

The Influence of the Independent Learning Curriculum and Teacher's Performance on The Learning Outcomes of Public High School Students in Kayuagung Sub-District

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Abstract: This study aims to determine the Effect of the Independent Learning Curriculum and Teacher Performance on the Learning Outcomes of State High School Students in Kayuagung District. This type of research is quantitative research with research design using expost facto research design. The sample in this study is the total of all public high school teachers in Kayuagung sub-district. consisting of 121 teachers. Data collection techniques using questionnaires. Data analysis techniques use quantitative descriptive analysis techniques, and multiple regression. The results of this study stated that 1) there was a significant influence of the Independent Curriculum on the learning achievement of State High School students in Kayuagung District; 2) there is a significant influence on teacher performance on the learning achievement of public high school students in Kayuagung sub-district; 3) there is a significant influence together with the Independent Curriculum and teacher performance on the learning achievement of State High School students in Kayuagung District.

Keywords: Curriculum Independent, Student's Achievement, Student's Learning.

A. Introduction

Suggesting that one of the causes of the low quality of education in Indonesia is low learning achievement. Then research conducted by (Oktariany et al., 2015) suggests that school *output* is of high quality if student achievement is high, both in academic achievement and non-academic achievement. The above statement is supported by opinion (Winkel, 2013) suggesting that learning outcomes are evidence of learning success or the ability of a student to carry out learning activities in accordance with the weight he achieved. Thus, learning outcomes are one of the characteristics that can describe the high and low success rate of students in learning at school (Danil, 2009).

From the explanation above, student learning outcomes are one of the main goals in the educational process. There needs to be maximum effort from all components of education to improve student learning outcomes both through management and improving school quality. Townsend & Butterworth, (2012) Several things that determine the realization of a quality education process, among others: 1) active

participation and a sense of responsibility of teachers and staff; 2) continuity of effective teaching and learning process; and 3) relevant curriculum.

Efforts contained in the management of improving the quality of learning in educational institutions according to (Usman, 2012) include 1) controlling the processes that take place in schools, both curricular and administrative; 2) involves a *diagnostic process*; and 3) requires the participation of all parties, principals, teachers, administrative staff, participants, learners, parents and experts.

One important component in efforts to improve learning outcomes is teacher performance being an important factor in efforts to improve student learning outcomes. Increasing educational output through learning achievement is reflected in teacher performance in carrying out their main duties and functions. High teacher performance is seen when teachers have high motivation in teaching tasks, master and develop teaching materials, discipline and have high creativity in the teaching process. Through high teacher performance, the quality of learning will be higher as well. Teachers are one of the components of education that have the most important influence on student learning success, even according to (Suyatno, 2011) teachers are more important than socioeconomic status and school location. Teachers are a key element in the education system, especially in schools. All other components, ranging from curriculum, infrastructure, costs, and so on will not mean much if the interaction between teachers and students is not qualified.

So important is the role of teachers in transforming educational inputs that there will be no change or improvement in quality without changes and improvements in teacher performance. This is supported by the results of research (Suyatno, 2011) which states that there is a positive and significant contribution of teacher work ability to student learning outcomes, increasing teacher work ability followed by improving student learning outcomes, therefore, teachers have a very large role in education, on their shoulders are burdened with a responsibility for the quality of education (Yamin & Maisah, 2020).

The background of the above problem is supported by research conducted by (Riyanto & Masniar, 2019) with the results of the study showing that 1) there is an influence of the independent learning curriculum with student learning outcomes of 6.52%; 2) the managerial influence of the principal with student learning outcomes through teacher performance 32.12%; 3) there is a direct influence between teacher performance and student learning outcomes 46.06%. So overall the managerial competence of the principal, teacher performance on student learning outcomes amounted to 84.70%. This means that if the independent learning curriculum and teacher performance are improved, it will be able to improve the learning outcomes of SDN 32 Rimau Island students.

