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The Effect of Teacher Competence and Student Motivation on Learning Outcomes for Students

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Abstract

The goal of this research is to see the impact of teacher competence and student motivation on the results of student learning. The unsatisfactory outcomes of student learning at SD Negeri 14 Kayuagung inspired this. An explanatory approach with data survey techniques by questionnaires is the analysis method used. The study sample was 246 Kayuagung grade 2 to 6 SDN 14 students. The instrument was tested using a scale from Likert. Path analysis is the data analysis methodology used. Random sampling was used in the sampling method. The results of the study show that: (1) In general, the definition of teacher competence, which is pedagogical competence, affects learning outcomes in the low category of teacher competence perceived by students. (2) The motivation of students to learn is still in the low range, not ideal for excitement and ability to learn. (3) Some students also have scores below KKM and need care from the teacher and the growth of the school's academic potential.

Keywords*: Competence of teachers, encouragement for pupils, student learning outcomes.*

INTRODUCTION

A student is said to have achieved optimum development if, according to their skills, skill, interests and morals, students will obtain education and learning perspectives. It can be seen from student learning results to see whether an education is completed or not. Students have a strong indication of information with high returns. The evaluation of student performance at SDN 14 Kayuagung for the 2019/2020 school year is very satisfying based on the results of the midterm assessment, but there are still students who score below the KKM.

The student learning outcomes of Fitria (2015: 1597) are the outcomes obtained by students after students conduct learning tasks in the form of changes in actions. This shift in behavior can be seen through learners' improved awareness of something, changes in attitudes or behavior in daily life, and students' willingness to work or become competent individuals. It is important to measure student learning outcomes to find out this[1].

Dimyati and Mudjiono (2009: 298) demonstrated, according to Bloom, that learning results are clarified in 3 domains, namely:

1).Cognitive domain with respect to the effects of intellectual learning. There are 6 facets of the cognitive domain, namely: awareness. Comprehension, implementation or application, analysis, synthesis, assessment 2). The affective domain consists of: receiving, reacting, analyzing, arranging, characterizing, with regard to attitudes and values as a result of learning 3) The psychomotor domain relates to motor skills, object manipulation or tasks involving nervous and body coordination, including: body movements, synchronized precision typically relates to eye, ear and body movements, non-verbal communication devices, speech capacity[2].

There are three factors that influence student learning according to Syah (2010: 129-136), namely: 1) internal factors, namely physiological (which are physical) aspects that include body organs such as eyes and ears, whereas psychological (spiritual) aspects that include the level of student intelligence / intelligence, student attitudes, student talent, interest in learners, encouragement for students. 2) External factors consisting of two categories, namely the social atmosphere (teachers, community, playmates and others) and the environment, are the environmental conditions around students. Non-social Non-social (economic conditions, living conditions and others).

3). The learning method element is the type of student learning initiative that involves the methods and techniques used by students to conduct subject-matter learning activities[3]. On the basis of the above view, external variables include teacher competence.

Article 1(10) of Chapter I (General Provisions) of the Law on Teachers and Lecturers states that the concept of competence is a collection of knowledge, skills and behaviors that teachers and lecturers must have, live and master in the exercise of their professional responsibilities[4].

Article 3(2) concerning teachers, teacher competence consists of four types, namely pedagogical competence, personality competence, social competence and technical competence Government Regulation No. 74 of 2008[5]. The research findings of Titin Damayani et al. state that a competent teacher has a clear scientific foundation, namely a teacher who can lead students throughout the world of science and technology, according to Tilaar (2009) in the Journal of Creativity in Teaching and Instructional Media[6].

The findings of A.Werdayanti's (2008) research indicate that the difference in teacher competence is that teachers are less consistent in the teaching and learning phase in describing the subject matter so that students do not understand the teacher's teaching material[7].A instructor must also be able to conduct a lecture to arouse student curiosity and sympathy, in addition to having to master the subject matter. Intrinsic motivation is motivation arising from learners. The consistency of the student learning process is influenced by intrinsic motivation. In addition to intrinsic learning motivation, extrinsic learning motivation is another motivation that is no less important for arousing the desire of students to learn.

