THE EFFECT OF TEACHER PERFORMANCE ON STUDENT LEARNING OUTCOMES PUBLIC ELEMENTARY SCHOOL 060934 MEDAN JOHOR ACADEMIC YEAR 2017/2018

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ABSTRACT: *The Problem of this study is the performance of teachers and students learning outcomes in Public Elementary School 060934 Medan Johor Academic Year 2017/2018. One of the contributing factors is the demands of professionalism towords teachers in an educational institution called school. The purpose of this study for good results will be the benchmark of all the key eduacational components of quality performance. This research was conducted at Elementary School 060934 Medan Johor on March 27, 2018. The population of this study is the entire class of Elementary School 060934 Medan Johor amounted to 12 people as well as a sample of research. The data collection is questionnaire and hypothesis testing by using t-test. From the results of data analysis and hypothesis obtained the average value of teacher performance 105,83 average value of student learning outcomes 79,12. And the performance of teachers is better than the results of student learning in Elementary School 060934 Medan Johor Academic Year 2017/2018.*

KEYWORDS: Teacher performance, learning outcomes.

The Background of the Study

The development of technology and information encourage the need for improvement the quality of education because education has a very important role to play human civilization. Human acquires knowledge and intelligence and develops the ability of attitude and behavior through education, in particular in the formation of attitudes, personalities and human skills to face future aspirations

Education is a deliberate and planned effort to improve student achievement and ability to be beneficial to interests his life. In the 1945 Constitution Article 31 Paragraph 3 states that, "The Government undertakes and organizes a national education system, which increases faith and piety and noble character in order to educate the life of the nation, which is regulated by law ". In the Act Number 20 of 2003 Article 3 also states that:

National education functions to develop abilities and shapes dignified national characters and civilizations in order to educate the life of the nation, which aims to develop the potential of participants students to become human beings who believe and fear of God, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

However, in reality the quality of education in Indonesia is very low, especially education in elementary schools. From the results of studies conducted by the organization of the Trends in Mathematics and Science Study (TIMSS) stated that:"As for the science (IPA) for the elementary level, Indonesia is ranked 40th with a score of 406 from 42 countries. Indonesian students' science test scores (IPA) dropped 21 figures compared to TIMSS 2007 ". Many problems occur in

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Indonesia's education, starting from educational facility, teaching quality, education curriculum, and tuition fees. One element of the problem examined in this study is about the quality of teacher performance in improving the quality of education. Improving teacher performance is the business of all elements in an institution education, both community environment family environment (parents) and school environment. Teacher's performance at this time is highly demanded to develop ability in various sectors in order to fulfill the needs of teachers' quality. Especially in the global sense that requires quality performance. Professional teacher who continues to grow and develop because they already have legal basis, namely the laws of 2015 teachers and lecturers that have already been mandating Indonesian teachers to have academic qualifications, competencies and certification.

The teacher is the most decisive component in the education system overall, which must receive central, first and foremost attention. According to Oemar Hamalik (2014: 47) states that the teacher is an inner leader the class as well as group members from students.According to Oemar Hamalik (2014: 49) states that the teacher is the main point of a curriculum.

Teacher competency consists of pedagogig, social, personal competencies (personality and professional competence). No doubt the teacher's performance is a job and has become a source of so much income people, and need quality standard skills or certain norms. Anyone can be skilled in teaching to others, but only the performance that has theoretical understanding and practice of educational expertise. Quality of education can only be obtained through formal field education from a certain level. This time if you want the teacher to be accepted and recognized as a profession, then the teachers themselves must understand what is the meaning and how of responsibility professional.

