Learning is a concept that refers to three aspects, namely learning as a process, learning as a result or product and learning as a function. Learning as a process means that a person who is studying performs the process of change of behavior. The change is occurred due to individual interactions with the environment. Learning as a result or product emphasis as the outcome or product of experience. That experience may be the attitude, knowledge or skill to a task. While learning as a function stresses on those aspects that affect learning.

The factors that come from outside the student or external factors consist of environmental factors and instrumental factors. While the factors that come from the student or internal factors refer to physiological and psychological factors on student himself. Environmental factors are divided into two parts: natural or non-social environmental factors and social environmental factors. Whereas, instrumental factors consist of classroom buildings or physical facilities, means of teaching tools, teaching media, teachers and curriculum or teaching materials and teaching strategies used will affect the process and student learning outcomes. Factors of internal condition of the students can be physiological and psychological in nature . Physiological factors consist of physical fitness and health conditions and conditions in particular senses, sight and hearing. While psychological factors that will affect the success of student learning is a factor of interest, talent, intelligence, motivation, knowledge and abilities such as the ability of perception, memory, thinking, and basic skills students' knowledge.

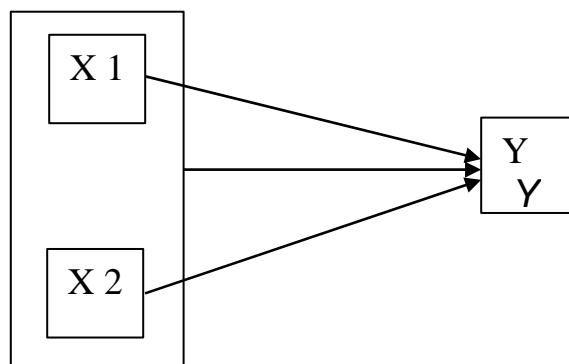
In teaching-learning process, teachers need to consider students who are prominent in certain areas but weak in other fields. This personal approach is expected to help students be more successful in learning activities (Tulus, 2004: 77). In order for a student to be successful in study and in later life, then education should be done with a personal approach that considers students' intelligence.

METHOD

Research Design

It is the sample research, where the selected subject represent the whole

population. And it uses survey method. Model of a constellation of problems among these three variables are:



Description:

X₁=Teacher's Performance

X₂=Learning Motivation

Y = Student's Achievement of English

Research Population

The population in this study are students of Tirta Buaran Junior High School in Ciputat, South Tangerang, while the sample is class IX as many as 40 students by using proportional random sampling technique

Research Instruments

Instruments used in collecting data is divided into two models. The first model is in the form of a questionnaire drawn up according to the Likert - scale model for the variable teachers' performance and students' motivation , and the second model is in the form of tests to measure student achievement.

Techniques of Data Analysis

In analyzing the data directed at testing the hypothesis, which begins with a description of the research data of the three variables in the form of frequency distributions, measures of symptoms and the center of the histogram and determine the regression equation. To illustrate the influence of one on one variable is done by simple regression analysis and to describe the overall effect of

the variables used multiple regression analysis.

Statistics Hypothesis

Form of statistical hypothesis formulation or composition of this study are as listed below:

Hypothesis I :

$$H_0 : 0, \quad \beta_1 = 0$$

$$H_1 : 0, \quad \beta_1 \neq 0$$

Which means:

H_0 : There is no influence of Teacher's Performance on Student's Achievement of English.

H_1 : There is an influence of Teacher's Performance on Student's Achievement of English.

Hypothesis II :

$$H_0 : \beta_2 = 0$$

$$H_1 : \beta_2 \neq 0$$

Which means:

H_0 : There is no influence of the Student's Learning Motivation towards Achievement of English.

H_1 : There is the influence of the Student's Learning Motivation towards Achievement of English.

Hypothesis III :

$$H_0: \beta_{y.1} = \beta_{y.2} = 0$$

$$H_1: \beta_{y.1} \neq 0 \text{ or } \beta_{y.2} \neq 0;$$

Which means:

H_0 : There is no significant influence of Teacher's Performance and Learning Motivation cooperatively towards the Student's Achievement of English.

