

The Relationship Between Teacher Readiness And Thematic Learning Outcomes In Cluster 2 Tamalate District, Makassar City

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ABSTRACT

This research is quantitative research with a correlational type which aims to look at the relationship between teacher readiness and thematic learning outcomes for Class V elementary schools in Cluster 2, Tamalate District, Makassar City. This research instrument used a questionnaire and documentation. Based on the descriptive statistics table, teacher readiness has low (50%), medium (17%), and high (33%) categories. Class V student learning outcomes, 37% in the score category 61-80 (high) and 26% in the score category 41-60 (moderate). This study used Kolmogorov-Smirnov test with a sig value of $0.200 > 0.05$ so it can be concluded that the variable data on teacher readiness and learning achievement are normally distributed. In terms of testing with a significance level of 5% based on the calculation results, it is known that the significance value is $0.877 > 0.05$ so that there is a linear relationship between the variables. Based on the results of the product moment correlation analysis, the relationship between teacher readiness and learning outcomes of fifth grade elementary school students in Cluster 2 Tamalate District, Makassar City, obtained a value of $t_{hitung} -0.204$ while it t_{tabel} was 2.77645 at a significant level of 5 % and $N = 6$. From the results of this analysis it can be seen that the value $t_{hitung} < t_{tabel} (-0.204 < 2.77645)$. Based on this analysis, it can be concluded that there is no significant relationship between teacher readiness and learning outcomes of fifth grade elementary school students in Cluster 2, Tamalate District, Makassar City.

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INTRODUCTION

Education has an important role in human life in order to provide knowledge, skills, and changes in the behavior of students (Rika, 2019). Education is expected to be able to create and improve the ability of human resources (HR) with quality, integrity and morality. In preparing these human resources, careful preparation is needed, especially preparation in the educational setting (Hamzah & Abidah, 2018). The teacher is the one who gives the lesson, and the student is the one who receives the lesson. In transferring knowledge to students required knowledge or skills and skills as a teacher. Teaching and learning activities with competence are emphasized on the ability level of teaching staff which includes knowledge, skills, and personality, which teachers need in achieving quality learning which refers to students' abilities both connectively, effectively and psychomotor.

According to Yestiani (2020) The teacher is an educator who imitates behavior and actions, the teacher is an example for their students. In addition, according to Heriyansyah (2018) the teacher is a position or profession that requires a special expertise, the work cannot be done by just anyone without having the expertise as a teacher. According to Fu'ad (2018) the teaching profession cannot be equated with other professions, because the teaching profession demands to be a person who provides benefits and teaches students well.

Teacher readiness in teaching is needed in carrying out the learning and learning process. Teacher readiness in teaching is very important in order to achieve success in learning in the classroom. Teachers are required to be ready in all conditions in the field. According to Suryati (2020) Teachers who are unprepared, or incompetent will make learning undirected and learning objectives not achieved.

Wangid (2014), explained that indicators of teacher readiness consist of three parts: *Emotive Attitudinal Readiness* (attitudinal and emotional readiness) consists of; teacher's emotional readiness is assumed to be the responsibility for carrying out a task, the teacher's enthusiasm for a task, the teacher's ability to adapt to assignments at any time, comfort and independence in carrying out tasks, and appreciating the intrinsic value of a task. *Cognitive Readiness* (cognitive readiness) consists of; teachers have important cognitive and critical thinking skills to carry out their duties, teachers are aware of strengths and weaknesses, teachers have made connections between tasks carried out with reality on the ground, teachers are aware of self-worth and willingness to carry out tasks, and teachers are able to integrate concepts concepts and tools from various scientific disciplines. *Behavioral readiness* or behavioral readiness consists of; teachers are willing to carry out partnership functions with their partners in work and facilitators, and teachers are adept at managing time to achieve goals that are in line with their duties.

Thematic learning is a learning approach that links several learning contents into a single unit which is then packaged in the form of a theme. With the scope of learning covering Indonesian, Science, Social Studies, PPKN, Mathematics and SBdP. To see the success or failure of learning objectives in a school, after giving subject matter to students, the teacher evaluates it in order to review and find out the quality of learning outcomes that have been received by students at the school in the form of giving daily tests, semester general tests, and other types of tests.

METHOD

This research was correlational research because it investigates the relationship between two variables. In this study the researcher attempted to correlate one variable to another in order to understand a phenomenon by determining the level of relationship between these variables. There are two kinds of variables used in this study, namely the X variable which represents teacher competency and the Y variable which represents the learning outcomes of class V elementary school Gugus 2, Tamalate District, Makassar City.

Time and Place of Research Place Of research

The research location or research location is an elementary school in Cluster 2, Tamalate sub-district, Makassar City for the 2022/2023 learning period. The school cluster consists of several schools that are easily accessible and in accordance with the criteria of the research object. The research was carried out since the issuance of research permits from October to completion in 2022.

