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THE EFFECT OF TEACHER COMPETENCE AND SCHOOL ENVIROMENT ON STUDENT LEARNING ACHIEVEMENT

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ABSTRACT

Learning is a process carried out by someone to obtain a change in new behavior as a whole, as a result of his own experience in interaction with his environment. To find out how far the changes that occur need assessment. The result of this assessment are called learning achievements. This aims of study: firstly the effect of teacher competence on student achievement, secondly the effect of School enviroment on student learning achievement, the third effect of teacher competence and School Enviroment on teacher performance.

It is conducted to the teachers of the district of Cisarua Cluster 1 Bogor. The population of the research is 149 teachers while the sample is 107, it is taken by using purposive random sampling technique. Collection of data method uses a questionnaire. The research method used is path analysis. By using the STATA 13.

The results of this study indicate that in elementary schools in the Cisarua Bogor District teachers competences does not directly effect on student learning achievement, School Enviroment does not directly effect on student learning achievement, Teacher competence and the school environment together effect student achievement

KeyWords

Teacher Competence, School Enviroment, Student Learning Achievement, Path Analysis.

Introduction

Learning is a process carried out by a person to obtain a new change in behavior as a whole, as a result of his own experience in interactions with his environment. To find out how far the changes that occur need assessment. The results of this assessment are called learning achievements. (Yulianti, 2014)

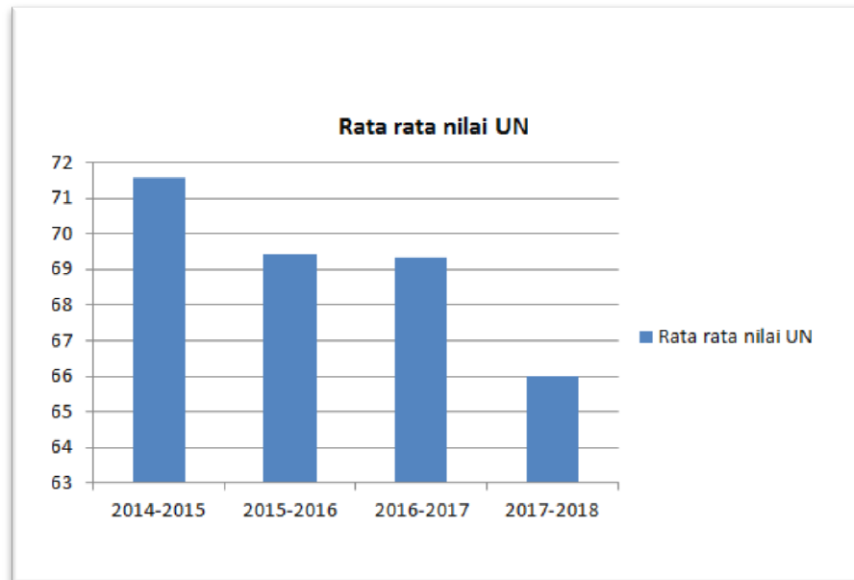
Student achievement can be effected by two factors, namely internal and external factors, where internal factors include physical factors, psychological factors and fatigue factors (Slameto, 2010). While external factors include family factors, school factors and community factors (Ary, 2002)

The competency possessed by each teacher becomes an important factor in achieving student learning achievement (Hapsari, 2017). The competency standards that must be possessed by a teacher are pedagogical, personal, social, and professional competencies.

In addition to teacher competency, the school environment also contributes greatly to student learning achievement. The school environment is a place for students to carry out all educational activities. A good school environment is expected to encourage students' enthusiasm in learning which will increase student learning achievement. (Mulyani, 2015).

Based on the annual data of the State Primary School District of Cisarua Cluster 1 Bogor, there is a decrease in student achievement seen from the average achievement of national exam scores in the last 3 years. For more details can be seen in the graph below.

Graph
Average Student Learning Achievement Based on National Examination Score
Cisarua Cluster 1 District Public Elementary School, Bogor
Year 2014/2015 to 2017/2018



Source: Annual report SDN Subdistrict Cisarua Cluster 1 Bogor

Based on the graph above it can be concluded that there is a decrease in student achievement. This possibility is caused by the low competency of teachers, which can be seen from the decline in the value of teacher competency in the last 3 years and also a less conducive school environment that can hamper student learning processes which will have an impact on decreasing student achievement

Based on this background, the authors are interested in conducting research under the title "Effect of Teacher Competence and School Environment on Student Learning Achievement"

Reserch Question

There are several identification problems of this research, namely:

1. Is there an effect of teacher competence on student achievement?
2. Is there an effect of the school environment on student achievement?
3. Is there an effect on teacher competence in the school environment and on student achievement?

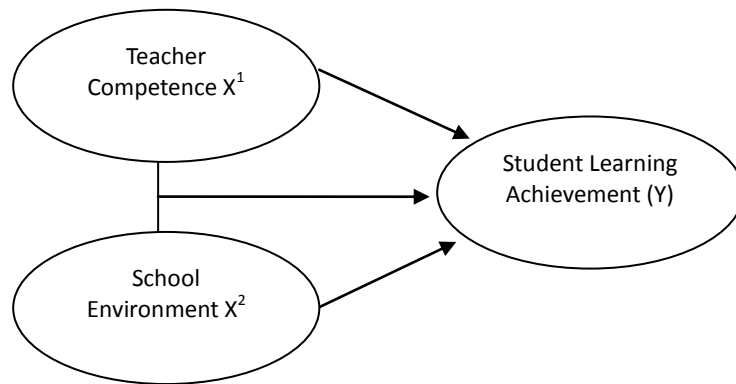
Purpose of Study

This research aims to:

1. Knowing the effect of teacher competence on student achievement.
2. Knowing the effect of the school environment on student achievement.
3. Knowing the effect of teacher competence and the school environment on student achievement.

