



**THE EFFECT OF TEACHER MANAGERIAL AND TEACHER PERFORMANCE
ON LEARNING ACHIEVEMENT OF GRADE V STUDENTS
OF SDN TUAK DAUN MERAH, OEBOBO, KUPANG CITY
IN THE NEW NORMAL ERA (2020/2021)**

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ABSTRACT: This study aims to determine the effect of teacher managerial and teacher performance on student achievement. The research subjects were teachers and fifth grade students of SD Negeri Tuak Daun Merah, Oebobo District, Kupang City, each with 20 students. Sampling used the census technique, the data collection instrument used was a questionnaire. Based on the results of quantitative data analysis, it was obtained that a partial test for monopoly game media (X1) had a t-count value of 2,338, so there was a managerial influence of teachers on the learning achievement of fifth graders at Tuak Daun Merah State Elementary School, Oebobo District, Kupang City. Teacher performance (X2) obtained a t-count value of 4.558, so that there is an influence of teacher performance on the learning achievement of fifth grade students of SD Negeri Tuak Daun Merah, Oebobo District, Kupang City. F test obtained F count is 19.453, so that there is an influence of teacher managerial and teacher performance on the learning achievement of fifth grade students of SD Negeri Tuak Daun Merah, Oebobo District, Kupang City. The value of the coefficient of determination of 0.660 is equal to 66.0%. So that teacher managerial and teacher performance contribute to student learning achievement by 66.0%, while the remaining 34% (100% - 66.0%) is influenced by other variables not proposed in this study.

Keywords: *teacher managerial, teacher performance, students' learning achievement.*

INTRODUCTION

Education is one of the important things in human life. Along with the development of the times, education has become a necessity that must be met by the community. On the other hand, the level of education is also one of the benchmarks for the progress of a regional or state community. Education in general can be interpreted as a process of developing a person's self in order to continue to live.

Law Number 20 of 2003 concerning the National Education System Article 1 states: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, morality, noble values and skills needed by himself, society, nation and state. From this definition, it is clear that education has a very important goal, namely to form students to become human beings who are so perfect both physically and spiritually so that the quality of human resources in Indonesia is expected to increase. To support the achievement of these educational goals, the government is obliged to provide good and quality education for every citizen.

According to Uno and Lamatengga (2012:63) the performance of elementary school teachers can

be seen in the activities of planning, implementing, and assessing the teaching and learning process whose intensity is based on the work ethic and professional discipline of the teacher. The same thing was expressed by Soedijarto (2008:178) that teacher performance includes planning, managing implementation, assessing processes and outcomes, diagnosing learning difficulties, and revising learning programs. From these two opinions, it can be concluded that teacher performance can be seen from the implementation of teachers in planning learning, implementing learning, and evaluating learning. So that if the teacher has carried out planning, implementation, and evaluation of learning activities properly and according to predetermined rules, the teacher is considered to have good performance.

The low performance of teachers is strongly influenced by external and internal factors. If the performance is low, then coaching or improvement actions must be carried out by the competent authorities effectively, if the performance will remain low, it will eventually contribute to the decline in the quality of education, especially student achievement. According to Purwanto (2006:12), the performance of teachers must get our attention together, we should never expect a change in our educational practices in the country, because I

strongly believe that teachers are the determining factor in the success of education according to Uno and (Ama Tenggara (2012: 63).

Currently the world is in shock by the corona virus outbreak, and the Indonesian government has taken a policy to break the chain of transmission of COVID-19. Almost all fields experienced a drastic decline starting from Religion, Economics, Education, Health, and all sectors. Therefore, the main policy is to prioritize the people to work, worship, and study at home (Work From Home / WFH). This is an illustration of the values that occurred in the transitional conditions in 2019 and 2020.

The results of the UNESCO Meter survey (Survey-Measurement, Taining-Research) stated that the COVID-19 pandemic threatened 577,305,660 students from pre-primary to high school education and 86,034,287 students in higher education worldwide. Like the policy steps that have been taken by various countries affected by the COVID-19 disease, Indonesia has closed all educational activities. With this, our education is very hampered by government regulations, because there are several obstacles related to distance learning or online learning. Or learn from house to house with parental assistance.

At the primary, secondary, and upper education levels, the distance learning process encountered many obstacles. Learners from families who don't have internet access or even don't have cellphones, will miss learning when learning assignments are delivered via WhatsApp or other applications. In response to the current conditions, schools have adopted an internal policy of giving assignments in the form of working papers, always keeping their distance. In addition, another impact that is felt by students from studying at home is that the lesson load is too much, and students are required to be able to pay attention to the subject matter itself. Even if you are given free time to discuss and ask questions on WhatsApp, it is not enough and is not free because you cannot interact like this happens, it will also allow some parents to be stressed in accompanying their children at home. Psychologically it will lead to the character of students who are different from the learning outcomes in school institutions.

