

The Influence of Student's Perception about Teacher's Basic Teaching Skills and Students Characteristic to Student Learning Achievement

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Abstract : This research is about four of teacher's basic teaching skills and student's characteristics to student learning achievement. The aims of this research is to show the influence of student perceptions of teacher's basic teaching skills, there are four skills in this research, (1) the influence of student's perceptions about teacher's basic teaching skills to student's learning achievement, (2) the influence of student's characteristics to student's learning achievement. This research uses a quantitative approach that classified as explanation research and uses two research instrument, questionnaire, and documentation technique. The sample of this research is 93 students. Descriptive analysis and double linear regression are chosen as the data analysis method with hypothesis test using t-test that supported by SPSS 21.0 program. The study's result shows that (1) student's perceptions about teacher's basic teaching skills have a significant positive effect to student's learning achievement, (2) student's characteristics have a significant positive effect to student's learning achievement. It can be concluded that when the teacher's basic teaching skills getting better according to the student's perception and student's characteristics, then the student's learning achievement will be better too.

1 INTRODUCTION

Education is an important thing in human life, which is one of the basic human needs that must be fulfilled so that humans can behave in accordance with the norms and rules that have been established with their own awareness without any element of compulsion. Whether or not the success of learning goals depends on how is the learning process. The teaching and learning process is basically a pattern of mutual support between teachers and students. Learning is a business process that is done by a person to make something new from our environment (Slameto, 2010: 2). In the learning process, the teacher is expected to be able to create learning conditions that can lead students to active learning situations, including active physical and mental activities, as well as individuals and groups. However, if we look at some of the conditions of teaching and learning at this time, many teachers simply convey learning without regard to basic skills that must be applied properly in accordance with student characteristics, whereas the application of

good teaching basic skills by teachers will be able to help students achieve good learning achievement in each set competence. Research of Etuk, *at. al* (2013:197) shows that: Students' perceptions of their teacher's mathematical knowledge, communication skills, use of appropriate teaching strategies and teacher's ability to organize classes have a significant relationship with students' attitudes toward mathematics. If students' perceptions of their teacher's characteristics are low, students' attitudes toward mathematics tend to be negative. From the internal factors of students (characteristics), this has a large influence on learning because each student has different characteristics in terms of ability, behavior, interest in learning and motivation of the student himself. Therefore, teachers should understand and apply various basic teaching skills to deal with students' problems that have different characteristics in their learning.

There are several reasons why researchers are interested in choosing this topic. First, it cannot be denied that the development of the education world requires teacher skills to be better at following

developments. Maybe there are still many reasons for choosing this topic, but for researchers, all of it departs from anxiety researchers see how the teacher's basic teaching skills are applied in learning. After the researcher carried out the Field Practice Study (KPL) activities in SMK Muhammadiyah 5 Kepanjen and through observations of researchers in SMK PGRI Pakisaji, the researcher assumed that there were many differences in the way of learning by basic accounting subjects, there were even teachers who only conveyed learning without paying attention to basic teaching skills, even though the many characteristics of students in both vocational schools should make teachers more creative in delivering learning activities. In addition, the researcher also conducted surveys in both schools that will be examined that teachers have not been optimal in managing learning activities, it can be seen from the teacher's teaching skills that are still low. Some basic teaching skills for teachers that are often carried out and classified as low are skills to ask questions. Skills to provide reinforcement, skills to make variations, and skills to open and close lessons. In connection with this, the researcher conducted a study, namely explanatory research. The explanatory research is a research that aims to explain the influence of teacher basic teaching skills and student characteristics on student learning achievement in SMK Muhammadiyah 5 Kepanjen dan SMK PGRI Pakisaji.

The difference between this research and previous research is by adding characteristics as independent variables. Besides the other differences, namely the use of new theories, in previous studies, no one has used Theory of Planned Behavior (TPB).

2 LITERATURE REVIEW

2.1 Student Perception

Everyone can have different perceptions of things, objects, or events even though things, objects, or events are the same. Where these perceptions will affect the attitude and behavior of the object. According to Neila (2011) Theory of Reasoned Action (TRA), which was developed by Ajzen and named Theory of Planned Behavior (TPB), explains that the most important determinant of a person's behavior is the intention to behave. Individual intention to display behavior is a combination of

attitudes to display such behavior and subjective norms. There are two main factors that influence namely personal attitude and subjective norms. Personal attitude is a behavior based on the individual's trust in the behavior. So, if someone perceives that the result of displaying a behavior is positive, he will have a positive attitude towards the behavior. This theory emphasizes the rationality of human behavior also in the belief that the target behavior is under the control of individual consciousness. What is meant by the object of this research is the basic teaching skills of teachers. Each student has a different perception of the same object. This is influenced by differences in understanding of stimulus that is captured so that the effect that will be generated on each person will be different. It can be concluded that, someone will make a change of action if they have a positive value from the existing experience and the action is supported by the individual's environment.