H_1 : There is a significant influence of Teacher's Performance and Learning Motivation jointly towards the Student's Achievement of English

FINDINGS AND DISCUSSION

Data Description

The study consisted of three variables, namely the student's achievement of English (Y) as a bound variable, the teacher's performance (X_1) and learning motivation (X_2) as free variables. Description of the results of research are presented in the form of the variability of the three variables of this study which includes the highest score, lowest score, standard deviation, mode, median, and distribution of data, as a basis for further discussion.

Table. 1. Summary Description Data of Variable Y, X_1 , and X_2

Statistics

		Student's Achievement of English	Teacher Performance	Learning Motivation
N	Valid	40	40	40
	Missing	0	0	0
Mean		63.8000	79.5250	54.4750
Median		64.0000	79.0000	56.0000
Mode		64.00	75.00	56.00 ^a
Std. Deviation		15.34425	9.10618	10.22813
Variance		235.446	82.922	104.615
Range		64.00	41.00	38.00
Minimum		32.00	58.00	37.00
Maximum		96.00	99.00	75.00

a. Multiple modes exist. The smallest value is shown

1. The Description of Data of The Teacher's Performance

The variable of teacher's performance is scores obtained based on students' any perception of Teacher's Performance. To measure students' perception of Teacher's Performance the researcher posed the research instrument consist of 21 multiple choice item questions with the highest score 105 and the lowest score 21. Thus the theoretical range for the Teacher's performance variable is 21 to 105. Theoretical range score is derived from the number of items in the observation instrument which is composed of 21 items based on Likert Scale, with the alternative answers to the following: (1) Strongly agree, (2) Agree, (3) Do not know, (4) No agree, (5) strongly disagree.

After the processing of research data to the score of students' perception of Teacher's performance at Tirta Buaran Junior High School in Ciputat obtained the highest score 99 and the lowest score 58. Thus the range of scores between the highest and the lowest is 41.

2. The Description of Data of The Student's Achievement of English .

The variable of Student's Achievement of English in this study is the score obtained from the test containing 25 multiple choice items that indicate student achievement in the subjects of English language. After the processing of research data to the score of student's achievement of English obtained the highest score 96 and lowest score 32. Thus the range of scores between the highest and lowest score is 64.

3. The Description of Data of The Teachers's Performance

The variable of teacher's performance is scores obtained based on students' any perception of Teacher's Performance. To measure students' perception of Teacher's Performance the researcher posed the research instrument consist of 21 multiple choice item questions with the highest score 105 and the lowest score 21. Thus the theoretical range for the Teacher's performance variable is 21 to 105. Theoretical range score is derived from the number of items in the observation instrument which is composed of 21 items based on Likert Scale, with the alternative answers to the following: (1) Strongly agree, (2) Agree, (3) Do not

know, (4) No agree, (5) strongly disagree.

After the processing of research data to the score of students' perception of Teacher's performance at Tirta Buaran Junior High School in Ciputat obtained the highest score 99 and the lowest score 58. Thus the range of scores between the highest and the lowest is 41.

4. The Description of Data of The Learning Motivation

The variable of learning motivation in this study is score on the learning motivation of students to English subjects. To measure the learning motivation of students, the researcher posed the research instrument consist of 18 multiple choice items with the highest score 90 and the lowest score 18. Thus obtained theoretical range for the variable of learning motivation 18 to 90. Theoretical range score is derived from the number of items contained in the instrument of observation that as many as 18 items based on Likert Scale, with the alternative answers to the following: (1) Strongly agree, (2) Agree, (3) Do not know, (4) No agree, (5) strongly disagree.

Hypothesis Result and Descriptions

Table 2. The Results of The Calculation of Coefficient of the Influences of Variable X₁ and X₂ towards Variable Y

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.544 ^a	.296	.258	13.21453

a. Predictors: (Constant), Teacher Performance, Learning Motivation

b. Dependent Variable: Student's Achievement of English

Table 3. The Results of the Calculation of Significance of Coefficients Regression of The Influence of Variable X₁ and X₂ towards Variable Y

ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2721.317	2	1360.659	7.792	.001 ^a
	Residual	6461.083	37	174.624		
	Total	9182.400	39			

a. Predictors: (Constant), Teacher Performance, Learning Motivation

b. Dependent Variable: Student's Achievement of English

Table 4. The Results of Calculation of Equation Regression Lines of the Influence of Variable X₁ and X₂ towards Variable Y

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-11.321	20.607		-.549	.586
	Teacher Performance	.528	.234	.314	2.254	.030
	Learning Motivation	.608	.209	.405	2.911	.006

a. Dependent Variable: Student's Achievement of English

The Description of Research Findings

The Influence of Teachers' Performance and Students' Motivation towards Students' Achievement of English.

