The Relation Between Teacher's Performance and Student's Learning Motivation During Hybrid Learning in Elementary School

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Abstract
This study aims to know the relation between teacher performance and student's learning motivation during hybrid learning model in elementary school. This research use correlation type of quantitative research by using product moment correlation. The sample of this studies use random sampling technique and follow Slovin rules to get the quantity of sample from two elementary school, SD Muhammadiyah Kadisoka and SD Muhammadiyah Bayen which the school that have been implemented hybrid learning. The primary data collected from Likert's scale that modified to 4 score to avoid neutral answer. The data analyzed by SPSS IBM Statistic for Windows 25 Version. The result of research is there is a positive relation between teacher performance and student's learning motivation. The higher teacher's performance, the higher student's learning motivation.

Keywords: Teacher's Performance; Hybrid Learning; Elementary

I. INTRODUCTION

Education in the current pandemic era has undergone tremendous changes. Changes that are not easily experienced by education providers and students. Learning activities that are usually carried out in class, face to face, then have to shift to online learning using various media available in cyberspace. This shift in the way of learning makes education providers have to be able to keep up with the demands of the times to provide the best performance in providing learning services to students even at a distance, one of which is by conducting model hybrid learning.

According to Sulistiono (2019), hybrid learning is a learning model that integrates technological advances and innovation through learning with an online system with interaction and participation from traditional learning models. Hybrid learning is also often referred to as blended learning which means a combination of learning outside the network and in the network (Banat, 2020). Based on this statement, it can be concluded that hybrid learning is a learning model that combines networked and non-network learning in one learning meeting.

The implementation of hybrid learning certainly requires good and professional teacher performance so that student's motivation to learn is maintained. Teacher performance is a result of teachers' work in carrying out their obligations and duties in advancing the nation through educational activities (Sulfemi, 2020). In this case, the teacher's performance is one of the extrinsic factors (outside the self) of students which is thought to affect students' learning motivation. This is in line with Suryaningsih (2020) statement that learning motivation is a driving force both from within and outside a person

who is accidentally created or provided under certain conditions that give direction to learning activities so that the desired goals can be achieved.

The Ministry of Education and Culture in the field of Disaster Safe Education Units (SPAB) stated that there were 646.2 thousand education units that had to carry out distance learning online (Muhammad, 2020). According to Muhammad (2020) in the Analysis of the Quick Survey of Learning from Home in the Covid-19 Prevention Period by the Ministry of Education and Culture, only 40% of schools were able to hold interactive learning during the pandemic. This makes us have to admit that the implementation of interactive education in the network still needs to be addressed. The existence of limited face-to-face implementation as part of learning in the transition era of the Covid-19 pandemic is considered one of the ways to implement hybrid learning more effectively for the implementation of learning. The Implementation of hybrid learning optimal certainly cannot be separated from the teacher's performance to generate student motivation to learn.

SD Muhammadiyah Kadisoka Group (Kadisoka and Bayen) has been implementing hybrid learning since October 2021. Through a pre-research interview, the Principal of SD Muhammadiyah Kadisoka said that the implementation of hybrid learning in this school overwhelmed the teachers. The teacher must divide two views, namely towards the screen, and towards the students in the class. In addition, limited facilities in the form of cameras, microphones, and teacher laptops are sometimes still an obstacle to implementing hybrid learning. Based on the studies that have been described, this study wants to reveal whether there is a positive relationship between teacher performance and student learning motivation during the implementation of hybrid learning at SD Muhammadiyah Kadisoka Group. The researcher has a hypothesis that there is a positive relation between teacer performance and student's learning motivation. The better teacher's performance, the higher the student's learning motivation during the implementation of hybrid learning at the elementary school level. So, with good

performance, teachers can also increase students' learning motivation even though they have to carry out learning with a model hybrid learning in the transition era of the COVID-19 pandemic.