As a leader in the class, the teacher seeks to motivate students and instill good values that must be believed and applied by students, while as a manager in the classroom, the teacher is tasked with managing the class in order to produce work productivity, efficiency, on time, and the quality of learning activities.

In this case the teacher has a big challenge on how to control the behavior of students so that they are actively involved in the learning process, condition a conducive classroom environment, build positive classroom interactions, encourage students to be responsible for their behavior, and develop self-management skills related to habits. good work, as well as developing positive social behavior to achieve learning objectives.

Based on observations at SD Negeri Tuak Daun Merah, Oebobo District, Kupang City, which were conducted prior to the study, several problems were found related to classroom management on students' learning motivation. This can be seen from the arrangement of the study room which has not been so good. The placement of educational media is less strategic so that not all students can see it easily. In addition, classroom management problems can also be seen from the existence of several forms of interaction in the classroom that are not very good, including the lack of familiarity between teachers and students and students with students.

Associated with learning activities, it is still found the behavior of students who are less cooperative towards learning. Even some students sometimes become the pioneer of chaos in class. Students sometimes take advantage of the teacher's negligence to do deviant things. This can be seen from the unfavorable atmosphere in the classroom when the teacher is not around. Observations made on teachers also found that sometimes teachers pay less attention to classroom management activities, teachers think that classroom management is important, but sometimes it is difficult to do so. There are several obstacles, including the fact that the school has not been able to provide facilities that suit the needs of students, so what is used is only modest. In addition, most of the teachers also did not really do class management because they were considered to be troublesome and time-consuming.

METHODS

This study uses quantitative research methods. The method of analysis is by analyzing quantitative data which is clarified by research results in the form of data and information about the problems discussed. Quantitative research with descriptive format aims to explain, summarize various conditions, various situations, or various variables that arise in research (Sanapiah, 2010:67).

This research was conducted through four stages, namely survey, field preparation, data collection and data processing. At the survey stage, the research observes problems that exist in teacher management and teacher performance on the

learning achievement of fifth grade students at Tuak Daun Merah State Elementary School, Oebobo District, Kupang City in the new normal era (2020/2021). The second stage is preparation to the field, the researcher prepares a proposal that will be in the seminar, then it is corrected and approved to be able to go into the field. The third stage is data collection, research begins to go into the field to get data and information. Research informants interviewed were teachers and students of class V SD Negeri Tuak Daun Merah, Oebobo District, Kupang City in the new normal era (2020/2021). The last stage of data processing (test data) on the questionnaire which is the research instrument and also test the data on each variable. In data processing, the researcher compares, examines and analyzes the data obtained in the field with theories to draw conclusions.

RESULTS AND DISCUSSION

Partially Significant Influence of Teacher Managerial on Learning Achievement of Vth Grade Students of SD Negeri Tuak Daun Merah, Oebobo, Kupang City.

From the research conducted on 20 teachers of SD Negeri Tuak Daun Merah, Oebobo District, Kupang City, the results related to teacher managerial (X1) are as follows: (1) the normality test (Kolmogrov Smirnov test) conducted on respondents shows that managerial teachers get points equal to 0.200 means that the managerial teacher has a sufficient level of significance (> 0.05) so it can be concluded that the managerial teacher (X1) is normally distributed. (2) linearity test obtained a significance value of 0.476. (3) the data multicollinearity test obtained a tolerance value of 0.477 0.10. (4) the partial test (t test) obtained a value of 2,338 so as to produce H1 (hypothesis 1) "there is a positive managerial influence on the learning achievement of fifth grade students of SD Negeri Tuak Daun Merah, Oebobo District, Kupang City".

The statement of the first hypothesis (H1) that there is a positive managerial influence of teachers on the learning achievement of fifth graders at SD Negeri Tuak Daun Merah, Oebobo District, Kupang City is proven. This can be shown by a significance value of 0.03 which is smaller than 0.05 and a regression coefficient value of 0.479. So it can be concluded that the better the teacher's managerial, the better the student's learning achievement.

Partially Significant Influence of Teacher Performance on Learning Achievement of Vth Grade Students at SD Negeri Tuak Daun Merah, Oebobo, Kupang City

From the research conducted on 20 teachers of SD Negeri Tuak Daun Merah, Oebobo District, Kupang City, the results related to teacher performance (X2) are as follows: (1) the normality test (Kolmogrov Smirnov test) conducted on respondents shows that teacher performance gets points of 0.200 means that the teacher's performance has a sufficient level of significance (> 0.05) so it can be concluded that the teacher's performance (X2) is normally distributed. (2) linearity test obtained a significance value of 0.476. (3) the data multicollinearity test obtained a tolerance value of 0.477 0.10. (4) partial test (t test) obtained a value of 4.558 so as to produce H2 (hypothesis 2) "there is a positive effect of teacher performance on the learning achievement of fifth graders at SD Negeri Tuak Daun Merah, Oebobo District, Kupang City".