Based on the observation on fifth grade of SDN 060934 Medan Johor where teacher's performance in teaching delivering material is not optimal. Conventionally in learning, teachers still apply learning centered on the teacher, the habits that the teacher does only give material, and provide questions for students to do individually without guidance by the teacher. This has an effect on the learning outcomes of elementary school students at 060934 Medan Johor in the even semester of the 2017/2018 school year which is the result value of their learning is relatively low under 65 while the Minimum Completion Criteria (KKM) at school is 65. Based on the results of interviews and observations found there are several factors that influence the lack of maximum learning outcomes including: the level of teacher discipline is still low, teacher teaching materials that are notin accordance with the standard content of the curriculum, the minimum variety of methods and media inside implementation of learning. Therefore we need an action to overcome this problem

Learning is a process of interaction between students, educators and learning resources in a learning environment that is built for develop creative thinking that enhances thinking skills improve the ability of teachers to construct new knowledge and good mastery of the learning material taught. Deep sudjana Cicih Juarsih (2014: 41) states "Learning is every effort systematic and deliberate to create eductive interaction between two parties, namely between students (learning citizens) and education (learning resources) do learning activities ". Next, Miarso in Eveline Siregar and Hartini Nara (2014: 12) states "Learning is an educational endeavour carried out intentionally, with a predetermined goal before the process is controlled ". Ahmad Sabri in Ngalimun (2017: 44)states "Learning is a process carried out by teachers and students so that the learning process occurs in the sense that there is a change in individual student behaviour itself". Based on the opinion above it

can be concluded that learning is a teaching and learning process designed by the teacher so students can understand the subject matter taught by the teacher.

Learning success index is known from student learning outcomes. Learning outcomes are influenced by many factors. According to Slameto (2016: 54) factors that affect learning are:
Internal factors are divided into 3 factors, namely: a) Physical Factor, includes health and disability factors, b) Psychological factors, including: intelligence, attention, interests, talents, motives, maturity and readiness and c) Fatigue Factor. External factors that influence learning, can grouped into 3 factors, namely: a) Family Factors, including: (1) Ways parents educate, (2) relations between family members, (3) home atmosphere, (4)State of the Family Economy, (5) Definition of Parents, (6) BackgroundCulture, b) School Factors, including: (1) Teaching methods, (2) Curriculum, (3) Teacher's Relationship with Students, (4) Student Relationships with Students, (5)School Discipline, (6) Learning Tools, (7) School Time, (8) Learning StandardsAbove Size, (9) Building Conditions, (10) Learning Methods, (11) Tasks Home, c) Community Factors, including: (1) Inner Student Activities Society, (2) Mas Media, (3) Associate Friends, (4) Forms of Life Society.

Based on the description above, the teacher can create learning conditions able to optimize student learning outcomes. The success rate of the teacher in completing the work is referred to as "level of performance" or level the performance. Performance is not an individual characteristic, such as talent or ability, but it is an embodiment of talent or ability itself. Performance is a manifestation of ability in the form of real work. Teacher's performance appears from his responsibility in carrying out the mandate, the profession that is its embodiment, and its moral.

Heryati (2015: 116) states "Performance is something that is achieved, the achievements shown, or the ability of one's work to do learning ". Furthermore, Priansa (2016: 79) states "Performance is a result work achieved by teachers in schools in order to achieve school goals. With thus it can be concluded that performance is the level of achievement of the upper results implementation of certain tasks in order to achieve organizational goals.

Many factors influence the development of a professional performance, including teacher performance which in it relates to factors influence it, internally and externally. Ahmad Susanto (2016: 73) states "Internal factors that influence for example the belief systems become the view of teacher's life. This factor has a huge effect raised and even the most potential for the formation of work ethic. Although in reality a person's work ethic is not solely dependent on religious values or systems of belief and the theological views they embrace, but the influence of education, information, and communication, and communication too responsible for the formation of a performance ".
Furthermore, the external factors of teacher performance, according to M. Arifin in Susanto (2016: 73) identify into several things, including:

a) Volume of work wages that can meet one's needs, b) Atmosphere exciting work or a climate supported by communication harmonious and humane democracy between leaders and subordinates, c) honest and trustworthy from the leadership manifest in reality, d) Award for need achievement (desire and need to progress) or appreciation of the achievers, d) Means that support for mental and physical well-being, such as sports, mosques, recreation, and entertainment

This teacher's performance can be seen in teaching and learning process. In implementation of learning activities, a teacher must first be able to planning a teaching program. Then carry out the

teaching program well and evaluate learning outcomes so that they are able to reach the goal learning. In addition, a high-performance teacher will produce students who are able to master knowledge both in cognitive, affective and psychomotor. Thus, a teacher is said to have high performance if it is able to create a quality learning process and bring good learning outcomes. Likewise with students, they are said to have maximum learning outcomes if it has mastered the material learning well and being able to actualize it. The results will be seen in the form of knowledge, attitudes and actions.