METHOD

This research was conducted at the Public Elementary School District of Cisarua Cluster 1 Bogor, the type of research is the influence of the principal's leadership style and work environment on teacher job satisfaction using descriptive-correlational methods. According to Sugiyono (2016) research design is a scientific way to obtain data with the aim of certain uses. The form of research design used is correlation analytic and cross sectional approach. In this case the researcher determines the variable relationship, with the research design as follows:



In this study primary data were obtained from distributing questionnaires to all samples of teachers in the Elementary School Public District of Cisarua Cluster 1 Bogor. The population in this study is the Public Elementary School District of Cisarua Cluster 1 Bogor. Data collection was carried out through questionnaires. In this case, the Public Elementary School District of Cisarua Cluster 1 Bogor has 8 schools. In this study, researchers took samples using random sampling techniques. The random sampling technique is done by selecting a number of elements from the population to become members of the sample, so that each element gets the same opportunity to be selected as a sample.

Table II
Population and sample

| No | Objek Penelitian | Populasi | Sampel |
|----|---------------------|----------|----------|
| 1 | SDN Sampay 01 | 20 Guru | 15 Guru |
| 2 | SDN Sampay 02 | 19 Guru | 10 Guru |
| 3 | SDN Tugu Utara 01 | 20 Guru | 14 Guru |
| 4 | SDN Tugu Utara 02 | 20 Guru | 15 Guru |
| 5 | SDN Tugu Selatan 01 | 22 Guru | 18 Guru |
| 6 | SDN Tugu Selatan 02 | 20 Guru | 13 Guru |
| 7 | SDN Gunung Mas | 15 Guru | 12 Guru |
| 8 | SDN Ciburial | 13 Guru | 10 Guru |
| | Jumlah | 149 Guru | 107 Guru |

Analysis of the data used in this research is to use descriptive methods with quantitative and qualitative approaches, which are methods that describe the real situation systematically, factually and accurately about the principal's leadership style. Software in research uses STATA (Statistics and Data) version 13.

Result

Path analysis is used to test the likelihood of a causal relationship between three or more variables. Thus, path analysis is basically a school environment for analyzing causal relationships between variables in order to find out both the direct and indirect effects between the independent variables on the dependent variable.

Such as knowing whether there is influence between variable X_1 teacher competency, variable X_2 school environment and Y variable student achievement. This analysis is also used to determine the direction of the relationship between the independent variable and the dependent variable, whether each independent variable has a direct or indirect relationship and to predict the value of the dependent variable. The following table is the result of path analysis:

```
regress y x1 x2 x1x2y
```

| Source | SS | df | MS | Number of obs = 107 | |
|----------|------------|-----|------------|---------------------|--------|
| Model | 17.0233907 | 3 | 5.67446356 | F(3, 103) = | 347.28 |
| Residual | 1.68299033 | 103 | .016339712 | Prob > F = | 0.0000 |
| Total | 18.706381 | 106 | .176475293 | R-squared = | 0.9100 |
| | | | | Adj R-squared = | 0.9074 |
| | | | | Root MSE = | .12783 |

| y | Coef. | Std. Err. | t | P> t | [95% Conf. Interval] | |
|-------|-----------|-----------|--------|-------|----------------------|-----------|
| x1 | -.6647927 | .0769526 | -8.64 | 0.000 | -.8174101 | -.5121754 |
| x2 | -.8402155 | .0489922 | -17.15 | 0.000 | -.9373801 | -.743051 |
| x1x2y | .0707404 | .0028728 | 24.62 | 0.000 | .0650428 | .0764379 |
| _cons | 5.648485 | .2106416 | 26.82 | 0.000 | 5.230727 | 6.066243 |

Based on research data that has been obtained. The results of this study indicate that the first hypothesis proposed in this study that the level of teacher competence affects student achievement. The results of testing the hypothesis in this study indicate that H1 is rejected, meaning that the level of teacher competence does not affect student achievement. Seen from the table shows the column t teacher competency variable is worth -8.64 which means it is lower than 2, therefore teacher competency cannot affect student achievement.

The second hypothesis proposed in this study is that the level of the school environment influences student achievement. Hypothesis testing results in this study indicate that H2 is rejected, meaning that the school environment has no effect on student achievement. Seen from the table shows the column t variable school environment has a value of -17.15 which means it is lower than 2, therefore the school environment cannot influence student achievement.

The third hypothesis proposed in this study is that the level of teacher competence and the school environment together affect Student Learning Achievement. The results of testing the hypothesis in this study indicate that H3 is accepted, teacher competence and the school environment together affect the school environment. Seen from the table shows the column t variable school environment is worth 24.62 which means higher than 2, therefore teacher competence can affect the school environment.

Conclusion And Recommendation

Based on the results of the analysis that has been carried out namely regarding the influence of teacher competence and the school environment on student achievement in the State Elementary School of Cisarua Subdistrict 1 Cluster Bogor, conclusions can be given. Teacher competence does not directly influence student achievement This shows that higher levels of teacher competency lead to higher levels of student achievement, the school environment does not directly influence student achievement it shows that higher levels of school environment increase student achievement levels high. And teacher competence and the school environment directly influence student achievement that the higher the competency of the teacher and student school environment, the higher the level of student achievement.

From the results of the research conducted, the suggestions given can be used as useful input for interested parties including, teachers must understand and improve teacher competencies, the existing school environment in order to support the activities of the learning process in order to improve student achievement

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