Population and Research Sample

The population is an area of generalization/ *generalization* which includes certain subjects or objects to be studied and a conclusion drawn. In this study, the technique of taking a saturated sampling type was used. Saturated sample makes all the population as a sample. Sugiyono (2013) if the population is relatively small, less than 30 people, a saturated or *census sample is used*, where all members of the population are sampled. The sample in this study were 6 grade V elementary school teachers in Cluster 2, Tamalate District teacher.

Operational Definition of Research Variables

The focus of this study was to analyze teacher readiness in teaching the thematic learning outcomes for class V of elementary school in Cluster 2, Tamalate District, Makassar City.

Teacher Readiness

Teacher readiness is the ability or physical, mental maturity that is supported by the facilities needed in the process of conveying knowledge to students. With indicators of readiness *Emotive Attitudeinal Readiness* (attitude and emotional readiness), *Cognitive Readiness* (cognitive readiness) and *Behavioral readiness* or behavioral readiness.

Learning outcomes

The learning outcomes used in this study are the learning outcomes obtained by students and observations by teachers. Thematic learning outcomes are one of the references in seeing teacher readiness by researchers.

Data collection technique

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Data collection techniques are the first steps carried out in research with the aim of obtaining data. In this study using observation and documentation. Questionnaires are primary data collected directly by researchers. The data collection technique in this study was a teacher readiness questionnaire in teaching which consisted of 3 main indicators given to respondents to explore teacher readiness. This study used the *Guttman scale*. Documentation of learning outcomes obtained by researchers from teachers (respondents).

Research Instruments

Questionnaire

Questionnaires/ Questionnaires are data collection techniques that are carried out by providing a set of statements in the form of written statements to respondents. Data collection was carried out by filling out a questionnaire with the *Guttman scale*.

Documentation

Data collection techniques with documentation are ways of collecting data through supporting literature, archives, photos, recordings, videos or other sources related to data that support research. Documentation in research is used as a source of data that tests and interprets the validity of the data. Documentation is intended to obtain existing data, namely student learning outcomes for the 2022/2023 academic year and other relevant data.

Instrument Validity Test

The validity test of the instrument was carried out before the research was carried out, namely the validity test of the teacher's readiness questionnaire instrument in teaching. The instruments used in this study were then validated by experts in their fields. Overall, the statements are in accordance with the indicators provided, it's just that there are some alternative words that are changed to make it easier for the teacher to fill out the questionnaire, and the explanation of the statements is sharpened to get more valid results.

Data analysis technique

Normality test

The normality test is carried out on the two variables to be studied. The normality test in this study used the help of the SPSS program with the Kolmogorov-Smirnov formula with a significant level of 5%.
H0: Significance of the Kolmogorov-Smirnov test sig > 0.05 indicates that the data is normally distributed.
H1: Significance of the Kolmogorov-Smirnov test sig < 0.05 indicates the data is not normally distributed.

Correlation Analysis Linearity Test

To analyze the two variables used correlation analysis technique with the *product moment formula* from Karl Pearson, test of significance and coefficient of determination. To determine the correlation between teacher competence and learning outcomes, the *product moment correlation formula is used*, which is a technique for finding correlations between two variables with the following formula:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N(\sum x^2) - (\sum x)^2\} \{N(\sum y^2) - (\sum y)^2\}}}$$

Product moment analysis is intended to find a correlation index between variables X and Y and to find out whether the relationship is sufficient or weak.

Partial Test (t test)

The t test is used to test how the relationship of each independent variable individually to the dependent variable. This test is done to test with

$$\text{Test } t_{hitung} : \frac{r\sqrt{n-2}}{\sqrt{1-(r)^2}}$$

Coefficient of Determination

The coefficient of determination is a number that unifies or is used to determine the contribution made

by a variable or more X (free) and Y (bound).

$$KD = r^2 \times 100\%$$

RESULTS AND DISCUSSION

Descriptive Statistical Analysis

Readiness of Class V Elementary School teachers in Cluster 2 Kec. City Tamalat. Makassar

Table 3 Readiness of Class V Elementary School teachers in Cluster 2 Kec. City Tamalat. Makassar

| Scale | Frequency | Percentage | Category |
|------------------|-----------|------------|-----------|
| $X < 45$ | 3 | 50% | Low |
| $45 \leq X < 46$ | 1 | 17% | Currently |
| $46 < X < 47$ | 2 | 33% | Tall |
| Amount | | 100% | |

Source: (By MS.Excel Data, 2010)

From the table above it can be seen that teacher readiness is in the low category with a frequency of three, namely 50%, the medium category with a frequency of one, namely 17%, and the high category with a frequency of two, namely 33%. Based on these data, researchers can draw conclusions that teacher readiness has low (50%), medium (17%), and high (33%) categories.

