

EDUCATOR PERFORMANCE ON LEARNING MOTIVATION OF STUDENTS SMA PLUS AL AZHAR JEMBER LEARNING YEAR 2022/2023

Lia Zannuba Adilah^{1*}, St. Rodliyah², Ubaidillah³

Postgraduate Program of Kiai State Islamic University Haji Achmad Siddiq Jember, Indonesia

Email: liaelmahiragrey@gmail.com^{1*}, rodliyahain_jember@gmail.com²,

gusbed.zayyannabil@gmail.com³

ABSTRACT

Because teachers become facilitators and motivators who can serve, guide, and encourage students to achieve expected success and provide simple learning opportunities to students so that they can complete their education in a comfortable atmosphere, teachers play an important role in education. full of levity. Internal motivation creates, ensures continuity, and directs learning to achieve anticipated goals through motivation. Learning activities cannot be completed without motivation. The formulation of this research problem is in line with the phenomenon studied earlier, namely that teacher performance (X) and learning motivation (Y) are affected. This study uses product moment, a quantitative descriptive method, in testing data validity and to find data reliability. The alpha formula is used to find the reliability of the data. Test the hypothesis using the F test, and the T test using a simple linear regression model. A total of 190 educators and class XI female students from SMA Plus Al Azhar Jember participated in the study. Researchers used questionnaires to measure student learning motivation and teacher performance to measure variables. After analyzing the data collected from the research findings, it was determined that (1) the performance of educators at SMA Plus Al Azhar Jember was included in the sufficient category (88%), (2) student learning motivation at SMA Plus Al Azhar Jember was very good (86%), and (3) educator performance affected student learning motivation (57%).

Keywords: Educator Performance; learning motivation; Learners

Introduction

This education is one of the pillars that sustain the development of a nation towards modern civilization (Mulyana et al., 2022). In terms of human life, it also supports a very important and strategic role because it allows humans to carry out systematic and organized activities that include various components (Paramansyah et al., 2021). The coach is one of them; He is an important and essential component of the overall evaluated training system. As a guide and motivator whose job is to serve, guide, and guide students to the desired success and provide learning facilities for students so that all can learn comfortably and enthusiastically, educators play an important role in education. All the skills that a teacher needs to be effective in his job are referred to as teacher effectiveness. Good coach performance is one of the factors that greatly

influences the success of coaches in carrying out their responsibilities, and good coach performance is needed for the creation of quality training. (Sirait, 2021)

A learning process will be able to run well if the teacher does his job well. The teacher is the principal and the first person to bring the curriculum. Regulation of the Minister of National Education No. 16 of 2007 states that a teacher achieves good performance if he has four skills as follows: 1) academic ability (the ability to coordinate students which includes the ability to catch, organize and carry out students). students, able to assess their own learning), (2) have character skills (i.e. with good, steady, developed, intelligent, and definitive board character and be a good example for students), (3) have social skills (must have the option to discuss properly with students, other instructors or with employees, guardians or guardians of students, and the surrounding environment, and (4) must also have proficient skills (i.e. the ability to gain an understanding of the topic that broad and intensive to empower students to meet proficiency prerequisites). The ineffectiveness of educators in the field of learning is one of the problems that arise in the Indonesian education system (Sabrina et al., 2020). There are gaps in the achievement of planned or set goals during the learning process (Kunandar, 2017). This is the reality according to, which identifies a common phenomenon among educators as follows: (1) there are still educators who are lazy to prepare teaching materials so they look for direct teaching materials. Although what is used is not always in accordance with the subjects studied, teachers still feel alienated from innovations, such as copying curriculum, lesson plans, learning environments from other teachers, and the internet. learning, and (3) students become bored of learning because of the monotony of teacher teaching. 4) the instructor does not use demonstration materials (5) does not know how to coordinate progress appropriately. Because it determines the level of motivation of students to follow the lessons taught by teachers, this problem should not arise in the world of Indonesian education. (Lestari, 2020)

The ability of an educator to carry out his responsibilities or perform his job is known as educator performance. If the objectives are achieved in accordance with the established standards, the performance can be considered satisfactory. As stated in Surah Al Hashr verse 18 of the Qur'an.

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَلْتَنْظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍ وَاتَّقُوا اللَّهَ ۚ إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ

"It means: O believers, fear Allah and let everyone focus on what he has done for tomorrow. Allah knows what you do, so be fearful of Him.

This verse postulates that the Qur'an holds that the performance of an educator is the result of the quality and quantity of work he does in carrying out the responsibilities imposed on him.

