

Parental Guidance, Teacher Performance and Learning Achievement

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ABSTRACT

Guidance is one factor that can support the smooth learning of a child. Another factor that is also important in a child's learning process is the teacher's performance. If it can be done well, the level of student achievement will also be good. This study aims to analyze the influence of parental and teacher performance on student achievement, either partially or jointly. This type of research is ex post facto analysis, which is done to find out what had happened and then pulled back through the data to determine the factors that precede or the causes of the incident. This study uses a quantitative approach that is research that requires the respondent to be made objects on the questionnaire, and the results will be analyzed using statistics—analysis of data using multiple regression analysis. The study's results generally showed that parental and teacher performance significantly influences student achievement. In particular, the results of the research show that the guidance of parents does not have a significant effect on student achievement. In contrast, teacher performance has a significant impact on student achievement. With these results, it can be argued that collectively, parental and teacher performance substantially affects student achievement.

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Introduction

Education is a conscious effort to guide students towards forming a pleasing and prominent personality. Education is a deliberate 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 skills needed by themselves, society, nation and state [1]. Educational activities are carried out consciously and planned always occur in an environment. In this context, the family, school and community environment will become the centre of educational activities that will grow and develop children as individual, social, moral and religious beings. Education in the family environment is the first educational environment. It is in this family that children first receive education and guidance. That's why the family then becomes part of the child's activities in the family environment so that the education most received by children is in the family [2].

Educational institutions in the school environment are part of education in the family. School education is education that a person gets at school regularly, systematically, in stages, and by following clear conditions [2]. Ref. [3] states that implementing education and teaching, from primary education to tertiary institutions, can only be effective if managed by qualified teacher personnel. Qualified teaching staff are personnel with specific competencies following the requirements demanded by the teaching profession. The teaching profession is not just a vehicle to channel hobbies or just as a side job but is a job occupied to realize professional skills to the fullest. As professionals, teachers play important roles and responsibilities in implementing all teaching activities in schools [4]. Teachers are also expected to have the knowledge and care about the education of their students and help them acquire knowledge that, in the end, can be used as a basis for living, mingling with the community and realizing educational goals.

Competence of globally qualified education personnel includes managing, planning, implementing and evaluating skills. Academic staff must be able to manage and compile each program, starting from the management of learning, planning the learning process, implementing learning, dividing time in the learning process, and methods, until all activities are structured and run well. The existence of schools that are part of private educational institutions can create outstanding, quality and competitive outputs with students who are actually in more advanced state educational institutions, both in terms of academic staff, facilities and infrastructure, and financially.

Based on the background described previously, it can be stated that the problem formulation is, is there any influence of parental guidance and teacher performance, both partial and simultaneous, on student achievement in Madrasah Tsanawiyah?

Literature Review

Ref. [5] indicated that parental guidance and teacher professionalism are significantly related to students' learning motivation. Fitriyah (2006) shows that this study's results indicate a moderate positive correlation between parental guidance and learning activities in schools for students. Ref. [6] concluded that parental leadership and teacher performance significantly influence student worship discipline. In these findings, parental leadership contributed the most to improving student worship discipline compared to teacher performance.

The results of these studies are relevant to this study, but this research is different from previous studies. It is because this study, more emphasizes the influence of parental guidance and teacher performance on student achievement. Guidance is the provision of assistance by one person to another in making choices, adjustments and problem-solving. Guidance is assistance that an educated person can give and a trained woman or man to any individual. The age is not determined to be able to live life activities, develop his point of view, take his own decisions and bear their burdens.

Thus, guidance is the assistance given to a person to develop the potentials that are possessed within himself in overcoming problems so that he can determine his way of life responsibly without having to depend on others. Guidance has a critical role in all things, especially learning activities. Children who get guidance or attention from their parents will be more active learning. Inadequate parental guidance causes children to feel disappointed and possibly frustrated to see their parents never guide them.

Looking at the needs and supporters of the realization of children's learning activities at school well, at least the expected parental guidance, in this case, the author can classify them into three main problems. Motivation has a vital role in the learning process or learning activities. Motivation comes from the word motive, and the word motive is defined as an effort that encourages someone to do something. Motives can be said as a driving force from within and within the subject to carry out certain activities to achieve goals.

