

Teacher teaching performance, students' learning motivation and academic achievement

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Abstract

Academic achievement has become a phenomenon of interest to all, which explains why scientists have worked all out to disentangle the elements that impede student academic success. Despite the plethora of causal factors determining student academic success, this study focuses on revealing how teacher teaching performance and student learning motivation affect academic achievement in Indonesian language subjects among state junior high school students. Two survey questionnaires and the Indonesian language academic record were used to collect data from a total of 345 students, conveniently drawn from among the students enrolled at the state junior high schools in Merauke Regency, Indonesia. Obtained data were subjected to statistical analysis using simple linear regression by utilising the Statistical Package for the Social Sciences software version 21. The statistical results showed that the teacher teaching performance and student learning motivation impact significantly positively on the academic achievement in Indonesian language subjects among the state junior high school students. Teachers are crucial to the academic performance of all the students they teach and play a more dominating role in motivating children who are at risk of academic failure. Teachers are crucial to the academic performance of all the students they teach and play a more dominating role in motivating children who are at risk of academic failure and/or performing below their academic potential.

Keywords: Teaching performance, learning motivation, academic achievement, student, teacher.

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1. Introduction

1.1. Related literature and theoretical framework

Academic achievement has become a phenomenon of interest to all, which explains why scientists have worked all out to disentangle the elements that impede student academic success (MeeniDev, 2016). The term 'academic achievement' is used to assess students' understanding and excellence of school materials that have been taught in the classroom. The existing approach of measuring students' academic performance as a standard practice, however, has several problems (Alanzi, 2018). Among others, the current technique used to investigate students' standards of excellence focuses mostly on evaluating what they physically know, frequently ignoring what they feel and believe, which are also crucial components of the knowledge they have acquired.

Student academic achievement is affected by a wide range of circumstances. Numerous studies (e.g., Azhar et al., 2014; Diseth et al., 2010; Fernex et al., 2015; Saele et al., 2017; Wintre et al., 2011) have identified causal factors for noble or poor academic achievement at various institutions around the world. Despite the plethora of causal factors found by the preceding researchers, teacher teaching performance is considered the most important institutional driver of student academic success and school performance alike. Not surprisingly, Wolomasi et al. (2019) and Wula et al. (2020) referred to the teaching performance of teachers as the most important metric for measuring school performance.

Apart from a student's family background, Hanushek (2005) argued that teacher teaching performance is the single most significant factor in influencing the variety of student success within any single country. According to Nzewi et al. (2018), teachers' teaching performance referred to the total of a teacher's efforts, abilities and perceptions about his or her teaching work both inside and outside the classroom. Okeniyi (as cited in Wijayanti et al. 2020) defined teacher teaching performance as the ability of the teacher to incorporate a variety of appropriate inputs to enhance the learning process. For this study, teacher teaching performance refers to what teachers do, inside and outside the classroom, and how it affects student academic success.

In spite of logical assumptions and empirical evidence that student learning and achievement depend greatly on what teachers know and what teachers do both inside and outside the classroom, the role of learning motivation in enhancing student academic achievement cannot be denied. Learning motivation is the degree to which students are willing to learn and accomplish classroom tasks (Gredler et al., 2004). Rakes and Dunn (2010) defined learning motivation as the process through which a student's needs and desires are set into action; while Hading (as cited in Mauliya et al., 2020) defined motivation as an emotional stimulus that drives and directs human behaviour, including learning behaviour. For this study, learning motivation refers more to the internal driving force that regulates student learning behaviour.

Motivation to learn is crucial in ensuring that students persist adequately to complete all the given tasks and acquire content knowledge and skills (Liu et al., 2011). How students respond to the process of learning regulates to what extent they will go in the process of learning itself. In this line of thinking, the learning motivation of students during the instructional process is of the utmost importance to guarantee that students will effectively complete the classroom tasks and acquire both content knowledge and abilities. Smith (2012) argued that student learning motivation is one of the most critical factors that determine the success or the failure of students in grasping knowledge and skills needed.