Gleitman and Reber make another statement (Mahmud & Idham, 2017): "The basic concept of motivation is the internal state of an organism – whether it is a human or an animal – that motivates it to do something," they write in 100. In this sense, motivation refers to the energizer that encourages directed behavior and provides a definition for

(Fathurrohman, 2007) "in learning activities, it can be said that motivation is the general driving force of students who generate, guarantee consistency, and direct the learning of the activities to be achieved. The following indicators or guidelines can be used as a reference for student learning motivation: 1) There is a desire and desire to succeed in learning, for example, the desire to learn and mood. 2) Desire, passion and need to learn, such as the spirit of learning, working hard, and not easily discouraged, 3) future hopes and desires, such as the desire to get something and the attitude to succeed, 4) There are rewards in learning, such as rewards and punishments. 5) The existence of an environment conducive to good learning, for example, family environment, school environment, and peers. (Ayu et al., 2019)

Motivation acts as an internal motivator that generates, ensures continuity and directs learning so as to achieve the expected goals. Without motivation, a person cannot complete learning activities as a whole. Learning motivation is the drive that arises in a person to complete learning so that he can learn well (Djamarah Bahri, 2002). Widoyoko and Rinawati, "The Effect of Teacher Effectiveness on Student Learning Motivation", (2012: 218). Note that aspects of teacher performance that affect student learning motivation are: (1) mastery of teaching materials, (2) ability to lead lessons, (3) learning strategies, (4) understanding of characteristics (5).) mastery. assessment of learning outcomes (Refer, 2018) . Low learning motivation is one of the problematic factors that teachers often face in teaching, according to Hidayanto (2010), low student learning motivation is: (1) lack of good attractiveness, so students show less enthusiasm, (2) less enthusiasm. , (3) not ready to learn (4) passively accept lessons. Based on observations made at SMA Plus Al Azhar Jember, this school is located in a residential school environment where several school units provide quality education. So that the school improves the quality of teaching through the work of pedagogues. (Hidayanto et al., 2010)

The way teachers at SMA Plus Al Azhar Jember manage classes, provide teaching materials, and fulfill learning tools shows that their performance is quite good. As a result, students should be motivated, but the reality on the ground is that student learning motivation still needs to be improved and more focused. This can be seen from symptoms such as There are still students who do not complete the tasks given by the teacher, do not focus when the teacher understands the material, hesitate to voice feelings, and do not ask questions about learning. . problems with their instructors. The statement mentioned above shows that student learning motivation is still low. In this situation, we must be very careful about what the instructor's performance implies. Therefore, the creators are interested in knowing the actual conditions to lead the research by focusing on the title "The Effect of Teacher Execution on Student Learning Inspiration at SMA Plus Al Azhar Jember for the 2022-2023 Academic Year". With the following formulation of the problem: 1) How are teachers performing at Al Azhar Plus High School during the 2022/23 school year? 2) What drives Al Azhar Plus High School students in the January 2022–February 2023 school year to study?, 3) Does teacher performance affect students' motivation to study at Al Azhar Plus High School during the 2022/23 school year? school year? 4) During the 2022/23 school year, how much

influence does teacher performance have on students' learning motivation at Al Azhar Jember Plus High School?

Research Method

This study used a quantitative approach characterized by the use of figures collected from respondents. To test something that arises because of exploration (Sugiyono, 2015). Quantitative descriptive research methods, or research whose analytical activities focus on numerical data processed using statistical methods, are the research methods used. This research uses a quantitative approach, namely data collection in the form of numbers and statistical analysis. Quantitative research is a method of knowledge expansion that utilizes numerical data as a tool to find information about what we want to know. Participants in this study were 190 grade XI students of SMA Plus Al Azhar Jember for the 2022 and 2023 academic years. The number of subjects studied shows that research on the effect of teacher performance on learning motivation is a sample study. Since this is a sample study, it is necessary to collect samples from the entire population (Suharsimi, 2006). This is in line with Suharsimi's opinion from his book *Research Methods: If only estimates*, all subjects should be used as research samples if the number is not more than 100. It is then possible to draw the conclusion that this study is not a population study. Based on this opinion, the author chose several subjects studied because the number of subjects was greater than 100. 64 students, or a portion of the total, will be included in the study. The following data collection methods were used in this study: questionnaire, observation, and documentation. After the questionnaire responses are analyzed, regression analysis, a data analysis technique, is used to verify the normality, reliability, and validity of the data. using the SPSS version 23 program for tabulation and analysis of data from questionnaires.

Result And Discussion

Instrument Tester

The results of the data analysis test are taken from the results of the distribution of questionnaires both from variable x and variable y or dependent variables processed with SPSS using simple regression analysis which requires the right type of testing to ensure that the relationship between the variables used is close. F and T tests are among these tests.

a. Information check

The inferential measured test calculation was performed using normalized recurrence involving programming SPSS for windows 22, and the result was:

1) Test t

Table 1. Test t Coefficients^a

	Type	Unstandarized Coefficients		Standardied Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8,651	6,141		1.409	.164
	Performance	.846	.092	.756	9,155	.000

a. Dependendent Variable: motivation

Based on the table 1 of t-test analysis results, conclusions can be explained, namely: $9.155 > 1.671$ and sig 0.000 dan $t > 0.005$ then the hypothesis that states the efficiency of teacher work has a significant effect on learning motivation which means the hypothesis is accepted.

The results in the table above make it clear that teacher performance has a positive and significant influence on learning motivation at SMA Plus Al Azhar Jember.

