



The Influence of Teacher Performance and Learning Motivation on Academic Achievement of 5th Grade Elementary School Students in Tomohon Tengah District

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Abstract

Purpose: This study aims to examine the influence of teacher performance and learning motivation on the academic achievement of 5th-grade elementary school students in Tomohon Tengah District, either partially or simultaneously. *Methodology:* A quantitative approach with a survey method was employed. The population consisted of 141 fifth-grade students from seven elementary schools in Tomohon Tengah District. Using the Taro Yamane formula with a 10% precision level, a sample of 59 students was selected through proportional random sampling. Data were collected using validated and reliable questionnaires measured on a Likert scale. Data analysis included descriptive statistics, normality tests, linearity tests, simple linear regression, multiple linear regression, and correlation analysis using SPSS version 25.0. *Findings:* The results revealed that: (1) Teacher performance has a significant positive influence on student academic achievement ($r = 0.788$, $R^2 = 62.1\%$, $F = 93.415$, $p < 0.05$); (2) Learning motivation has a significant positive influence on student academic achievement ($r = 0.753$, $R^2 = 56.6\%$, $F = 74.485$, $p < 0.05$); (3) Teacher performance and learning motivation simultaneously have a significant influence on academic achievement ($R = 0.846$, $R^2 = 71.5\%$, $F = 70.263$, $p < 0.05$). Teacher performance contributed a larger standardized coefficient ($\beta = 0.516$) compared to learning motivation ($\beta = 0.410$). *Originality/Value:* This research provides empirical evidence regarding the combined contribution of external factors (teacher performance) and internal factors (learning motivation) in shaping elementary school students' academic achievement in the context of Tomohon Tengah District. The findings offer practical implications for teachers, schools, and parents in improving educational quality at the elementary level.

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh kinerja guru dan motivasi belajar terhadap prestasi akademik siswa kelas V Sekolah Dasar di Kecamatan Tomohon Tengah, baik secara parsial maupun simultan. Metode penelitian yang digunakan adalah kuantitatif dengan pendekatan survei. Populasi terdiri dari 141 siswa kelas V dari tujuh sekolah dasar, dan sampel sebanyak 59 siswa ditentukan menggunakan teknik proportional random sampling berdasarkan rumus Taro Yamane dengan tingkat presisi 10%. Data dikumpulkan melalui kuesioner yang tervalidasi dan reliabel menggunakan skala Likert, serta dianalisis dengan statistik deskriptif, uji normalitas, uji linearitas, regresi linier sederhana, regresi linier berganda, dan analisis korelasi menggunakan SPSS 25.0. Hasil penelitian menunjukkan bahwa kinerja guru ($r = 0,788$, $R^2 = 62,1\%$, $F = 93,415$, $p < 0,05$) dan motivasi belajar ($r = 0,753$, $R^2 = 56,6\%$, $F = 74,485$, $p < 0,05$) secara parsial berpengaruh positif dan signifikan terhadap prestasi akademik. Secara simultan, kinerja guru dan motivasi belajar berpengaruh signifikan terhadap prestasi akademik ($R = 0,846$, $R^2 = 71,5\%$, $F = 70,263$, $p < 0,05$), dengan kinerja guru memberikan kontribusi lebih besar ($\beta = 0,516$) dibanding motivasi belajar ($\beta = 0,410$). Penelitian ini memberikan bukti empiris mengenai peran kombinasi faktor eksternal (kinerja guru) dan internal (motivasi belajar) dalam meningkatkan prestasi akademik siswa sekolah dasar, serta implikasi praktis bagi guru, sekolah, dan orang tua dalam meningkatkan kualitas pendidikan.



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1. INTRODUCTION

1.1 Background of the Study

The improvement of human resource quality is an essential prerequisite for realizing sustainable development. Education serves as the primary approach in this effort, aligning with the vision to enhance national intelligence and develop complete human beings who are devout, possess noble character, and are equipped with knowledge, skills, physical and mental health, positive personality, and the ability to be independent and responsible. According to the 1945 Constitution, education must consistently remain a priority, focusing on providing facilities and infrastructure, especially for schools.

Teachers play a crucial role as one component in the education system, significantly influencing the implementation of the educational process and acting as the main actors in facilitating students' learning activities. Usman (2002:7) stated that teachers function as educators, instructors, and trainers. Educating students means instilling and developing life values, teaching means developing knowledge and technology, while training aims to enhance various skills in students.

Performance-oriented outcomes emphasize the final results of tasks or work within an organization, particularly educational institutions. According to Hasibuan (2000:34), performance is the work result

achieved by individuals in carrying out assigned tasks based on competence, experience, dedication, and time spent. One observable piece of evidence of teacher performance improvement is the enhanced quality of student progress and graduate outcomes each year.

