

Correlation of teacher extrinsic factors on teacher performance during online learning in Aceh Besar.

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ABSTRACT

Online learning that is carried out simultaneously affects the world of education. The extrinsic and intrinsic factors of the teacher's personality become one of the problem factors in the learning process. These factors also affect the performance of teachers during the online learning process. This study aims to see the correlation between various extrinsic factors of teachers and teacher performance in online learning. This research activity was carried out from June 2020 to March 2021. The objects in this study were the teachers who teach at SMA N 1 Krueng Baroena Jaya and SMP Abulyatama. Various kinds of problems occur during the online learning process. Extrinsic factors that have a very high correlation value are found in the teacher and student categories. The correlation that shows a positive relationship to teacher problems that affect teacher performance during the online learning process is on the factors of age, income, and employment status.

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1. INTRODUCTION

The world of education in Indonesia soon. response to the impact of the Covid-19 pandemic. By enforcing an online (online) or online learning policy to slow the spread of Covid-19. As well as ensuring that learning activities continue even in a pandemic condition (Wahyono et al., 2020).

Circumstances that cause the learning process to turn around and think about ways to continue carrying out the teaching and learning process can be seen in the various innovations that have emerged recently. One form of innovation is to do online learning or online (in the network). However, online learning cannot be separated from problems that become obstacles in its implementation, including online learning for students at educational and educational institutions. Therefore, various solutions are needed as solutions and also steps taken in the future as projections (Jamaludin et al., 2020).

Electronic learning (e-learning) was first introduced by the University of Illinois at Urbana Champaign by using a computer-assisted instruction system. Since then, the development of e-learning has developed in line with technological developments and advances (Hayati, 2020). E-learning will be

the learning system of the future. Effectiveness and flexibility will be the main reasons. E-learning is a type of teaching and learning that allows the delivery of teaching materials to students using the Internet, Intranet, or other computer network media.

Various problems that occur during the online learning process also affect the performance of teachers in the teaching process, so the authors are interested in revealing whether there is a correlation between the problems faced by teachers and teacher performance in online learning.

2. METHODS

This study uses quantitative methods with a descriptive research approach. This research was conducted at SMA N Krueng Barona Jaya and SMP Abulyatama. The research time starts from the preparation of the proposal starting from June 2020 to March 2021. The data obtained is then processed with SPSS 20 then the data will be described clearly

Sampling Techniques

The samples in this study were teachers who teach at SMA N Krueng Barona Jaya and SMP Abulyatama. The number of samples in this study amounted to 25 teachers. Sampling is done by random technique, this is intended to make it easier to get data.

Data analysis technique

This data analysis was carried out after the collection of all research data. To find the correlation relationship SPSS type 20 software, using the Chi-Square test. The data analysis used is descriptive statistics by looking for the percentage of the results of the questionnaire answers. The data from the questionnaire results were analyzed statistically. The formula used to calculate the data from the questionnaire is as follows:

Tabel 3.3. Kriteria Penilaian Aspek Masalah dan Kesulitan

NO	SKOR NILAI	KETERANGAN
1	86-100%	Sangat Tinggi
2	76-85%	Tinggi
3	60-75%	Sedang
4	55-59%	Rendah
5	<54%	Sangat Rendah

3. FINDINGS AND DISCUSSION

Various kinds of problems occur during the learning process. Especially in terms of involving teachers and students, which are in the "very high" category, this shows that the process involving teachers and students in the learning process is a crucial thing that is the biggest problem and must find a solution so that the learning process can take place normally. This is by the statement (Dahar, 2011) "Learning can be defined as a process by which an organization changes its behavior as a result of experience. Learning activities are the most important activities in the educational process in schools, the success or failure of a learning process depends on the ongoing learning process, meaning that there must be good cooperation between teachers and students". In addition, it is also supported by the opinion of (Hamalik, 2001), Learning is behavior modification through experience. According to this understanding, learning is a process or activity, where the learning outcomes are in the form of behavior change. As for another opinion that interprets learning is a process of changing individual behavior through interaction with the environment. It is in this interaction that a series of learning experiences occur. Face-to-face learning has a positive impact on the learning process because the teacher is able to handle all learning activities. Some of the problems faced according to (Adiasti, 2021) are : (1) the given task is not able to deepen the understanding of students, (2). students do not pay attention to the learning process, (3). Students are not interested in learning and

