

STUDENTS' PERCEPTIONS ABOUT TEACHERS' COMPETENCE THROUGH STUDENT LEARNING MOTIVATION AND ITS IMPLICATIONS ON LEARNING OUTCOMES OF ECONOMIC SUBJECTS

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ABSTRACT

Background: *The problem in this study is about the low economic learning outcomes obtained by students based on the average score of the national exams for SMA Negeri in Kuningan Regency in 2015-2019 which tends to fluctuate.*

AIM: *The purpose of this study was to determine the direct and indirect effect of students' perceptions of teacher competencies consisting of personality, pedagogic, professional, and social competencies on learning motivation and their implications for learning outcomes.*

Method: *This research is quantitative research with a survey method using the Area Probability Sample technique. The population of this research is all students of class XI IPS SMA Negeri in Kuningan Regency, totaling 2,676 students spread over 19 schools. As for the research sample as many as 316 students spread over 10 schools. The data analysis technique used path analysis. Based on the results of the descriptive analysis of student perceptions of teacher competence, learning motivation, and learning outcomes, they are in a good category. The results of path analysis obtained the regression equation = $0.108X_1 + 0.301X_2 + 0.241X_3 + 0.418X_4 + 0.355e_1$ and = $0.064X_1 + 0.168X_2 + 0.290X_3 + 0.276X_4 + 0.252Z + 0.342e_2$. The results of the path analysis show that there is a direct influence on students' perceptions of personality competence at 10.8%, pedagogic competence by 30.1%, professional competence at 24.1%, and social competence by 41.8% learning motivation. The direct influence of students' perceptions of personality competence is 6.4%, pedagogic competence is 16.8%, professional competence is 29% and social competence is 27.6% on learning outcomes. The indirect effect of students' perceptions of personality competence gets a count of 2.24, pedagogic competence count of 4.35, professional competencies get a count of 2.77, and social competence gets a count of 2.97, which means it is greater than table 1.97, which means on the indirect effect of learning outcomes through learning motivation*

Findings: *Students' perceptions of teacher competencies which consist of personality, pedagogic, professional, and social competencies have a positive and significant impact on learning motivation and implications for learning outcomes both directly and indirectly.*

KEYWORDS

Teacher, Results, Competence, Motivation, Personality, Pedagogy, Perception, Professional, Social

INTRODUCTION

Education is the learning of knowledge, and skills acquired through training or studying in educational institutions (Dzisi & Odoom, 2017). In law no. 20 of 2003 concerning the national education system 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, noble character, and the necessary skills. himself, society, nation, and state. This is supported by the opinion(Intania & Sutarna, 2020). "education is a process to influence students to be able to adapt as best they can to their environment and thus will cause changes in themselves that

allow them to function strongly in people's lives" (Hobfoll, 2001). In the PISA (Program for International Student Assessment) ranking report made by The Organization for Economic Co-operation and Development (OECD), the organization for economic cooperation and development indicates the quality of education in the world (Woodward, 2009). Indonesia is under Malaysia and Brunei Darussalam. Indonesia scored 371 in terms of reading 379 for mathematics and 396 related to science. Based on the report from the OECD, it can be concluded that education in Indonesia is still relatively low.

The quality of education in Indonesia cannot be separated from problems in the world of education, such as educators who do not have competence (Sulisworo, Nasir, & Maryani, 2017). The teacher's low awareness of responsibility in educating students. Inadequate learning facilities and lack of support from family (Comer, 1988). The quality of educators can be assessed from the results of students' national exam (UN) scores, if students get satisfactory scores, it means that the learning process carried out in the classroom is successful and vice versa. Although in its implementation the government's policy of implementing the Computer-Based National Examination or 2, known as UNBK, received various responses from the community (Hadi, Susanti, & Rais, 2019).

The National Examination is currently used as a benchmark for student learning outcomes while studying in educational institutions ranging from elementary to high school levels (Engzell, Frey, & Verhagen, 2021).

METHOD

According to "research method is the method used by researchers in collecting research data" (Dewi, Fitriani, & Effendi, 2021). In this study, the researcher used a survey research method with a quantitative approach. According to "survey research design is a procedure in quantitative research where the researcher administers a survey on a sample or on the entire population of people to describe attitudes, opinions and specific characteristics of the population" (Rahi, 2017).

