

The Effect of Teacher Competence and the School Environment on Student Achievement of SD Negeri Kecamatan Jirak Jaya

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Abstract

This study aims to analyze and describe: 1) the effect of teacher competence on student learning achievement; 2) the influence of the School Environment on Student Learning Achievement; and 3) the influence of teacher competence and school environment together on student learning achievement. This research uses quantitative methods. The results of the study state that: 1) there is an effect of teacher competence on student learning achievement; 2) there is an influence of the school environment on student achievement; and 3) there is an influence between Teacher Competence and School Environment together on Student Learning Achievement.

Keywords: *Teacher Competence, School Environment, Student Achievement.*

INTRODUCTION

Education is one of the important elements for the development of a nation which is reflected in the quality and availability of superior human resources who are able to compete with other nations, so that it will be able to increase the dignity of the nation. As stated [1], the measure of the quality of a nation can be seen from the extent to which the success of the implementation of education takes place in a country.

In line with the opinion [2] that the quality of a country can be seen from several factors, one of which is the factor of education. School is an institution that is prepared to provide the needs of quality human resources. Quality human resources will improve the quality of a country.

The higher the level of community education in a nation, the higher the quality of the people of that nation. However, the reality of the Indonesian education system has yet to show the quality and success it hopes for. National education has not been able to create superior human resources, both in terms of intellectuality, morality, spirituality, professionalism and the ability of national competitiveness or competition. And in reality, education in Indonesia is difficult to make significant progress, even in a global scale; our quality is far from that of neighboring countries.

[2] that in an educational institution there are several components, including: educators, students, educational staff, and school committees. In addition, there are also other supporting factors, including external factors and internal factors. In its implementation activities, there are two main components that cannot be separated, namely educators or teachers and students.

Therefore, education has an important role in the progress and development of a nation. Article 3 of Law No. 20 of 2003 concerning the National Education System states that National Education functions to develop capabilities and shape the character and civilization of a nation with dignity in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, with

noble character, healthy, knowledgeable, capable, creative, independent and be a democratic and responsible citizen.

Educational goals will be achieved if the components in the learning process involve themselves actively in learning activities both physically, mentally and emotionally. In this regard, schools as one of the educational institutions have a very important role in educating the nation's generation. Educational institutions are required to carry out the teaching and learning process optimally, so that they are able to produce quality students who are able to compete at the global level. [3] there are many smart education graduates, but do not have the responsibility to practice the knowledge and skills they have, so they often cause problems for society, become a burden to society and the nation, even undermine the integrity of the nation and can shake the unity and unity of the nation, so that produce graduate students who are less able to compete at the global level. Therefore, the government needs to make various efforts to improve teacher competency standards in order to improve the achievements that will be achieved by students. Law No. 14 of 2005 concerning Teachers and Lecturers Chapter IV Article 8 states that: "Teachers are required to have academic qualifications, competencies, teacher certificates, are physically and mentally healthy, and have the ability to realize the goals of national education".

Based on the results of observations on pre-research activities at SD Negeri 1 Jirak, SD Negeri 2 Jirak, SD Negeri 1 Setia Jaya, SD Negeri 2 Setia Jaya, and SD Negeri Bangkit Jaya, that the application of competence possessed by teachers is still lacking, such as a lack of variation in application. learning methods in the classroom and the lack of teacher attention to students, there are still teachers who have not received certification, there are also problems that are still lack of teacher competence including: pedagogical competence in which teachers during the learning process are still less varied in the use of learning methods.

The environment is an external factor that is thought to also affect student achievement. The environment is a place where a student actively interacts in his daily life. The school environment will be able to function as well as possible if each individual can learn a variety of things, both patterns of behavior and roles. [4] the success and smoothness of the teaching and learning process in schools is influenced by various factors, including a good and harmonious school environment in implementing learning activities, so that educational goals will be achieved. [7], the work environment in an educational organization is very important to note. Achieving the vision and mission of the school cannot be effective if it is not supported by a pleasant work environment. [8], the educational goals of an educational institution depend on the effectiveness of education and the results or *output* are determined by several factors, for example students, teachers, curriculum, facilities and infrastructure, and the environment.

