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The Interaction Between Teacher Performance in Learning Implementation and Student Readiness on Social Science Learning Outcomes

Nurdin [1], Imam Suseno [2], Ari Wahyu[3], Albertus Marua Setyastanto[4], Rinovian Rais[5]
[1,2,3,4,5]Universitas Indraprasta PGRI Jakarta, Jl. Nangka No. 58 C, Tanjung Barat, Jakarta Selatan, Indonesia
Corresponding Author: Nurdin, e-mail: dr. nudin3067@yahoo.com

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ABSTRAK

Studi ini mengeksplorasi interaksi antara kinerja guru dalam melaksanakan pembelajaran di kelas dan kesiapan siswa dalam kaitannya dengan capaian pembelajaran IPS. Pendekatan kuantitatif dengan metode survei digunakan untuk mengumpulkan data dari siswa SMA melalui kuesioner terstruktur. Analisis menunjukkan bahwa kinerja guru dan kesiapan siswa memiliki pengaruh yang signifikan terhadap prestasi belajar siswa jika dinilai secara individual. Jika dipertimbangkan secara simultan, hubungan tersebut tetap signifikan secara statistik, meskipun tidak terlalu kuat. Temuan ini menunjukkan bahwa meskipun efektivitas guru dan kesiapan siswa merupakan elemen penting, faktor-faktor lain yang belum diteliti juga dapat berkontribusi terhadap capaian pembelajaran. Studi ini menggarisbawahi pentingnya meningkatkan kompetensi guru melalui pengembangan profesional dan membina kesiapan siswa melalui lingkungan belajar yang suportif. Upaya tersebut diharapkan dapat menciptakan pengalaman belajar yang lebih bermakna dan efektif yang mendukung keberhasilan akademik dalam konteks pendidikan IPS.

Kata Kunci: Kinerja Guru, Kesiapan Siswa, Capaian Pembelajaran, Interaksi Kelas, Pendidikan IPS

ABSTRACT

This study explores the interaction between teacher performance in conducting classroom learning and student readiness in relation to social science learning outcomes. A quantitative approach with a survey method was employed to collect data from senior high school students through structured questionnaires. The analysis reveals that both teacher performance and student readiness have a significant influence on student achievement when assessed individually. When considered simultaneously, the relationship remains statistically significant, although not particularly strong. These findings suggest that while teacher effectiveness and student preparedness are essential elements, other unexamined factors may also contribute to learning outcomes. The study underscores the importance of enhancing teacher competency through professional development and fostering student readiness through supportive learning environments. Such efforts are expected to create more meaningful and effective learning experiences that support academic success in the context of social science education.

Keywords: Teacher Performance, Student Readiness, Learning Outcomes, Classroom Interaction, Social Science Education

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INTRODUCTION

Teachers play a central role in shaping the learning environment and student outcomes, particularly in formal education settings. In the classroom, a teacher is not merely a transmitter of knowledge but a facilitator who nurtures curiosity, builds positive learning attitudes, and fosters student independence.

According to Soedijarto (1993), effective teachers are expected to create meaningful learning experiences that help students achieve both cognitive and behavioral goals aligned with educational objectives.

However, the success of learning does not solely depend on the teacher's efforts. Students also need to be psychologically and academically prepared to absorb and process the knowledge being delivered. Slameto (2003) defined readiness as the combination of physical, mental, and emotional conditions that enable students to respond positively to learning activities. Without this readiness, even well-designed lessons may fail to yield the intended learning outcomes.

In social science education, where understanding and critical thinking are essential, the collaboration between teacher performance and student readiness becomes even more critical. Reigeluth (1994) stated that successful learning involves not only content delivery but also the emotional engagement and contextual relevance of the material. Teachers must therefore adopt instructional strategies that accommodate diverse learner needs while also motivating students to participate actively. Teacher performance includes several measurable dimensions, such as the ability to plan lessons, deliver materials clearly, manage classrooms effectively, and evaluate learning progress. According to Hilgard (1982), performance in an educational setting is a behavior rooted in knowledge and skills that can be observed and assessed. When a teacher demonstrates strong instructional performance, it creates a structured and encouraging learning environment.

