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THE EFFECT OF TEACHER PERFORMANCE AND STUDENT DISCIPLINE ON STUDENT LEARNING OUTCOMES IN NETWORKING LEARNING AT SMA NEGERI 1 GAMBUT

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ABSTRACT

This study aims to determine how much influence teacher performance and student discipline have on student learning outcomes in online learning. The research method used is a quantitative method. The research sample consisted of 270 students at SMA Negeri 1 Gambut. The data analysis technique used is correlation analysis and multiple regression analysis with the F test.

The results showed that as many as 178 (65.93%) students stated that the teacher's performance in online learning was categorized as good. Student discipline in online learning can be categorized as having a disciplined attitude as many as 128 students (47.41%) and student learning outcomes in online learning are categorized as good because it shows that 179 (66.30%) people have good learning outcomes. The results of the correlation analysis show that teacher performance and student discipline are correlated with student learning outcomes with r_{xy} values of 0.661 and 0.649 respectively. Furthermore, there is a very significant influence between teacher performance variables (X_1) and student discipline attitudes (X_2) on student learning outcomes (Y) with an F value of 105.991 ($p < 0.01$). The joint correlation index between teacher performance and student discipline was obtained with a value of $R_{y1,2} = 0.665$ with a coefficient of determination R^2 of 0.443. The variance of teacher performance and student discipline can explain 44.30% of student learning outcomes in online learning. The implications of the results of this study provide input on the importance of teacher performance and discipline in online learning which of course will have an impact on the learning outcomes to be obtained and the results of this study can be used as a basis or reference for further research.

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PRELIMINARY

known as the century of openness and globalization. This era is marked by the rapid progress of Information and Communication Technology (ICT) in various fields of life, including education. The great influence of ICT in the field of education is marked by the emergence of new breakthroughs, namely the existence of online learning. During the Covid-19 pandemic, online learning is very important. Situations and conditions that force teachers and other educators to not communicate directly physically, to maintain distance and to avoid crowds, there is no other choice but to carry out online learning.

SMA Negeri 1 Gambut is one of the schools that carries out online learning during the Covid-19 pandemic. Learning in the network at SMA Negeri 1 Gambut has been implemented but there are still various obstacles. According to the author's observations and reflections from various sources, namely; (1) There are still many teachers who have limitations in terms of access and use of their own devices, this can be seen from the percentage of teachers there are 70% of 100% of teachers who are still not technology literate; (2) Not all students have a gadget/HP/PC, this is triggered because some students come from lower middle class families; (3) Unstable internet signal, this is because the area where teachers and students live is not only concentrated in urban areas; (4) The unpreparedness of teachers and students in conducting online learning.

The process of implementing online learning needs to be further studied for its effectiveness, what benefits can be taken, and what obstacles are faced, both for a student and for the teacher. Therefore, research on learning in this network needs to be done in order to answer all the questions that exist.

Ghirardini (Kartika, 2018:27) states that online learning provides effective learning methods, such as practicing with related feedback, combining collaborative activities with independent learning, personalizing learning based on student needs and using simulations and games. According to Permendikbud No. 109/2013 distance education is a teaching and learning process carried out remotely through the use of various communication media. This is in line with the opinion of Muna (2015: 127) which states that online learning provides a positive side, namely; (1) There is high learning flexibility. That is, students can access learning materials at any time and repeatedly; (2) Students can communicate with the teacher at any time. It means,

Many researches on online learning have been carried out before, such as research conducted by Riadin, et al (2020) in a study entitled "Optimizing the Competence and Performance of Economics Teachers in Online Learning During an ICT-Based Pandemic" which states that economics teachers are given training to be able to achieve ICT-based online learning level 4 (four), namely transforming so that learning objectives are achieved and teacher competence and performance can be optimal. This community service implementation method uses content mastery techniques. The content that must be mastered by the teacher is mastery in carrying out the ICT-based online learning process in accordance with the competence and performance as an economics teacher. The results obtained in service activities through training on the use of ICT in distance learning have succeeded in increasing the optimization of the competence and performance of economics teachers. Training participants are able to implement online learning during the ICT-based pandemic to their students. The location of the difference with the research conducted by Riadin, et al (2020) is the variable studied, namely the optimization of the competence and performance of economics teachers and the research sample is only from teachers, not involving students.

