



The influence of teacher qualifications, teacher competencies and teacher work motivation on primary school student learning outcomes in Indonesia

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Abstract

This research was conducted with the aim of finding out: 1) the influence of teacher qualifications on elementary school student learning outcomes in Agats City, Asmat Regency, 2) the influence of teacher competency on elementary student learning outcomes in Agats City, Asmat Regency, 3) the influence of teacher work motivation on elementary school student learning outcomes in Agats City, Asmat Regency, and 4) The Influence of Teacher Qualifications, Teacher Competence and Teacher Work Motivation on Elementary School Student Learning Outcomes in Agats City, Asmat Regency. This research is ex-post facto, namely a type of research where the independent variable is an event that has already occurred. This research approach is a quantitative approach, namely research where the data obtained is related to numbers which causes the use of statistical analysis techniques. The population in this study was 30 INPRES SYURU Elementary School teachers, 30 Mbait State Elementary School teachers, 29 YPPK Suci Suci Agats Elementary School teachers, 32 YPPGI Agats Elementary School teachers, and 29 Darussalam Agats Elementary School teachers. Sampling in this study used techniques simple random sampling or simple random sampling. The data collection technique used in this research was a questionnaire. In this research, the data analysis techniques used are validity and reliability tests. The results of the research show that: (1) There is a positive and significant influence of Teacher qualifications on student learning outcomes of 0.179, (2) There is a positive and significant influence of Teacher competence on student learning outcomes of 0.451 (3) There is a positive and significant influence of Teacher work motivation on student learning outcomes of 0.146%, and (4) There is a positive and significant influence on teacher qualifications, teacher competency and teacher work motivation on student learning outcomes of 0.751.

Keywords: Teacher qualifications, teacher competency, teacher work motivation, students' learning outcomes

Introduction

Education is a directed and structured effort that aims to establish an order and procedures that foster the proactive growth of students' abilities which include intellectual intelligence, moral excellence, religious spirituality, self-control, personality traits and competencies that are important for achieving individual interests and collective progress of the country, nation and society (Ma'rufah, 2020). Education empowers students to achieve their life goals in accordance with individual progress and maturation (Samrani *et al.*, 2024). The teaching and learning process requires the participation of two participants involved, especially the instructor and students.

Educators can assess students' achievement of specified proficiency by examining their learning outcomes. Learning outcomes are measurable achievements obtained by students as an evaluation after following the learning process. These results evaluate students' knowledge, attitudes and abilities, and can also indicate changes in behavior (Nuritta, 2018). From the student's perspective, learning outcomes are the culmination of the teaching process, which are achieved at the peak of the learning journey.

Based on observations and qualification data, researchers in elementary schools in the city of Agats, namely SD Inpres Syuru, SD Negeri Mbait, SD YPPK Lintas Suci Agats, SD YPPGI Agats and SD Darussalam, have no interaction during learning between students and teachers. This is proven by the low learning outcomes for these students. This is thought to be because, at these schools, teacher qualifications are still not appropriate, there is a gap between the qualifications possessed by teachers and the educational requirements that teachers should have,

resulting in difficulties in providing effective teaching. Teacher motivation is also very low in teaching because of the lack of competition between teachers in schools. Apart from that, what results in low teacher motivation is the lack of emotional support from school leaders. Things like this are very worrying. Of course, we all know that when teachers have great enthusiasm then that is also the case. can be transferred to students, as well as motivation, if the teacher has the right motivation in teaching students, it will be ensured that students also feel that, so that learning in the classroom becomes alive.

Apart from school variables, curricular patterns, organization, and mission, teacher competence influences student learning (Nisa *et al.*, 2018). Teacher competency includes a series of attributes, such as knowledge, skills, beliefs and attitudes, which are demonstrated through a person's thoughts and actions (Mulyasa, 2008). Skilled educators need important talents. This includes a range of skills and abilities, including professional, instructional, personality and social competencies (Nurmalina *et al.*, 2021).

The aim of carrying out this teacher competency exam is to ensure the continued growth of teacher professionalism in line with advances in science, current trends, technological advances, and the demands of stakeholders or society (Nurmalina *et al.*, 2021). Apart from that, the quality of teachers also has a significant influence in determining the highest learning outcomes. Teachers with appropriate qualifications are often more adept at interacting with children's parents and guardians, thereby facilitating smoother collaboration in promoting children's growth (Novela *et al.*, 2021). Teacher credentials have an important

role in increasing teacher competency (Mijtahid, 2018). Based on initial observations, it appears that teacher qualifications, especially in Agats City, Asmat Regency, are still very minimal. This can be seen from the lack of teacher readiness in delivering effective learning to students. Additionally, teachers demonstrate a lack of motivation to improve their knowledge and skills, as they do not actively pursue professional development opportunities or keep up with educational developments. As a result, teachers tend to be satisfied with existing knowledge and do not seek further improvement. These factors have a negative impact on students' academic achievement, resulting in low learning outcomes.