The second hypothesis statement (H2) that there is a positive influence on teacher performance with the learning achievement of fifth graders at Tuak Daun Merah State Elementary School, Oebobo District, Kupang City, it is proven. This can be shown by a significance value of 0.000 which is smaller than 0.05 and a regression coefficient value of 0.551. So it can be concluded that the higher the teacher's performance, the better the student's learning achievement.

The Significant Influence of Teacher Managerial and Teacher Performance Simultaneously on Learning Achievement of Vth Grade Students at SD Negeri Tuak Daun Merah, Oebobo, Kupang City

From the research conducted on 20 fifth grade students of SD Negeri Tuak Daun Merah, Oebobo District, Kupang City, the results related to student learning achievement (Y) are as follows: (1) the normality test (Kolmogrov Smirnov test) conducted on respondents shows that the attitude students' empathy scores 0.200 points, meaning that students' empathy attitudes have a sufficient level of significance (> 0.05) so it can be concluded that student achievement (Y) is normally distributed. (2) the linearity test of the data obtained a significant value of 0.476. As well as the results of observations by researchers on students' empathy attitudes are quite good, this can be seen by researchers during the learning process.

Teacher managerial (X1) and teacher performance (X2) together have a fairly high influence on student achievement (Y), this is

indicated by the magnitude of the coefficient of determination is the magnitude of the coefficient of determination of 0.660 which is equal to 66.0%. This figure shows that simultaneously teacher managerial and teacher performance contribute to student achievement by 66.0%, while the remaining 34% (100%-66.0%) is influenced by other variables not proposed in this study.

The third hypothesis statement (H3) that there is a significant effect teacher managerial and teacher performance simultaneously on the learning achievement of fifth grade students of SD Negeri Tuak Daun Merah, Oebobo District, Kupang City. This can be tested through the calculated F value with a significance level of 0.000 which is smaller than 0.05. So it can be concluded that if the managerial teachers are getting better and supported by higher teacher performance, it will also have an impact on student learning achievement.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results of research and discussion on teacher managerial and teacher performance on the learning achievement of fifth graders at the Tuak Daun Merah State Elementary School, Oebobo District, Kupang City in the new normal era (2020/2021), the following conclusions can be drawn:

1. There is a positive and significant influence on teacher managerial on student achievement at the Tuak Daun Merah State Elementary School, Oebobo District, Kupang City for the academic year 2020/2021 with a value of 2,338 with a significant level of 0.05%
2. There is a positive and significant influence on teacher performance on student achievement at SD Negeri Tuak Daun Merah, Oebobo District, Kupang City for the 2020/2021 academic year with a value of 4.558 with a significant level of 0.05%.
3. There is a positive and significant influence on teacher managerial and teacher performance on student achievement at SD Negeri Tuak Daun Merah, Oebobo District, Kupang City for the 2020/2021 academic year with a value of 19.453 with a significant level of 0.05%.

Suggestion

Based on the results of research and discussion on teacher managerial and teacher performance on the learning achievement of fifth graders at the Tuak Daun Merah State Elementary School, Oebobo District, Kupang City in the new normal era

(2020/2021), the researchers gave some suggestions as follows:

1. For teachers:
 - a. Given that managerial teachers have a significant influence on student achievement, teachers should have good performance so that students have high achievements.
 - b. Managerial teachers are very influential in the learning process as a supporter in increasing student achievement to master teaching materials through the Learning Implementation Plan (RPP) and the steps of the instrument questions as well as the attitude scale of students as students, especially focusing on Civics subjects because this lesson related to the attitudes and characteristics of students.
 - c. Researchers are highly regulated by rules that limit the time and face-to-face meetings with respondents because this research was conducted in an atmosphere in the new normal era of the Covid-19 pandemic in 2021. Therefore, in taking answers from respondents there were several meetings per face-to-face session either with teachers nor students. It's all part of the way the teacher's performance in carrying out their duties to respond more carefully.
 - d. There are many factors and triggers in success to achieve better student achievement, but teachers must be smarter in creating and playing a school institution forum as a window of knowledge transformation, between students and teachers taking place democratically and harmoniously between teachers, students and society in general. , in this case the guardian of the student who is more urgent. And the teacher must show performance by displaying the 12 components of teacher skills in action in the classroom, in the learning process every day.
2. For students: In an effort to improve student achievement starting from attitudes and knowledge, the teacher must continue to play a role in encouraging students' awareness to be up and enthusiastic and interested in learning every day in carrying out their sense of responsibility as students so that high dedication is formed in these students.
3. For school: Schools play a role as a channel for channeling motivation and a source of continuous knowledge transportation through a mature, structured and systematic teacher program plan and attracting students' interest so

that the achievement of improving the quality and quality of students as output in an institution to a further level.

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