

RELATIONSHIP OF STUDENT'S PERCEPTION ON TEACHER'S PERCEPTION AND PERFORMANCE WITH THE STUDENTS JURISPRUDENCE LEARNING RESULTS OF MTS AL-WASHLIYAH POOL, PERCUT SEI TUAN DISTRICT

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Abstract

This study aims to determine: (1) The relationship between students' perceptions of pedagogical competence and student fiqh learning outcomes, (2) The relationship between teacher performance and student fiqh learning outcomes, (3) The relationship between students' perceptions of pedagogical competence and teacher performance with student learning outcomes. learn fiqh students. This type of quantitative research with correlation research methods. The population is 107 students with a sample of 36 students taken by random sampling technique. The data collection technique used is a non-test technique. The non-test technique, namely a questionnaire, was used to collect data on student perceptions of pedagogical competence and teacher performance variables. While the variable of student fiqh learning outcomes through the results of learning evaluation. The data analysis technique used is correlation and regression. The research results show: (1) there is a positive and significant contribution between competencies pedagogy with student learning outcomes MTs. Al-Washliyah Percut Sei Tuan, (2) there is a positive and significant contribution between teacher performance with student learning outcomes MTs. Al-Washliyah Percut Sei Tuan, and (3) there is a positive and significant contribution together between pedagogical competence and teacher performance with learning outcomes students of MTs. Al-Washliyah Percut SeiT uan.

Keywords: Perception, Performance, Learning Results

Introduction

Pedagogical competence is very important for teachers, this is because competence greatly determines learning outcomes. This competency has received more attention from the government as evidenced by the emergence of an explanation of Law No. 19 of 2005 concerning National Education Standards, an explanation of Article 28 paragraph (3) point a stated that pedagogical competence is the ability to manage student learning which includes understanding of students, designing and implementation of learning, evaluation of learning outcomes, and development of students to actualize their various potentials.

Teachers have the main task as educators, therefore it is very important for teachers to have and control in order to carry out their professional duties. This competency determines whether the teacher performs well or not, but in

fact the competencies that I mentioned above are still not as expected, as evidenced when I did an initial preliminary study it turned out that teachers rarely conveyed the learning objectives to be achieved, when the teacher entered the classroom. the class greets and opens the lesson then the teacher presents the learning material to be studied, even the teacher rarely motivates the students before the learning process begins, this is also a very concern because it is very important for the teacher to give encouragement to ensure that students are really ready to participate in learning activities in class.

Furthermore, when the learning process is in progress the teacher does not seem to understand the characteristics of students such as the cognitive level in learning, this can be seen when the teacher is explaining the subject matter, there are some students who are a little slow to understand what the teacher is saying in front of the class, so students look confused and confused. not focus on the lesson. Not only that, the teacher is also only limited to carrying out his obligations, when explaining the subject matter seems monotonous and boring so that students are less enthusiastic and enthusiastic in participating in learning, some play, laugh, there are even students who play with their pens while the teacher is explaining. This happens because the teacher is not ready to plan the management of teaching and learning such as choosing what type of learning strategy is in accordance with the material to be delivered, the strategy used does not seem to support just a lecture so students feel bored and bored. In addition to strategies, teachers also rarely use the existing media as a supporting tool.

Media is a tool to convey material that is difficult for students to understand, so it is important for teachers to use media in learning. It is unfortunate that the teacher does not use it as a supporter in learning, so that students in the class find it difficult to understand the teaching materials presented by the teacher, even though it is known that the level of student ability differs from one student to another, some are superior visually, some are superior in audio and some are even better. excels in audiovisuals.

The limitations of teachers in using these media and strategies, resulting in less than optimal teachers in organizing classes, ineffective use of time, this can be seen when teachers seem to be speeding when delivering material as if time was rushing to end learning, so the material is not fully conveyed to students.

On the other hand, teacher performance also greatly affects student learning in participating in learning, as explained by Nurdin (2002: 68) that no matter how good a curriculum (official) is, the results really depend on what teachers and students do in class (actual).). This means that the success or failure of the implementation of the curriculum in schools is very dependent on the performance of teachers. However, in reality the teacher's performance is still not as expected, this is because there are still teachers who do not master the learning material at the time of teaching.