According to Ref. [4], motivation is a change in energy within a person, characterized by the emergence of feelings and reactions to achieve goals. Motivation is a change in power in a person characterized by sense. It is preceded by a response to the existence of a goal. With a specific plan of activity, a person has a solid motivation to achieve it with all the efforts that can be made to achieve it. In line with this explanation, Ref. [7] states that motivation is a state within a person that encourages individuals to carry out certain activities to achieve goals. Likewise, what is described by Ref. [8] states that motivation is seen as a mental impulse that drives and directs human behaviour, including learning behaviour.

Someone who is intrinsically motivated has more of a goal of becoming an educated, knowledgeable person who is an expert in a particular field compared to someone who still needs external stimulation to get motivated. But that does not mean that extrinsic motivation is not reasonable or not necessary; extrinsic motivation is required so that someone wants to do something and become a better person. So that in this case, parents and teachers are tasked with generating motivation in children so that they are encouraged to want to do learning activities. Motivation will provide directions to the desired learning goals until they are achieved.

According to Ref. [9], teacher performance comes from the word job performance/ actual performance, which means work performance or actual performance achieved by someone. Performance can be interpreted as a performance that appears as a form of one's sincerity and success in his work. Meanwhile, Ref. [10] argues that performance is the result of specific job functions or activities which consist of three aspects, namely clarity of tasks or work that is their responsibility, transparency of expected results from a job or position, and clarity of the time required to complete the work so that the desired results can be realized. From several explanations about the definition of performance, teacher performance is the ability shown by the teacher in carrying out his duties or work. Performance is said to be excellent and satisfying if the goals follow predetermined standards [11].

Teacher performance will be achieved well if the teacher has the competence. The basic competence of teachers is seen from the performance in teaching and learning activities, which implies the psychological relationship of a person to his work which is his responsibility, he answered. Ref. [12] states that teachers as professional educators must also have professional knowledge and abilities. Performance appraisal must be carried out fairly and impartially and accurately describe actual work performance. Therefore, to ensure a fair and accurate assessment, there must be the certainty that the natural causes of performance can be identified. Based on the description above, it can be concluded that the evaluation can be helpful for principals and teachers. For school principals, it can be used to make decisions, follow up on assessment results, collaborate with teachers to review teacher-related behaviour and performance, and develop a plan to correct deviations to conform to established benchmarks or standards.

Ref. [13] states that learning achievement results from the learning process using measurement tools, namely in the form of tests that are arranged in a planned manner, both in writing, orally and in action. Furthermore, Ref. [14] says that learning achievement is a change in individuals who know, not only regarding knowledge but also forming skills and appreciation in the individual who learns. Student learning achievement is said to be achieved if it meets three aspects: affective, cognitive, and psychomotor. On the other hand, achievement

is said to be lacking if students cannot fulfil one of these three aspects. Student achievement can be known after an evaluation is carried out. From some of the above understanding, it can be concluded that what is meant by student learning achievement is the evaluation results achieved by students through abilities that have been guided in learning activities.

Methods

This study uses a quantitative approach, namely research that requires respondents to be used as objects in distributing questionnaires, and the results will be analyzed using statistics. The way of thinking in this study is axiomatic causality, no effect without cause and no cause without effect. This research is also included in the type of *ex post facto*, namely, research carried out to find out events that have occurred and then pull back through the data to determine the factors that preceded or found the causes of the incident. This research design wants to answer the statement by analyzing the relationship between variables and what factors are systematically related to specific events, conditions or forms of behaviour. The situation is student achievement, while the conduct in question is parental guidance and teacher performance.

The population in this study were all 219 students of MTs XYZ (71 of 8th grade students, 96 of 8th grade students, and 52 of 9th grade students). Samples were taken from as many as 135 respondents. The sampling technique in this study used proportional random sampling. The data was taken using a questionnaire to reveal data about the variables to be studied. This questionnaire was used as the main method because this method was used to disclose primary data in the study. This study places parental guidance (X1) and teacher performance (X2) as independent variables, while student achievement (Y) is the dependent variable. This study used research description analysis and multiple regression analysis methods with data processing using the SPSS program to analyze the data in this study.

Results

After the data collection process, the next stage is to tabulate the data by making the respondent's answer level from the statement items of parental guidance variables, teacher performance, and student achievement. Each statement item is given a range of 1 to 5 according to the Likert scale used as a measurement of research instrument items with 135 respondents who will be counted using the highest average interval of five and the lowest average of 1. The variables of parental guidance, teacher performance, and student achievement are categorized as follows: Very low (1.00-1.79), Low (1.80-2.59), Medium (2.60-3.39), High (3.40-4.19), and Very High (4.20-5.00). The determinant coefficient (R^2) is 0.295 (R Square = 0.295), meaning that the parental guidance variable and teacher performance can explain the student achievement variable of 0.295 or 29.50%. This finding concludes that

parental guidance and teacher performance can define the student achievement variable by 29.50%. In comparison, the remaining 70.50% is explained by other variables that are not included in the concept of this study.

