



The role of teacher performance and locus of control in influencing learning achievement

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ABSTRACT

Student learning achievement is one of the main indicators of success in the world of education. This achievement is not only influenced by internal factors of students, such as intellectual ability and motivation, but also by various external factors, including the quality of teaching provided by teachers and locus of control. This research is necessary to determine the degree to which teacher performance and locus of control are able to create an effective and supportive learning environment that ultimately has an impact on improving student learning achievement. Thirty teachers at Sultan Agung Private Junior High School Pematangsiantar participated in a survey as part of this study's quantitative methodology. Data is gathered by means of questionnaire distribution, recordkeeping, and interviews. SPSS is used to process the data. Quantitative descriptive analysis, which includes correlation and determination coefficients, F-test, t-test, multiple linear regression analysis, and basic linear regression analysis, is used to analyze the data. The study's findings demonstrated a strong positive correlation between locus of control and teacher effectiveness in raising student learning achievement. Enhancing student learning achievement is significantly impacted by both strong internal locus of control and effective teacher performance. This research provides important implications for education policies to improve the quality of teaching by paying attention to these two factors.

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INTRODUCTION

Student learning achievement is one of the main indicators of success in the world of education. This achievement is not only influenced by internal factors of students, such as intellectual ability and motivation, but also by various external factors, including the social environment and the quality of teaching provided by teachers. In this context, quality teaching is one of the external factors that most affect student learning achievement. Research conducted by (Hidayah, 2020) demonstrates how teacher effectiveness has a big influence on student understanding and learning

outcomes. Teachers who are creative, able to manage the classroom well and innovate using effective methods can generate a supportive environment for students' academic development (Tondeur, J., van Braak, J., Ertmer, P. A., & Ottenbreit-Leftwich, 2020);(Johnson, T., Brown, R., & Walker, 2021); (Mea, 2024); (Sherly, Sihombing, H.B.M., dan Dharma, 2024).

Teacher performance covers various aspects, from teaching ability, classroom management, to how to motivate students. Good teacher performance greatly affects student learning achievement. A study by (Fitria, N., Purnama, A., & Yuniarti, 2019) shows that high teacher performance, especially in terms of utilizing the right learning strategies, can boost pupils' enthusiasm and improve their learning outcomes. In this case, the quality of teaching lies not only in the ability to deliver material, but also in the ability of teachers to create a fun and effective learning atmosphere. This is in line with the findings (Suryani, D., & Rizky, 2021) which emphasizes that high motivation from teachers can improve student performance, which ultimately affects their performance. Another study by (Safitri, M., Iqbal, M. & Hariawan, 2024) states that student learning achievement is significantly impacted by teacher performance, because good teaching quality can improve student understanding and motivation. Competent teachers are able to create a fun and supportive learning atmosphere, so that students are more motivated to learn and achieve optimal results. With the right approach, Teachers can assist pupils in overcoming obstacles to learning and realizing their full potential.

The phenomenon of teacher performance at Sultan Agung Private Junior High School Pematangsiantar shows that the quality of teaching provided has a great influence on student learning achievement. Some teachers in this school show good performance by implementing engaging and effective teaching methods, which are able to increase students' understanding and motivation. However, there are still challenges in some classrooms, where the lack of variation in teaching methods and suboptimal classroom management affects student learning outcomes. In addition, personal factors such as motivation and teaching skills are also important elements in determining the success of teachers in influencing student achievement.

In addition to teacher performance, psychological factors such as locus of control also play an important role in determining how effective a teacher is in carrying out his or her duties. Locus of control is a person's beliefs about the extent to which they believe they can control the events in their life. Individuals who have an internal locus of control think that their own abilities and efforts are what led to an event's outcome, while those who have external locus of control tend to feel that the outcome is influenced by external forces that they cannot control (Rasheed-Karim, 2020); (Maesaroh, S. & Saraswati, 2020). This is in line with the findings (Hamzah, 2021);(Atamimi, 2022) which states that Teachers with a locus of control within themselves tend to have a greater sense of responsibility for student progress and strive more to create a conducive learning environment. In contrast, teachers with external locus of control often feel helpless in overcoming teaching problems and are more likely to give up when faced with challenges. This shows the importance of developing internal locus of control in teachers, so that they can work more effectively in improving the quality of teaching and student achievement.