This is in line with the opinion of Sudrajat (2020) in his research entitled "Teacher Competence in the Covid-19 Pandemic Period" stating that teacher competencies related to literacy and science and technology mastery, classroom management skills competencies and social communication competencies, are not yet optimal. The development of these competencies is needed to minimize problems in learning in the network. The location of the difference made by Sudrajat (2020) is that the object of research is only focused on the competence of the teacher without looking at the readiness of the abilities possessed by students.

Previous research was also conducted by Choiroh (2020) in his research entitled "The Effectiveness of Online/E-Learning Based Learning in the View of Students" stated that 2 out of 5 respondents felt that online learning was more effective and 3 respondents stated that face to face learning was considered more effective. . They feel that the application of online learning that they get is only centered on giving assignments, the ratio of giving material is very small, besides that access to questions is also not as wide as during face to face learning, both asking teachers and friends. In this case, what distinguishes the research to be carried out is the number of variables and the research sample. This study only examines how much effectiveness the application of online learning is from the student's point of view.

RESEARCH METHODS

The research method used is a quantitative method with a descriptive correlational type of research. The population is 757 people with a sample of 270 students. The sampling technique used is probability sampling with the stratified proportional random sampling method and the number of samples is calculated using the slovin formula. Data collection techniques using questionnaires and data analysis techniques used are correlation analysis and multiple linear regression analysis.

RESEARCH RESULTS AND DISCUSSION

Description of Research Variables

Based on the results of data analysis, it can be seen that a description of the effect of teacher performance and student discipline on student learning outcomes in online learning at SMA Negeri 1 Gambut can be observed in the tables below:

Table 4.1 Distribution of Respondents Based on Teacher Performance Variables

Category	Teacher Performance		
	Range	Frequency	Percentage (%)
Well	99.34 – 124.00	178	65.93
Pretty good	74.67 – 99.33	89	32.97
Not good	50.00 – 74.66	3	1.10
Amount		270	100.00

Source: Processed from Research Results (2021)

The table above shows that according to student perceptions of 270 students, 178 students with a percentage of 65.93% stated that the teacher had a good performance. Then as many as 89 students with a percentage of 32.97% stated that the teacher had a pretty good performance. The remaining 3 students with a percentage of 1.10% stated that the teacher had a poor performance.

For more details, see the graph below:

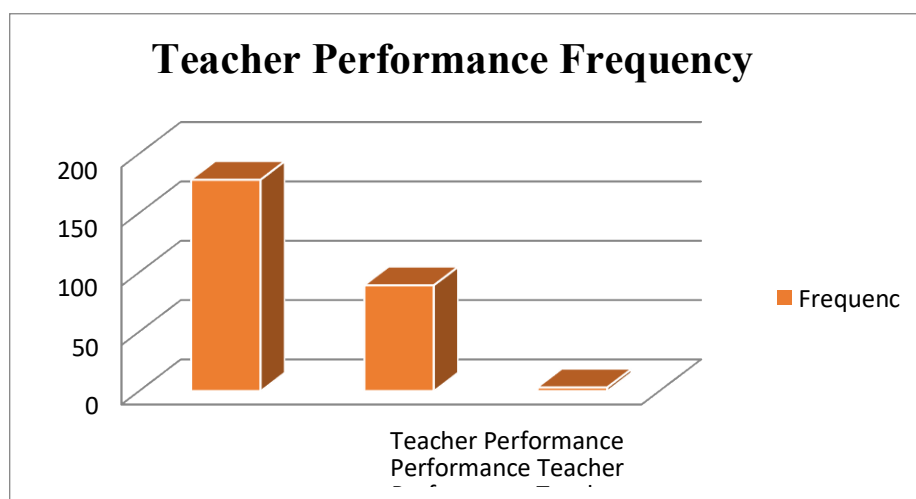


Figure 4.1 Graph of the Frequency Distribution of Teacher Performance in Online Learning

Based on the tables and graphs above, it can be concluded that according to students' perceptions, most teachers have good performance. The Covid-19 pandemic condition forces and requires teachers to conduct online learning (Kemdikbud. 2020), use and utilize ICT tools properly, although there are still many teachers who have minimal knowledge of technology. The limited interaction with students does not necessarily make the teacher's performance not good, with professionalism and competence, the teacher tries as much as possible to carry out all the learning processes well.