In addition to teacher performance, curriculum implementation is a factor that can affect student learning outcomes. To date, Indonesia's national curriculum has been changed 10 times: 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and 2013 (Nurwiatin, 2022). Currently, the curriculum used is an independent curriculum. This independent curriculum is a substitute for the KTSP curriculum, which details several aspects clearly, namely knowledge, skills, and social and spiritual attitudes (Nurwiatin, 2022).

An independent curriculum is a challenge that must be carried out by education units. The Independent Curriculum demands the maximum application of learning, both students and teachers, teachers must have four competencies and must not reduce them because they greatly affect the learning process. In the application of an independent curriculum that emphasizes more on the use of technology and information in its implementation. As stated by (Nurwiatin, 2022) in schools that implement an independent curriculum, the implementation is more information technology-based. Technology is very influential in improving the quality of schools. This is what makes most schools constrained in the independent curriculum. Because of this technology, there needs to be complete infrastructure facilities in a school. In addition, there are still many teachers who do not understand in its application because the independent curriculum emphasizes the teacher's ability to direct students to be more creative, active, productive and think critically (Manullang, 2017).

This research was conducted at SMA Negeri se Kayuagung District. Based on the results of the researcher's initial observations on June 10, 2022, it can be stated that student achievement using student UN result indicators shows that all students have reached the National Examination passing standard. Seeing from this condition, the researcher decided to carry out research at SMA Negeri se Kayuagung District.

Regarding the competence of implementing the independent curriculum, researchers found several indicators that stated that schools had not maximally applied the independent curriculum to the learning process. Based on the results of the researcher's initial observations, stated that the difficulty of teachers in applying the school curriculum in total due to the lack of infrastructure owned by the school and the rapid progress of technology and information led teachers to quickly adjust to the learning needs and characteristics of students. Another problem is also the limited ability of teachers to use learning facilities and infrastructure that are predominantly demanded in the learning process. Meanwhile, in the independent curriculum, teachers are required to be able to innovate to make and practice effective learning methods during face-to-face learning at school (Trianda & Thomas, 2014). The implementation of an independent curriculum requires teachers to be able to innovate with student learning, and can be applied to all subjects (Djamarah, 2010).

The results of the initial observations conducted by the researcher, can be put forward a general description of the managerial competence of the principal, teacher performance and student learning outcomes in SMA Negeri se Kecamatan Kayuagung However, the results of initial observations made by the researcher cannot be used as a conclusion that the implementation of curriculum and teacher performance in SMA Negeri se Kecamatan Kayuagung has an influence on student learning outcomes needs more in-depth research. Therefore, researchers are interested in researching with the title "The Effect of the Independent Learning Curriculum and Teacher Performance on Student Learning Outcomes in State High Schools in Kayuagung District".

B. Methods

This study used a quantitative approach. Quantitative approach, is a decision model that uses numbers (Idrus, 2014). This research design uses *an expost facto* research design. Sugiyono, (2015) states *expost facto* research design is a study that aims to investigate events that have occurred and then trace back to find out the factors that caused these events to occur.

Population is all members of a group of humans, animals, events, or objects that live together in one place and are planned to be the target of conclusions from the final results of a study (Sugiyono, 2015). The population in this study is all teachers of SMA Negeri in Kayuagung District, totaling 171 people with the following population characteristics. (Sugiyono, 2015) explains that *probability sampling* is a sampling technique that provides equal opportunities for each element (member) of the population to be selected as a member of the sample. Determination of the number of samples is done by calculation using the *Slovin* Formula. The formula is used to determine the sample size at a rate of 5%. The Slovin formula used is as follows:

$$n = \frac{N}{1 + Ne^2}$$

n = sample size

N = population size

e = Allowance for inaccuracy due to sampling errors which can be tolerated, then squared (Noor, 2011).

Based on the Slovin Formula, the number of research samples is drawn:

$$n = \frac{171}{1 + 171 \cdot 0.05^2}$$

$$n = \frac{171}{1.41}$$

$$n = 121.27 \text{ rounded to } 121$$

Based on the calculation above, the sample obtained was 121 respondents. The number of samples obtained is then divided into all schools so that the determination of the number of samples in each school has the same proposition. The calculation of the number of samples of each stratum can be calculated by the formula $\text{Sample} = \frac{\text{Population}}{\text{Total Population}} \times \text{Total Sample}$ (Noor, 2011).