The same research conducted by (Dewi, F., Suryani, A., & Ramadhan, 2021) shows that teachers with internal locus of control have a more flexible and adaptive teaching approach, which can improve students' understanding of the subject matter. The internal locus of control in teachers encourages them to find solutions to problems faced in learning and provide greater support to students. This, in turn, contributes to better student learning achievement. Similar research was also found in a study conducted by (Aslam, F., & Rahim, 2020) which showed that teachers' belief in their ability to influence student learning can improve student motivation and their learning outcomes. However, another study by (Prastyo, K.B., Crownecy, V.Y.A, & Sijabat, 2024) states that the locus of control does not significantly affect student learning achievement because students themselves may have different locus of control, which can also affect how they respond to teaching

and academic challenges, thus reducing the direct impact of the teacher's locus of control on their learning outcomes.

The phenomenon of locus of control of teachers at Sultan Agung Private Junior High School Pematangsiantar shows that there are variations in influence on student learning achievement. Some teachers who have an internal locus of control tend to feel fully responsible for student development, so they are more proactive in finding ways to overcome the difficulties faced by students. However, while there are teachers with internal locus of control who strive to create a supportive learning environment, student learning achievement is often more influenced by other factors such as teaching methods, available facilities, and parental support. On the other hand, teachers with external locus of control, who see learning outcomes more as factors beyond their control, may be less motivated to innovate in teaching, which negatively impacts student achievement. Overall, although teachers' locus of control can influence the way they teach, other factors are more dominant in determining students' academic achievement.

Although there have been many studies that examine the role of teacher performance in improving student learning achievement, as well as studies that discuss the influence of locus of control on teacher performance, there is still a lack of research that combines these two variables simultaneously. Many studies focus more on the influence of teacher performance on student achievement without considering psychological factors such as locus of control. In addition, there are still limited studies that examine the role of teachers' locus of control in the context of Indonesian education, especially at the junior high school level, showing a gap in the existing literature. This study seeks to fill the gap by exploring the influence of the combination of teacher performance and locus of control on student learning achievement at Sultan Agung Private Junior High School Pematangsiantar.

This study aims to dig deeper into how the locus of control and teacher performance affect student learning achievement. By involving 30 teachers of Sultan Agung Pematangsiantar Private Junior High School, this study is expected to provide a more comprehensive understanding of the role of these two factors in the context of Indonesian education. This research also aims to provide practical recommendations for the development of education policies in private schools, especially in terms of teacher training and professional development. The results of this study are expected to make a significant contribution to the development of educational theories, especially in terms of the relationship between locus of control, teacher performance, and student learning achievement. This discovery can be used as a basis for schools to design training programs that focus more on strengthening the internal locus of control in teachers, as well as improving their teaching skills. Thus, it is hoped that these two factors can help create more effective learning conditions and improve overall student learning achievement.

RESEARCH METHODOLOGY

The research utilized a quantitative methodology using a survey as its research methodology. This study aims to identify and investigate the relationship between student learning achievement and locus of control and teacher performance characteristics. All of the teachers of Sultan Agung Private Junior High School Pematangsiantar make up the study's population, and 30 individuals were sampled. Purposive sampling is used in the sampling process, namely with the Sultan Agung College Foundation's permanent teachers.

A systematic questionnaire with several closed-ended questions about locus of control, learning achievement, and teacher performance was used to gather data. The questionnaire was distributed after the midterm exam took place after some time of interaction between students and teachers, so that the factors that affect learning achievement were more visible. Five response alternatives on a Likert scale, ranging from "very bad" to "very good," will be used to evaluate each questionnaire response. Descriptive statistical techniques will be used to examine the data distribution, and inferential statistics, such as linear regression analysis, will be employed to

ascertain how performance and locus of control impact learning attainment (Sugiyono, 2017). To make sure the questionnaire is practical and reliable, validity and reliability tests will be performed prior to the analysis. It is anticipated that this study would give a clear picture of how locus of control and teacher performance impact learning achievement. Furthermore, this study will offer tactical recommendations to raise the standard of instruction in classrooms.

RESULTS AND DISCUSSIONS

To make sure the questionnaire is practical and reliable, validity and reliability tests will be performed prior to the analysis. Tables 1 and 2 below show the findings of the validity and reliability tests.

Table 1. Validity test results

Variable	Item Instrument- Total Correlation	r-table	Result
Teacher Performance	0.674	0.3	Valid
Locus of Control	0.657	0.3	Valid
Learning Achievement	0.644	0.3	Valid

The findings of the validity test are displayed in Table 1, show that the calculation of Every variable exceeds the crucial value of 0.3. Therefore, every indicator of this research variable is considered valid (Ghozali, 2018).