Nevertheless, even the most effective teaching can fall short if students are not ready to learn. Nasution (1995) emphasized that learning readiness is a precondition that must be fulfilled before the actual process of learning begins. Students who enter the classroom with high levels of motivation and focus are more likely to absorb the content meaningfully and perform better academically. A study by Arfandi and Sampebua (2016) further supports this notion by showing that students with high readiness levels tend to engage more deeply in lessons and demonstrate better academic outcomes. This readiness includes not only cognitive preparedness but also emotional and social factors that influence a student's capacity to focus and participate.

On the other hand, the role of teacher motivation and creativity should not be underestimated. Djamarah (2002) noted that a teacher's ability to design and implement engaging lessons significantly affects student enthusiasm and learning behavior. Teaching strategies that incorporate student-centered learning, real-world relevance, and interactive methods can greatly improve the overall effectiveness of instruction. Moreover, the National Education System Law of Indonesia (Law No. 20 of 2003) states that teachers are professional educators with the responsibility to plan, implement, and evaluate learning, as well as to guide and develop students holistically. This legal framework underscores the expectation that teachers not only possess pedagogical competence but also actively contribute to student development. Given these perspectives, this study seeks to examine how teacher performance and student readiness interact to influence learning outcomes in social science subjects. While previous

studies have explored each variable independently, there is a need to understand the extent to which their interaction contributes to academic achievement. This research aims to fill that gap by analyzing the combined effects of teacher quality and student preparedness on student success.

METHOD

This research employed a quantitative approach with a survey method to examine the interaction between teacher performance and student readiness in influencing social science learning outcomes. The survey method was chosen because it allows for the collection of data directly from the population in a structured and measurable manner. By using this approach, the researcher was able to explore the relationships among the variables in a real-world educational setting.

The study was conducted at a public senior high school located in Tambun Selatan, Bekasi, during the academic year of 2024. The school was selected based on accessibility, willingness to participate, and relevance to the research topic. The population consisted of students enrolled in social science classes, with a sample of eighty students selected through random sampling to ensure objectivity and reduce selection bias. To collect the data, a questionnaire was developed using a Likert scale format, covering indicators related to teacher performance, student readiness, and learning outcomes. The questionnaire was distributed during school hours with the assistance of classroom teachers. Prior to data collection, students were given a brief explanation about the purpose of the study and assured that their responses would remain confidential and used only for academic purposes.

The validity and reliability of the instrument were tested before full-scale data collection. Content validity was assessed through expert judgment involving educational professionals, while reliability was determined using Cronbach's alpha coefficient. The results showed that the instrument met the acceptable criteria for both validity and reliability, allowing it to be used for the main data collection.

The dependent variable in this study was the students' learning outcomes in social science, while the independent variables were teacher performance in conducting instruction and student readiness to participate in learning. The indicators of teacher performance included instructional planning, delivery, classroom management, and assessment, while student readiness was measured through indicators of motivation, concentration, and behavioral preparedness. The data were analyzed using several statistical techniques. First, a normality test was conducted using the Kolmogorov-Smirnov test to ensure that the data followed a normal distribution. Then, linearity tests were carried out to assess whether the relationships among variables conformed to the assumptions of linear regression. Both teacher performance and student readiness met the linearity requirement.

Multiple linear regression analysis was used to examine the influence of the two independent variables, both individually and simultaneously, on student learning outcomes. The significance level was set at five percent to determine the strength of the relationships. Coefficient values, t-tests, and F-tests

were used to interpret the results of the regression analysis. The findings from the statistical tests provided a basis for understanding how each variable contributes to the learning outcomes and whether their interaction has a significant effect. This methodological approach allowed the researchers to answer the research questions in a comprehensive manner while maintaining the rigor of academic standards.

