

The Effect of Teacher Performance and Learning Media on Learning Outcomes of Elementary School Students

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Abstract

This study aimed at determining the effect of teacher performance and learning media partially or simultaneously on student learning outcomes in SD District of East Baturaja. This research was a qualitative with sampling using random sampling technique. The study population amounted to 273 with a study sample of 108 people. The variables studied were teacher performance (X1), learning media (X2) and learning outcomes (Y). The data collection method used a questionnaire on the scale of teacher performance, the scale of learning media and student learning outcomes. The validity test was carried out with the help of a computer program SPSS 22 for windows. Reliability test using Cronbach's alpha technique, obtained $p = 0,986$ for teacher performance variables and $p = 0.987$ for learning media variables. The data analysis technique is descriptive and inferential statistics with SPSS 22 for windows program. The results showed that there was an influence between teacher performance and learning media on student learning outcomes.

Keywords: Teacher Performance, Learning Media, Learning Outcomes

A. Introduction

Education, as a change agent, plays a critical role in preparing future generations to be tough and strong. This role has become commonplace, given that education is an infinite investment in the nation's future generation. Education is also a lifelong requirement. Every individual requires education, whenever and wherever the individual requires education. Because this demonstrates that without education, individuals will struggle to develop and may even be retarded, education must be focused on producing quality individuals who can compete while also having noble character and good morals (Sutikno, 2007). In this context, teachers, as the educational spearhead, play a critical role in advancing the quality and quantity of education in this country (Ulum, 2011).

Schools are educational institutions that can help to improve the quality of human resources for the community, nation, and state. To improve the quality of education and human resources, schools should be managed by a leader who understands the fundamentals and requirements of

leadership. In the words of our education leader, Ki Hajar Dewantara: *Ing Ngarso SungTuladha, Ing Madya Mangun Karso, Tut Wuri Handayani*". According to Sugiarta et al. (2019), the meaning of Ki Hajar Dewantara's motto is that a leader will set an example for his subordinates if he is in the front, if he is in the middle, he must be able to arouse, encourage those around him, and if they are behind, the leader must be able to direct, motivate his subordinates to move forward. A leader must be able to set an example and protect his subordinates, as well as motivate and mobilize others so that everyone available can and wants to work optimally in accordance with the job descriptions that have been assigned and carry out sincerely and responsibly in order to improve student achievement.

Efforts to meet educational demands are referred to as "planned, directed, and sustainable educational reforms" (Muslich, 2008). Observing the phenomenon of education during the New Order era, when accountability for education was determined by authorities rather than consumers. A teacher's role is also very important in the world of education. Teachers must master the required competencies in the cognitive, affective, and psychomotor domains related to teacher performance (Ulum, et al, 2011).

Teacher performance is a (teacher's) ability to carry out learning tasks at school and is responsible for students under his supervision by increasing student achievement. Teacher performance is a continuous communication process that takes place in collaboration between a teacher and students. A good communication process between principals and teachers, as well as teachers and students in the learning process, can further accelerate students' understanding of the material presented by the teacher, and this is a performance system that adds value to schools in order to improve students' learning quality.

The term "level for performance" refers to a teacher's success in completing his work. Teachers with high performance levels are cooperatively productive with the specified standards, whereas teachers with low performance levels are unproductive teachers (Karwati, & Priansa, 2015). Teachers play a critical and pivotal role in the implementation of learning in schools. Thus, teachers' performance must be improved in order for them to carry out their duties and functions in order to fulfill the mandate of education. Various efforts and strategies must be implemented in a well-planned manner to ensure that teacher performance continues to improve and that educational goals are met (Jasmani & Mustofa, 2013).

According to Rukisman (2000), performance is defined as work results for work. The ability to complete tasks or perform well is something that can continuously improve the function of motivation. Thus, teacher performance is the result of quality work that a teacher can achieve in carrying out his duties in accordance with the responsibilities that have been assigned to him. A person's success in pursuing education is influenced by a number of interconnected factors. The presence of internal and external factors has a significant impact on a person's decision to pursue an education. Internal factors are those that originate within the individual, such as intelligence, emotion, and psychological state, among others. External factors are those that come from outside the individual, such as the environment, which includes both the family environment, the community environment, and the school environment where a person is studying, educational facilities, which include both infrastructure facilities at home and infrastructure facilities at school.