Reliability testing in this study uses an internal reliability test obtained by analyzing data from a test result with the *Cronbach Alpha* formula.

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum \sigma^2_i}{\sigma^2_t} \right) \quad (\text{Noor, 2011})$$

Information:

r_{11} = Instrument Reliability

n = Number of questions/statements

$\sum \sigma^2_i$ = Number of grain variances

σ^2_t = Total Variance (Arikunto, 2016).

Test criteria if the *Cronbach alpha* value > 0.700 then the measuring instrument is reliable. Vice versa, if the *Cronbach Alpha* value < 0.700 then the measuring instrument is not reliable. Data collection techniques in this study used questionnaires or questionnaires. According to (Widoyoko, 2012), questionnaire is a method of data collection carried out by giving a set of written statements or statements to respondents to be given a response according to user requests. The scale of the data used is the Likert scale. This questionnaire is used to obtain data on the principal's managerial competence, teacher competence, student academic achievement, and community interest.

Test requirements for data analysis of this study using normality and homogeneity tests. This is done as a prerequisite for using product moment correlation *analysis and multiple correlation* because product moment correlation is a parametric statistic. The hypothesis tested in this study is the influence of independent variables of independent learning curriculum (X_1), teacher performance (X_2) and, student learning outcomes (Y) both individually and together. The statistical hypothesis is formulated as follows.

Hypothesis 1

H_{01} is rejected if $t_{\text{count}} > t_{\text{table}}$

H_{01} is accepted if $t_{\text{count}} \leq t_{\text{table}}$

Hypothesis 2

H_{02} is rejected if $t_{\text{count}} > t_{\text{table}}$

H_{02} is accepted if $t_{\text{count}} \leq t_{\text{table}}$

Hypothesis 3

H_{03} is rejected if $F_{\text{calculate}} > F_{\text{table}}$

H_{03} is accepted if $F_{\text{calculate}} \leq F_{\text{table}}$.

C. Results and Discussion

The Effect of the Independent Learning Curriculum on the Learning Achievement of State High School Students in Kayuagung District

H_{a1} : There is a significant influence between the Independent Curriculum on the learning achievement of public high school students in Kayuagung sub-district.

H_{o1} : There is no significant influence between the Independent Curriculum on the learning achievement of public high school students in Kayuagung sub-district.

The relationship model of the Free Learning Curriculum to student achievement is expressed in the form of a regression equation $Y = 6.737 + 0.489 X_1$. The significance test of the regression equation can be presented in the following table 1.

Table 1. Test the Hypothesis of the Effect of the Independent Learning Curriculum on the Learning Achievement of Students of SD Negeri se Rayon 2, Rimau Island District

		Coefficients ^a			
		Non-standardized coefficients		Standard Coefficient	
Model		B	Std. Error	Beta	t
1	(Constant)	6.737	1.063		6.338
	Independent Curriculum	.489	.077	.527	6.319
	Teacher performance	.429	.076	.468	5.61

Based on table 1 of a simple regression test, a calculated t value of 6,319 > was obtained from the table t price of 1.668 where the calculated t price was greater than the table t, then H_{o1} was rejected, so that there was a significant influence between the Independent Curriculum on the learning achievement of State High School students in Kayuagung District.

The Effect of the Independent Learning Curriculum on the Learning Achievement of State High School Students in Kayuagung District

The hypothesis is as follows.

H_{a2} : There is a significant influence between teacher performance and the learning achievement of public high school students in Kayuagung sub-district.

Ho₂: There is no significant influence between teacher performance and public high school performance in Kayuagung sub-district.

The model of the relationship between school teacher performance and student learning achievement is expressed in the form of a regression equation $Y = 6.737 + 0.429 \cdot X_2$. The significance test of the regression equation can be presented in the following table 2.