FINDING AND DISCUSSION

Table 1. Multiple Regression Coefficients and Their Significance Levels

Coefficients[a]

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	**Std. Error**	**Beta**	
1	(Constant)	4.32	12.806	0.337
	Teacher performance in implementing learning	0.977	0.201	0.463
	Student readiness to participate in learning	0.615	0.212	0.277

Teacher performance in implementing learning has a significant effect on social science learning outcomes, as indicated by a t-value of 4.859 and a significance level of 0.000 ($p < 0.05$).

Similarly, student readiness to participate in learning significantly influences social science learning outcomes, with a t-value of 2.903 and a significance level of 0.005 ($p < 0.05$).

Table 2. Multiple Linear Regression Coefficient Testing

ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1598.182	2	799.091	16.73	0.000[b]
Residual	3677.806	77	47.764		
Total	5275.988	79			

Teacher performance and student readiness simultaneously have a significant effect on social science learning outcomes, as indicated by an F-value of 16.730 and a significance level of 0.000 ($p < 0.05$).

Table 3. Multiple Correlation Coefficient and Coefficient of Determination

Model Summary[b]

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	0.550[a]	0.303	0.285	6.91113

The coefficient of determination (R^2) of 30.30% indicates that teacher performance and student readiness have a relatively weak relationship with social science learning outcomes. The remaining 69.70% is influenced by other factors not examined in this study.

Discussion

1. Teacher Performance and Learning Outcomes

The study shows that teacher performance significantly influences student learning outcomes. As Hilgard (1982) explained, performance is a behavior reflecting observable knowledge. In line with national education law (Law No. 20 of 2003), teachers are professional educators responsible for planning, implementing, and evaluating learning. Effective teaching aligned with pedagogical principles is key to improving student outcomes. According to Hergenhahn and Olson (in Rapi, 2016), learning outcomes are reflected through observable behavior, which implies that quality instruction directly supports student achievement.

2. Student Readiness and Learning Outcomes

Student readiness also plays a crucial role in learning outcomes. Suryabrata (2000) defined readiness as preparation for learning, while Slameto (2003) emphasized that it includes all conditions enabling students to engage in lessons. Sinaga (2016) and Surya (2004) noted that readiness, along with teacher creativity, supports effective learning. Prepared students are more likely to respond actively and benefit from classroom activities, leading to improved academic performance.

3. Combined Influence of Teacher Performance and Student Readiness

The study further finds that the combined influence of teacher performance and student readiness has a significant effect on social science learning outcomes. Desler (2000) described performance as behavior linked to achieving educational goals. The education law confirms that teachers hold critical responsibilities in guiding students. Student success, however, is also influenced by their learning readiness, as noted by Slameto (2003), Nasution (1995), and Arfandi & Sampebua (2016). Together, these findings emphasize the need for both high-quality teaching and well-prepared learners to achieve optimal results.

CONCLUSIONS

This study concludes that both teacher performance in delivering instruction and student readiness to engage in learning have a significant influence on students' academic achievement in social science. The research findings indicate that when teachers effectively plan, implement, and assess learning, they create a structured and supportive classroom environment that fosters student understanding and motivation. Professionalism in teaching, as outlined in national education regulations, is essential in achieving desired educational outcomes. Furthermore, student readiness, which includes emotional, cognitive, and behavioral preparedness, plays a critical role in learning success. Students who come to

class motivated and focused are more likely to participate actively, absorb the material more effectively, and demonstrate better academic outcomes. The interaction between teacher performance and student readiness suggests that both variables must be addressed simultaneously to enhance learning results. Although the relationship between these variables and learning outcomes is statistically significant, it also indicates that additional factors outside the scope of this study may contribute to student achievement. Therefore, future research should consider other elements such as parental support, peer influence, learning resources, and school climate. Strengthening both instructional quality and learner preparedness remains a strategic focus in improving education quality, particularly in the context of social science learning.

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