Santrock (2013) distinguished motivation into two types: intrinsic and extrinsic. Extrinsic motivation involves external variables such as rewards and penalties. Extrinsic motivation occurs when we do something in order to either attain an external reward such as money or to prevent negative consequences. Conversely, intrinsic motivation is based on internal aspects such as self-determination,

effort, challenge and curiosity. Intrinsic motivation refers to the internal energy to do something as it is fundamentally fascinating; whereas extrinsic motivation refers to external energy that stipulates one's desire to accomplish something for a separable goal. The most popular theory of intrinsic motivation was first found based on human needs and drive. We, for instance, are compelled to fulfil our basic needs in order to survive and be healthy.

This study focuses on revealing how teacher teaching performance and student learning motivation affect academic achievement in Indonesian language subjects among the state junior high school students in Merauke Regency, Indonesia. There have been a vast number of studies demonstrating how teacher performance (e.g., Kusnah, 2017; Laksono, 2017; Rohma, 2022; Togatorop & Heryanto, 2019; Widiyana, 2019) and student learning motivation (e.g., Aslam et al., 2021; Bakar et al., 2022; Mehndroo & Vandana, 2020; Özen, 2017; Rahardjo & Pertiwi, 2020; Riswanto & Aryani, 2017; Yogie et al., 2021) significantly predict student academic achievement. Based on the findings of the existing literature examining the causal relationship among the surveyed variables, the theoretical framework of this study is presented in Figure 1.

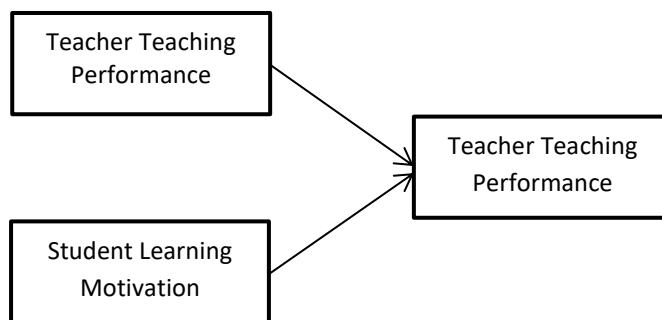


Figure 1

Theoretical Framework of the Study

1.2. The purpose of the study

Despite numerous existing studies investigating how teacher teaching performance and student learning motivation affect academic achievement, however, lack of empirical studies investigating how teacher teaching performance and student learning motivation affect academic achievement in Indonesian language subjects within the context of Eastern Indonesia in general and Merauke Regency in particular, we are strongly urged to carry out an additional study on this topic in order to address the issues of indigenous Papuan students' low achievement compared to their counterparts from other parts of Indonesia (Leba et al., 2021; Wea et al., 2020; Werang et al., 2017; Werang & Leba, 2022).

Thus, the purpose of this study was to bridge the gaps by investigating the impact of teacher teaching performance and student learning motivation on academic achievement in Indonesian language subjects utilising the state junior high school students in Merauke Regency, Indonesia, as population and samples. We investigated the following two research questions: (a) does the teacher teaching performance has a positive impact on the academic achievement in Indonesian language subject among the state junior high school students in Merauke Regency, Indonesia? And (b) does student learning motivation has a positive impact on academic achievement in Indonesian language subject among the state junior high school students in Merauke Regency, Indonesia? Two survey questionnaires and the academic records of surveyed students were utilised to gather data to answer the research questions.

2. Method and materials

2.1. Study design and participant

As aforementioned, this study employed a quantitative research approach using a survey research design as it meant to describe how teacher teaching performance and student learning motivation affect student academic achievement in Indonesian language subjects among the state junior high school students of Merauke, Indonesia. The study employed a quantitative research approach as it sought to collect and analyse numerical data in order to find the causal relationship among the surveyed research variables. We adopted the survey research design because it had a number of benefits, including quick data collection, a short time frame, a low budget and thorough results (Wea et al., 2020; Werang et al., 2021; Wula et al., 2020; Wullur & Werang, 2020; Yunarti et al., 2020).

As this study was conducted in the state junior high schools of Merauke, the population of this study was all the students enrolled at the state junior high schools of Merauke in the academic year 2020/2021. To remain the government's policy of restricting school activities, the participants were established conveniently based on their willingness to participate in the study. The participants of this study were 345 students.