The teacher only conveys the material in moderation, even when the learning process is in progress a student asks about a discussion that he does not understand, it is very surprising that the teacher looks less ready to accept the

questions asked by the students to him, this would not be possible if the teacher really properly prepare beforehand, as said by Sardiman (1986: 162) that in order for a teacher to teach well, the first requirement that must be possessed is to master carefully and clearly what is to be taught. A teacher who does not master the teaching materials may not be able to teach well.

Furthermore, not only lack of mastery of the material, even the teacher looks less than optimal in managing student interactions in the classroom, interaction is a reciprocal relationship between one individual and another in this case communication between one student and another is very important to achieve learning objectives. However, in reality, during the learning process delivered by the teacher, students were not actively involved, students only listened to the presentation of the material presented, only one or two students asked the rest, they were silent and listened, even students were not seen discussing asking each other. same other. This is due to the lack of teacher creation in managing student interactions in the classroom.

Furthermore, it turns out that there are still many student learning outcomes that do not reach the predetermined KKM, many students only get a score below the predetermined KKM of 75, this is suspected to have something to do with teacher competence and performance that has not been implemented as expected, as research what was done by fauzi (2018:34) showed that there was an influence of teacher competence and work motivation on the learning outcomes of madrasah tsanawiyah students, which was significant from the competence and work motivation of teachers on student learning outcomes, which was 5.5% only slightly.

Research Methods

This type of quantitative research with correlation research methods. The population is 107 students with a sample of 36 students taken by random sampling technique. The data collection technique used is a non-test technique. The non-test technique, namely a questionnaire, was used to collect data on student perceptions of pedagogical competence and teacher performance variables. While the variable of student fiqh learning outcomes through the results of learning evaluation. The data analysis technique used is correlation and regression.

Research Result and Discussion

Based on the trend test of the pedagogical competency variable data conducted by the MTs. Al-Washliyah Percut Sei Tuan teacher shows the high category with a score range of 114 is 20% and medium category with a score range of 101 to 113 of 25%, and the less category with a score range of 88 to 112 of 37.5%, while the low category with a score range of 87 is 17.5%.

Based on the trend of the data indicates that trend of pedagogical competence of teachers at MTs. Al-Washliyah Percut Sei Tuan is a medium category. The trend of pedagogical competence is still in less category.

This shows that pedagogical competence is very important important to have a teacher, as said by Fahrudin (2009:35) that competence is something that describes qualifications or a person's ability, both qualitative and quantitative. And this fact is a fact that must be considered and acted upon continued by Head of MTs Al-Washliyah Percut Sei Tuan provide continuous guidance to teachers so that the pedagogical competence of the teacher can be improved over time future.

Furthermore, if we pay attention to the indicators of the ability to make learning plans, the ability to implement educational and dialogical learning, as well as the ability to develop students to actualize various the potential it has is still not maximal, then in terms of pedagogical competence of teachers still looks weak.

This fact gives a signal to the Head of MTs. Al-Washliyah Kec. Percut Sei Tuan Pool to provide guidance to teachers especially in providing guidance on the roles and functions which must be carried out optimally by the teacher, as Mulyasa (2004: 120) said that the teachers would work with really if you have high motivation. Understood that teachers who have motivation will show good performance good, the pattern of coaching carried out by the head of the madrasa can go through coordination meetings and class visits are further intensified. With Thus, the role of the head of the madrasa in carrying out supervision is very important needed by teachers to improve the quality of teachers in carry out learning activities.