Apart from that, teacher motivation also has an impact on student academic achievement. Motivation is one of the determining factors that influences the level of joy and active involvement in the work process (Harahap *et al.*, 2023). Teachers' professional and optimistic mindset towards the work environment increases their desire to achieve optimal performance (Asterina *et al.*, 2019). The work incentives offered include attention, guidance and inspiration, fostering higher teacher morale and increasing engagement in their duties, which ultimately leads to the achievement of desired learning outcomes (Rusnita *et al.*, 2021).

Based on the discussion above, the author is interested in carrying out research with the title "The Influence of Teacher Qualifications, Teacher Competency and Teacher Work Motivation on Primary School Student Learning Outcomes in Agats City, Asmat Regency".

Through this research, researchers want to know: (1) Teacher qualifications on elementary school student learning outcomes in Agats City, (2) Teacher competency on elementary school student learning outcomes in Agats City, (3) Teacher work motivation on elementary school student learning outcomes in Agats City, and (4) Teacher qualifications, teacher competence and teacher work motivation on elementary school student learning outcomes in Agats City.

Research Method

Research Type

This research is ex-post facto, which involves investigating independent variables that have already occurred. Ex-post facto research involves examining past events in retrospect to identify elements that may have contributed to the occurrence of those events (Sugiyono, 2010). The aim of this research is to determine the factors that influence the academic success of elementary school students in Agats City.

Research Location and Time

This research was carried out at Agats City Elementary Schools, namely Inpres Syuru Elementary School, YPPK Agats Elementary School, YPPGI Agats Elementary School, Yapis Agats Elementary School and Mbait State Elementary School with an implementation period of three months, from August - October 2023.

Data Source

The population in this study was 150 teachers, consisting of: 30 teachers at Inpres Syuru Agats Elementary School, 30 Mbait State Elementary Schools, 29 YPPK Suci Suci Agats

Elementary Schools, 32 YPPGI Agats Elementary Schools and 29 Darussalam Agats Elementary Schools. This research uses techniques proportional simple random sampling which resulted in a total sample of 30 participants, with 6 people selected from each school.

Data Collection Techniques and Instruments

The data collection technique used in this research was a questionnaire (Sugiyono, 2019) ^[10]. Questionnaire (questionnaire), which contains a list of questions to respondents to obtain the data needed to analyze the influence of teacher qualifications, teacher competence and teacher work motivation on student learning outcomes. A questionnaire or questionnaire is a data collection technique by submitting a number of written questions to be answered in writing by the respondent. A questionnaire is an efficient data collection technique if the researcher knows exactly the variables to be measured and knows what to expect from the respondent (Sugiyono, 2013). The questionnaire used in this research is a closed questionnaire, where respondents simply choose one of the alternative answers provided.

In this research, data collection uses instruments (questionnaires or questionnaires). The instruments used have a measurement scale, namely using a Likert scale which is used to measure attitudes, opinions and perceptions of people or groups of people about social phenomena that have been specifically determined by the researcher, hereinafter referred to as research variable. (Sugiyono, 2018).

Findings and Discussion

The Influence of Teacher Qualifications on Elementary School Student Learning Outcomes in Agats City, Asmat Regency

Based on the results of hypothesis testing, it turns out that there are significant results that link teacher qualification variables to student learning outcomes ($\text{sig.} = 0.000 < 0.05$). This means that there is a positive direct influence of teacher qualifications on student learning outcomes, namely $0.007 < 0.05$. The qualifications of an educator are related to the formal education and training they have obtained. An educator's level of education can influence his pedagogical abilities and students' understanding of the subject matter. Teacher competency consists of the dispositions, abilities, and knowledge necessary for effective teaching. Highly skilled educators have the ability to effectively manage classroom dynamics, develop impactful pedagogical strategies, and provide constructive feedback to students. In addition, teacher motivation is an important factor that can significantly influence teaching standards. Motivated educators demonstrate greater levels of commitment, design differentiated pedagogical approaches, and provide superior assistance to their students. The findings of this research are in line with the findings of Susi Susanti *et al.* (2020), who found a relationship between student grades and academic achievement. An investigation conducted by Novela (2023) shows that increasing teacher qualification standards can have a significant impact on the quality of teaching provided in early childhood education institutions. Previous research findings show that teacher credentials have a good and significant impact on student learning outcomes

The Influence of Teacher Competence on Elementary School Student Learning Outcomes in Agats City, Asmat Regency