Especially in some subjects that are considered difficult by students, one of them is mathematics, the high performance of the teacher will certainly have an positive effect for students' development, both in knowledge and in depth skills. Students will be enthusiastic about what is delivered by the teacher act as a facilitator in the process of teaching and learning activities. If it has done well, then what is conveyed by the teacher will have an effect the ability or results of student mathematics learning. Because, consciously or no, that the teacher is an external factor in very learning activities big influence on the success of the learning activities process. Therefore, teacher performance will have a significant influence on the process formation of student learning outcomes.

Therefore, high teacher performance is expected to be able to provide positive influence on the smoothness and success of the teaching and learning process as well as be capable to maximize student learning outcomes as well as possible.

RESEARCH METHODS

This research was carried out at SDN 060934 Medan Johor Academic Year 2018.

Population

Population is the total number of subjects studied. Sugyono (2016: 61) states that " Population is a generalization area consisting of: objects and subjects that have certain qualities and characteristics determined by the researcher to be studied and then withdrawn the conclusion ". The population of this study was all public elementary school teachers 060934 Medan Johor, amounting to 12. Which is divided into six classes, it can be seen in Table 1

Table 1.

Data Population of Public Elementary School Teachers 060934 Medan Johor

Number	Class	List of Name
1	I-A	Sabarkita, S.Pd
2	I-B	Herawati, S.Pd
3	II-A	Riani Purba, S.Pd
4	II-B	Mardiah, S.Pd
5	III-A	Nasrah, S.Pd
6	III-B	Helena Sinaga, S.Pd
7	IV-A	OsIi Pandinagan, S.Pd
8	IV-B	Rasmintan, S.Pd
9	V-A	Ernika Sihotang, S.Pd
10	V-B	Basukur Kaban, S.Pd
11	VI-A	Elyda Sebayang, S.Pd
12	VI-B	Erniati Harahap, S.Pd

Sample

The sample is part of the population, according to Sugiyono (2015: 179) "Sample is part of the number and characteristics possessed by population". The sampling technique used is total technique sample aimed to take samples of population members done fully, because of several considerations so it does not take large or far samples. This technique is used because of taking the sample was done fully so that all the teachers could be respondent. This sample was used to determine the grade 1 teacher to grade 6 elementary SDN 060934 Medan Johor who will be the respondent, so that they can be obtained 12 teachers were selected as samples.

Research Desain

The type of research used is descriptive research. Collection data using research instruments, namely questionnaires explain the relationship between variables, namely teacher's performance as Independent variable (X) and student learning outcomes as dependent variable (Y)
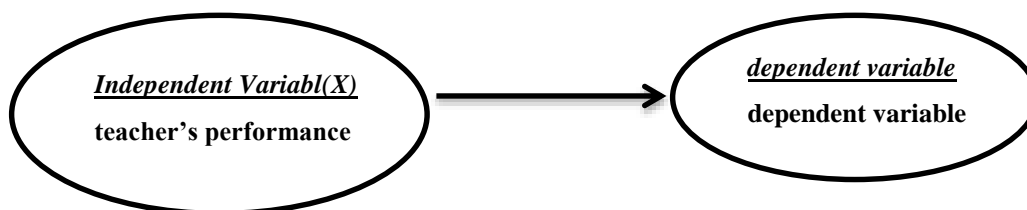

Figure 1. Research Desain

Teacher's performance here is the teacher's ability to teach in order to be created comfortable and conducive learning atmosphere by creating new ideas that make students feel challenged in learning. This variable is called the independent variable is the independent variable (X) that gives effect toother variables. Variable (Y) Student learning outcomes (dependent variable) Learning outcomeshere is the final value obtained by students through good learning done by teachers or educators.