Table 2. Reliability test results

Variable	Cronbach's Alpha	Instrument Items	Result
Teacher Performance	0.968	42	Reliable
Locus of Control	0.976	6	Reliable
Learning Achievement	0.978	24	Reliable

Each indicator has a Cronbach's alpha value if item deleted more than 0.70, according to the reliability test results, which are shown in the above Table 2. Consequently, it can be said that every indication of the variables under test is correct (Ghozali, 2018).

Normality Test

The following Table 3 displays the normalcy test results to show whether the data obtained has a normal or near-normal distribution.

Table 3. Normality test results

Variable	N	K-S Test	Asymp. Sig. (2- Tailed)
Teacher Performance	30	0.829	0.498
Locus of Control	30	0.702	0.707
Learning Achievement	30	0.832	0.493

The Asymp Sig. (2-Tailed) value for each variable is above 0.05, which indicates that Every variable is distributed normally, as shown in Table 3 of the normality test results above (Ghozali, 2018).

Multiple Linear Regression

The following Table 4 displays the linear regression analysis's findings where the main purpose of linear regression testing is to know and predict how the predictor variable and the response variable interact with each other.

Table 4. The results of the multiple linear regression test

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	37.727	28.723	
Teacher Performance	1.987	.677	.640
Locus of Control	1.126	.027	.655

a. Dependent Variable: Learning Achievement

The results of multiple linear regression analysis showed that student learning achievement (Y) was influenced by two main factors, namely teacher performance (X_1) and locus of control (X_2). Based on the regression equation $Y=37,727+1,987X_1+1,126X_2$, it can be concluded that every 1 unit increase in teacher performance (X_1) will increase student learning achievement by 1,987 units, while an increase of 1 unit in locus of control (X_2) will increase student learning achievement by 1,126 units. An intercept of 37,727 indicates the expected student learning achievement if the two variables are valued at 0. Overall, both teacher performance and student locus of control contribute positively to the improvement of student learning achievement, with teacher performance having a greater impact.

Correlation Coefficient and Determination Coefficient

While the determination coefficient shows how well the model or the variance in the dependent variable is explained by the independent variable, correlation coefficient testing tells us about the degree and direction of the correlation between the variables. In regression and correlation analysis, these two tests are crucial for determining the relationship and efficacy of the variables in a model.

The following Table 5 shows outcomes of the computation of the determination coefficient and correlation:

Table 5. Correlation coefficient and determination coefficient results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.640 ^a	.410	.389	18.757

a. Predictors: (Constant): Teacher Performance, Locus of Control

b. Dependent Variabel: Learning Achievement

According to Table 5 above, there is a substantial association between learning achievement at Sultan Agung Private Junior High School Pematangsiantar and teacher performance and locus of control, as indicated by the correlation coefficient (r) of 0.640. The locus of control and teacher performance variables can account for 41% of learning accomplishment, according to the determination coefficient (R) of 0.410, while other unrelated variables can account for the remaining 59%.

Hypothesis Testing

The function of hypothesis testing in statistics is to test the truth or validity of a claim or statement about a population based on sample data. Hypothesis testing is used to make a decision on whether there is enough evidence in the sample data to support or reject the hypothesis proposed. The outcomes of the hypothesis testing are displayed in Table 6 below.

Table 6. Calculated f test results

Model	F	Sig.
1 (Constant)	16.748	.000 ^b
Residual		
Total		

a. Predictors: (Constant), Teacher Performance, Locus of Control

b. Dependent Variable: Learning Achievement

Considering Table 6 above, the hypothesis test with an F_{cal} value of 16.748 > F_{table} of 3.354, or a significance level of 0.000 which is smaller than α (0.05), shows that there is a significant relationship between teacher performance variables and locus of control with student learning achievement at Sultan Agung Private Junior High School Pematangsiantar. In other words, Enhancing student learning achievement is positively and significantly impacted by teacher performance and locus of control. A greater F_{cal} value than F_{table} indicates that the regression model used can explain the variability of student learning achievement well, while a very low significance level (0.000) indicates that the influence of these two factors on learning achievement does not occur by chance, but is a real relationship.

Teacher performance and teacher locus of control complement each other in influencing student learning achievement. Good teacher performance, such as the ability to plan and deliver learning materials, manage classes, and provide effective feedback, can create a conducive learning environment and improve student understanding. Teachers who have an internal locus of control, who feel responsible for the success of the learning process, tend to be more committed to adapting teaching methods to student needs, as well as more proactive in addressing the challenges students face in learning. In this way, these two factors work together to create a more effective learning experience.