The t-test with a significance level of 5% ($p=0.05$) in this study was used to measure the influence of the parental guidance variable on the student achievement variable and the significance level of the teacher's performance variable on the student achievement variable. Based on the results of the t-test as shown in Table 4.19 that the parental guidance variable has a t - count value of -0.806 with a significant level of 0.422 ($t_{x1} = -0.806, p = 0.422$) and the teacher performance variable has a t - count value of 6.958 with a level of significant at 0.000 ($t_{x2} = 6.958, p = 0.000$). Meanwhile, based on the t distribution table, it is known that the t table value at a significant level of 0.05 with $n = 135$ is 1.656. Parental guidance variable found that the value of t count = $-0.806 < t_{count} = 1.656$ and a significance level of $0.422 < 0.05$, then H_0 is accepted and H_a is rejected. Then the parental guidance variable has no significant effect on the learning achievement . As for the teacher performance variable, it was found that the value of t arithmetic = $-6.958 > t_{arithmetic} = 1.656$ and a significance level of $0.000 < 0.05$, then H_0 was rejected, and H_a was accepted. Then the teacher performance variable significantly affects the student achievement variable.

The results of the t-test showed that the parental guidance variable partially did not affect student learning achievement, and teacher performance impacted student learning achievement. So the hypothesis reads parental guidance affects student achievement is rejected, and the hypothesis that teacher performance affects student achievement is acceptable. Furthermore, based on the t-test, the regression equation of the study is: $Y = 19.609 - 0.051 X_1 + 0.447 X_2 + e$

This F test shows whether all the independent variables, namely parental guidance (X_1) and teacher performance (X_2), have a joint influence on the dependent variable, namely student learning achievement (Y). The significance of multiple regression results (Test F) between the independent variable and the dependent variable. Based on table 4.20, the calculated F value is 27.620 with a significance level of 0.000. Meanwhile, the distribution table shows the value of the F table at a significance level of 0.05 is obtained at 3.06. So, because the calculated F value is $27.620 > F_{table}$ is 3.06, and the significance level is $0.000 < 0.05$, then H_0 is rejected (because $F_{arithmetic} > F_{table}$) and H_a is accepted. Thus, the F test results indicate that the variables of parental guidance and teacher performance have a significant effect on student achievement variables. So the hypothesis that parental guidance and teacher performance affect student achievement can be accepted. This result shows that the more effective parental guidance and teacher performance, the more student achievement will increase.

Discussion

The results of the description of the research variables carried out are known as the parental guidance has an average score included in the high category, which is 4.03. Likewise, teacher performance also has an average score that is in the high category, which is 4.08. While the description of the student achievement variable, although the average score does not reach 4, the average score of 3.97 is also included in the high category. This result shows that the existence of intense parental guidance supported by maximum teacher performance will improve student learning achievement.

The regression analysis results prove the research hypothesis, namely that parental guidance and teacher performance affect student achievement is acceptable. The determinant analysis shows that there is a positive and robust correlation level between the variables of parental guidance and teacher performance on student achievement of 0.543 or 54.30%. Parental guidance affects student achievement.

The results of the F test (together) are 27.620 with a significance level of 0.000, as shown in Table 4.17, indicating that parental guidance and teacher performance together have a positive and significant effect on student achievement. The results of this analysis suggest to increase student achievement, guidance from parents and good teacher performance are needed. A 95% confidence level means that the higher the level of parental guidance and teacher performance, the higher the level of student achievement and vice versa.

Based on the results of the t-test, partially, the parental guidance variable has a value of -0.806 with a significance level of 0.442. So partially, the parental guidance variable does not significantly affect student achievement. While partially the teacher performance variable has a value of 6.958 with a significance level of 0.000. So partially the teacher performance variable has a positive and significant influence on student achievement. To improve student achievement, it is necessary to improve teacher performance in lesson planning, learning implementation, and learning evaluation.

Conclusion

The results of this study explain that parental guidance does not have a significant effect on student achievement. Meanwhile, teacher performance has a positive and significant influence on student achievement. In addition, parental guidance and teacher performance together positively and significantly impact student achievement. This result implies the need for synergy between parents and teachers to support the improvement of student achievement.

Conflict of Interest

We declare that there is no conflict of interest.

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