In the context of education, particularly in learning activities, continuity and success depend not only on intellectual factors but also on equally significant non-intellectual factors in shaping individual learning outcomes. Motivation plays a vital role in learning activities as it drives students' learning enthusiasm. Conversely, a lack of learning motivation weakens students' learning spirit. Motivation is an absolute requirement in learning; a student who learns without motivation or with weak motivation will not achieve maximum results in the learning process.

Students with high learning motivation tend to have strong curiosity, act actively in receiving lessons, demonstrate discipline in learning, and show persistence and enthusiasm in completing academic tasks. Conversely, students with low motivation tend to lack focus, show no enthusiasm, and often experience difficulties in achieving optimal academic achievement. Learning motivation functions as a non-intellectual psychological element that helps generate individual learning enthusiasm.

Academic achievement includes skills obtained through subjects, typically assessed based on test scores or numbers given by teachers. According to Bukhari M. (1983), academic achievement can be

interpreted as results that have been achieved. Factors significantly influencing student academic achievement include motivation, physical condition, intelligence, school environment, teachers, community, family/parents, facilities and infrastructure, curriculum, and others.

Based on preliminary observations and informal discussions with several teachers in elementary schools in Tomohon Tengah District, particularly in 5th grade, it was found that several students have low academic achievement below 6 (six) compared to the average. Teachers stated that this dynamics of academic achievement is allegedly related to two main aspects: first, how teachers perform their roles in the learning process, and second, the level of motivation students have in following lessons. Based on this description, this research is entitled "The Influence of Teacher Performance and Learning Motivation on Academic Achievement of 5th Grade Elementary School Students in Tomohon Tengah District."

1.2 Problem Statements

Based on the background described, the problem statements of this research are as follows:

1. Is there an influence of teacher performance on the academic achievement of 5th-grade elementary school students in Tomohon Tengah District?
2. Is there an influence of learning motivation on the

academic achievement of 5th-grade elementary school students in Tomohon Tengah District?

3. Is there a simultaneous influence of teacher performance and learning motivation on the academic achievement of 5th-grade elementary school students in Tomohon Tengah District?

1.3 Research Objectives

This research aims to analyze and describe:

1. The influence of teacher performance on the academic achievement of 5th-grade elementary school students in Tomohon Tengah District.
 2. The influence of learning motivation on the academic achievement of 5th-grade elementary school students in Tomohon Tengah District.
 3. The simultaneous influence of teacher performance and learning motivation on the academic achievement of 5th-grade elementary school students in Tomohon Tengah District.
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2. LITERATURE REVIEW

2.1 Academic Achievement

Academic achievement represents the final results achieved by students after the learning process takes place. According to Sudjana (2015:22), academic achievement can be observed through students' mastery of subject matter taught by teachers. Dimiyati and Mudjiono (2019:3) stated that academic achievement describes the abilities achieved by students through specific learning efforts that can be measured through tests or other assessment indicators. Academic achievement is not solely determined by intelligence but also by learning motivation, family environment, teacher roles, psychological conditions, school facilities and infrastructure, and many other factors. Therefore, academic achievement is often viewed as a comprehensive indicator of educational process success.

2.2 Teacher Performance

Teacher performance is one of the most crucial elements in education. Mangkunegara (2016:67) stated that performance is the work result achieved by employees in carrying out tasks according to their responsibilities based on measurable quality and quantity. In the educational context, particularly in elementary education, teacher performance holds a dual role. First, teachers are tasked with delivering subject matter to students. Second, teachers act as guides, motivators, facilitators, classroom administrators, and

role models for students. According to Mulyasa (2017:59), teacher performance is a determining factor in learning success because teachers act as designers, implementers, and evaluators in the educational process.

Rorimpandey (2022) defined teacher performance as a teacher's ability to perform actions following established goals, encompassing planning the teaching-learning process, implementing the teaching-learning process, creating and maintaining optimal classroom conditions, controlling optimal learning conditions, and assessing learning outcomes.

2.3 Learning Motivation

Learning motivation is a fundamental element determining educational success, especially at the elementary school level. From an educational psychology perspective, motivation is understood as a psychological force that drives individuals to learn, maintains learning activities, and directs behavior toward achieving academic goals. According to Winkel (2015:107), learning motivation is the entirety of psychic energy that drives, directs, and maintains learning behavior.

Sardiman (2018:75) stated that learning motivation has an important role as an internal driver for students that enables them to carry out planned learning activities. Without motivation, the learning process will not run optimally even if facilities and learning strategies have been well prepared.