After knowing the description of the variables about the teacher's performance in online learning, the student discipline variables will then be described.

Table 4.2 Distribution of Respondents Based on Student Discipline Variables

Category	Student Discipline		
	Range	Frequency	Percentage (%)
Discipline	87.00 – 102.00	128	47.41
Enough Discipline	72.00 – 86.00	116	42.96
Lack of Discipline	57.00 – 71.00	26	9.63
Amount		270	100.00

Source: Processed from Research Results (2021)

Table 4.2 above shows that student discipline in online learning is 128 students with a percentage of 47.41% categorized as good. Furthermore, as many as 116 students with a percentage of 42.96% were categorized as having a fairly disciplined attitude and the remaining 26 students with a percentage of 9.63% had a less disciplined attitude.

For more details, see the image below:

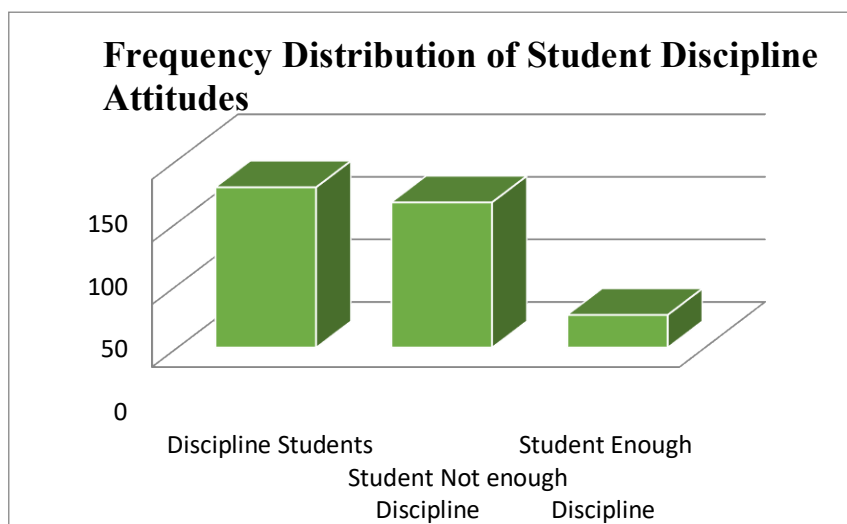


Figure 4.2 Graph of Student Discipline Attitude Frequency Distribution (2021)

Based on the tables and graphs above, it can be concluded that most students have a disciplined attitude towards online learning. This is because all students try to be able to follow the learning process in this network well. Some of the limitations that students have while participating in online learning are the internet quota they have, the network is less stable, geographical factors from where students live, and there are even students who have to work because economic conditions do not dampen their steps to be active in the learning process.

After that, describe the variables of student learning outcomes, which are below:

Table 4.3 Distribution of Respondents Based on Student Learning Outcomes Variables

Category	Student learning outcomes		
	Range	Frequency	Percentage (%)
Well	74.13 – 88.13	179	66.30
Pretty good	60.13 – 74.12	87	32.32
Not good	46.13 – 60.12	4	1.48
Amount		270	100.00

Source: Processed from Research Results (2021)

Table 4.3 above shows that students who have good learning outcomes are 179 people with a percentage of 66.30%, then 87 students with a percentage of 32.32% have fairly good learning outcomes and the remaining 4 people with a percentage of 1.48% have learning outcomes in the poor category.

