

Teaching Ability of Economic Teachers with Certification and its Impact on Students' Economic Achievement

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ABSTRACT

The objective of the research was to know the impact of teaching ability of economic teachers that were certified upon the student's achievement in economic subject. The type of this research was quantitative method. The population and sample of the research were all economics students with total of forty-four students. The data of teaching ability was collected by questionnaires and student's achievement were taken from documentation of economic scores from economic teachers. Then, the data was analyzed with serial correlation. Based on the result of data analysis, it could be concluded that there was a positive relationship of teaching ability of economics teachers that were certified with students' achievement in economic subject with very low relationship.

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1. INTRODUCTION

Education is a long-term human resource investment that has strategic value for the survival of human civilization in the world. Therefore, almost all countries place education variables as important and important in the context of nation and state development. Likewise Indonesia places education as something important and important. This can be seen from the opening side of the 1945 Constitution paragraph IV which emphasizes that one of the national goals of the Indonesian nation is to educate the lives of the nation (Indonesian Laws on System of National Education No. 20 Tahun 2003). One component of education is the teacher, the teacher in the context of education has a big and strategic role. This is because teachers are in the forefront of education. The teacher is directly confronted with students with positive values through guidance and exemplary (Sanjaya, 2008). Being a teacher based on the demands of the job is an easy act, but being a teacher based on the call of the soul or the demands of conscience is not easy, because he is more demanded of a service to students than because of the demands of the job. The teacher who bases his dedication because the soul call feels his soul closer to his students. The absence of students in the classroom became his thoughts, why did his students not

attend the class, what caused it, and the questions that the teacher might ask at the time (Djamarah, 2005).

Teaching standards in the context of the educational process is not simply convey the subject matter, but also defined as a process set up the environment so that students learn (Sanjaya, 2008). The main point of teachers' standard competency is the quality of the teacher itself. This teacher should be developed themselves based on a comprehensive assessment to generate a conceptual and empirical foundation, through a certification system (Mulyasa, 2008).

Six aspects of teacher teaching skills include: (1) Reviewing previous learning, (2) Providing new material, (3) Providing training, (4) Providing feedback, (5) Providing independent training, and (6) Review the material that has been taught (Pintrich & Schunk, 2002), while for some special abilities related to the implementation of learning skills, stated by Allen and Ryan in the monitoring and evaluation sheet of learning implementation issued by the Ministry of National Education (2008), namely (1) Opening Learning (Set Induction), (2) Variation of Stimulus (Stimulus). Variation), (3) Questioning Skills, (4) Silence and Non-Verbal Clue, (5) Illustration and Use of Example, (6) Communication Skills, (7) Reinforcement and Feed Back, (8) Closure Strategies

In increasing the quality of the school, the government has launching one of policy is teachers' certification. Although have limited quotas, in some areas through the local education department, it has offered to teachers follow certification selection test. Education and research, learning experience, learning implementation plan, assessment from supervisor or supervisor, academic achievement, professional development work, participation in scientific forums, organizational experience in the field of education and social, and relevant awards that are appropriate to the education field. All of the components mentioned above are a prerequisite for a teacher to obtain a feasibility test and professionalism for each teacher.

The research carried out by Theodora (2015), it was proven that there was a significant difference between teachers with high teaching skills and teachers with low teaching skills on student learning outcomes. This showed that the level of teacher teaching skills will have an impact on differences in the achievement of learning outcomes obtained in schools. The results of another study by Nurhajrah (2016) concluded that there was a positive and significant relationship between teacher teaching skills and student achievement. This was shown through descriptive correlation analysis with the correlation value of 0.664 which showed a fairly strong relationship with contribution of 44.08%. Other research conducted by Rahmatullah (2016) concluded that the teaching ability of teachers had a very large influence on the improvement of teacher performance and student learning outcomes, besides that student learning achievement were influenced by teacher performance. Thus, it can be said that student learning outcomes in schools will be improved by the improvement of teachers' teaching abilities and teacher performance.

The prominent role of the teacher who has passed certification test especially in formal education grade such as junior high school, senior high school and university be professional and responsible for his/herself to achieve the quality of education itself and it will be supported by technology, the role of teachers are very important in the process of education and create the morals character on every generation or learners.

In fact, it showed that the teachers who had passed the certification test do not have much effect on the student achievement. From the early observation by the researcher, there were some phenomena found like: there are some of the students got lower score in learning process, there are some of the students do not active in learning process, there are some of the students get lazy to do task and there are some of the students who do not listen teachers' explanation about economic

Based on the description above, it becomes a very interesting thing to do research, especially related to improving student learning achievement. Is there a relationship between the teaching ability of teachers who have passed certification and learning achievement of students in the high schools.

2. METHODS

The type of research was a quantitative research. The population in this study were students of class XI SMA Negeri 1 Reteh with total population of 222 students. The consideration of the researcher taking the population was only class XI, because class X was still at the socialization stage in the school while students at class XII prepared to face the final school examination.