The quantitative method states that "quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations and samples, sampling techniques are generally carried out randomly, data collection using research instruments, analysis data are quantitative or statistical in nature to test the established hypothesis". 3.2 Research Variables "Research variables are everything that is determined by the researcher to be studied so that information is obtained about it, then conclusions are drawn". The title of the author's research, namely Student Perceptions About Teacher Competence Through Learning Motivation, Its Implications on Learning Outcomes of Economics Subjects for High School Students in Class XI Social Sciences in Kuningan Regency, the research variables are.

a. Variabel Independen (X)

According to "the independent variable or independent variable is the variable that affects or causes the change or the emergence of the dependent variable". In this study, the independent variables were students' perceptions of personality competence (X1), pedagogic competence (X2), professional competence (X3), and teacher social competence (X4).

b. Variabel Dependen (Y)

According to "the dependent variable or dependent variable is a variable that is influenced or that becomes a result, because of the independent variable" (Plümper, Troeger, & Manow, 2005). In this study, the dependent variable is learning outcomes.

c. Variabel Intervening (Z)

According to "intervening variable is an intervening variable that lies between the independent and dependent variables so that the independent variable does not directly affect the change or emergence of the dependent variable" (Trice & Treacy, 1988). In this study, the intervening variable is learning motivation.

Research Design

According to "research design, or research design, is an investigation plan and structure that is structured in such a way that researchers will be able to obtain answers to their research questions" (Kothari, 2004). In this research design, the researcher uses an explanatory research design. According to that "Explanative research provides explanations and reasons in the form of causal relationships" (Chetty, 1996).

RESULTS AND DISCUSSION

This study aims to determine the effect of students' perceptions of teacher competence through learning motivation and its implications for economic learning outcomes (Lizzio, Wilson, & Simons, 2002). This research was conducted in class XI Social Sciences of SMA Negeri in Kuningan Regency for the academic year 2019/2020 which consisted of 19 schools, with a total population of 2,676 students. The sampling technique used in this study uses a probability sample area, researchers use this technique by considering the time required, as well as the size of the area to be studied. So that the schools selected for research amounted to 10 state high schools. It consists of SMAN 1 Kadugede, SMAN 1 Cigugur, SMAN 1 Mandirancan, SMAN 1 Cilimus, SMAN 1 Ciwaru, SMAN 1 Cidahu,

SMAN 1 Garawangi, SMAN 1 Subang, SMAN 3 Kuningan and SMAN 1 Kuningan. Meanwhile, to determine the number of student samples for each school, proportional random sampling was carried out, so that the number of respondents obtained was 316 students.

CONCLUSION

Based on the results of the data analysis, several conclusions can be drawn as follows:

1. There is a direct influence of students' perceptions of personality competence positively and significantly on students' learning motivation in economics subjects in class XI Social Sciences in Kuningan State High School by 0.108 or 10.8%.

2. There is a direct influence of students' perceptions of pedagogical competence positively and significantly on students' learning motivation in economics subjects in class XI Social Sciences throughout SMA Negeri Kuningan by 0.301 or 30.1%.
3. There is a direct influence of students' perceptions of professional competence in a positive and significant way on students' learning motivation in economics subjects in class XI IPS in Kuningan State High School by 0.241 or 24.1%.
4. There is a direct influence of students' perceptions of social competence in a positive and significant way on students' learning motivation in economics subjects for class XI IPS in Kuningan State High School by 0.418 or 41.8%.
5. There is a direct influence on students' perceptions of personality competence in a positive and significant way on student learning outcomes in economics subjects in class XI Social Sciences throughout SMA Negeri Kuningan by 0.064 or 6.4%.
6. There is a direct influence on students' perceptions of pedagogical competence positively and significantly on student learning outcomes in economics subjects in class XI IPS in Kuningan State High School by 0.168 or 16.8%.
7. There is a direct influence of students' perceptions of professional competence in a positive and significant way on student learning outcomes in economics subjects in class XI Social Sciences in Kuningan State High School by 0.290 or 29.0%.
8. There is a direct influence on students' perceptions of social competence in a positive and significant way on student learning outcomes in economics subjects for class XI IPS in Kuningan State High School by 0.276 or 27.6%.
9. There is a direct influence of positive and significant learning motivation on student learning outcomes in economics subjects in class XI IPS in SMA Negeri Kuningan by 0.252 or 25.5%.
10. There is a positive and significant influence on students' perceptions of personality competence on student learning outcomes in economics subjects for class XI IPS throughout Kuningan State High School through learning motivation, this is because the value $2.24 > f_{\text{table}}$ of 1, 97.
11. There is a positive and significant influence on students' perceptions of pedagogic competence on student learning outcomes in economics subjects in class XI IPS throughout Kuningan State High School through learning motivation, this is because the value $4.35 > f_{\text{table}}$ of 1, 97.
12. There is a positive and significant influence on students' perceptions of professional competence on student learning outcomes in economics subjects for class XI IPS throughout Kuningan State High School through learning motivation, this is because the value $2.77 > f_{\text{table}}$ of 1, 97.
13. There is a positive and significant influence on students' perceptions of social competence on student learning outcomes in economics subjects in class XI IPS throughout Kuningan State High School through learning motivation, this is because the value is $2.97 > f_{\text{table}}$ of 1, 97.

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