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The Influence of Teacher Performance on the Learning Achievement of Grade XI Students of the Office Department of SMK Negeri 1 Baubau

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ABSTRACT

This study investigates the relationship between teacher performance and student learning achievement in the Office Department of a vocational high school. Utilizing a quantitative descriptive design, the research applies validated questionnaires, classroom observations, and school documentation to gather data. Teacher performance is assessed through indicators such as planning, implementation, and evaluation of instructional practices. Meanwhile, student achievement is examined based on knowledge acquisition and practical skill development. The findings indicate that teacher performance is generally perceived positively by students, with planning and evaluation aspects receiving higher appreciation compared to instructional implementation. Similarly, student learning achievement is categorized as good across both cognitive and practical domains. Statistical analysis confirms the presence of a significant relationship between the two variables, though the strength of the association remains relatively modest. This implies that while teacher performance contributes to student outcomes, other contextual and individual factors also play a pivotal role in shaping learning results. The study offers empirical insights into the dynamics of teacher effectiveness within vocational education settings. It underscores the need for holistic strategies in enhancing student achievement, combining teacher development initiatives with broader support systems. This research provides a foundation for further exploration into how educational practices can be tailored to maximize learning potential in technical and vocational contexts.

Keywords: Teacher Performance, Student Achievement, Vocational Education, Learning Outcomes

INTRODUCTION

Education in Indonesia plays a pivotal role in enhancing human resources and achieving national development goals. Schools serve as formal institutions responsible for shaping students' potential through structured teaching and learning processes. According to Law Number 20 of 2003 Concerning the National Education System, the primary objective of education is to develop learners into individuals with strong cognitive skills, emotional maturity, and social responsibility. The main purpose of education is to prepare students through teaching, guidance, and training so that they are ready to take on roles in the future, with success assessed from various aspects, including student learning achievements. In addition. Education also includes the influence of school on the development of children and adolescents, aiming to make them have cognitive abilities, mental readiness, and responsibility as individuals and members of society (Assyura et al., 2025; Haerati et al., 2025; Jamal & Wahira, 2025; Saleh & Elfira, 2025)

Teachers who have professionalism can create quality education by creating a fun learning atmosphere, (Akib et al., 2024; Cheng et al., 2021). With the aim of motivating and

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arousing students' enthusiasm for learning, while optimally supporting the role of teachers. The role of teachers plays an important role in the success of all educational efforts, (Amirova, 2020; Farihin et al., 2022; Gui et al., 2020) It is desirable that teachers can function as educators, teachers, and supervisors who are able to improve learning achievement and inspire student motivation. The teacher's ability and skills in conveying the material in the field of study are crucial, because the student's enthusiasm for learning will be focused on understanding the material taught by the teacher.

Teacher performance refers to efforts to understand teachers' knowledge, values, skills, and attitudes when carrying out their duties and functions, which is reflected in their appearance, actions, and work achievements (Kılınç et al., 2024; Nasrullah, Sari, et al., 2024; Saleh & Arhas, 2019). In general, an educator's performance is evaluated based on how well they fulfill their duties and obligations in accordance with the law. One critical component in realizing these goals is the role of teachers. Effective teacher performance contributes to meaningful student engagement and achievement. Teachers who demonstrate professionalism can create a positive learning environment that fosters motivation, discipline, and academic success. The competencies of pedagogical, professional, personal, and social aspects as stipulated in Law Number 14 of 2005 Concerning Teachers and Lecturers become essential benchmarks in assessing teacher effectiveness.

The achievement of learning outcomes expressed as numbers or other symbols obtained through participation in learning activities is reflected in student learning achievements. This includes the abilities that students and students have after passing the learning stage. The significance of achieving learning achievement in a learning is highly dependent on the performance of teachers, (Sodik et al., 2019). Teacher performance, thus, plays an important role in creating engaging learning activities, which in turn can increase student motivation. In addition, it is expected that competent teaching will improve the quality of students' knowledge, which will further be reflected in good learning outcomes.