In preliminary observations it can be shown that the physical facilities available at SD Negeri 1 Jirak, SD Negeri 2 Jirak, SD Negeri 1 Setia Jaya, SD Negeri 2 Setia Jaya, and SD Negeri Bangkit Jaya, can be seen that there are still facilities that do not fully support the student learning process , this is because there are still facilities that are not well maintained, this becomes an obstacle for students in the learning process. Apart from being educated, the school environment also greatly influences the success of teaching and learning. A student who has high motivation will tend to have high enthusiasm in carrying out his learning activities, so that he will try his best to achieve maximum results in accordance with what is expected.

Based on the above background, the researcher will examine the problem by conducting a study entitled "The Effect of Teacher Competence and the School Environment on Student Achievement in Jirak Jaya District Elementary School Students ".

The purpose of this study to analyze and describe: 1) to influence Teacher Competence on Student Achievement S D State District of Jirak Jaya, 2) the influence of the

School Environment on Student Achievement SD Negeri District of Jirak Jaya, 3) the influence of the Competence of Teachers and the School Environment together against elementary School Student Achievement District of Jirak Jaya subdistrict Jirak Jaya.

METHOD

The research method used in this research is *ex post facto* research. [9], *ex post facto* is a study that refers to the treatment or manipulation of the independent variable that has occurred before, it remains only to see the effect on the dependent variable. This research involved all components of teaching staff / teachers in SD Negeri Jirak Jaya District , amounting to 17 State SDs consisting of 2 Public SDs with Accreditation A, 12 Public SDs with Accreditation B, and 12 Public SDs with Accreditation. C, as many as 3 public elementary schools.

Samples were taken of 5 State Elementary Schools consisting of SD Negeri 1 Jirak with 11 teachers, SD Negeri 2 Jirak with 13 teachers, SD Negeri 1 Setia Jaya with 9 teachers, SD Negeri 2 Setia Jaya. with 8 teachers, and SD Negeri Bangkit Jaya with 9 teachers. The reason for taking the sample unit is limited to that number, because it is to obtain the characteristics of schools based on Accreditation A, B and C which represent the population of each school. Data were collected using a Likert scale model questionnaire. The data analysis technique used 1) descriptive quantitative analysis technique; and 2) multiple regressions.

RESULTS AND DISCUSSION

Effect of Teacher Competence on Student Achievement

The results showed that the competence of teachers (X1) on student achievement (Y) after analysis of data obtained by value $t_{\text{arithmetic}} (12.641) > t_{\text{table}} (2.011)$ at the significant level of 5% and a probability value (p) of $0.000 < 0.05$. From these results it can be concluded that there is a significant effect of Teacher Competence (X1) on Student Achievement (Y) in SD Negeri Jirak Jaya District . From this statement it can be said that H_0 is rejected and H_a is accepted . In addition, it is also explained the percentage of influence of Teacher Competence (X1) on Student Achievement (Y) which is called the coefficient of determination which is the result of squaring R. From the table above, it is obtained the coefficient of determination (*Adjust R Square*) of 0.764 which implies that the influence of Teacher Competence (X1) on Student Achievement (Y) amounted to 76.4%; while the remaining 23.6% is influenced by other variables not examined in this study.

[10], teacher competence is a basic characteristic of a person related to effective and / or superior performance criteria in a particular job and situation. According to teacher competence is the ability of a teacher to carry out his obligations properly.