The completeness of facilities and infrastructure to support teaching and learning activities determines a student's success in teaching and learning activities. Teacher learning media can

also have an impact on student outcomes. The learning media used by the teacher can influence student engagement in the learning process. The use of learning media that is not in accordance with the wishes of students may result in students being less interested in learning, preventing them from being active learners.

The learning process is a form of communication. Communication is comprised of five components: teachers (communicators), learning materials, learning media, students (communicants), and learning objectives. Learning media, then, is anything that can be used to channel messages (learning materials) in order to stimulate students' attention, interests, thoughts, and feelings in learning activities in order to achieve learning goals (Santayasa, 2007). Because learning is a communication process that takes place in a system, learning media plays an important role as one of the components of the learning system. Without the media, communication cannot take place, and the learning process, as a communication process, cannot take place optimally. Learning media is an essential part of the learning system.

The quality of teachers' performance in carrying out classroom learning has a strong influence on their strategic role in education. Although the teacher is not the only determinant of educational success, he or she is an important factor in education in general. The teacher plays a role in the learning process, where learning is at the heart of education as a whole, and contributes significantly to the quality of education, which is his responsibility according to Edward's research (2006).

As a teacher, his routine task is to carry out learning in schools, so teachers must be competent in planning the learning process, implementing the learning process, and evaluating learning. Because the quality of education is primarily reflected in the quality of the learning process, schools will not experience an increase in quality unless the professionalism and quality of the performance of teachers who manage learning improves. The performance of teachers in carrying out their duties as educators is referred to as teacher performance. The teacher is the person who has the most direct contact with the students during the learning process; the performance of a competent teacher can result in optimal learning outcomes (Riyadi, 2011).

According to Daryanto and Mulyo (2012), the media serves as a carrier of information from the source (teacher) to the recipient during the learning process (student). The method, on the other hand, is a procedure that assists students in receiving and processing information in order to achieve learning objectives. The function of the media in interaction activities between students and the environment can be identified based on the benefits of the media and the obstacles that may arise in the learning process. As a result, the development of learning media should strive to take advantage of the advantages possessed by the media while attempting to avoid obstacles that may arise in the learning process, so that by utilizing the advantages while attempting to avoid obstacles that may arise, maximum student achievement is expected.

The success of the teaching and learning process carried out by teachers in schools is reflected in student learning outcomes. Learning outcomes are the accomplishments that an individual possesses after going through the learning process in the form of understanding, attitudes, and skills. According to Djamarah (2005) the teaching and learning process will be successful if the results are capable of bringing changes in knowledge-understanding, skills, and attitude values in students. Learning outcomes can also be used as evidence for success in the learning process; the success of the learning process can be determined by students' high and low learning outcomes.

According to Rosyid et al. (2019), "learning outcomes are business assessments expressed in the form of symbols, numbers, letters, and sentences that can reflect the results that each student has achieved in a specific period." Learning outcomes are also the degree of mastery attained by students after attending lessons with predetermined objectives (Slameto, 2010). The process of improving learning outcomes can be seen in teachers' performance in teaching and using learning media, so that students understand better and the teaching and learning process is more optimal.

We discuss the factors that influence student learning outcomes in this study, including the impact of teacher performance and the learning media provided. The achievement of maximum scores in student learning outcomes is one of the successful teaching and learning processes. According to the observations of researchers at SD District Baturaja Timur, the teachers still have an adequate level of organizational participation, but the level of professionalism of teachers needs to be improved, and the level of teacher performance is still low. Professional teachers must be competent and capable of guiding students to success. This statement is supported by Hamalik (2006), who states that professional teachers are qualified, competent, and educators who want to bring learning achievement and are able to influence students' teaching and learning processes, resulting in good student achievement.

Based on the researchers' initial observations of the level of professionalism of elementary school teachers in Baturaja Timur District, the following were found: (1) there was still a lack of teacher ability in developing subject matter, (2) there was still a lack of teacher knowledge about their roles and responsibilities in schools, (3) incompatibility of scientific background with the subject being fostered, and (4) selection and use of learning aides. This will also have an impact on the quality of Baturaja's human resources.