Teaching and learning activities on student success depend on several factors, including planning, implementation, and evaluation of learning programs, (Erwinsyah, 2017; Muspawi, 2021). The quality of the learning process can be created through these aspects. It was conveyed that the teacher's performance in the classroom has an impact on student learning achievement, which is reflected in the learning outcomes. The importance of achieving good learning achievement in the learning process is highly dependent on the role of teacher performance who plays a key role. The secret to developing engaging learning activities, inspiring students, and increasing their enthusiasm for learning is to have adequate teachers. It is anticipated that optimal teacher performance will improve the quality of student knowledge, directly affecting the achievement of desired learning outcomes. In his research "The Influence of Teacher Performance on Student Learning Outcomes" at an elementary school in Citereup Village, Dayeuh Kolot District, Bandung Regency, (Widiyana, 2019) It was found that teacher performance had a significant effect on the students' learning outcomes, with a significance value of 0.001 and a probability of 0.05. This can be seen from Endaryono's (2021) research entitled "The effect of field teacher performance on the learning achievement of students in class X of SMK Business and Technology Bekasi" that teacher performance in the field of study has an effect of 6.69% on student learning achievement, with a determination coefficient of 47.61% and a simple correlation coefficient of 0.69%.

Despite the recognized importance of teacher performance, student learning outcomes at SMK Negeri 1 Baubau, particularly in the Office Department remain below expectations. Observations reveal that many students do not meet the Minimum Competency Criteria. This phenomenon raises questions about the extent to which teacher performance contributes to learning outcomes.

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The current study aims to empirically analyze the relationship between teacher performance and student learning achievement, focusing on cognitive (knowledge) and practical (skills) dimensions. The novelty lies in quantifying this relationship using up-to-date data from vocational secondary education, an area less explored in existing literature. However, to strengthen the theoretical foundation, this study refers to the Danielson Framework for Teaching as a conceptual model in assessing planning, instructional delivery, and assessment competence.

METHOD

This study adopts a quantitative descriptive design aimed at measuring the correlation between teacher performance (independent variable, X) and student learning achievement (dependent variable, Y). The sample consisted of 59 students from four Grade XI classes (OTKP 1 to 4) selected through proportional random sampling.

Data were collected using validated instruments: structured questionnaires, observation checklists, and school documentation. Teacher performance was assessed through three indicators: planning, implementation, and evaluation of learning. Student achievement was evaluated using report card scores in two domains: knowledge and skills.

The questionnaire used in this study was developed based on the indicators from the Danielson Framework and has undergone expert validation. Reliability was tested using Cronbach's Alpha and achieved a coefficient of 0.81, indicating high reliability.

Data analysis involved descriptive statistics, Pearson correlation, and simple linear regression, all processed with SPSS 25. Normality tests were conducted using the Kolmogorov-Smirnov method to ensure the suitability of parametric tests.

RESULT AND DISCUSSION

The influence of teacher performance on student learning achievement in Class XI of the Office Department of SMK Negeri 1 Baubau can be investigated through data analysis. The data analysis process is carried out by using a statistical formula adjusted to SPSS Version 25, which is considered a relevant tool for analyzing data:

Descriptive Statistical Analysis of Teacher Performance Variables

The data utilized in this study were obtained from the responses of students who participated as research subjects. Teacher performance was assessed using three main indicators: planning of learning activities, implementation of teaching and learning processes, and evaluation of student learning outcomes. The distribution of responses for each indicator is presented in table 1:

Table 1. Descriptive Analysis Per Teacher Performance Indicator (X)

Indicator	n	N	Achievements (%)	Category
Learning Activity Program Planning	1562	1770	88,24	Good
Implementation of Learning Activities	1798	2360	76,18	Good
Evaluation of Learning Assessment	1438	1770	81,24	Good
Total	**4798**	**5900**	**81,89**	**Good**

Source: SPSS 25 data processing results

Based on the table 2, the descriptive analysis of teacher performance can be explained as follows:

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Learning Activity Program Planning: This component received the highest rating among the three indicators. Most students agreed that their teachers effectively formulated learning objectives, selected relevant materials, and applied appropriate methods and strategies. The responses predominantly fell into the "always" and "often" categories, indicating a strong positive perception.