Research Instruments

The data collection used in the study is a test in the form of questionnaire, which consists of 42 items. To be more clearly presented at lattice of teacher performance questionnaire instruments. Questionnaires and results of interviews with respondents will be processed and interpreted the results with a Likert scale. Answer each instrument item using a Likert scale having gradations from very positive to negative ones can be in the form of words including:

Learning outcomes data are obtained from final exams results that can be answered by students of Public Elementary School 060934 Medan Johor Academic Year 2018/2019. Assessment completeness of student learning outcomes is measured by applying the KKM value of 65.Students with test results above 65 were assessed as complete while students with test results were below 65 is considered incomplete. For each question on a questionnaire or questionnaire revealed the role of teacher performance on student learning outcomes consisting of four (4) answers with scrosing.

Data Analysis Techniques

The analysis used is a test of learning outcomes used after research is done during the learning process using observation sheet prepared to collect data. Analysis whether or not success by using the formulas as follows. To find out the validity of the instrument, a formula is used product moment correlation. While reliability is used to measure a questionnaire uses KR-11 (Sugiyono, 2016: 365)

This research is a correlational research that is research for test the relationship between independent variables and dependent variables. Before hypothesis testing is done with analytical techniques, then there are requirements that must be fulfilled, namely the distribution of data must be normal (normality test) and relationships between independent variables and dependent variables are linear (linearity test).

Normality test is done parametrically by using interpretation average and standard deviation, in this section a test will be shownnonparametric normality. The test used is known by the name Lilliefors test (Sudjana. 2001: 466). After the data is normally distributed it can be continued with homogeneity test. Homogeneity test is testing assumptions with different objectives (variance). Test the homogeneity of variance from both groups of data used F test (Sudjana, 2016: 250). One of the assumptions of regression analysis is linearity. The general simple linear regression equation is: $\hat{y} = a + bX$ (Sugiyono, 2016: 262). Final data analyst or hypothesis testing is using the Correlation formula Product Moment. The formula used to test the hypothesisis as follows:

$$r_{xy} = \frac{n\sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{n\sum X_i^2 - (\sum X_i)^2 n\sum Y_i^2 - (\sum Y_i)^2}}$$

Tabel 2
Guidelines for Interpretation of the Correlation Coefficient

Interval Koefisien	Level of Correlation
0,00 – 0,199	Very weak corellation
0,20 – 0,399	weak corellation
0,40 – 0,599	Intermediate corellation
0,60 – 0,799	Strong corellation
0.80 – 1,000	Very Strong corellation

To find out how big the significance level is based on calculations correlation with the Product Moment , then t test. As for the formula t test as follows:

$$t = \frac{r\sqrt{n-2}}{s\sqrt{1-r^2}} \qquad \text{(Sugiyono, 2016: 230)}$$

RESULTS AND DISCUSSION

RESULTS

This study consists of two variables, namely variable performance of teachers and learning outcomes students. To describe and test the influence of teacher performance as independent variables (X) and student learning outcomes as dependent variable (Y) in this study, first conducted a trial of validity and reliability. Test resultstry the validity of the questionnaire questions by taking a sample of 12 teachers. From the results of testing the validity of teacher performance questionnaires, obtained as many valid items 33 items from 40 questionnaires. While testing the reliability of teacher performance questionnaires obtained r = $0,838 > r_{(0,05)(12)} = 0,576$ with n = 12, with reference to Gilford reliability coefficient, it can be concluded that each item is a questionhas very high reliability.