Bahri (2005: 125) suggests several ways of encouragement that can be used to direct learners to learn in the classroom, including:

1) Giving numbers as symbols or values from the outcomes of learning activities of students, the numbers given differ according to the results of the assessments they received from the results of teacher evaluations, not because of the compassion of the teacher. 2) A gift is to give something as an appreciation to another person. 3) Competition can be used as a motivational tool to inspire learners to be excited about learning and to compete equally, whether in the form of persons or groups necessary for education. 4) As a motivating instrument, praise that is said at the right moment can be used. Praise is granted in conjunction with the outcomes, not making up or contradicting the students' work. 5) Punishment as an adverse reinforcement, but it can be a successful and effective motivating instrumentif performed correctly and wisely. Punishment, if carried out with an instructional approach, would be a motivational device[8].

The findings of research in the journal Yuhana, Bukman Lian and Mulyadi in 2020 indicate that motivation to learn has a substantial influence on the outcomes of student learning. Student failure to learn does not necessarily blame students, according to Yuhana et al, since it is likely that the teacher does not succeed in inspiring students so that they do not arouse the excitement of students to study harder. For this purpose, teachers are obligated to inspire learners to increase their desire to learn, so that students can get out of learning difficulties with this help. Low incentive for student learning will be students have an effect on an adverse learning environment [9].

Indirectly, teacher abilities and student learning encouragement have a powerful spirit, since a teacher has qualified competencies both pedagogically, professionally, individually and socially, a teacher would be able to inspire his students. Students would have a positive impression of high teacher competence, so that students will offer the teacher gratitude in the form of high motivation to learn Students from inside. Study findings in the 2019 Della Geovana journal article showed that there was a positive and important effect on teacher pedagogical competence on the motivation of student learning.. There appears to be an influence of learning motivation on the basis of research journals, especially motivation related to teacher pedagogical competence[10].

METHODOLOGY

At SD Negeri 14 Kayuagung, Ogan Komering Ilir Regency, this study was carried out. The researchers chose this school because it is one of the favourite schools in the Ogan Komering Ilir (OKI) district, It encourages researchers to assess whether teacher competence and student motivation have an effect on student learning outcomes in this school. The study will be performed over a period of 8 months, from April 2020 until December 2020.

This research is a field study with a correlation relationship that uses a quantitative approach. The survey method is a technique, according to Alsa (2004: 20), in which the researcher performs a survey or offers a questionnaire or scale to a sample to classify the attitudes, beliefs, behaviour, or characteristics of the respondent. Based on the results of this study, the researcher makes comments about current population trends[11]. Explanatory itself is a researcher whose goal through hypothesis testing is to clarify the causal relationship between variables. The approach used in this analysis is, therefore, the explanatory survey method.

Class II to grade VI teachers with a total of 24 class teachers at SDN 14 Kayuagung Ogan Komering Ilir Regency are the focus of this study. Students from class II to grade VI were the subjects in this report. The study population consisted of 637 students including 321 male students and 316 female students who were members of 24 students Study Groups A good sample is a representative sample, meaning a sample capable of maximally representing the state of the population. Using the sample random sampling approach is the sample procedure used in this analysis. In Riduwan & Kuncoro, student sample calculations were carried out using the Slovin formula (2012: 44)[12]. The minimum sample size in this analysis is 245.95 from the estimation of the Slovin formula, rounded to 246 individuals. As for calculating the number of student samples for each class, a formula is used to perform proportionally.

In this analysis, primary data and secondary data are the information used. Primary data is information that is derived directly from data providers, while secondary data is information obtained from second parties. The methods of data collection used in this analysis are: methods of observation, questionnaires/ and documentation.

RESULTS AND DISCUSSION

Research result

Teacher Competency Variables

The overall summary of the questionnaire on the expectations of teacher competence by students based on variable patterns is as follows.