Learning Outcomes of fifth grade students at Gugus Elementary School, Tamalate District, Makassar City

Table 4 Categories of Learning Outcomes

| Score | Frequency | Percentage | Category |
|--------|-----------|------------|-----------|
| 81-100 | 1396 | 37% | Very high |
| 61-80 | 1410 | 37% | Tall |
| 41-60 | 1010 | 26% | Currently |
| 21-40 | 0 | 0 | Low |
| 0-20 | 0 | 0 | Very low |
| Amount | | 100% | |

Source: (By MS.Excel Data, 2010)

From the table above it can be seen the learning outcomes of class V class 2 students in Tamalate District, Kota. Makassar with each category 37% in the score 81-100 (very high), 37% in the score category 61-80 (high) and 26% in the score category 41-60 (moderate).

Prerequisite Test for Normality Test Analysis

The normality test is used to determine whether the data in the study are normally distributed or not. In this study, the Kolmogorov-Smirnov test was used with the help of SPSS 24 at the test conditions with a significant level of 5%. Based on the results of these calculations, it can be seen that the sig value is $0.200 > 0.05$ so it can be concluded that the variable data on teacher readiness and learning achievement are normally distributed.

Linearity Test

Linearity test is used to determine whether there is a relationship between each independent variable and the dependent variable in the study is linear or not significantly. In this study the linearity test was carried out with the help of SPSS 24. In the test conditions with a significance level of 5% based on the calculation results it is known that the significance value is $0.877 > 0.05$ so it can be concluded that the variable data has a linear relationship between variables.

Inferential Statistical Analysis Test

Inferential statistical analysis is used to test the research hypothesis. In this study used Product Moment Correlation analysis. In this study, hypothesis testing was carried out with the help of SPSS 24. Based on the results of calculations with the help of SPSS it can be seen that:

R value : -0.428

$$\text{Test } t_{hitung} = \frac{r\sqrt{n-2}}{\sqrt{1-(r)^2}}$$

$$= \frac{-0.428\sqrt{6-2}}{\sqrt{1-(-0.428)^2}}$$

$$= \frac{-0.428\sqrt{4}}{\sqrt{1-(-0,18)}}$$

$$= \frac{-0.428 \times 2}{\sqrt{0.18}}$$

$$= \frac{-0.856}{0.42}$$

$$= -2.04$$

$$\text{Value } t_{tabel} = 2.77645$$

Based on the results of the analysis above, a value of -0.204 is obtained. Then to find out whether the relationship is significant or not is to compare the value at a significant level of 5% and N = 6 to get 2.77645. Correlation analysis is continued by calculating the coefficient of determination, by squaring the coefficients found. The coefficient of determination is $\times 100\% = -0.18$.

This research was conducted for approximately one month, October - completion at the Elementary School in Cluster 2, Tamalate District, Makassar City. Data collection techniques with questionnaires and documentation of teacher competence with thematic learning outcomes. Teacher readiness is an ability that must be possessed by teachers. Teacher readiness is fully described, namely, in-depth introduction to students, mastery of knowledge, lesson planning, and personality development that is integrated into teacher performance. The teacher is a teaching figure who can be obtained through teacher education or formal education.

Learning outcomes are a series of test results in the form of numbers regarding certain learning. Learning outcomes are influenced by external factors including family, school, and community environmental factors, and internal factors originating within students including health, psychological, and self-ability disorders. Factors from the school have a role in obtaining student learning outcomes. These factors include school conditions, peers, and teachers.

Based on the results of the product moment correlation analysis, the relationship between teacher readiness and learning outcomes of fifth grade elementary school students in Cluster 2 Tamalate District, Makassar City, obtained a value of $t_{hitung} -0.204$ while it t_{tabel} was 2.77645 at a significant level of 5% and N = 6. From the results of this analysis, it can be seen that the value $t_{hitung} < t_{tabel} (-0.204 < 2.77645)$. Based on this analysis, it can be concluded that there is no relationship between teacher readiness and learning outcomes of fifth grade elementary school students in Cluster 2, Tamalate District, Kota. Macassar.

CONCLUSION

Based on the formulation of the problem and analysis of the data, conclusions can be drawn. Readiness of fifth grade elementary school teachers in Cluster 2 Tamalate District, Makassar City with Very High Category, student learning outcomes in thematic learning grade V elementary schools in Cluster 2 Tamalate District, Makassar City with categories, very high, high, medium based on correlation analysis that there is no There is a significant relationship between teacher readiness and learning outcomes for fifth grade elementary school students in Cluster 2, Tamalate District, Makassar City .

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