More clearly the results of the teacher's score answer the teacher's performance questionnaire and student learning outcomes Public Elementary School 060934 Medan Johor can be seen in Figure 2 below.
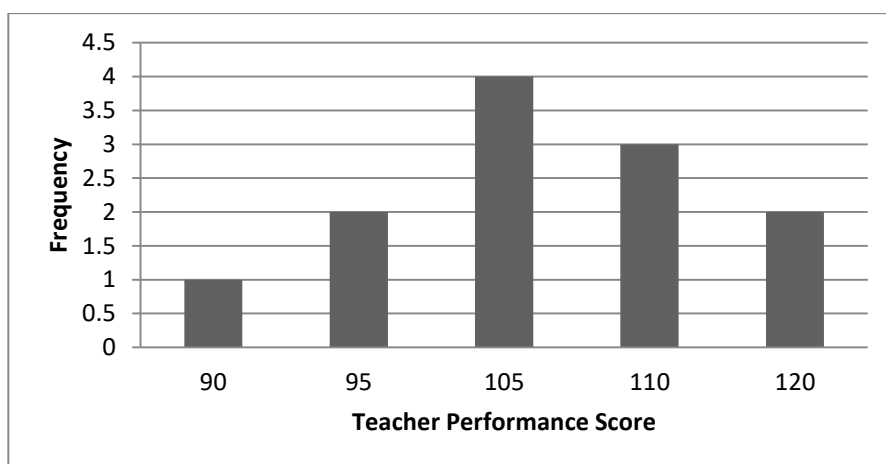

Figure 2. Teacher's Performance Chart

Based on Figure 2, it can be seen that the teacher gets a score of 90 there is 1 teacher, the value of 95 there are 2 teachers, the value of 105 there are 4 teachers, the value of 110 is 3 teachers, score 120 are 2 teachers. While to average - Average student learning outcomes for each class are described as Figure. 3 below
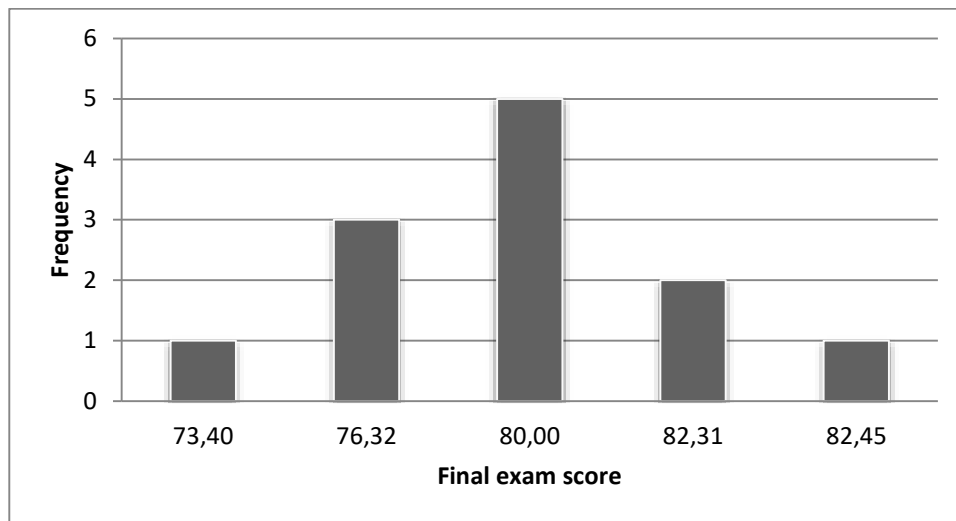
Figure 3. Final examination score Chart

Based on the histogram graph above it can be seen that students are get a value of 73.40 there is 1 class, the value of 76.32 there are 3 classes, the value of 80.00 there are 5 classes, 110 values have 2 classes, 120 values have 1 class. Before testing hypotheses, a test is first sought requirements for analysis is data normality test, homogeneity and linearity test.

Table. 3
Normality Test Results

Variable	L_o	$L_{(0,05)(12)}$	Prediction
Teacher's Performance	0,1597	0,173	Normal
student learning outcomes	0,1673	0,173	Normal

From calculations for student learning outcomes , test the frequency distribution normality the price of liliefors (Lo) = 0.1673 liliefors is obtained= 0.173 with level 95% confidence in dk = 12. This shows. With thus it can be concluded that the data on student learning outcomes are normally distributed.

Linearity tests are done to determine whether or not linear influences between independent variable with dependent variable. Influence between independent variables with the dependent variable is linear if the price is $F \leq F_{(0,05)(12)}$ at a significant level of 5%. Based on the analysis of the data obtained that the results of linearity tests show the relationship between independent variables and dependent variables shows linear results namely $F \leq F_{(0,05)(12)}$.