often leave the learning class because they are bored, (4). students cannot absorb the material well, (5). The practicum process cannot run online, and (6) difficult scoring because it cannot observe students directly. Although it is said by (Bilfaqih & M.N, 2015) online learning is able to provide attractive and effective services, in its implementation it has its own challenges. Some obstacles will certainly be found in the online learning process, so that students generally have to find their own solutions to the obstacles they face. This condition is an interesting thing to study considering that this online learning system was first carried out by all students simultaneously in Indonesia

The situation in the field is no less worrisome, many students do not have cellphones, and parents immediately say that they are unable to control the online learning process due to the many activities. Some cases in the field are that parents are not able to provide adequate facilities and infrastructure to support the learning process. The e-learning-based learning process for students requires supporting facilities and infrastructure so that learning can take place and have better learning quality (Mastura & Santaria, 2020). These facilities and infrastructure include smartphones (smartphones), computers/laptops, applications, and the internet network that is used as a medium for learning to take place. This is in accordance with the findings of (Sadikin & Hamidah, 2020) who examined teachers during the implementation of online learning, explaining that one of the challenges faced by teachers was the obstacle in financing online learning. The teacher revealed that to take part in online learning, you have to pay quite a lot of money to buy internet data quota. Learning in the form of video conferencing has consumed a lot of data quota. This is also emphasized by Naserly (2020) that the use of online learning using video conferencing requires a fairly expensive cost.

Problems in Online Learning Based on research conducted by (Hariyanti et al., 2020) as well as (Warsito & Winingsih, 2022) (Wahyono et al., 2020) (Anugrahana, 2020), there are 5 categories of problems in the online learning process, consist of:

1. Psychological problem

Psychological problems are problems/obstacles faced by teachers in online learning implementation activities including cognitive, affective, and psychomotor problems.

2. Physical problems

Physical problems are problems/obstacles that teachers have in carrying out online learning activities, namely health problems.

- 3 Learning Process Problems

The problem of the learning process is a problem/obstacle that is owned by the teacher in carrying out online learning activities, including problems with delivering material, learning enthusiasm, learning media, and learning methods.

4. Facility Issues

Facility problems are problems/obstacles faced by teachers in implementing online learning activities such as internet quota problems, devices, internet access, and reference books.

5. Family Problems.

Family problems are problems/obstacles faced by teachers in implementing online learning activities such as problems with parents, husband/wife, and siblings (siblings/sisters).

The distribution of demographic data/extrinsic data on teachers from the 2 schools sampled can be seen in the following table. The number of samples in this study amounted to 25 teachers. In this study, the sample was taken randomly, namely the teachers who were at school at that time.

Table 2. Distribution of the Number of Teachers by Gender.

		JENIS.KELAMIN			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PEREMPUAN	22	88,0	88,0	88,0
	LAKI-LAKI	3	12,0	12,0	100,0
	Total	25	100,0	100,0	

Table 3 Distribution of the Number of Teachers by Age

		UMUR			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	dewasa awal	8	32,0	32,0	32,0
	dewasa akhir	4	16,0	16,0	48,0
	lansia awal	13	52,0	52,0	100,0
	Total	25	100,0	100,0	

Keterangan :

Dewasa awal = 20 -35 tahun

Dewasa akhir = 36 – 45 tahun

Lansia awal = 46 – 56 tahun

Sampling prioritized the occurrence of variations in terms of age owned by teachers, it can be seen that teachers who were in the early adult category totaled 8 people, 4 late adults, and 13 early elderly. There is no reason why a large number of samples come from the early elderly because it is difficult for new teachers to become part of the school's honorarium, with the excuse that the school does not need them. The results of the chi-square test between teacher age and learning process problems can be seen in Table 4 below.

