THE RELATIONSHIP BETWEEN LEARNING MOTIVATION, ACADEMIC ACHIEVEMENT, STUDENT PERCEPTIONS AND TEACHER PERFORMANCE OF HIGH SCHOOL STUDENTS

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Abstrak
Tujuan dari penelitian ini adalah untuk mengetahui bagaimana hubungan prestasi belajar biologi dan persepsi siswa terhadap kinerja guru. Metode survei dengan teknik korelasional merupakan metodologi penelitian yang digunakan. Simple random sampling digunakan sebagai metode sampel. Kuesioner dan dokumentasi digunakan sebagai metode pengumpulan data. Analisis korelasi dan regresi digunakan untuk menganalisis data. Temuan menunjukkan bahwa motivasi dan prestasi belajar berkorelasi positif. Pendapat siswa tentang kinerja guru dan keberhasilan akademik berkorelasi positif. Prestasi belajar, evaluasi siswa terhadap kinerja guru, dan motivasi belajar semuanya memiliki hubungan yang positif. Temuan penelitian menunjukkan bahwa ketika motivasi belajar dan pendapat siswa tentang keefektifan guru meningkat, maka pencapaian pembelajaran juga akan meningkat.
Kata kunci: Motivasi Belajar, Persepsi Siswa, Kinerja Guru, Prestasi Belajar

Abstract
The purpose of this study is to ascertain how biological learning achievement and student perceptions of teachers' performance are related. A survey method with correlational techniques is the research methodology used. Simple random sampling was used as the sample method. Questionnaires and documentation were used as the method of data collection. Correlation analysis and regression were used to analyze the data. The findings indicated that learning motivation and achievement were positively correlated. Students' opinions of a teacher's performance and academic success are positively correlated. Learning achievement, student evaluations of the performance of the teacher, and learning motivation all have a positive link. The study's findings suggest that when learning motivation and students' opinions of teachers' effectiveness rise, so will learning attainment.
Keywords: Learning Motivation, Student Perception, Teacher Performance, Learning Achievement

INTRODUCTION

Learning achievement is one metric demonstrating students' learning achievement. Learning achievement is the result of an educational assessment of student progress obtained after carrying out learning activities. Student progress was not only about knowledge but also skills. Learning achievement can be measured by conducting tests or assessments conducted by the teacher. Learning achievement is used as a benchmark in determining student success in learning and can also be used as a benchmark for teacher success in managing learning activities. The level of learning achievement obtained by students is influenced by several factors (Djamarah, 2012). One of the internal factors that determines learning achievement is learning motivation. The inspiration or driving force that prompts pupils to take action in order to realize their goals is learning motivation itself. Extrinsic motivation refers to inspiration that originates from sources other than the individual, whereas intrinsic motivation refers to motivation that comes from within. Motivation that has the most significant influence on learning achievement is intrinsic motivation. This is because pure intrinsic motivation comes from the students themselves and does not depend on the encouragement or influence of others. Students who have intrinsic motivation always want to progress in learning and are diligent and earnest in their learning in order to achieve the desired goals (Agung & Djukri, 2015).

Motivation plays an important role in achieving success in learning because students who are motivated to learn will try to achieve success in learning, one of which is learning achievement. Students who lose motivation to learn will have a negative impact on learning achievement. This is because there is no encouragement for students to carry out learning activities (Ramli et al., 2023). The percentage of pupils who fail to do their assignments demonstrates the lack of learning motivation, lack enthusiasm for participating in learning activities, lack concentration in learning, and do not even

pay attention to the teacher's explanation. The low motivation of student learning is caused by several factors, namely: physical, psychological, non-social, and social factors. Low student motivation, especially in biology lessons, can be caused because students do not like biology lessons. The findings of earlier research, which claim that one of the reasons why students lack motivation to learn is that they believe the subject matter of biology is too challenging, support this. Previous studies showed that a student's level of learning motivation correlates with their level of academic accomplishment. High student engagement, attentiveness, interest, and excitement when participating in learning activities are indicators of high student learning motivation (Rachmad et al., 2023).

Learning motivation is simply one component that influences student accomplishment; other factors, such as the teacher factor, also have an impact (Tulus, 2020). Good teacher performance can produce good student achievement. Based on this statement, it shows that teacher performance also plays a role in determining student achievement (Muhibbin, 2017). The ability of a teacher to oversee learning activities from the planning and implementation phases through evaluation is a key factor in determining student achievement. The way a teacher performs his or her obligations as a teacher demonstrates the caliber of that work (Rizikaputra & Wulandari, 2017). In order to accomplish their obligations, teachers must possess the following competencies: pedagogical competence, personal competence, professional competence, and social competence. Despite the fact that teacher performance affects how well students learn, there are still issues with teacher performance in many schools. This is indicated by the fact that there are still many teachers who have not made lesson preparations before teaching, teachers who have not been able to create conducive and pleasant classroom conditions, and teachers who have not used varied learning strategies or methods, causing students to feel bored. This shows that the teacher has not fully mastered the required competencies, which affects his performance in managing learning activities (Aunur & Karimah, 2018).