II. METHODS

This study used a correlative quantitative research design. The use of this correlative research is based on the research objective, namely to determine the relationship between teacher performance and student learning motivation during the implementation of hybrid learning at SD Muhammadiyah Kadisoka Group without influencing and manipulating variables (Fraenkel et al., 2012). The data analysis of this research used product-moment correlation. The data collection technique in this study used the Likert's scale method which has 4 categories of choices, namely strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS). In addition, research data collection was also carried out by documenting the implementation of learning at the research location. Samples were taken using a random sampling technique from two elementary schools, namely SD Muhammadiyah Kadisoka and SD Muhammadiyah Bayen which are group schools (sister schools) that have 228 students in the population from 4th to 6th grade. The number of samples used in this study refers to the Slovin formula with the following calculations. The sample that used in this research is 145 due to Slovin's rules. The calculation for sampling is mention Figure 1 in bellow:

$$n = \frac{n}{1+N(e)^2}$$

$$\rightarrow \frac{228}{1 + 228\,(0{,}05)^2}$$

$$\rightarrow \frac{228}{1 + 0{,}57}$$

$$\rightarrow \frac{228}{1{,}57} = 145{,}22$$

Figure 1. Slovin's Rules for Sampling Calculation

Keterangan :   n = Population

N = Population

e = tolerance value of error (5%)

The teacher performance scale used in this study is based on teacher performance indicators by Goeleman which has been tested for validity and reliability by Sri Susilawati AR (2014) with the following blueprint.

Table 1. *Blueprint* of Teacher's Performance Scale

No	Aspect	Indicator	No. Item	Total
1	Teacher planning in the learning activity program.	a. Prepare the learning plan b. Prepare syllabus c. Formulate learning objectives	1,2,3, 4 5, 6 7,8,	4 2 2
2	Implementation of learning activities.	a. Class management b. The use of Media c. The use of learning methods	9, 10 11, 12, 13 14,15,16,17	2 3 4
3	Evaluation in learning activities	a. Evaluating learning activity	18,19,20	3
Total				20

The student learning motivation scale used in this study is based on indicators of learning motivation using the MSQL measuring instrument by Pintrich & De Groot which has been tested for validity and reliability by Nausheen (2016) with a blueprint modified by the researcher as follows.

Table 2. *Blueprint* of Student Learning Motivation Scale

No	Aspect	Indicator	No. Item	Total
1	Expectancy component (extrinsic & intrinsic)	a. Desire to succeed in learning b. The need for learning c. Desire to realize ideals	1, 2, 3 4, 5 6, 7, 8	3 2 3
2	Value components (extrinsic & intrinsic)	a. There is an appreciation in learning b. Activities that are interesting	9, 10, 11 12, 13, 14	3 3 3

		c. The score of assignments from teacher	15, 16, 17	
3	Components of emotional reactions (intrinsic)	a. Encouragement to learn from within students	18, 19	2
Total				19

III. RESULTS AND DISCUSSION

A. Result

This study uses the product-moment correlation test to test the proposed hypothesis. This research went through several stages of prerequisite testing. Prerequisite tests carried out include normality and linearity tests. After going through the prerequisite test stage, this research took a hypothesis test with a quantitative type of correlation with product-moment correlation analysis. This study uses IBM SPSS Statistics 25 software for Windows to perform prerequisite tests and hypothesis testing.

1. Normality Test

The normality test is one of the prerequisite tests that must be done before testing the correlation-type hypothesis. This normality test was taken to determine whether the score of this research variable was normally distributed or not. When the study uses parametric statistics, the results of the calculation of the normality test must be normally distributed with the criteria for a significance value greater than 0.05 (Nuryadi et al., 2017). The results of the normality test are as follows.

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		145
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.25878704
Most Extreme Differences	Absolute	.072
	Positive	.072
	Negative	-.064
Test Statistic		.072
Asymp. Sig. (2-tailed)		.067[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on the results of the normality test presented in table 3, the results of the calculation of the significant value of the research data are 0.067. That is, the research data is normally distributed.

2. Linearity Test

The test is conducted to determine whether there is a linear or non-linear correlation between two or more variables significantly in the study. A variable is said to have a linear correlation if the value of the deviation from linearity calculation at the SPSS output is greater than 0.05 (Sugiyono, 2017). The results of the linearity test calculation are as follows.