Table 4. Age correlation results and problems

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20,614 ^a	11	,038
Likelihood Ratio	22,550	11	,020
N of Valid Cases	25		

a. 24 cells (100,0%) have expected count less than 5. The minimum expected count is ,24.

Table 4 shows the results of the number $0.020 < 0.05$ on the results of the chi-square test, this means that there is a relationship between the age of the teacher and the teacher's problems in the learning process. The learning process, which has changed due to the influence of the Covid 19 pandemic, has also had a significant impact on the learning process. Various problems come from all points of view, one of which is the problem that comes from the teacher. Different ages of teachers show results that can affect the learning process. The reality on the ground is that teachers who have entered the early elderly generally lack knowledge in terms of mastering information technology, whereas, during the Covid 19 pandemic, teachers were forced to carry out the learning process online because it did not allow face-to-face learning to take place. Problems have arisen in the field due to

the implementation of the online learning process. Teachers who enter the early elderly prefer to give assignments and students who will take these assignments to school (Zulfikar et al., 2022).

Sampling prioritized the occurrence of variations in terms of the age of the teachers, out of a total of 25 teachers, it was seen that teachers who were in the early adult category totaled 8 people, 4 late adults, and 13 early elderly. There is no reason why many of the samples come from the early elderly because it is difficult for new teachers to become honorary teachers, because schools do not need them, and schools cannot afford to provide incentives to these new teachers/honorary teachers. Even though teacher regeneration is needed for the creation of conducive learning science. The new teachers have better insight and knowledge and mastery of technology.

Table 5. Chi square test of teacher income and problems

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19,792 ^a	11	,048
Likelihood Ratio	26,379	11	,006
N of Valid Cases	25		

a. 24 cells (100,0%) have expected count less than 5. The minimum expected count is ,40.

Teachers who have adequate mastery of information technology will use various features that can support the learning process. In addition, (Salma, 2016) explained that preparation before providing learning services is one of the determining factors in the success of learning, especially in online learning where there is a distance between students and students. In this learning, the learner must know the principles of learning and how the learner learns. The means of delivery are not the determining factor for the quality of learning, but the design of the subjects determines the effectiveness of learning. One of the reasons for choosing a learning strategy is to promote meaningful learning. So whether learning is effective or not can be identified through the behaviors between the learner and the learner. How do students respond to what is conveyed by learning. However, in the field, not all teachers prepare everything related to the material to be taught. The online learning process requires teachers to work harder and be more updated regarding problems using online-based applications. Apart from that according to

Table 6. Chi square test of work status and problems

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19,992 ^a	11	,045
Likelihood Ratio	27,346	11	,004
N of Valid Cases	25		

a. 24 cells (100,0%) have expected count less than 5. The minimum expected count is ,48.

The online learning process experiences difficulties, firstly in terms of competence possessed by the teacher, then equating students' understanding, as well as good infrastructure owned by both teachers and students, according to the results of supporting research (Maulida & Aryani, 2022), (Diliza Afrila, 2022). Disturbances in the learning process from both the teacher and students will have a psychological impact and an impact on decreasing the quality of skills possessed by students (Syah, 2020) (Anzora et al., 2022) (Maulida et al., 2022).

This is in accordance with the statement (Dahar, 2011) "learning can be defined as a process in which an organization changes its behavior as a result of experience". Learning activities are the most important activities in the educational process at school, the success or failure of a learning process depends on the learning process that takes place, meaning that there must be good cooperation between teachers and students. Of course, this can happen because online learning is different from learning in the classroom. Whereas by learning online students only tend to listen to the teacher's explanation without applying innovative and creative learning methods.

This is in accordance with the results of research by (Sadikin & Hamidah, 2020), which explains that generally, students experience difficulties in understanding learning material provided online. Teaching materials are usually delivered in the form of readings that are not easily understood by students as a whole, thoroughly by students. In addition, the assignments given were also not able to increase student understanding (Aini, 2021)(Setiawan, 2020).

4. CONCLUSION

The problems experienced by teachers in the field during the learning process during the pandemic were in a very high category, which meant that there were many problems in the field. The correlation that shows a positive relationship is on the factors of age, income, and employment status.

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