Table 1: The Distribution of Student Perceptions of Teacher Competency Variables

Score Scale	Qualification	Total	Percent
$X \geq 71$	High	37	15,04%
$71 > X \geq 62$	Moderate	99	40,24%
$62 > X \geq 53$	Less	93	37,80%
$X < 53$	Low	17	6,92%
Total		246	100%

Student Motivation Variables

An summary of the motivation for student learning based on the questionnaire findings is as follows.:

Table 2 Distribution of the Tendency of Learning Motivation Variables

Score Scale	Qualification	Total	Percent
$X \geq 71$	High	53	21,54%
$71 > X \geq 65$	Moderate	117	47,56%
$65 > X \geq 60$	Less	61	24,80%
$X < 60$	Low	15	6,10%
Total		246	100%

Student Learning Outcomes Variables

The following is a summary of student learning outcomes based on the observations of the Minimum Completeness Criteria (KKM) 75 documentation:

Table 3 Distribution of Student Learning Outcomes

No	Qualification	Total	Percent
1.	Completed	225 siswa	91,46%
2.	Not complete	21 siswa	8,54%
Total		246 siswa	100%

Centered on a normality examination for Kolmogorov-Smirnov. If it is said to be average at the 5 percent significance mark, if it is Sig> 0.05, then the data is generally distributed.

After all the knowledge is thought to have satisfied the prerequisites for the normality test, the classical inference test must be carried out as follows: 1) The results of the data output show that the tolerance value is 0.984> 0.10 and the VIF value is 1.016 <10, meaning that multicollinearity does not occur. 2) One way to assess whether heteroscedasticity occurs in a multiple linear regression model is by looking at the scatterplot graph or the predictive value of the dependent variable, i.e. SRESID with residual error, i.e. ZPRED. It can be inferred that heteroscedasticity does not occur if there is no certain trend and it does not extend above or below zero on the y-axis. One that does not have heteroscedasticity is a strong research model (Ghozali, 2016)[13]. 3) The autocorrelation test is carried out with the provisions du <d <4-du or 1.8312 <1.991 <2.1688, by the Durbin-Watson test, so it can be assumed that there is no autocorrelation. 4) The linearity test is designed to determine if there is a linear effect on the independent variable and the dependent variable. The results of the linearity test show that the value is> 0.05, so that all variables can be assumed to be linear. The hypothesis test uses SPSS version 26.0.0 to measure the coefficient of determination, the statistical/simultaneous F test and the statistical/partial T test.

Discussion

The effect of teacher competence on learning outcomes for students

It is known that there is a direct effect of instructor competence on student learning outcomes on the basis of the results of the study. This is shown by the Regression Weights test. It is known that teacher competence has a positive impact on student learning outcomes at SDN 14 Kayuagung. This is demonstrated by the importance of the independent variable teacher competence of R Square, which may explain or forecast the value of 5.10 percent of the dependent variable student learning performance. The rest is clarified by other variables outside the study, it can be concluded that the competence of the teacher on learning results has little impact.

Based on the T test results, the significance value is found to be lower than the alpha level used and the t count> t table value, so that Ha is accepted and Ho is rejected. This suggests that teacher competence has a major impact on learning outcomes.

With this small impact, teachers are motivated to further develop their skills, which are supposed to be in line with enhancing student learning outcomes. Furthermore, there were also some students who measured the lack of teacher competence from the effects of the expectations of students of teacher competence. This can be seen as a reference that teacher competence in teaching and learning activities also needs to be strengthened, either by instruction, courses, curriculum and the ability to open up and to pursue advances in science and technology..

The findings of this study support previous research conducted at SMA Srijaya Negara Palembang by DNAO et al in a journal entitled The Impact of Concept Attainment Learning Model Against Student Learning Outcomes in Economics Subjects, where the results showed that concept attainment learning models have an effect on learning outcomes[14].

The outcomes of Muhammad Dahlan et al 2020 study in The Impact of School Culture and Education and Preparation on Teacher Success in the Journal of Education Research. Where the study findings show that education and training have a major impact on teacher efficiency in SD Negeri Sungai Lilin sub-district. As a result of teacher enhancement preparation, the efficiency of people in their job will improve. Education and training provide teachers with opportunities to develop new information, skills and attitudes that change their actions, which in turn can enhance performance and also have an effect on improving student learning achievement[15].