Based on the description of the data after having done the correlation analysis is obtained $R_{y12} = 0.544$ of multiple correlation coefficient and coefficient of determination is 29.6%. The SPSS program proved that the correlation coefficient is significant. This means that there is the influence of free variables X₁ (Teacher's

Performance) and X_2 (Learning Motivation) jointly to the bound variable Y (Student's Achievement of English).

While from the regression analysis obtained the multiple regression equation $Y = -11.321 + 0.528 X_1 + 0.608 X_2$. Constant value = -11.321 shows that students with the lowest perception both the Teacher's Performance and Learning Motivation are very difficult to achieve good score in English. While the regression coefficients for 0.528 and 0.608 shows that there is a positive influence free variables X_1 (Teacher's Performance) and X_2 (Learning Motivation) jointly to the bound variable to Y (Student's Achievement of English), and the increase of one unit of perception of the Teacher's Performance and simultaneously with the increase of one unit of Learning Motivation variable will be followed by the rise of English Student's Achievement for 1.136 units = (0.528 + 0.608).

From the testing of Significance coefficients regression that is also performed with the SPSS program found that the regression coefficient is significant, which is indicated by the value of $Sig = 0.001$ and $F_{observe} = 7.792$, while $F_{table} = 3.25$ so that the $Sig\ value < 0.05$ and $F_{observe} > F_{table}$ or regression is significant, which means it is true that there is a positive influence on free variables X_1 (Teacher's Performance) and X_2 (Learning Motivation) jointly to the bound variable Y (Student's Achievement of English)

The Influence of Teacher's Performance towards Student's Achievement of English.

From the testing of hypothesis is Obtained that the $Sig = 0.030$ and $t_{observe} = 2.254$, while the $T_{table} = 1.69$. Because the $Sig\ value < 0.05$ and $t_{observe} > T_{table}$, then H_0 is rejected which means there is a significant influence of free variables X_1 (Teacher's Performance) to the bound variable Y (Student's Achievement of English).

The results of research shows that there are significant influence of variables teacher's performance towards the variable student's achievement of English. Each increase of one unit of teacher's performance will be followed by the rise of student's achievement of English for 0.528 units, *ceteris paribus* or variables learning motivation does not change (constant).

The Influence of Student's Motivation towards Achievement of English

From the testing of hypothesis Obtained that the $Sig = 0.006$ and $t_{observe} = 2.911$, while the $T_{table} = 1.69$. Because the $Sig\ value < 0.05$ and $t_{observe} > T_{table}$ then H_0 is rejected which means there is a significant influence of free variable X_2 (Learning Motivation) to the bound variable Y (Student's Achievement of English).

The results shows that there is a significant influence of Learning Motivation towards Student's Achievement of English. Each increase of one unit of Learning Motivation will be followed by an increase Student's Achievement of English at 0.608 units, *ceteris paribus*, or variable Teacher's Performance does not change (constant).

CONCLUSION.

Based on the results of hypothesis testing and data analysis, it is concluded as follow: Teacher's Performance and Learning Motivation jointly give significant influences towards Student's Achievement of English. From the results of correlation analysis obtained multiple correlation coefficient by $R_{y12} = 0.544$ and the determination coefficient of 29.6%. After testing is done with the SPSS program, it is proved to be obtained $F_{observe} (7.792) > F_{table} (3.25)$ that the correlation coefficient is significant. This means that there is a free variable influence of Teacher's Performance and Motivation Learning together to the bound variable Student's Achievement of English. While from the regression analysis obtained the regression line equation of $Y = -11\ 321 + 0528 X_1 + 0.608X_2$, which is significant at the level of real 5%.

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