If the teacher has not fully mastered the required competencies, this will have an impact on the teacher's capacity to oversee instructional activities and the success of the students (Supardi, 2014). Lack of teacher mastery of pedagogic competencies, such as learning activities that are less interesting or the methods used are less varied, will make students feel bored and affect their motivation to learn. Learning motivation will later affect learning activities and student success in learning. Therefore, it is important for the teacher to generate student learning motivation so that students have interest and enthusiasm in learning. Conversely, if the teacher masters the competencies that have been required, he will carry out his performance optimally.

METHOD

Quantitative methodologies, such as survey research, are used in this study. All XII-grade students made up the population of this study. A straightforward random sampling method was used to choose the sample for this study, which consisted of pupils from Science 1 through 4. Questions and documentation are two methods of gathering data. An online survey with a Likert scale served as the study's main tool. To evaluate the degree of validity and reliability of the instruments employed in the study, this instrument will be put to the test. The validity test consists of expert validity tests and empirical validity tests. The research results are reliable if there are similarities in the data obtained, even though the research time is different. The questionnaire reliability test was carried out using SPSS. After the instrument is declared valid and reliable, the next step is to describe the variables. The highest score, lowest score, average score, median, mean, and standard deviation of each independent variable and dependent variable are used to create the description.

RESULTS AND DISCUSSION

Based on the descriptive analysis, which revealed that students' learning motivation was in the medium category with an average value of 106.98. These findings demonstrate that pupils have properly exhibited the learning motivational indicators. Measured indicators of learning motivation include the need to succeed, the encouragement and need for learning, the hopes and aspirations for the future, the presence of engaging learning activities, the presence of rewarding learning experiences, and the presence of an environment that promotes learning. A straightforward correlation test was used to examine the first hypothesis on the link between learning motivation and academic success. According to the results of the performed hypothesis testing, Ha was approved whereas H0 was disapproved. According to the findings of hypothesis testing, learning desire and achievement are

positively correlated. The r-count, which yields the findings of r-count > r-table as 0.346 > 0.235 with a significance value less than 0.05, or 0.042 < 0.05, indicates the existence of this association. These findings demonstrate that learning motivation and academic success are significantly correlated. If the value is positive, there is a clear link between learning motivation and academic success. That is, if a person is highly motivated to learn, they will learn more effectively. considerable findings indicate a considerable connection between learning motivation and academic success. The percentage of learning motivation's impact on accomplishment is 12%, with other factors influencing the remaining 80%. The modest contribution of learning motivation to learning achievement demonstrates that other factors, in addition to learning motivation, also have an impact on learning achievement.

The fact that students are still reported to be unmotivated in online learning may be the source of the low contribution of motivation to learning achievement. When the teacher explains the material, students' lack of attention can be used to determine whether they lack motivation; students who are less active in learning are late in submitting assignments, not submitting assignments, and not even participating in learning activities, so this has an impact on the lack of learning achievement obtained. Students who have motivation or encouragement will take part in learning activities actively and seriously to obtain maximum learning achievement. This is known from the questionnaire, where students will try to understand the material being studied because they do not want to experience failure in learning. According to the study's findings, despite its relatively little contribution, learning motivation and learning achievement are related. Therefore, to achieve high learning achievement, it is necessary to increase learning motivation because learning motivation is an encouragement to carry out learning activities. Motivation can be given by parents and teachers so that students have enthusiasm to participate in learning activities.

Based on the descriptive analysis, it shows that students' perceptions of teacher performance are in the neutral category with an average value of 123.52. These results indicate that based on student perceptions, teacher performance has met indicators that include the ability to develop lesson plans, carry out learning, establish interpersonal relationships, carry out assessments of learning outcomes, and carry out enrichment and remedial activities. Even though the teacher's performance indicators have been met, the teacher must improve his performance. This is because, based on student perceptions, sometimes the methods used by the teacher are less varied, students do not understand the material conveyed by the teacher, the teacher does not provide enthusiasm for learning, and learning is less interactive. Less optimal teacher performance can be caused by several obstacles faced by teachers when carrying out online learning, such as poor signal, limited time, a limited quota, limited facilities and infrastructure, difficulty controlling students, and so on.

According to the results of the performed hypothesis testing, the value of r-count > r-table was determined to be 0.255 > 0.235 with a significance of 0.032 < 0.05, meaning that Ha was accepted and H0 was rejected. This indicates that student evaluations of teachers' performance and academic success are positively correlated. If the value is positive, it means that student perceptions of teacher performance and learning achievement are correlated, with higher student perceptions of teacher performance corresponding to higher learning achievement. Significant means that students' perceptions of teacher performance have a significant relationship with learning achievement. Only 6.5% of student perceptions of teacher performance are taken into account. The fact that students' views of teachers' performance only contribute a minimal amount to student achievement demonstrates that a variety of other factors also have an impact on students' ability to learn.