Initial observations of grade 5 teachers revealed that they were less than ideal at developing learning materials. Teachers tend to be static in developing learning materials, as evidenced by the fact that 5th grade teachers only use existing guidebooks. Concerning the lack of teacher knowledge about teachers' roles and responsibilities in schools, it will intersect with the term four teacher competencies, namely pedagogic, personality, professional, and social competencies. Teachers must have a number of competencies in order to be considered professional, including the ability to analyze the tasks required for the implementation of teacher tasks. Although the term competence has been around for a long time, there are still many teachers who do not understand it, which can be seen during the teaching and learning process when the expected competence is not demonstrated, which has implications for quality (Nurhaidah & Musa, 2016).

According to preliminary observations of the problems in this study, there is still a discrepancy between the scientific background of the teacher and the subject being fostered, implying that there are still teachers whose educational background is insufficient. Facts in the field show that there are still homeroom teachers with a bachelor's degree in Indonesian language education, and elementary school teachers must have a background majoring in elementary school education. Another observation result is the selection and use of inappropriate and incompatible learning media with the material being taught. The facts on the ground show that elementary school teachers in the Baturaja Timur District are still not creative in their choice and use of learning media, resulting in a learning process that is solely based on textbooks. As a result, the learning process becomes uninteresting and monotonous. The results of this study's

preliminary observations are the teacher's performance, which has not been applied as a whole. Not all of the principal's programs have been properly and consistently implemented.

Based on field observations of teachers in the Baturaja Timur District, it is known that during the teaching and learning process, teachers simply demonstrate a professional attitude as a teacher, as evidenced by the presence of teachers who when teaching use and demonstrate the curriculum (teaching program unit) implemented (80%) and teachers who have not used and demonstrated the curriculum as much as 20%. Organizationally, teachers' learning or teaching activities are less than optimal in terms of their readiness to teach, while students are ready to learn (70%). The teacher has not made full use of the teaching resources in and out of the classroom while performing the learning management function (50%).

The reason for selecting an SD teacher in Baturaja Timur District is that the researcher is one of the teachers in SD Subdistrict in Baturaja Timur. In order to improve the quality of education in SD Subdistrict in Baturaja Timur, efforts to improve the quality of teachers are required. These efforts include increasing the number of teachers trained, improving teacher quality, purchasing books and learning tools, improving facilities and infrastructure, and improving teacher performance. Based on this context, we are researching The Effect of Teacher Performance and Learning Media on Student Learning Outcomes of Elementary Schools in the East Baturaja District.

B. Methods

This study was carried out in SD in Baturaja Timur District. The researcher used a 6-month period from July 2020 to December 2020 for this study. This study is a type of quantitative study. The quantitative approach's goal is that the symptoms that exist in human life are not limited in number or in the possible variations and levels, so statistical knowledge is required (Sugiyono, 2017). The purpose of this research was to determine the impact of teacher performance and learning media on the learning outcomes of elementary school students in the East Baturaja District. This study's population consisted of all teachers in SD in Baturaja Timur District. There are 273 teachers from 11 schools in total, with an average education of S-1. In this study, random sampling was used as a sampling technique. The excel formula was used to collect data using random digits. The research sample consisted of 108 people from five different schools. A questionnaire was used to collect data in this study. The data analysis used to test the hypothesis in this study is Descriptive Statistical Analysis and Inferential Statistical Analysis.

C. Results and Discussion

1. The Effect of Teacher Performance on Student Learning Outcomes

SD in District, Baturaja Timur, there is a link between teacher performance and student learning outcomes. Variables are declared to have an effect if the significance level of 0.005 indicates that H_0 is accepted, implying that teacher performance has an effect on learning outcomes. Teacher performance was found to have an effect on student learning outcomes in this study. The results of hypothesis testing of teacher performance on learning outcomes show that the significance of 0.019 is less than 0.05, indicating that H_0 is accepted. According to Palupi's (2014) findings, there is a positive relationship between teacher performance in teaching and learning activities, and the higher the teacher's performance, the better the student learning

outcomes. The stimulus provided by the teacher will have an impact on the student's learning environment. Then, student learning outcomes will manifest themselves in the form of actions that promote student acceptance of learning. As a result, because students' perceptions of teachers differ for each individual, students' perceptions of teachers have a significant influence. As a result, students' ability to learn is highly dependent on their perceptions, and there is a strong influence between students' perceptions of teacher performance. Furthermore, Rahmatullah (2017) asserts that teachers' teaching ability has a positive relationship with teacher performance and student learning outcomes, and that teacher performance has a positive relationship with student learning outcomes at school. Improved teacher performance can influence the learning process, thereby influencing student learning outcomes (Firman et al, 2021; Susilawati et al, 2021). The level of mental development manifested in terms of cognitive, affective, and psychomotor factors that influence teacher performance can influence student learning outcomes.