In this research, the input in question is the basic teaching skills of teachers, while perceptions are students. Based on the description described above, the students' perception of the basic skills of teaching the teacher is the response or assessment of students on everything related to the basic skills of teaching teachers through their senses.

2.2 Teacher's basic teaching skills

"Learning is a complex process and involves various interrelated aspects" (Usman, 2010: 74). Ghulam, et al (2017) "teaching is an arrangement and creation of a situation in which learners try to overcome the learning issues or problems". So, learning is an interactive process in the delivery of material between the teacher and students, to create creative and enjoyable learning, a variety of skills are needed. Among them are teaching skills or teaching skills.

"Turney (1973) revealed 8 teaching skills that play a role and determine the quality of learning" (Usman, 2010: 74), but in this research only focused on 4 skills, namely questioning skills, reinforcement skills, variation skills, opening, and closing skills.

2.3 Student Characteristics

B Uno (2007: 89) argues that Characteristics come from the word character which means character traits, traits, or habits that are owned by individuals who are relatively fixed. But there are also those who interpret individual aspects or qualities of students which consist of interests, attitudes, learning motivation, learning style of thinking ability, and initial abilities possessed.

"Every student has unique differences, they have different strengths, weaknesses, interests, and attention. Family background, socioeconomic background, and environment make students differ in their activities, creativity, intelligence and competency" (Mulyasa, 2010: 27)

So, each student has different abilities and dispositions. Students also come from unequal social environments. The ability, character, and social environment of students form it into a separate character that has a certain pattern of behavior. The pattern of behavior that is formed determines the activities carried out by students both at school and outside of the school. Activities are directed toward achieving the ideals of students, of course with the guidance of the teacher.

3 METHODS

Students' perceptions about teacher's basic teaching skills measured in this study are 4 basic teacher teaching skills that become students' views, responses or judgments on teacher skills involving sensing the better teacher teaching skills, the better perceptions by students. The characteristics of the students referred to in this study are student attitudes that can be measured and influence the absorption of material in the learning process. Both of all are measured through a questionnaire. The learning achievement referred to in this study is ability real students that can be measured, namely the mastery of knowledge, attitude, skills, and values that can be achieved through learning activities at Basic Accounting subject studies in schools reflected in the odd semester Semester Final Examination (UAS) scores of 10th grade Accounting Program in 2017/2018 obtained through documentation techniques.

This research is research with a quantitative approach and the research design is explanative research. The population in this research were 121 students, including students in 10th grade of Accounting and Syariah Banking Program SMK Muhammadiyah 5 Kepanjen and 10th grade of Accounting Program SMK PGRI Pakisaji, while the number of samples was 93 students with Proportional Random Sampling technique. The techniques used in data collection are questionnaire techniques and documentation. The data analysis techniques using multiple linear regression.

4 RESULTS

4.1 Descriptive Data Analysis

4.1.1 Student Perceptions Of Teacher's Basic Teaching Skills

Based on the distribution of questionnaires to the samples related to students' perceptions of teacher's basic teaching skills to student achievement in basic accounting subjects found that 13.98% had very good perception, 46.24% good, 20.43% is quite good, 15.05% is not good, and 4.30% is very not good.

4.1.2 Student Characteristics

Based on the distribution of questionnaires to the samples related to the characteristics of students on student achievement in basic accounting subjects found that 11.83% had very good perception, 40.86% good, 26.88% is quite good, 15.05% is not good, and 5.37% is very not good.

4.1.3 Student Achievement

Based on the results of the collection of student learning achievement, that is the UAS value data as the dependent variable conducted by researcher on students of SMK Muhammadiyah 5 Kepanjen and SMK PGRI Pakisaji, it was found that 8% had very good performance, 24.73% good, 38.71% good enough, 18, 28% is not good, and 9.68% is very not good.

4.2 Multiple Regression Analysis

The purpose of this analysis is to determine the direction and strength of the relationship between

the variables that have been identified. The results of multiple regression tests can be seen in this table.