The sample taken in this study was 20% (44 students) of the total population. This referred to the opinion of Ridwan (2005) who stated that if a member of the population is more than 100 then one method of determining the sample by taking at least 20% of the total population. The sampling technique is simple random way (*Simple random sampling*).

The data collection technique consisted of three techniques :

- (1) Observation. This was done in the early stage before the researcher collected the data by visiting the school.
- (2) Questionnaire. This was carried out after all research instruments were prepared and validated with validity and reliability tests.
- (3) Documentation. These included the data of students' achievement from the related teachers and other data to support the findings of the research.

After the data was analyzed per-variable of the research, then the data was analyzed with simple regression analysis.

3. FINDINGS AND DISCUSSION

3.1 Findings

From the analysis of descriptive on the variable of teaching ability of the economic teachers, it was found the following results as below:

- a) The majority of responders (56.8%) thought they never received the syllabus from the teacher, 15 respondents (34.1%) felt that they sometimes received a syllabus, while 2 respondents (4.5%) felt that they often received a syllabus, and there was a respondent (2.3%) who "always" receive the syllabus from the teacher.
- b) At the beginning of the semester, teachers always explained the material to be studied as many of 17 respondents or 38.6%, 11 respondents (25%) stated "often", while 9 respondents (20.5%) chose the answer "sometimes", and then there were 7 respondents (15.9%) who chose "never".
- c) For the statement of the level of mastery of material by economic subject teachers, most of the participants (86.4%) believed their economic teachers ability in teaching, while 13.6% of the other respondents considered their economic subject teachers to be quite mastered.
- d) For statements about class management was managed wisely, 25 respondents (56.8%) chose to study economics teachers "always" organize the class wisely, 10 respondents (22.7%) chose sometimes, 8 respondents (18.2%) chose in the learning of economic subject teachers "often", and 1 respondent (2.3%) chose to study economics teachers never ,anage the class wisely.
- e) The level of teachers' mastery in language when giving an explanation of economic subjects. It was seen that 33 respondents (75.0%) believed that economic subject teachers "always" used language that was easy to understand and clear when explaining subjects, while 6 respondents (13.6%) chose "sometimes" teachers Economic subjects use language that is easy to understand and clear when describing subjects, and 5 respondents (11.4%) chose "often" economic subject teachers using language that is easy to understand and clear when explaining subjects.
- f) Teachers begin and close the class on time Time assessment of students towards discipline in the use of time or hours of study. Student assessment of discipline in the use of time or class

hours. It was illustrated that 22 respondents (50%) chose "sometimes", 18 respondents (40, 9%) believed economic subject teachers were in and out on time, 3 respondents (6, 8%) chose "often" economics teachers in and out on time, while 1 respondent (2.3%) considered "never" economics teachers in and out on time.

- g) The teachers of economic subjects would always accept criticism or suggestions from students, 14 respondents (31.8%) considered that only "sometimes" economic subject teachers would accept criticism or suggestions from students, 8 respondents (18.2%) considered "often" economic subject teachers received criticism or suggestions from students, and 5 respondents (11.4%) chose "never".
- h) The students always feel happy and interested in participating in economic learning, 6 respondents (13.6%) answered "sometimes", 5 respondents (11, 4%) chose "often" and 3 respondents (6.8%) felt "never" feeling happy and interested in participating in economic learning.
- i) The level of library utilization by students as a learning tool shows that 23 respondents (52.3%) answered "sometimes" using library facilities for learning, 10 respondents (22.7%) answered "always" using library facilities for learning, 7 respondents (15.9%) answered "often" using library facilities for learning, and 4 respondents (9.1%) answered "never" using library facilities to study.
- j) Motivation to students. 23 respondents (53.3%) considered that "always" the economics teacher motivated students, 14 respondents (31.8%) assessed "sometimes", 6 respondents (13.6%) assessed "Often" and 1 respondent (2.3%) rate "never" economics teacher motivates students.
- k) Teachers are able to solve problems asked by students. Student's assessment of the teacher's ability to solve the problems they are asking. 30 respondents (68.2%) considered that the economics teacher "always" was able to solve the problems raised by students, 9 respondents (20.5%) considered the economics teacher "often" and 5 Respondents (11.4%) considered that economics teachers "sometimes" were able to solve problems raised by students.
- l) By the subject teacher. 17 respondents (38.6%) answered that economic subject teachers "always" provided a summary of learning material at the meeting, 17 respondents (38.6%) answered economic subject teachers "sometimes", 10 respondents (22.7%) answered that economic subject teachers "always" and no respondents chose "never".