2) F Test

Table 2. Test f ANVA

Type	Sum of Sauares	Df	Mean Sqoare	F	Sig.
1 Regression	1735,033	1	1735,033	83,818	.000 ^b
Residuals	1304,106	63	20,700		
Total	3039,138	64			

a. Dependent Variable: learning motivation

b. Predictors: (Constant), teacher performance

Based on the results of the pool table data in duwor it is known that: F-number $>$ F-table ($83.818 > 3.14$) so it tends to be interpreted that H_0 is omitted and H_a is recognized which means the autonomous variable is. The dependent variable i.e. learning motivation (Y) is influenced simultaneously by the teacher's performance independent variable and the dependent variable learning motivation. (Asham, 2020)

It is known from the results of the F test obtained the F-number of 83.818 when compared to F table $N = 64$, with a significance level of $5\% = 3.14$ and $1\% = 4.98$ respectively. If F count is greater than the F of the table, then H_a is accepted. This study found that the learning motivation of SMA Plus Al Azhar Jember students was influenced by teacher performance.

3) Test R 2 (coefficient of determination)

The value of the coefficient is used to determine how much the percentage value of the independent variable's contribution to the dependent variable.

SPSS software for windows 22, As for knowing the magnitude of the influence of all variables between independent (X) and dependent variables (Y) using the following regression model summary model output:

**Table 3. Test R
Summary**

Type	R	R Square	Adjusted R Square	Std. Eor of the Esmate
1	.756 ^a	.571	.564	4.550

a. Predictors: (Constant), teacher performance, learning motivation

From the results in the table above, the R-value is known to be 0.756, while the R-squared of the R-value or the coefficient of determination (CD) squared is 0.571 which means that the contributor to the influence of the independent variable X is 57.1%, which is rounded to 57% of variable Y and 43% of other factors outside variable X that are not studied by researchers.

So, the results of the table above show that the magnitude of the influence of teacher performance on learning motivation at SMA Plus Al Azhar Jember is 57%, the rest is influenced by other variables that are not studied by researchers.

Discussion and Interpretation

1. Teacher Performance As per the previous description, the first question raised by this study is how teachers at SMA Plus Al Azhar Jember performed during the 2022/23 school year. Based on these data, the percentage rate of variable X that was successfully achieved was 88%, according to the findings of this study. The percentage rate of variable X successfully achieved is as follows:

$$\% = n/N \times 100\% = 4303/4875 \times 100\% = 8.882 = 88\%$$

The confirmation index table shows that questionnaire scores are in the range of 81 percent to 100 percent, with very strong categories. The results showed that the implementation performance of SMA Plus Al Azhar Jember educators was considered very good.

2. Student Learning Motivation In accordance with the previous section, the second problem examined in this study is how the motivation of educators of SMA Plus Al Azhar Jember to learn during the 2022–2023 academic year. The findings of this study show that the percentage level of variable Y was successfully achieved as follows:

$$\% = n/N \times 100\% = 4201/4875 \times 100\% = 0.861 = 86.1\%$$

The data showed that 86 percent of the Y variable level was successfully achieved. The confirmation index table shows that questionnaire scores are in the range of 81 percent to 100 percent, with very strong categories. The results showed that students of SMA Plus Al Azhar Jember used learning motivation very effectively.

3. The effect of teacher implementation (X) on student learning inspiration (Y) The third problem to be answered in this study is the effect of teacher implementation (X) on student learning inspiration (Y). Judging from the results of the F test, it is known that F counts 83.818 compared to F table with N = 65, importance level 5% = 3.14 and importance level 1% = 4.98 so that it causes the follow-up effect of the test from F

count $>$ from F table then H_a is recognized. Thus, the findings of this study show that the learning motivation of SMA Plus Al Azhar Jember students is influenced by the performance of educators.

4. How much influence does teacher performance (X) have on student learning motivation (Y)? The fourth question that will be answered in this study is how much influence teacher performance (X) has on student learning motivation (Y). The results showed that the effect of implementing educator performance on student learning motivation was 57.1 percent or 57%, and the remaining 43% was influenced by other factors.

Conclusion

Based on the results of the research description that has been described in the previous chapter, the author can draw the following conclusions: 1. The performance of coaches at SMA Plus Al Azhar Jember can be classified as very good. Based on the survey results obtained from variable X trainer performance of 88% who fall into the range (81%-100%) in the very good category. The learning motivation of SMA Plus Al Azhar Jember students can be classified as very good. Based on the survey results obtained from variable Y, student learning motivation of 86% is in the very good category between (81% - 100%). The F-score calculated from the results of the F-test is 83.818 compared to the f-table where $N = 65$ at a significance level of $5\% = 3.14$ and a significance level of $1\% = 4.98$. So it can be concluded that if $F_{\text{calculate}}$ is greater than F_{table} ($83.818 > 3.14$), then H_a is accepted. so it can be concluded that teacher performance affects student learning motivation at SMA Plus Al Azhar Jember. 4. Based on calculations using a simple linear regression formula, a t-score of 9.155 was obtained with a significance level of 0.000 and $t_{0.05}$ which means a significant effect is obtained with a regression coefficient of 0.571, which is a percentage of 57.1%. Thus, the magnitude of the influence of teacher work on student learning motivation is 57.1% rounded to 57%, the remaining 43% is the influence of other factors.

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