Table 1: Results of Multiple Linear Regression Test

Coefficients ^a								
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
	B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	32,692	5,810		5,627	,000		
	X1	,368	,053	,589	6,967	,000	,681	,592
	X2	,173	,074	,199	2,350	,021	,471	,240

a. Dependent Variable: Y

(Source : SPSS 21.0)

Based on table 1 above, the regression equation is as follows.

$$Y = 32,692 + 0,368X1 + 0,173X2 \quad (1)$$

The classification of hypothesis testing with a significance level of 0.05 and the t_{table} value is 1.6619. Here are the partial hypothesis testing criteria for each independent variable on the dependent variable:

- $sig > 0,05$ atau $t_{hitung} < t_{tabel}$, H_0 accepted and H_a rejected
- $sig < 0,05$ atau $t_{hitung} > t_{tabel}$, H_0 rejected and H_a accepted

Table 2: The result of t testing.

Hypothesis	t-table	t-count	Sig	Information
H1	1,6619	6,967	0,000	H_a accepted
H2	1,6619	2,350	0,021	H_a accepted

(Source: SPSS 21.0)

The results of data analysis in table 2 show that the probability of teacher's basic teaching skills is $0.000 < 0.05$ and has a calculation of $6.967 > t_{table}$ 1.6619, it can be concluded that the hypothesis of teacher's basic teaching skills has a significant positive effect on student achievement. While the probability of student characteristics of students is $0.021 < 0.05$ and has a t-count of 2.350 $> t_{table}$ 1.6619, it can be concluded that the hypothesis of student characteristics has a significant positive effect on student achievement.

The amount of influence of each independent variable on the dependent variable can be seen from the partial determination coefficient value which can be seen in this table 3.

Table 3. Determination Coefficient Test Results

Hypothesis	Beta	Zero-order	Determination Coefficient (Partial)	Present age
H1	0,589	0,681	0,4010	40,11%
H2	0,199	0,471	0,09372	9,37%

(Source: SPSS 21.0)

Table 3 Below shows students' perceptions of teacher's basic teaching skills have a significant positive effect on student learning achievement of 40.11% and students' perceptions of student characteristics have a significant positive effect on student learning achievement by 9.37%. So, 50.52% is influenced by other variables not included in the multiple linear regression model in this study. For the calculation of R and Square can be seen in this table.

Table 4: Calculation Results of R and R Square

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,703 ^a	,494	,483	5,570

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

From these results, it can be seen that R or multiple R of 0.703 shows the correlation or relationship between student perceptions of teachers' basic teaching skills and student characteristics affect learning achievement is strong, it is because the number is above 0.5 which indicates a correlation strong. While the R Square number of 0.494 means that 49.4% of changes in learning achievement is caused by changes in students' perceptions of the basic skills of teacher teaching and student characteristics, the remaining 50.6% is caused by other variables not predicted in this study. So, it can be concluded that students' perceptions of teacher's basic teaching skills and student characteristics have a significant simultaneous influence on student achievement in 10th grade Accounting Program at SMK Muhammadiyah 5 Kepanjen and SMK PGRI Pakisaji.

5 DISCUSSION

5.1 The Influence Of Student's Perceptions About Teacher's Basic Teaching Skills On Student Achievement

Based on the results of the research described in chapter IV, it can be concluded that students' perceptions of teacher's basic teaching skills have a significant positive effect on student achievement in the Basic Accounting subjects of 10th grade in SMK Muhammadiyah 5 Kepanjen and SMK PGRI Pakisaji. This is supported by the results of the t-test which shows that t-count of 6.967 is greater than t-table which is 1.6619 and the probability value (Sig.) 0.000 is smaller than 0.05. Students' perceptions of the teacher's basic teaching skills referred to in this study are responses, assessments or ways of looking at a teacher in teaching. The results obtained that students' perceptions of teacher's basic teaching skills contributed to the influence of 40.11%. This means that 40.11% of learning achievement is influenced teacher's basic teaching skills according to students' perceptions. This is supported by the following opinions, according to Mulyasa (2010: 70) "questioning skills really need to be mastered by the teacher to create effective and fun learning, because almost in each stage of learning the teacher is required to ask questions, and the quality of questions asked by the teacher will determine the quality answers to students ". So, in the teaching-learning process, asking plays an important role because well-structured questions and appropriate delivery techniques will also have a positive impact on students, students will understand the intent of the questions given and will provide answers that match those questions. In addition, the skill of providing reinforcement is also very important. "Strengthening is any form of response, whether verbal or nonverbal, which is part of the modification of the teacher's behavior towards student behavior, which aims to provide information or feedback (feedback) to the recipient for his actions as encouragement or correction "(Usman, 2010: 80). So, the skill of giving reinforcement is any form of response that is part of the modification of teacher behavior towards student behavior, which aims to provide information or feedback to students for their actions or the response given as an encouragement correction. In addition, a teacher must be a master on the skills of variation with the aim of eliminating student