2.2. Data collection and analyse

Data for this study were obtained from a total of 345 students. To assess teacher teaching performance, we modified a-15 items of the questionnaire from Wula et al. (2020) into 9 positive items. Sample of the items of the questionnaire are the following: 'Teachers organise teaching-learning materials at the start of the semester', 'Teachers use media to teach for understanding' and 'Teachers provide students the opportunity to lead class discussion'. Each respondent was asked to rate their response on a 4-point Likert scale. As the instrument has already been used in the previous study, we used face validity to assess the validity of the instrument. The Cronbach α coefficient was utilised to assess the instrument's reliability. In this study, the coefficient value of Cronbach α was 0.766.

To access student learning motivation, we modified a-15 items of the questionnaire from Werang (2018) into 9 positive items. Sample of the items of the questionnaire are the following: 'Students are excited to attend the class', 'students compete with one another to be the best in their class/group' and 'Students are pleased to win academic competitions'. Each respondent was asked to rate their response on a 4-point Likert scale. As the instrument has already been used in the previous study, we used face validity to assess the validity of the instrument. The Cronbach α coefficient was utilised to assess the instrument's reliability. In this study, the coefficient value of Cronbach α was 0.788.

To access student academic achievement in Indonesian language subjects, we collect the surveyed students' academic scores written in their academic transcripts through the help of Indonesian language teachers. The obtained data were subjected to statistical analysis using simple linear regression by utilising the Statistical Package for the Social Sciences software version 21. We explored the following two research hypotheses (H_a): (a) Teacher teaching performance has a significant positive impact on the academic achievement in Indonesian language subjects among the state junior high school students in Merauke Regency, Indonesia; and (b) Student learning motivation has a significant positive impact on the academic achievement in Indonesian language subject among the state junior high school students in Merauke Regency, Indonesia. The 0.05 Cronbach α coefficient was utilised to examine these two hypotheses.

3. Results and discussion

3.1. Teacher performance and student academic achievement

Teachers are essential members of contemporary society because they shape children's development during their formative years (Werang et al., 2019). Table 1 shows the statistical impact of the teacher teaching performance on the academic achievement in Indonesian language subjects among the state junior high school students in Merauke Regency, Indonesia.

Table 1
The Impact of Teacher Teaching Performance on Student Academic Achievement

Model summary

Model	Change statistics								
	R	R ²	Adjusted R ²	Std. error of the estimate	R ² change	F change	df1	df2	Sig. F change
1	0.891 ^a	0.794	0.793	3.03938	0.794	1,321.529	1	343	0.000

^a Predictors: (Constant), Teaching performance.

Based on the data displayed in Table 1, the R^2 coefficient value was found to be 0.794, and the Sig. F -change value was 0.000. These data demonstrate that the research hypothesis (H_a): 'Teacher teaching performance has a significant positive impact on the academic achievement in Indonesian language subject among the state junior high school students in Merauke Regency, Indonesia' is verified, while the null hypothesis (H_0) is unverified.

The results revealed that teachers are the key to students' success both inside and outside the classroom, as students learned from their teachers (Asaloei et al., 2020; Yunarti et al., 2020). This statement implies that teachers have a critical position in school effectiveness and student success. Other educational resources (budgets, facilities, media and instructional aids) are useless to students unless they are accompanied by a teacher at school and, more crucially, in the classroom (Bafadal, 2006). Singh and Samiti (as cited in Werang et al., 2019) stressed the importance of strong men and women that eager to teach children.

High-performing teachers are committed to helping students succeed (Garrison & Liston, 2004). They value their students and strive hard to build relationships with them. Teachers who excel at teaching are always looking for ways to improve their craft and collaborate with others to help students learn (Altun, 2017). It has been shown that teachers' active professional development has a major impact on students' success. This study's results support those of Kusnah's (2017), Laksono's (2017) and Widiyana's (2019) research findings that teacher performance positively impacts students' academic achievement.

In a social context, where teachers' and students' roles are clearly defined, classroom learning is fundamentally an interaction between individuals. Teachers want students to always be fully engaged in the entire learning process, whereas students expect teachers to be able to guide them to success. From this viewpoint, teachers must create relationships to understand students' learning and communication styles (Gilbert, 2019). Saul (2015) stated that positive interactions between teachers and students may increase learning. In other words, learning is enhanced when teachers demonstrate a variety of characteristics linked with kindness, such as interpersonal warmth, concern, compassion, safety and academic assistance.