According to the descriptive study, the average value of student achievement is 69.97, placing it in the middling category. The average score is still below the KKM, where the KKM for biology is 76. This is because as many as 54 students get PTS scores below 76 and as many as 17 students score above the KKM. There were more students with scores below the KKM than above the KKM, as measured by the difference in their numbers. As a result, the average learning achievement value is below the KKM. According to the results of the multiple correlation test, r-count > r-table, or 0.347 > 0.235, and a significance of 0.013 < 0.05 indicate that H0 is rejected and Ha is approved. This demonstrates that learning motivation and students' opinions of their teachers' effectiveness and academic success are positively correlated. Positive results show a direct correlation between learning achievement and students' assessments of their teachers' performance and their enthusiasm to learn. This implies that student achievement will increase in direct proportion to student motivation and

views of instructor performance. The presence of significance suggests that there is a significant association between students' assessments of teachers' performance and their pupils' academic success.

The value of the coefficient of determination can be used to determine how much learning motivation and students' opinions of teachers' performance contribute to academic success. According to the value of the coefficient of determination, learning desire and students' assessments of teachers' performance have a 12% impact on academic accomplishment, whereas other factors that were not addressed in this study have an 88% influence. These findings demonstrate that in online learning, learning motivation and teacher performance have an influence on learning achievement, even though the contribution is not too big. This can be caused because in online learning there are obstacles encountered, as previously explained. Based on the regression equation, it shows that if learning motivation and student perceptions increase, learning achievement will also increase. However, if learning motivation and student perceptions decrease, learning achievement will also decrease. Based on this equation, it is important for students to increase their learning motivation, and it is important for teachers to improve their performance so that the learning achievements obtained by students are higher.

Based on the partial correlation test by controlling for variable X2, it shows that the value of r-count > r-table is 0.244 > 0.235, indicating that learning achievement and learning motivation have a somewhat positive relationship. By adjusting for other independent variables, the contribution of learning motivation to academic achievement is only 5.95% (r2 x 100%). These findings suggest that, despite its modest contribution, learning motivation does have an impact on academic success. This demonstrates how learning motivation affects accomplishment since motivated students will make an effort to engage in active and sincere learning. Meanwhile, the partial correlation test by controlling for variable X1 shows that r-count < r-table correlation value 0.030 < 0.235, which indicates that student perceptions of teacher performance have no relationship with learning achievement. The magnitude of the contribution of students' perceptions of teacher performance when other variables are controlled is only 0.09% (r2 x 100%). This suggests that there are factors other than students' perceptions of teacher performance that have a greater influence on learning achievement. This is because student perceptions depend on the characteristics of the perceiving person, such as their nervous condition, level of attention, memory, and experience, which can lead to different perceptions for each student.

According to the findings of the correlation test, learning motivation has a significant impact on student accomplishment. This demonstrates that internal factors namely, student judgments of instructor performance have a bigger impact on learning achievement than external factors. The contribution of pupils' perceptions demonstrates this, which only contributed 6.5% while learning motivation was 12%. Learning motivation is related to the encouragement or willingness of students to participate in learning activities. Perceptions about teacher performance are related to student responses or responses about the teacher's ability to carry out learning activities. Students will provide perceptions according to the experience they gain when participating in learning. According to study, learning achievement may be correlated with both students' assessments of their teachers' effectiveness and their drive to learn. Therefore, it is necessary to make efforts to increase learning motivation and teacher performance. This is because by increasing learning motivation, the learning achievement obtained by students is maximized. In addition, improving teacher performance can improve teacher quality so that students' perceptions of teacher performance become positive. High student achievement will follow high levels of learning motivation and student evaluations of instructor performance.

Learning achievement is influenced by a number of different elements in addition to learning motivation and students' assessments of teachers' effectiveness. Internal factors, which include physiological and biological aspects, psychological factors, intelligence, motivation, interests, attitudes, and abilities, are additional factors that affect learning achievement. The family and school contexts are examples of external influences that influence academic achievement. Therefore, in addition to increasing learning motivation and students' perceptions of teacher performance, other factors that affect learning achievement need to be considered and improved so that learning achievement is maximized.

CONCLUSION

It is possible to draw the conclusion that there is a positive association between learning motivation and learning achievement based on the data analysis and study findings. The percentage that learning motivation contributes to academic success is 12%. In other words, learning achievement increases as learning motivation increases. Learning achievement and students' opinions of teachers' performance are positively correlated. The percentage that students' opinions of their teachers' performance have on their ability to learn is 6.5%. In other words, the learning achievement attained is inversely correlated with the student's impression of the teacher's performance. Learning motivation and students' opinions of teachers' effectiveness and academic success are positively correlated. The percentage of learning achievement that learning motivation and students' opinions of teachers' performance contribute is 12%, while other factors can have an impact on up to 88% of that percentage. These findings demonstrate that, despite the fact that online learning takes place, learning motivation and students' opinions of teachers' performance have an impact on learning outcomes. According to the research, student success will rise if learning motivation and students' opinions of teachers' effectiveness rise.

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