Implementation of Learning Activities: While this component was rated positively, it received the lowest percentage among the three indicators. Respondents acknowledged the use of appropriate teaching methods and the establishment of a supportive classroom atmosphere. However, some students noted inconsistency in the use of multimedia resources such as audio-visual aids. The use of discussion methods also received mixed feedback, suggesting a need for better alignment with classroom dynamics.

Evaluation of Learning Assessment: This indicator also scored well. Students reported that their teachers frequently used varied assessment methods such as attendance tracking, daily assignments, formative testing, and remedial activities. Teachers were seen as diligent in preparing assessment instruments and aligning them with instructional goals.

Effective planning encompasses the selection of materials, determination of learning goals, and development of teaching strategies tailored to student needs. These actions reflect the teacher's professional competence and instructional readiness. Although the performance indicators generally received good ratings, the study revealed areas for enhancement, especially in terms of instructional implementation and the use of learning media. These results echo Derrington and Campbell's (2015) assertion that strategic lesson planning and delivery directly impact student engagement and learning outcomes.

Quality implementation involves managing classroom interactions, selecting relevant learning resources, and applying appropriate teaching strategies. The ability of teachers to adapt their methods to students' learning styles is essential to achieving optimal outcomes. Regular evaluation and ongoing professional development are necessary to address observed gaps and elevate instructional quality.

The goal is to ensure that learning objectives are met and that the evaluation process accurately reflects student understanding. Teachers must master the selection and use of assessment tools (Hasyim et al., 2024; Nasrullah, Arwansyah, et al., 2024). Overall, the evaluation practices were perceived as satisfactory, reinforcing the importance of assessment literacy in enhancing the learning experience.

In conclusion, teacher performance in planning, implementing, and evaluating learning activities at SMK Negeri 1 Baubau was generally effective. However, targeted improvements, particularly in instructional delivery and media utilization—can further enrich student learning outcomes.

Descriptive Statistical Analysis of Student Learning Achievement Variables

Student learning achievement in this study was evaluated using report card scores of Grade XI Office Department students at SMK Negeri 1 Baubau, focusing on two key dimensions: knowledge and skills. These two components reflect both cognitive mastery and practical competency.

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Table 2. Descriptive Analysis Per Item of Student Learning Achievement (Y)

Indicator	n	N	Achievements (%)	Category
Knowledge	53.265	64.900	82,07	Good
Skill	52.995	64.900	81,65	Good
Total	**106.260**	**129.800**	**81,86**	**Good**

Source : SPSS 25 data processing results, 2023

The knowledge component was found to be in the "Good" category. This indicates that students generally understand the subject matter effectively and can retain and apply it in academic tasks. Contributing factors may include effective teaching strategies, parental support, and self-motivation. The role of the teacher in delivering content clearly and facilitating comprehension is also significant in achieving this outcome.

Knowledge is a core cognitive element that underpins students' ability to comprehend, analyze, and apply concepts. Assessment of this component was conducted through assignments, projects, and tests designed to measure recall, understanding, and conceptual reasoning. These results reflect a strong foundation of knowledge and a successful classroom learning process.

Skill dimension the skill indicator also scored in the "Good" category. This refers to the students' ability to apply knowledge in practical contexts, demonstrating competencies such as critical thinking, communication, and real-world problem-solving. Skills were assessed through observation, project execution, and performance tasks.

The positive outcome in this domain suggests that the learning environment supports hands-on and experiential learning. Teachers' involvement in facilitating active learning, as well as the provision of relevant tasks and feedback, likely contributed to these results. A balanced emphasis on both theoretical and practical learning helped students connects abstract knowledge with application.

This alignment between knowledge and skill attainment indicates a comprehensive educational experience. The findings support the idea that education in vocational settings can foster not only academic competence but also job-relevant skills. As Tyera et al. (2022) noted, learning that integrates process skills and contextual application nurtures students' creativity, autonomy, and lifelong learning capacities.

The Influence of Teacher Performance on Learning Achievement

Before conducting regression analysis, a normality test is necessary to confirm that the data distribution meets parametric test assumptions. In this study, the Kolmogorov-Smirnov (K-S) test was applied to the residual values of the regression model. The results are presented in Table 3:

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Table 3. Kolmogorov-Smirnov Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		59
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	3,99676735
Most Extreme Differences	Absolute	,104
	Positive	,104
	Negative	-,072
Test Statistic		,104
Asymp. Sig. (2-tiled)		,175[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
Source: Statistical Analysis Through SPSS 25

The significance value of the K-S test is greater than 0.05, indicating that the residuals are normally distributed. Therefore, the regression analysis can proceed as the assumption of normality is met.