To develop strong working relationships with students, teachers must receive feedback to help them improve their performance. Extensive international research suggests that by applying assessment concepts to student learning in a methodical manner, students' academic achievement can be significantly enhanced, particularly for struggling students (Black & William, 1998). Evaluation of student learning begins with teachers communicating their attainment goals and objectives, and continues with teachers routinely measuring progress, analysing data and modifying instruction to improve student performance. The teachers' assessment skills are evidenced by their ability to objectively evaluate students' academic achievement and to design performance-based assessment procedures that permit a more objective evaluation of student academic achievement (James & Fleming, 2004).

3.2. Student learning motivation and academic achievement

It is well-established that learning motivation is a crucial factor in determining academic achievement as it guides students' learning behaviour toward the attainment of goals (Plante et al., 2013; Wigfield et al., 2016). The following Table 2 shows the statistical impact of the student learning motivation on the academic achievement in Indonesian language subject among the state junior high school students in Merauke Regency, Indonesia.

Table 2
The Impact of Student Learning Motivation on Academic Achievement

Model summary					Change statistics				
Model	R	R ²	Adjusted R ²	Std. error of the estimate	R ² change	F change	df1	df2	Sig. F change
1	0.765 ^a	0.585	0.584	4.31304	0.585	483.595	1	343	0.000

^a Predictors: (Constant), Learning motivation.

Based on the data displayed in Table 2, the R² coefficient value was found to be 0.585, and the Sig. F-change value was 0.000. These data demonstrate that the research hypothesis (H_a): 'Student learning motivation has a positive impact on the academic achievement in Indonesian language subject among the state junior high school students in Merauke Regency, Indonesia' is verified, while the null hypothesis (H₀) is unverified.

The motivation to learn is one of the most influential factors in students' academic achievement (Werang, 2018) and students' overall success (Moula et al., 2010). The R² coefficient value of 0.585 indicates that student academic achievement in Indonesian language subject will increase by 0.585 points for each point increase in student learning motivation. In reverse, student academic achievement in Indonesian language subjects will decrease by 0.585 points for each point decrease in student learning motivation. Simply to say, the higher the student learning motivation, the better the student academic achievement; conversely, the lower student learning motivation, the worse the student academic achievement.

Academic success cannot be obtained without effort. Learning motivation has been reported to greatly influence student academic achievement in a noble or poor manner. Student learning motivation influences how a student pays attention to certain elements and strives to absorb learning materials through events, beliefs, concepts and feelings rather than continuing the process of memorising.

Students whose motivation for learning is a mastery of a new skill employ more effective learning strategies than those whose motivation is to demonstrate success and conceal failure. The findings of this study support the research findings of numerous preceding studies (Aslam et al., 2021; Bakar et al., 2022; Mehdroo & Vandana, 2020; Rahardjo & Pertiwi, 2020; Yogie et al., 2021) that student learning motivation affected positively on student academic achievement.

The way students approach learning tasks within a subject area is a strong indicator of their involvement and achievement. Learning would be easier for students with high learning motivation than that of students with low learning motivation. Çelen et al. (2010) underlined that students will learn more easily if they are motivated. Akpan and Umobong (2013) argued, in reverse, lack of motivation is a major hurdle in learning and the pertinent cause of the deterioration of education standards. Students with strong learning motivation establish their own learning objectives and are more likely to pay attention to their studies than students with low learning motivation.

4. Conclusion

Teachers are crucial to the academic achievement of all the students they teach. Students' ability to absorb and receive learning materials does not only depend on the textbooks but how teachers deal with differences in student learning motivation. Based on the statistical results, it concluded that teacher teaching performance and student learning motivation affect respectively on the academic achievement in Indonesian language subjects among the state junior high school students in Merauke Regency, Indonesia.

Teachers play a more dominating role in motivating children who are at risk of academic failure and/or performing below their academic potential. In order that teachers are able to help students boost their intrinsic learning motivation, which would, in turn, increase their academic achievement in Indonesian language subjects, it is highly recommended for the state junior high school principals in Merauke Regency provide the necessary facilities for classroom activities. As the empirical studies on this topic are still limited within the context of Eastern Indonesia in general and Merauke Regency in particular, the findings of this study could hypothetically provide valuable information on how teacher teaching performance and student learning motivation influence student academic achievement to the settled group of knowledge.

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