For more details, see the image below:

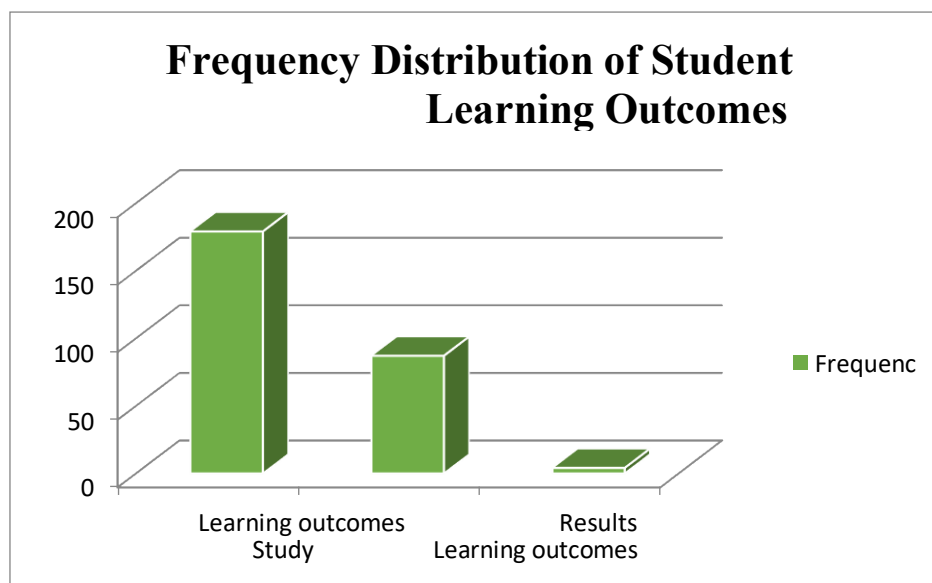


Figure 4.3 Graph of Frequency Distribution of Student Learning Outcomes (2021)

Based on the tables and graphs above, it can be concluded that during the learning period in this network students have good learning outcomes. Online learning makes it easier for students to have high grades. During the daily test, mid-semester test, and also the end-of-semester test, students do everything online. The length of time that is long enough can also help students to get maximum results.

Online learning does not directly make it easier for students to have high grades. During the daily test, mid-semester test, and also the final test, students do everything online. This does not rule out the possibility that students are able to find answers from various sources, one of which is Google with the intention of getting maximum results.

The learning outcomes possessed by these students are certainly influenced by several factors. Sardiman (2005:54) explains that the factors that affect learning outcomes can be categorized as follows:

- a) Factors originating from within humans can be classified into two namely biological factors and psychological factors. Which can be categorized as biological factors include age, maturity, and health. What can be categorized as psychological factors are fatigue, mood, motivation, interests, and study habits.

As is known, face-to-face learning that turns into online learning will certainly affect the condition of students. Students' motivation and interest will be reduced, and the pattern of student study habits will also tend to change.

- b) Factors originating from outside of humans who learn can also be classified into two, namely human factors and non-human factors such as nature, objects, animals, and the physical environment.

These factors are one of the causes of the face-to-face learning process into distance learning. So that it will also directly affect the learning outcomes achieved by students.

Based on the data above, it can be concluded that the teacher's performance in online learning is in the good category, this is because teachers are required to plan and implement online learning in the network even though there are still many teachers who have minimal knowledge of technology. Student discipline in online learning is included in the discipline category, this is due to the limitations that students have while participating in online learning such as internet access and signal. Learning outcomes in online learning are included in the good category, meaning that during online learning most students have good learning outcomes, because there is a lot of learning time and material enrichment.

Hypothesis testing

The hypothesis in this study states that there is an influence of teacher performance and student discipline on student learning outcomes in online learning. To determine the effect, the Linear Regression Analysis test was carried out, namely to determine the effect between teacher performance and student discipline with student learning outcomes.

After being analyzed by multiple linear regression test, the summary of the regression analysis is obtained as follows:

Table 4.4 Summary of X . Regression Analysis¹ “Teacher Performance”, X2 “Student Discipline Attitude” Towards Y “Student Learning Outcomes”.