Based on the results of hypothesis testing, it turns out that there are significant results that link teacher competency variables to student learning outcomes ($\text{sig.} = 0.000 < 0.05$). This means that there is a positive direct influence of teacher competency on student learning outcomes, namely $0.005 < 0.05$. Teacher competency is related to the talent or ability of an educator to effectively supervise the learning process, which is the basis for the development of knowledge, abilities and values that are manifested in the thinking process and individual behavior. Therefore, the authenticity of an educator's instructions shows his or her credibility. Therefore, it is critical for educators to have the capacity to cultivate and implement a positive mindset in their pedagogical efforts. A thorough understanding of students, teaching materials and learning materials is a must for educators. The results of this research are quite large as proven by the t test carried out on the teacher competency variable. 0.005 is a result that is below the threshold of 0.05, which means statistical significance. Apart from that, the calculated T value of 1.451 exceeds the value in the table (1.708). These findings indicate that teacher competence has a significant influence on the academic achievement of elementary school students in Agats City, Asmat Regency. This research supports Syaidah *et al.* (2018) who found that the competency of Rambipuji State High School instructors influenced student learning. The F test results show that 194.392 exceeds the crucial F value (F Table) of 4.043 at a significance level of 0.000 (less than 0.05). The simple regression equation is $c = 28.333 + 0.674X$. Coefficient of determination (R^2) = 0.802. This shows that 80.2% of economic learning outcomes at Rambipuji State High School depend on teacher competency. The remaining 19.8% was driven by independent factors that were not researched. Umu, Bambang, and Hesty Mustika (2018) found that teacher competence influenced students' economic learning by 80.2%. Solecha and Cecep (2023) found a 55.9% relationship between instructor competency and student learning outcomes. Various previous studies have shown a clear correlation between teacher competence and student learning outcomes. Teachers with a high level of competency are able to produce quality learning outcomes.

The Influence of Work Motivation on Elementary School Student Learning Outcomes in Agats City, Asmat Regency

Based on the results of hypothesis testing, it turns out that there are significant results linking motivation variables to student learning outcomes ($\text{sig.} = 0.000 < 0.05$). This means that there is a positive direct influence of teacher motivation on student learning outcomes, namely $0.004 < 0.05$. Work motivation among educators is related to the intrinsic drive that compels them to invest effort in achieving certain goals. The flexibility to investigate new concepts and accept adequate accountability are the driving forces behind this motivation (Hamdi, 2014; Jelantik, 2015; Bishay, 1996) [3]. Uno (2009) [11] underlines the importance of evaluating teachers' work motivation through analyzing their sense of accountability in carrying out their responsibilities, their achievements to date, their dedication to personal growth, and their capacity to make decisions independently.

Consistent with the findings of Nastiti Amalda *et al.* (2018), this research shows that teacher work motivation and academic achievement of high school students in Mataram City have a significant relationship. Teacher work motivation contributed 13.1% to the variation in student achievement, according to research findings. Subsequent investigations have corroborated the researchers' findings, indicating that lack of teacher motivation results in reduced student engagement, limited creativity in pedagogical methodology, and insufficient attention to student needs. In addition to these attributes, student learning outcomes may be influenced by external factors such as the academic environment, student socioeconomic status, and administrative support.

Based on the findings of several previous studies, it can be concluded that teacher work motivation has the capacity to influence student learning outcomes. Internal motivation in teachers is the main determinant of student learning success. Therefore, it is very important for teachers to have a high level of motivation in order to effectively impart knowledge to students.

The Influence of Teacher Qualifications, Teacher Competency, and Work Motivation on Elementary School Student Learning Outcomes in Agats City, Asmat Regency

It is proven from the results of the F test carried out with SPSS that an F value of 9.144 exceeds the critical value of 2.68. In addition, an important value of 0.000 was identified, which indicates that this value is below the predetermined threshold, namely 0.05. Research has shown that teacher qualifications, teacher competence, and motivation have a big influence. Investigating the influence of elementary school teachers on student academic achievement in Agats City, Asmat Regency. The Adjusted R Square coefficient value determined based on the research results is 0.080. Based on observations, a negligible proportion, specifically 0.08%, of the variance in student learning outcomes can be attributed to teacher qualifications, work motivation, and teacher competence. The learning outcomes of secondary school students in Agats City, Asmat Regency are influenced by several factors above. On the other hand, the remaining 99.92% is influenced by various external factors that are beyond the scope of this research.

Conclusion

From the data analysis and discussion in the previous chapters, researchers can draw the following conclusions:

1. There is a positive and significant influence of teacher qualifications on elementary school student learning outcomes in Agats City, Asmat Regency. This shows that the t-calculated coefficient obtained is 0.179 which is greater than the t-table value (t.s. 0.05) of 1.708.
2. There is a significant influence of teacher competency on elementary school student learning outcomes in Agats City, Asmat Regency. This shows that the t-calculated coefficient obtained is 1.451 which is greater than the t-table value (t.s. 0.05) of 1.708.
3. There is a significant influence of teacher work motivation on elementary school student learning outcomes in Agats City, Asmat Regency. This shows that the t-calculated coefficient obtained is 0.146, which is greater than the t-table value (t.s. 0.05) of 1.708.

4. There is a significant influence of qualifications, teacher competency, teacher motivation on elementary school student learning outcomes in Agats City, Asmat Regency. This proves that the F-calculated coefficient obtained is 0.751, which is greater than the F-Table value of 2.98.

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