boredom and the saturation of students in receiving teaching materials provided by the teacher and to stimulate and increase student attention so students can be active and participate in their learning. The knowledge learned will be able to enter and be understood when the student is comfortable in learning, so the creation of appropriate and comfortable learning variations really needs to be mastered by the teacher, where the teacher plays an important role in a learning process. In terms of the skill of opening and closing the lesson, it is also very important because it is related to how a teacher prepares and invites students to start a lesson and end it well. In addition, the Theory of Reasoned Action (TRA) which was developed by Ajzen and named Theory of Planned Behavior (TPB), explains that the most important determinant of a person's behavior is the intention to behave. So, if someone perceives that the result of displaying a behavior is positive, he will have a positive attitude towards the behavior and vice versa. This theory emphasizes the rationality of human behavior also in the belief that the target behavior is under the control of individual consciousness. What is meant by the object of this research are the teacher's basic teaching skills. So, when the student has a positive perception of the basic skills of teaching a good teacher, the student displays positive behavior as well and will have an effect on increased learning achievement. This research was supported by one of the previous studies conducted by Rolis in 2009 which revealed that the basic skills of teacher teaching would make student achievement better. In the study also stated that questioning, strengthening, variation, opening and closing good and proper learning will have a positive impact on students. Thus the better the basic teaching skills of teachers, it will make students have good perception and encourage students to achieve satisfactory learning achievement. So, the conclusion is the better the basic skills of teaching teachers according to students' perceptions, the better the student's learning achievement.

5.2 The influence of students characteristics on student achievement

Based on the results of the research, it can be concluded that the characteristics of students have a significant positive effect on student achievement. This is supported by table 4.8 regarding the results of the t-test which shows that the t- count of 2.350 is greater than t table that is equal to 1.6623 and the probability value (Sig.) 0.021 smaller than 0.05. The

results obtained that the characteristics of students contributed an influence of 9.37%. This means that 9.37% of learning achievement is influenced by student characteristics. From the results of multiple regression analysis, it is known that the regression value of the variable of student characteristics is 0.173 meaning that if the characteristics of students have increased by 1 unit, then the learning achievement of students will increase by 0.173 assuming other independent variables have not changed. Sardiman (2001: 118) states that "student characteristics are the overall pattern of behavior and abilities that exist in students as a result of nature and social environment so that it determines the pattern of activities in achieving their goals." So each student has different abilities and dispositions. Students also come from different social environments. The ability, disposition, and social environment of students form it into a distinctive character that has certain behavioral patterns. The pattern of behavior that is formed determines the activities carried out by students both at school and outside of school. Activities are directed toward achieving student goals, of course with the guidance of the teacher. Teachers should be able to identify individual student differences, and set general characteristics that characterize the class, from the individual characteristics that are characteristic of the class the teacher should begin the lesson. So, each student has different abilities and dispositions. Students also come from unequal social environments. The ability, character, and social environment of students form it into a separate character that has a certain pattern of behavior. The pattern of behavior that is formed determines the activities carried out by students both at school and outside of the school. So it can be concluded that the influence of student characteristics on student achievement in this study is positive or directly proportional. This means that the higher or better the characteristics of students, the higher the student's learning achievement is obtained.

6 CONCLUSION

Based on the results that have been described, it can be concluded as follows, (1) Students' perceptions of teacher's basic teaching skills have a significant positive effect on student achievement. This shows that the higher the basic skills of teaching teachers according to students' perceptions, the better student achievement. If students have a positive or good perception about the teacher's asking skills in the

teaching and learning process then students will be active in learning and happy in following the learning provided by the teacher so that it will improve student learning achievement. This finding is in accordance with the Theory of Planned Behavior (TPB) which states that a person will take action if he has a positive value and the action is under his control. One of the implications for teachers of basic accounting subjects is that teachers must be able to master basic teaching skills that are good in the learning process in order to support student achievement. (2) Characteristics of students have a significant positive effect on student achievement. This shows that the better the characteristics of students, the better student achievement. One of the implications for students in basic accounting subjects is that students must act well in the learning process because it can support students' learning achievement.

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