Similar to the research findings of Susti Marce et al in the Islamic Education Journal entitled Leadership Management of School Principals as Administrators in Improving Teacher Competence in 2020, Susti Marce et al reported that daily teacher coaching by the principal of SDN 3 Toman is carried out with coaching activities such as seminars, upgrades or training and others to expand teacher insights[16].

It can therefore be concluded, based on the results of the above research, that teacher competence affects student learning outcomes. The use of learning models is part of professional competence and education and training, and schools can facilitate workshops to enhance teacher competence.

Student motivation's effect on student learning outcomes

It is established that there is a direct impact of learning motivation on student learning outcomes on the basis of the results of the study. The value of R Square, the independent learning motivation variable, is capable of illustrating or predicting the value of the dependent variable on student learning outcomes that there is a slight association between learning motivation and learning outcomes.

Based on the T test results, the significance value is found to be lower than the alpha level used and the t count> t table value, so that Ha is accepted and Ho is rejected. This suggests that student learning motivation has a major impact on learning outcomes.

Given the minimal effect of student motivation and student learning outcomes, we can see that teachers do not inspire learners to learn. The influence of learning models and student motivation on learning outcomes in cultural arts subjects at Tanjung Raja High School, based on the study of Lenny Susanti et al in the journal article The influence of learning models and student motivation on learning outcomes in cultural arts subjects at Tanjung Raja High School, reported that student learning motivation can be said to be high when students are not lazy about attending lessons, Have total emphasis and concentration on learning. Pay attention to what the instructor discusses, ask questions when given the chance, and work on the questions diligently. It can also be inferred that it would also achieve satisfying learning results when students are highly motivated[17].

The effect of teacher competence and student motivation on learning outcomes for students

The independent variable of teacher competence and learning motivation can explain or forecast the value of the dependent variable on student learning results on the basis of the value of R Square, which has little influence. This suggests that there are many other variables that are more likely to impact student learning results that the researcher does not analyze.

A meaning value is obtained on the basis of the results of the F test, where the test is carried out using the significance or sig parameters under the following conditions: if the meaning value of the analysis is <0.05 Ha and Ho is rejected, if the meaning value of the study is approved and Ho is rejected. If the significance value of research> 0.05 Ha is rejected and Ho is accepted. The value of F count> Ftable, based on the table, implies that Ha is accepted by Ho is rejected.

In the journal The Impact of Image Media Application on Student Learning Outcomes in Economics Subjects at SMA N 1 Abab 2018/2019 Academic Year, Dwi Septia Sari et al reported that learning is an overall educational process for teachers as mentors and student motivators. A teacher is not only required to have theoretical skills in teaching and learning

practices, but must also have practical skills[18]. The role of the teacher in the learning process, which involves encouraging students to learn such that it has a positive effect on student learning outcomes, is very important based on this view..

CONCLUSION

The expectations of teacher competence by students will affect the achievement of the results of student learning. High teacher competence expectations of students can achieve better learning outcomes than students with moderate and low teacher competence perceptions. Teachers are supposed to be able to strengthen their competence so that it has a positive effect on learning outcomes. While the impact is minimal, but teacher competence has an impact on learning outcomes, teachers play the most important role, playing a role as teaching designer, teaching manager, evaluator of student learning outcomes, director and mentor. Based on the research results, it demonstrates that progress in learning can not be isolated from the teacher's position.

Motivation for student learning affects student learning outcomes. Students with high motivation for learning definitely have stronger learning results than students with moderate or poor motivation for learning. Although the effect of teacher competence and student motivation on learning outcomes in this study is poor, cooperation between students and teachers is expected to occur by searching for other more dominant factors that influence student learning outcomes.

Suggestion

For teachers, by engaging in training, workshops and educational seminars aimed at improving their teacher competence, they should always try to improve their teacher competence, trying to generate student motivation with an emotional approach, especially in the teaching and learning process by providing students with information on the benefits they can learn for their future.

Parents should play an active role in monitoring the learning experiences of students at home, accompanying and meeting learning needs and comfort, so that it has an impact on increasing learning outcomes. Schools also offer resources and enable teachers to enhance their teacher competencies by providing training courses, assessing teacher success and other teacher competency growth activities. In addition to teacher competence and student learning motivation, additional researchers need to perform research on other factors that influence student learning outcomes.

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