Table 2. Test the Hypothesis of the Effect of Teacher Performance on the Learning Achievement of Public High School Students in Kayuagung District

		Coefficients ^a			
		Non-standardized coefficients		Standard Coefficient	
Model		B	Std. Error	Beta	t Sig.
1	(Constant)	6.737	1.063		6.338 .000
	Independent Curriculum	.489	.077	.527	6.319 .000
	Teacher performance	.429	.076	.468	5.61 .000

Based on table 2 of the significance test of teacher performance variables on the learning achievement of State High School students in Kayuagung District, a calculated t value of 5.613 $\geq$ a table t price of 1.668 where the calculated t price is greater than the table t, then Ho₂ is rejected, so that there is a significant influence between teacher performance on the learning achievement of State High School students in Kayuagung District.

Joint Influence Between the Independent Learning Curriculum and Teacher Performance on the Learning Achievement of State High School Students in Kayuagung District

Based on the results of the multiple regression test, the constant value of the regression equation (*a*) is 11.290 and the coefficient value of the independent variable (*b*₁) is -0.019 and the value (*b*₂) is 0.825, then the regression equation is obtained as follows.

$$Y = a + b_1X_1 + b_2X_2$$

$$Y = 6.737 + 0.489 X_1 + 0.429 \cdot X_2$$

This means that student achievement has increased positively through the independent curriculum and teacher's performance. To find out the correctness of hypothesis testing, an oral test was carried out using the F test to determine the effect of the variables of the Independent Learning Curriculum and teacher performance on student achievement variables. The test criteria are as follows.

- a. If the probability value (significant) < 0.005 , then H_{03} is rejected
- b. If the probability value (significant) > 0.005 , then H_{03} is accepted

Then for the F test, the test criteria are as follows.

H_{a4} is accepted if $F_{\text{calculate}} > F_{\text{tabel}}$

H_{04} is accepted if $F_{\text{calculate}} \leq F_{\text{table}}$.

The research hypothesis is as follows.

H_{a3} : There is a significant influence together between the Independent Curriculum and teacher performance on the learning achievement of State High School students in Kayuagung District.

H_{03} : There is no significant influence together between the Independent Curriculum and teacher performance on student achievement. Public High School in Kayuagung District.

The results of multiple regression analysis can be seen in table 3 below.

Table 3. Multiple Regression Analysis Results

ANOVAa					
Pattern		Sum of Squares	Df	Square means	F
1	Regression	578.854	2	289.427	1187.904
	Remnant	15.593	64	.244	
	Entire	594.448	66		

a. Dependent Variable: Student Learning Achievement

b. Predictors: (Constant), Teacher Performance, Free Learning Curriculum

From the Anova test above, F count is obtained at 1187,904 with a significance level of $0.000 < \alpha$ 0.05 while F table corresponds to a significance level of 0.05 (2.117) of 3.14 so that $F_{\text{counts}} > F_{\text{table}}$ ($1187.904 > 3.14$) so that H_{03} is rejected, meaning that there is a significant influence together between the Independent Curriculum and teacher performance on the learning achievement of State High School students in Kayuagung District. To find out how much influence the independent variable has on the dependent variable in oral can be seen in the *following model summary* table.

Table 4. Termination Coefficient

Model Overview				
Pola	R	R square	Customized R Square	Std. Estimation Error
1	.987a	.974	.973	.49360
a. Predictor: (Constant), Variables X2, X1				

Based on table 4, the *R square value* of 0.974 can be obtained, thus the termination coefficient is 97.4%, so it can be concluded that the influence of the Independent Learning Curriculum and teacher performance on the learning achievement of State High School students in Kayuagung District together is 97.4% and the remaining 2.6% is influenced by other factors that are not studied in this study (Widodo, 2015).

D. Conclusion

The results of this study stated that 1) there was a significant influence of the Independent Curriculum on the learning achievement of State High School students in Kayuagung District; 2) there is a significant influence on teacher performance on the learning achievement of public high school students in Kayuagung sub-district; 3) there is a significant influence together with the Independent Curriculum and teacher performance on the learning achievement of State High School students in Kayuagung District.

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