Table 1. Descriptive Statistics of Teaching Ability of Teachers and Students' Achievements

Variable	Mean	Std. Deviation	N
Teaching ability	23.41	3,273	44
Student achievement	77.95	3,542	44

Source: Data Analysis Results Using SPSS Version 11.5

Information on teacher teaching abilities was obtained from questionnaires to students containing 12 questions to 44 students. From the questionnaire distribution, the mean of 23,41 and standard deviation (SD) were 3,273. While the data of student learning achievement was obtained from the average test results of the students' semester, where overall the average score was 77, 95, and SD of 3,542. Furthermore, a correlation test was conducted using SPSS. Before conducting a correlation test, the normality test is first done to determine whether the data is distributed. When data is spread normal, then an advanced statistical test can be done.

a. Normality Test With Kolmogorov-Smirnov Test Method

Table 2. Kolmogorov-Smirnov Test Normality Test

N	Unstandardized Residual	
	44	
Normal Parameters (a, b)	Mean	.0000000
	Std. Deviation	3.49667977
Most Extreme Differences	Absolute	.108
	Positive	.108
	Negative	-.088
Kolmogorov-Smirnov Z		.717
Asymp. Sig. (2-tailed)		.683

b. Linearity Test

Table 3. ANOVA (b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13,658	1	13,658	1,091	.302
	Residual	525,751	42	12,518		(a)
	Total	539,409	43			

Predictors: (Constant), ability to teach

Dependent Variable: student achievement

c. Regression and Correlation

Table 4. Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	73,924	3,896		18,976	.000		
	Teaching ability	.172	.165	.159	1,045	.302	1.00	1.00

Table 5. Model Summary (b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.159 (a)	.025	.002	3,538	1,617

a. Predictors: (Constant), ability to teach

b. Dependent Variable: student achievement

d. Hypothesis testing

The correlation coefficient is 0.159 with a significant level of 95% ($\alpha = 5\%$), and N a number of 44 with $df = 42$ then the t_{table} R obtained was 0, 2512. If $R_{arithmetic}$ (0.159) $< R_{table}$ (0, 2515), then H_a was rejected, and H_o was accepted. So, it can be concluded that there was an insignificant relationship between the teaching ability of the economic teacher and the level of student achievement. The results obtained from

the research have to be supported by sufficient data. The research results and the discovery must be the answers, or the research hypothesis stated previously in the introduction part.

However, the contribution of the teaching ability of the economic teacher upon the level of student achievement was still available although very low or with percentage of 2,5% and the rest was contributed by other variables not mentioned in the above research.

3.2 Discussion

From the findings as above, it was concluded that there was an insignificant relationship between the teaching ability of the economic teacher and the level of student achievement, although the contribution was still available with percentage of 2,5%. This indicated that teacher ability in teaching only provided very low contribution to the students' achievement. The learning outcomes achieved by students were influenced by two main factors, namely factors from within students and factors that come from outside students. In the learning environment at school, the thing that most dominantly affects learning outcomes is the quality of learning. This was different with the research findings of Rahmatullah (2016) that the teaching ability of teachers had a very large influence on the improvement of teacher performance and student learning outcomes, besides that student learning achievement were influenced by teacher performance.

In line with the findings, according to Klausmer and Goodwin (1971) regarding the factors that influence learning outcomes in schools, namely (1) student characteristics, (2) teacher or lecturer factors, (3) material or material factors to be studied, (4) learning media, (5) physical characteristics of the school and (6) environmental and situational factors. Therefore, the students' achievement in this research was possibly more influenced by other factors.

There are elements that affect education quality improvement efforts in a positive or negative way by affecting the effectiveness of factors affecting input quality and management factors in education. The input factor, according to Shobri (2018), is everything that needs to be provided for the teaching and learning process. It is made up of resources as individual components, such as personnel, money, facilities, certification, and infrastructure, as well as rules that must be followed universally.

The results of this study are not consistent with research by Shobron and Suyanto (2016) which showed that certified teachers have been able to develop the implementation of learning and learning outcomes in accordance with the vision and mission of the school and have a positive impact on the management of education management. Suharmoko's research (2021) also explained that there was a change in certified teachers before and after supervision class visits by the principal, then concluded that there was an influence between teacher certification and work motivation on the performance of teachers.

4. CONCLUSION

The research concluded that the ability to teach economic teachers who had passed the certification had a low impact with the student learning economic achievement with a positive relationship, although both students' achievement and teaching ability of teachers were good enough based on the findings. Other factors that may influence learning outcomes in schools like student characteristics, subjects of learning, learning media, physical characteristics of the school and also probably environmental and situational factors

Through this study, the researcher want to contribute thought in suggestions are to the teachers of economics subject in particular and other teachers to develop teaching skills because it has to do with the students' learning achievement in the school, the better teachers teaching ability in the classroom it will be better on the students' achievement in the school.

Suggestion and recommendation to the next researcher, to all students who are in SMAN 1 Reteh Indragiri Hilir, in order to always improve students' learning achievement, respect for teachers because the teachers is a meritorious hero and guide to develop the potential of the students itself.

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