Product Moment Correlation Test

To examine the strength and direction of the relationship between teacher performance and student learning achievement, a Pearson product-moment correlation test was conducted.

Table 4. Product Moment Correlation Test

Correlations

		Teacher Performance	Student Learning Achievement
Teacher Performance	Pearson Correlation	1	,294*
	Sig. (2-tiled)		,024
	N	59	59
Student Learning Achievement	Pearson Correlation	,294*	1
	Sig. (2-tiled)	,024	
	N	59	59

*. Correlation is significant at the 0.05 level (2-tiled).
Source: Statistical Analysis Through SPSS 25

The analysis indicates a positive and statistically significant relationship between teacher performance and student learning achievement. Although the correlation coefficient is relatively low, it suggests that teacher performance contributes to improving student outcomes.

Simple Linear Regression Analysis

Following the correlation test, a simple linear regression analysis was conducted to further explore the predictive relationship between teacher performance and student learning achievement. This step aimed to quantify the extent to which variations in teacher performance could explain differences in student outcomes. The regression results provided

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a clearer understanding of the directional influence and statistical significance of the independent variable on the dependent variable.

Table 5. Simple Linear Regression Analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	55,434	11,400		4,863	,000
	Teacher Performance	,326	,140	,294	2,327	,024

Dependent Variable: Student Learning Achievement
Source: Statistical Analysis Through SPSS 25

The resulting regression equation is:

The resulting regression equation is:

Y = 55.434 + 0.326XThis linear equation indicates that teacher performance has a direct and positive influence on student learning achievement. An increase in teacher performance is associated with a corresponding rise in student outcomes, as reflected by the regression coefficient.

Table 6. Determinant Coefficient

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,294[a]	,087	,071	4,03167

a.Predictors: (Constant), Teacher Performance
b.Dependent Variable: Student Learning Achievement
Source: Statistical Analysis Through SPSS 25

From the value of the determination coefficient obtained, it was concluded that the teacher performance variable had an influence of 8.7 percent on student learning achievement. The remaining 91.3 percent were influenced by other variables that were not explained in this study.

The statistical findings affirm that teacher performance has a significant impact on student achievement, though the effect size is modest. The hypothesis stating that teacher performance influences student learning achievement is therefore supported. These results are consistent with Syafi'i et al. (2018), who argue that learning outcomes are shaped by both internal and external educational factors, including the critical role played by teacher effectiveness. The teacher assistance in question is the teacher's performance obtained by students while participating in the learning process in the classroom.

CONCLUSION

The overall teacher performance variable at SMK Negeri 1 Baubau shows a good category, with a percentage figure of 81.89 percent, according to data analysis and discussion in Chapter IV regarding the influence of teacher performance on the learning achievement of grade XI students majoring in office at SMK Negeri 1 Baubau. Planning learning activity

programs that are included in the good category (88.24 percent), carrying out learning activities that are included in the good category (76.18 percent), and assessing learning assessments that are included in the good category (81.24 percent) specifically. Even though it is in the good category, it is undeniable that there are still some students who feel that the teacher's performance is not too good, judging from the planning, implementation, and evaluation of learning activities that students think are not too good. The variable of student learning achievement at SMK Negeri 1 Baubau is included in the good category with a percentage rate of 81.86 percent the assessment of student learning achievement using report cards consists of 2 aspects of assessment, namely knowledge in the good category with a percentage rate of 82.07 percent and skills or skills in the good category with a percentage rate of 81.65 percent. Even though it is in the good category, it is undeniable that there are still some students whose report card scores are still said to be low. According to the results of data analysis, the influence of student learning achievement is influenced by teacher achievement by 8.7 percent, which is shown by a determination coefficient of 0.087. This shows that additional variables, such as learning motivation, family environment, social interaction at school, learning facilities, and so on, that were not examined in this study have the potential to have an impact on students' academic progress.

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