The Influence of the School Environment on Student Learning Achievement

The results showed that the school environment (X2) on student achievement (Y) after analysis of data obtained by value $t_{\text{arithmetic}} (16.015) > t_{\text{table}} (2.011)$ at the significant level of 5% and a probability value (p) of $0.000 < 0.05$. From these results it can be concluded that there is a significant influence of the School Environment (X2) on Student Achievement (Y) in SD Negeri Jirak Jaya District . From this statement it can be said that H_0 is rejected and H_a is accepted . In addition, it also explains the percentage of the influence of the School Environment (X2) on Student Achievement (Y) which is called the coefficient of determination which is the result of squaring R. From the table above, it is obtained the coefficient of determination (*Adjust R Square*) of 0.418 which implies that the influence of the School Environment (X2) on Student Achievement (Y) is 41.8%; while the remaining 58.2% is influenced by other variables not examined in this study.

School is an educational environment that is deliberately designed and implemented with strict rules such as having to be tiered and sustainable so it is called formal education. In addition, the school organizes a learning process to achieve educational goals. The school environment also concerns the academic environment, namely the facilities and implementation of teaching and learning activities, various curricular activities [11]. The school environment consists of physical and non-physical environments. Meanwhile, according to, the physical environment in which to learn has an influence on children's learning outcomes. Teachers must be able to create an environment that fosters the development of student education. The physical environment includes the room where learning takes place, classrooms, laboratory rooms, multipurpose rooms / halls.

The Effect of Teacher Competence and the School Environment on Student Achievement

The results showed that the Competence of Teachers (X1) and the School Environment (X2) on Student Learning Achievement (Y) after the data analysis was carried out, it was obtained that the F value was $F_{\text{calculated}} (15.295) > F_{\text{table}} (3.19)$ with a significance value of $0.000 < 0.05$. . Thus, the results of hypothesis 3 test can be concluded that there is a simultaneous significant influence of Teacher Competence (X1) and School Environment (X2) on Student Learning Achievement (Y). In addition, it also explains the percentage of influence of the independent variables (Teacher Competence and School Environment) on the dependent variable (Student Learning Achievement) which is called the coefficient of determination which is the result of squaring R. From the table above, the coefficient of determination (*Adjust R Square*) is obtained.) equal to 0.823 which implies that the influence of the independent variables (Teacher Competence and School Environment) on the dependent variable (Student Learning Achievement) is 82.3%; while the remaining 17.7% is influenced by other variables not examined in this study.

Broadly speaking, teacher competence is influenced by internal factors, namely factors originating from the teacher itself and external factors, namely factors originating from outside the teacher. Increasing teacher competence can be done in various ways, including through increasing educational qualifications. [12], teacher competence cannot stand alone, but is influenced by factors of educational background, teaching experience, and length of teaching. If the subject area taught is not in accordance with the educational background, it will cause a teacher to be unable to convey the material he is teaching properly and professionally. But not always teachers who teach not according to their educational background cannot teach well. This can happen because maybe the teacher has often taught the lesson and has taught it for years, so that the teacher's knowledge of the material being taught develops over time.

[13] stated that increasing teacher competence in implementing learning tasks does not depend solely on the managerial ability of the principal, but is also largely determined by other factors, both originating from the teacher himself and those sourced from his environment. A conducive work environment and a pleasant working atmosphere will greatly support the development of teacher competence. Teachers need to be given the opportunity to develop themselves while getting guidance and direction from the principal. In other words, increasing the competence of teachers in carrying out their duties every day is largely determined by the application and managerial abilities of the principal.

CONCLUSIONS

Based on the results of data analysis, it can be concluded that: 1) there is an effect of teacher competence on student learning achievement; 2) there is an influence of the school environment on student achievement; and 3) no effect between Teachers and School Environment Competency together on Student Achievement with the value

$F_{\text{arithmetic}} (15.295) > F_{\text{table}} (3.19)$ as well as the significant value of $0.000 < 0.05$ H_0 is rejected and H_a accepted that shown by the regression line equation $Y = 3.809 + 0.678X_1 + 0.323X_2$. Teacher Competence and School Environment able to influence Student Learning Achievement by 82.3%; while the remaining 17.7% is influenced by other variables not examined in this study.

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