Table 4. Linearity Test ANOVA Table

Motivasi * Kinerja	Between Groups	(Combined)	1134.228	34	33.360	1.219	.220
		Linearity	155.868	1	155.868		
		Deviation from Linearity	978.360	33	29.647	1.083	.369
	Within Groups		3011.083	110	27.373		
	Total		4145.310	144			

Based on the linearity test that has been carried out, the deviation from the linearity value is 0.369. That is, the value is greater than 0.05. So, it can be concluded that there is a linear correlation between the variables of teacher performance and student motivation.

3. Hypothesis Test

This research is quantitative correlation research. In data analysis, this study uses product-moment correlation analysis with the help of IBM SPSS Statistics 25 for Windows. The hypothesis proposed is that there is a positive relationship between teacher performance and student learning motivation, so the better the teacher's performance, the higher the student's learning motivation. Vice versa, the less the teacher's performance, the lower the student's learning motivation. The results of the analysis can be seen in Table 5 below

Table 5. Correlation of Teacher Performance and Student Learning Motivation

Correlations

		Kinerja	Motivasi
performance	Pearson Correlation	1	.194*
	Sig. (2-tailed)		.019
	N	145	145
Motivation	Pearson Correlation	.194*	1
	Sig. (2-tailed)	.019	
	N	145	145

*. Correlation is significant at the 0.05 level (2-tailed).

The results of data analysis show the significant value of the correlation of these two variables is 0.019, which means less than 0.05, so it can be said that the two variables are correlated. The results of the calculation of the Pearson correlation value of 0.194. According to Sujarweni (2014), the close relationship between the two variables can be grouped as follows.

1. The correlation coefficient value of 0.00 – 0.20 means the relationship is very weak.
2. The value of the correlation coefficient 0.21 – 0.40 means that the relationship is weak.
3. The value of the correlation coefficient 0.41 – 0.70 means that the relationship is weak.
4. The value of the correlation coefficient 0.71 – 0.90 means that the relationship is weak.
5. The correlation coefficient value of 0.91 – 0.99 means that the relationship is weak.
6. The correlation coefficient value of 1.00 means the relationship is weak.

Based on this statement, there is a very weak relationship between the variables of teacher performance and student learning motivation during the implementation of hybrid learning in elementary schools.

B. Discussion

This study aims to determine the existence of a positive relationship between teacher performance and student learning motivation in the implementation of hybrid learning in elementary schools. The better the teacher's performance, the higher the student's learning motivation during the implementation of hybrid learning. The less the teacher's performance, the lower the student's learning motivation during the implementation of hybrid learning. Based on the results of the analysis that has been carried out, the proposed hypothesis is accepted because there is a correlation value from the results of the analysis. However, the correlation value shows a weak relationship.

Many factors influence student learning motivation because this motivation can arise from within students or from outside students (Yunas & Rachmawati, 2018). One that can affect extrinsically is the teacher's performance. Performance is very influential on student learning motivation because teacher performance is considered one of the milestones in providing education to guide students in learning activities (Fita, 2021). According to Fita's research, (2021) the success of educational activities is largely determined by the readiness of teachers to prepare their students through educational activities. In the context of this research, it can be said that there is an effect of the lack of readiness of teachers in carrying out hybrid learning which suddenly has to be held due to pandemic conditions. In addition, learning motivation which is defined as the encouragement of students to learn is influenced by factors such as the environment, culture, family, and the students themselves (Miftahudin, 2019).

Thus, the pandemic condition that creates culture shock in learning can also be one of the weak relationships between teacher performance and student learning motivation. So, there is a possibility that even though the teacher has given a good performance, the increase in student learning motivation is not too significant or quite the opposite. The motivation of students to learn from within themselves during the implementation of hybrid learning is already high, but the teacher's performance is still not good. The existence of a weak correlation coefficient value still states that there is a positive relationship between teacher performance and student learning motivation even though the relationship is weak.

IV. CONCLUSION/RECOMENDATION

Based on the study and analysis of research data that has been carried out, it can be concluded that there is a relationship between teacher performance and student motivation during hybrid learning in elementary schools. The relationship that occurs between the teacher's performance variable and the variable of student learning motivation during learning is positive. The better the teacher's performance, the higher the student's learning motivation.

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