Source Variation	JK	Db	KR	F	P
Regression	8935,579	2	4467,790	105,991	p<0.01
Residual	11254,717	267	42.152		
Total	20190,296	269			

Source: Processed from Research Results (2021)

Based on the contents of the table above, it is known that the regression F value is 105.991 with $p < 0.01$, this means that the joint correlation between teacher performance and student discipline attitudes towards student learning outcomes in online learning is very significant. The joint correlation index obtained is $R_{y1,2,3} = 0.665$ with a coefficient of determination $R^2 = 0.443$. So the variance of teacher performance and student discipline can explain 44.30% of student learning outcomes in online learning, while 55.70% is influenced or explained by other variables not examined in this study.

The findings in this study stated that teacher performance and student discipline contributed 44.30% influence on student learning outcomes in online learning, meaning that teacher performance and student discipline attitudes had a very significant effect on student learning outcomes.

This is in accordance with Unaradjan (2003), the factors that influence students' discipline attitude consist of two kinds, namely internal factors and external factors. Internal factors are related to the physical and psychological conditions of these students, while external factors are related to family habits, implementation of school rules, and conditions of the surrounding community. The results of previous research, namely research conducted by Vinda (2014) with the title "The Influence of Teacher Performance on Student Discipline Levels" stated that teacher performance had a positive and significant effect on student discipline. This study also obtained the same result that there is a very significant influence between teacher performance on student discipline. The difference in the results of this study was caused by several things such as differences in the research sample and also the conditions at the time the research was carried out. The research conducted previously took place during the face-to-face learning process, while the current research was conducted during the online learning process.

The results of other research, namely research conducted by Asmawati (2017) with the title "The Influence of Teacher Performance on Primary School Student Learning Outcomes in Larompong District" states that teacher performance affects the increase in student learning outcomes scores. The greater the teacher's effort in planning, implementing, and evaluating learning aspects, the greater the opportunity for teachers to improve student learning outcomes scores, and the teacher's teaching experience also contributes to improving student learning outcomes.

The implication of the findings in the results of this study on learning is that it is necessary to continuously strive to improve teacher performance, parental attention, and student interest in learning because these three things are quite influential on student learning outcomes. Things that can be done to grow and improve teacher performance include improving teacher performance by principals and teachers themselves, increasing competence for teachers who are active in online learning, increasing teacher discipline, developing teacher resources such as e-learning training. . To increase parental attention, it can be done through mentoring children while studying, especially on learning in the current network, providing encouragement to children, fulfilling learning facilities such as sufficient internet quota, and coordination with schools. By improving teacher performance and parental attention, students will have good learning outcome.

CONCLUSION

1. The teacher's performance in online learning shows that as many as 178 students (65.93%) revealed that the teacher had a good performance, the performance was quite good according to the students as many as 89 people (32.97%) and the remaining 3 students (1.10 %) categorizes that teachers have poor performance.
2. Students' discipline in online learning can be seen as many as 128 students (47.41%) are categorized as disciplined. 116 students (42.96%) were categorized as having a fairly disciplined attitude and the remaining 26 students (9.63%) had a less disciplined attitude.
3. Student learning outcomes in online learning showed as many as 179 students (66.30%) had good learning outcomes, as many as 87 students (32.32%) had fairly good learning outcomes and the remaining 4 students (1.48%) had good learning outcomes. learning outcomes in the poor category.
4. There is a very significant influence between teacher performance in online learning on student learning outcomes. This is evidenced by the regression F value of 207,750 with $p < 0.01$ (very significant) and the known rxy correlation value of 0.661.
5. There is a very significant influence between students' discipline attitudes in online learning on student learning outcomes. This is evidenced by the regression F value is greater than the F table, namely 195.423 with $p < 0.01$ with a value of $R_{y1,2,3} = 0.649$
6. There is a very significant influence between the variables of Teacher Performance (X_1) and Student Discipline (X_2) on student learning outcomes (Y) with an F value of 105,991 ($p < 0.01$). The joint correlation index between teacher performance and student discipline was obtained with a value of $R_{y1,2} = 0.665$ with a coefficient of determination R^2 of 0.443.

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