In addition, a positive locus of teacher control can strengthen the impact of teacher performance on student learning achievement. Teachers with an internal locus of control believe that their efforts and approaches will influence learning outcomes, which encourages them to continue to innovate in teaching strategies. When teachers work with this determination and belief, they are more likely to provide greater support to students, helping them overcome obstacles and encouraging them to achieve higher. Therefore, Enhancing student learning achievement is significantly impacted by both strong internal locus of control and effective teacher performance.

These results are in line with research (Hadi, S., & Nurhadi, 2020); (Wulandari, F., & Mulyani, 2021); (Putri, E., & Suryani, 2022); (Syamsudin, A., & Sari, 2023) which concluded that teacher performance and the teacher's locus of control simultaneously had a positive and significant effect on student learning achievement, with good teacher performance playing a role in creating a productive learning atmosphere, while the teacher's internal locus of control strengthened their motivation and commitment to student success.

Table 7. Test results tcalculated teacher performance against learning achievement

Model	T	Sig.
1 (Constant)	2.626	.014
Teacher Performance	4.588	.000

a. Dependent Variable: Learning Achievement

The t_{cal} value on the teacher performance variable is 4.588 > t_{table} is 2.04841, or a significant level of 0.000 < α (0.05), as shown in Table 7 above. This suggests that teacher performance significantly and favorably affects the learning achievement of Sultan Agung Pematangsiantar Private Junior High School students. Because student understanding and motivation are directly impacted by the quality of instruction received, teacher effectiveness has a big impact on student learning accomplishment. Pupils are more involved in the educational process when their teachers are able to effectively manage their classes, communicate the

information, and offer constructive criticism. In addition, attention and support from teachers can increase students' confidence, encourage them to be more active in learning, thereby contributing to improved academic achievement. Therefore, the better the teacher's performance, the higher the likelihood of students achieving optimal learning outcomes. These results are in line with research conducted by (Slamet, M., & Susanto, 2020); (Ningsih, H. R., & Safitri, 2021); (Taufik, A., & Hidayah, 2022); (Kusumawati, W. & Sari, 2023).

Table 8. Test results tcalculated locus of control against learning achievement

Model	T	Sig.
1 (Constant)	1.313	.200
Locus of Control	4.410	.000

a. Dependent Variable: Learning Achievement

The locus of control variable has a tcal value of 4,410 > ttable of 2.04841, or a significant level of $0.000 < \alpha (0.05)$, as shown in Table 8 above. This suggests that the locus of control significantly and favorably affects the learning achievement of Sultan Agung Pematangsiantar Private Junior High School students. The teacher's locus of control can affect student learning achievement through the teacher's perspective on the influence of effort and external factors in the teaching and learning process. Teachers with an internal locus of control tend to feel that their teaching success depends on personal ability and effort, so they are more motivated to find innovative ways to teach and pay more attention to the needs of students. In contrast, teachers with external locus of control may be more likely to blame outside factors such as school policies or students' socio-economic conditions, which can reduce the effectiveness of their teaching. Therefore, a positive and internal locus of control of teachers can create a better learning atmosphere, support students to learn more optimally, and improve their academic achievement. These results are in line with research conducted by (Sari, L. P., & Suhendra, 2020); (Wahyuni, R., & Harun, 2021); (Haris, M., & Febriani, 2022); (Yuliana, F., & Rachmawati, 2023).

CONCLUSION

Based on the results of the study on the influence of teacher performance and teacher locus of control on student learning achievement at Sultan Agung Pematangsiantar Private Junior High School, it can be concluded that both teacher performance and teacher locus of control have a positive and significant influence on student learning achievement. Teacher performance that includes the ability to manage classes, deliver materials, and provide effective feedback has been proven to increase students' understanding and motivation to learn. In addition, teachers with internal locus of control, who feel responsible for the success of the learning process, have a greater impact in creating a supportive learning atmosphere, which in turn contributes to the improvement of students' academic achievement. Overall, these two factors simultaneously reinforce each other and play an important role in achieving optimal learning outcomes for students. Development suggestions for future research are to explore other factors that may affect student learning achievement, such as learning motivation, family support, or broader school environment factors. In addition, subsequent research may involve a larger sample or expand the scope of the research to other schools with different backgrounds, in order to obtain more generalizable results. Longitudinal research can also be conducted to monitor changes in teacher performance, locus of control, and student learning achievement over time, in order to gain a deeper understanding of the relationship between these variables.

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