According to the findings of research and expert opinion, Widoyoko and Rinawat (2012) discovered that teacher performance has a significant impact on student learning outcomes. According to Agung (2014), teacher performance tends to be motivated and move students in learning activities, which is consistent with this study. Unsatisfactory student learning outcomes can result from less-than-ideal learning environments. The competence possessed by the teacher is competence in the implementation and development of student learning. In other words, the theories and hypotheses that have been put forward in this study are true, namely the influence of teacher performance on student learning outcomes at SD Baturaja Timur District.

2. The Influence of Learning Media on Student Learning Outcomes

The learning media have an impact on the learning outcomes of elementary school students in the East Baturaja District. Variables are declared to have an effect if the significance level of 0.05 H_0 is accepted, implying that teacher performance has an effect on learning outcomes. The learning media has an effect on student learning outcomes in this study. It is demonstrated by the results of hypothesis testing on teacher performance on learning outcomes, namely that the significance of 0.015 is less than 0.05, implying that H_0 is accepted, implying that learning media has an influence on learning outcomes. According to the findings of Afandi's (2015) research, learning media can instill correct, concrete, and realistic basic concepts. Students think more about the expected concepts when they learn abstract concepts with pictures or audio. Many students in elementary school are bored when I deliver learning, resulting in poor student learning outcomes. It is critical for teachers to improve learning media so that students enjoy learning. Furthermore, Supardi et al (2015) state that the use of learning media is an external stimulus used to provide material concepts that are easier for students to understand. To make traditional learning media more appealing to students, a teacher must be able to change its use to be conventional.

According to the findings of research and expert opinions, relevant research conducted by Rahmatullah, (2011), the diversity of learning media can assist teachers in creating maximum learning. The use of learning media can provide an engaging experience for students and encourage them to actively participate in their learning. When students are at ease while learning, their performance improves. Furthermore, Yunita and Wijayanti (2017) conducted research that used learning media to aid in the presentation of material. Students are more engaged in learning when material is delivered through learning media. In other words, the

theories and hypotheses advanced in this study, namely the influence of learning media on student learning outcomes at SD Baturaja Timur District, are correct.

3. The Influence of Teacher Performance and Learning Media on Student Learning Outcomes

The learning outcomes of elementary school students in Baturaja Timur District are influenced by teacher performance and learning media. Variables are declared to have an effect if the significance level of 0.05 means H_0 is accepted, implying that there is a relationship between teacher performance and learning media and student learning outcomes. In this study, teacher performance and learning media have an impact on student learning outcomes. According to the findings of Liliawati (2017), teacher performance is the quality of learning, and learning media is required for supporting facilities. The level of teacher success in teaching is determined by the teacher's ability to use learning media. Learning media is a component of teachers' teaching creativity. The use of engaging learning media by teachers in the classroom has an impact on student learning outcomes. Furthermore, according to Rejeki (2013), good teacher performance is defined as the ability to create a pleasant learning environment and make student's feel happy and comfortable, thereby affecting the maximum learning value. Teachers improve their performance by continuously evaluating their instruction (Prihatini et al, 2021; Yusuf et al, 2021). When conditions aren't ideal, the teacher can provide media or other resources to help students learn more effectively.

According to the findings of the study and the opinions of the experts, Dirgayana and Harnanik (2015) found that mastery of teaching materials, understanding of student character, mastery of classroom management, mastery of learning methods and strategies, mastery of evaluation, and personality are all components of teacher performance. It is said that the teacher has qualities of a teacher and that he or she is successful in the classroom. According to research findings, the use of learning facilities or media has a positive impact on student learning outcomes. The theories and hypotheses proposed in this study are correct, namely the influence of teacher performance and learning media on student learning outcomes at SD Subdistrict in Baturaja Timur.

D. Conclusion

The performance of elementary school teachers in the Baturaja Timur District, which influences student learning outcomes. The use of learning media in the classroom at East Baturaja District Elementary School has an impact on student learning outcomes. There is a significant influence on student learning outcomes from both teacher performance and learning media at the same time.

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