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The findings of this study confirm the results of the research conducted previously, including: (1) the results of research by Suayib, Anas and Arisona (2020) shows that teacher performance has a linear correlation with student learning outcomes with a correlation value (r) of 0.533 or 53.33% and 46.67% determined by other factors such as the hierarchical relationship between principals, teachers and staff who have not been well established, In addition school organizational management that is not optimal. (2) research results Sodik, Sahal and Herlina(2019) show that the significance value of $0.959 > 0.05$ which means there is an effect of teacher performance in the implementation learning on student achievement in subjects Al-Quran Hadith class V at MIN 10 Ciamis. (3) the results of Fardana's research, Djaelani and Sarsetyono (2020) show that there is a positive influence teacher's performance on the learning outcomes of injection which is proven with tests showing significant results 0.004 lower than 0.05 which indicates H_0 is rejected and H_a is accepted. There is a positive influence media scanner Bluetooth on learning outcomes that are proven by tests t which shows a significant value of 0.000 is lower than 0.05 which shows H_0 Rejected and Accepted and a significant value F of 0.000 lower than 0.05 which indicates H_0 is rejected and H_a accepted, (4) the results of Nilawati's research(2016:38) show that the results test-test analysis of performance variables (X_1) simultaneously have a correlation (relationship) which is significant with student achievement in high school State, Sigli Regency, Pidie Regency, and the variable of teacher work motivation (X_2) simultaneously have a significant correlation (relationship) with student achievement at SMA Negeri Kota Sigli, Pidie Regency as well as performance variables (X_1) and teacher work motivation (X_2) simultaneously have a significant correlation (relationship) with learning achievement students at SMA Negeri Kota Sigli, Pidie Regency because χ^2 the square of the count is greater than the square of the table ($4.81 > 3.841$).

If further observed regarding the effective contribution of the two variables are pedagogical competence and teacher performance variables on student learning outcomes MTs. Al-Washliyah Percut Sei Tuan. then the one who contributed the most is pedagogical competence. This is due to student learning outcomes determined by the presence of a good teacher pedagogical competence.

Pedagogical competence and teacher performance together shows a positive and significant relationship with learning outcomes students of MTs. Al-Washliyah Percut SeiTuan with a magnitude correlation 0.48 and effective contribution given pedagogical competence and teacher performance together on

learning outcomes is 44.10%. This means that there are still other factors that can support student learning outcomes that were not studied in this study.

The implementation of the research has been carried out as well as possible and as perfect as possible by using scientific research procedures, but the researchers from not escape from the mistakes and shortcomings, then In this study there are also limitations and weaknesses that are not undeniable. In general, the source of the error.

Conclusions and Recommendations

Based on the data description, hypothesis analysis and discussion, the research conclusions are:

1. There is a positive and significant contribution between competencies pedagogy with student learning outcomes MTs. Al-Washliyah Percut Sei Tuan. It means higher and positive competence the higher the teacher's pedagogy and the positive the learning outcomes students by giving an effective contribution of 36.6%. This means that the variation that occurs in the variable pedagogical competence of 36.6% can be predicted in improve student learning outcomes MTs. Al-Washliyah Percut SeiTuan. Next there is linearity and meaning regression of pedagogical competency variables on outcome variables student learning as evidenced by the equation of the line regression $=67.37+0.20X_1$ which means there is an increase in one score of pedagogical competence will increase every 0.20 score on student learning outcomes so that the results can be accounted for.
2. There is a positive and significant contribution between teacher performance with student learning outcomes MTs. Al-Washliyah Percut Sei Tuan. It means the higher and positive the teacher's performance, the more the higher and positive the student learning outcomes with provide an effective contribution of 7.5%. This can be interpreted that the variation that occurs in the variable teacher performance of 7.5% can be predicted in improving student learning outcomes. Next there is linearity and meaning regression of teacher performance variables on student learning outcomes which is proven by the existence of the equation of the regression line $\hat{Y}=75,21 + 0.12X_2$ which means there is an increase in one performance score teachers will increase every 0.12 scores on student learning outcomes so that the results can be accounted for.
3. There is a positive and significant contribution together between pedagogical competence and teacher performance with learning outcomes students of MTs. Al-Washliyah Percut Sei Tuan. Meaning higher and more positive pedagogical competence and teacher performance the higher and positive the student learning outcomes with provide an effective contribution of 44.10%. This means that 44.10% of the variation that occurs in student learning outcomes can be predicted by the two independent variables. In other words, pedagogical

competence and teacher performance together can be improve learning outcomes with linearity $\hat{Y}=27.42+0.19 X_1+0.08X_2$.

Suggestions that can be submitted are:

1. To the Head of Madrasa to give instructions to the teacher to improve pedagogical competence continuously through coordination meetings and class visits as well as providing opportunities for teachers to develop their potential for pursue education to a higher level or attend training.
2. To the teacher to be able to improve competence pedagogy, because by having good pedagogical competence it can improve the quality of teacher performance in turn can improve student learning outcomes.
3. To other researchers that this research needs to be followed up especially with regard to the different variables that contribute to student learning outcomes

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