From the table data analyzed, it can be seen that the two variables have influence. Because price $F_\_ = 719,25 \geq F(0,05)(12) = 4,96$ so the null hypothesis is rejected and the alternative hypothesis accepted, so the price of F (719.25) is significant. Thus there is influence teacher performance on student learning outcomes. If the price of F / tuna is suitable (0.32), it is smallerof (4.35), then the price of F / tuna matches (0.32) non significant, which means that the null hypothesis is accepted and the alternative hypothesis is rejected, so regression X of Yis linear. Thus, the influence of teacher performance on student learning outcomes is linear.

The hypothesis testers in this study are significant relationships between teacher's performance on learning outcomes of private elementary school students at 060934 Academic Year 2017/2018. To test the hypothesis by making more calculations continued by using correlation analysis.

Table 4
Correlation Analysis Results (X-Y)

Variabel	Koefesien	Signifikan 5%	Signifikan 1%	Keterangan
X-Y	0,639	0,576	0,561	Signifikan

To test the significant correlation coefficient, a table of values for r product is used moment for n = 12 at the significance level of 5%. Value for $t_{(0,05)(12)}$ for n = 12 on significance level 5% = 0.576 and for significance level 1% = 0.561. With thus, the value of r = 0.639 is higher than value $t_{(0,05)(12)}$, both at the level of significance 5% and 1% conclusions from the correlation coefficient that H_0 is rejected, and H_1 accepted, which means that there is a positive correlation between teacher performance towards student learning outcomes.

After the teacher performance score data and student learning outcomes are normally distributed then testing using the t test

T test for teacher performance score data and student learning outcomes calculated using the t test can be arranged in the following table:

Tabel 5
T Test For Teacher Performance And Student Learning Outcomes

Variabel	t	$t_{(0,05)(12-2)}$
Teacher performance score and values learning outcome in SD Negeri 060934 Medan Johor Tahun Pelajaran 2017/2018	2,76	2,23

Based on the calculation of t statistics for teacher performance score data and outcome values student learning obtained the value of t = 2.76 and $t_{(0,05)(12)}$ = 2.23.

It turns out that the price $t_{calculted}$ is bigger than the price $t_{(0,05)(12)}$ so H_0 is rejected and H_1 is accepted. This means, price t is significant, so it is concluded that there is a positive and significant correlation between teacher performance and student learning outcomes. To find out variable contributions predictor of the criterion, the correlation coefficient is squared (r2) = (0,639)2 = 0.408

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or 40.8%; this means the contribution or contribution of teacher performance to resultslearning is 40.8%.

DISCUSSION

This research was conducted on March 26-27 2018 at the Public Elementary School 060934 Medan Johor Academic Year 2017/2018. Research took performance data teacher by distributing questionnaires that have been tested in advance while grades Student learning outcomes are taken from Public Elementary School 060934 Medan Johor. After being carried out there are scores and grades of student learning outcomes. Then the value of the average performance results is obtained the teacher is 105.83 and the average value of student learning outcomes is 79.12.

The results of teacher performance obtained are normalized by testing homogeneity the variance of the teacher's teaching performance score and the value of student learning outcomes with using the F test after being tested, teacher performance score data and student learning outcomes normal distribution and same homogeneity can be continued hypothesis testingusing the t test statistical formula so that the results of teacher performance scores and data are obtained the value of student learning outcomes, namely $t = 2{,}763 > t_{(0,975)(10)} = 2{,}23$ Because t is higher of theit can be concluded that there is an influence of teacher performanceon student learning outcomes in 060934 Medan Public Elementary School Johor Academic Year 2017/2018

CONCLUSION

Based on data analysis and hypothesis testing of research carried out Public Elementary 060934 Medan Johor Academic Year 2017/2018 can be concluded as follows:
1. Overview of teacher performance at Public Elementary School 060934 Medan Johor, Johor Academic Year2017/2018 obtained an average value of 105.83 it's categorized by good performance.
2. Students' learning outcomes obtained from the UAS value of students in science subjects Public Elementary School 060934 Medan Johor Academic Year 2017/2018 has an average value 79.12.
3. There is a significant effect of teacher performance on student learning outcomes in academic year 2017/2018.

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