2.4 Previous Relevant Research

Several previous studies support this research. Wullur & Rorimpandey (2023) examined the teacher's role in increasing learning motivation of third-grade students at Advent Tomohon Elementary School, finding that teachers play an important role in fostering learning motivation through engaging teaching strategies, contextual learning media, and consistent guidance. Cahyana & Susiani (2024) found that teacher performance, along with facility and infrastructure management factors, explains approximately 42% of the variation in student academic achievement. Meiliyani, Fitria, & Puspita (2021) showed that teacher performance contributes approximately 39% to improving learning outcomes. Rorimpandey & Mangangantung (2022) emphasized that the higher the student's learning motivation, the more student learning outcomes increase.

3. RESEARCH METHODOLOGY

The sample was selected using proportional random sampling technique. The distribution of samples across schools is presented in Table 1.

Table 1. Distribution of Proportional Samples

No.	School Name	Population	Sample
1	SD Negeri 2 Tomohon	26	11
2	SD GMIM VIII Tomohon	24	10
3	SD GMIM VII Tomohon	20	8
4	SD GMIM VI Tomohon	20	8
5	SD GMIM III Tomohon	14	6

3.1 Research Design

This study employed a quantitative approach with a survey method. According to Kerlinger (as cited in Riduwan, 2002:49), survey research is conducted on both large and small populations, but the data studied comes from samples taken from that population, allowing the discovery of relative distributions and relationships between variables.

3.2 Place and Time

The research was conducted in elementary schools in Tomohon Tengah District, Tomohon City, from January 2026 to March 2026.

3.3 Population and Sample

The population consisted of 141 fifth-grade students from seven elementary schools in Tomohon Tengah District. Using the Taro Yamane formula with a 10% precision level:

$$n = N / (N \cdot d^2 + 1) = 141 / (141 \times 0.1^2 + 1) = 141 / 2.41 = 58.51 \approx 59 \text{ students}$$

6	SD GMIM I Tomohon	19	8
7	SD RK IV Frater Donbosco Tomohon	18	8
Total		141	59

3.4 Research Instruments

Data were collected using questionnaires measured on a Likert scale with five alternative answers: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1). Before use, the instruments were validated by expert lecturers and tested for validity and reliability with 30 non-sample respondents.

The validity test used Pearson Product Moment Correlation with r-table value of 0.361 (n=30, $\alpha=0.05$). The reliability test used Cronbach's Alpha with a minimum criterion of 0.70.

3.5 Data Analysis Techniques

Data analysis included:

1. Descriptive statistics (mean, median, mode, standard deviation, frequency distribution)
2. Prerequisite tests (normality test using Kolmogorov-Smirnov, linearity test)
3. Hypothesis testing (simple linear regression, multiple linear regression, correlation analysis using SPSS version 25.0)

4. RESULTS AND DISCUSSION

4.1 Descriptive Statistics Results

Table 2. Descriptive Statistics Summary

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Teacher Performance (X1)	59	53	119	87.81	23.686
Learning Motivation (X2)	59	56	135	100.92	25.426
Academic Achievement (Y)	59	47	107	81.61	19.441

4.2 Prerequisite Test Results

Normality Test: The Kolmogorov-Smirnov test showed a significance value of 0.200 ($p > 0.05$), indicating that the residual data were normally distributed.

Linearity Test:

- Linearity between X1 and Y: Deviation from Linearity significance = 0.256 ($p > 0.05$)
- Linearity between X2 and Y: Deviation from Linearity significance = 0.336 ($p > 0.05$)

Both results indicate linear relationships between the independent and dependent variables.

4.3 Hypothesis Testing Results

Hypothesis 1 (H1): Teacher Performance influences Academic Achievement

Table 3. Simple Linear Regression Results (X1 → Y)

Variable	Coefficient	t-count	Sig.	F-count	R	R ²
Constant	24.808	4.078	0.000	93.415	0.788	0.621
Teacher Performance	0.647	9.665	0.000			

Regression Equation: $\hat{Y} = 24.808 + 0.647X_1$

The F-count (93.415) > F-table (4.00) and t-count (9.665) > t-table (2.00) with $p < 0.05$, indicating that teacher performance has a significant positive influence on academic achievement. The R² value of 0.621 means that teacher performance

contributes 62.1% to academic achievement, while the remaining 37.9% is influenced by other variables.

Hypothesis 2 (H2): Learning Motivation influences Academic Achievement

Table 4. Simple Linear Regression Results (X2 → Y)

Variable	Coefficient	t-count	Sig.	F-count	R	R ²
Constant	23.534	3.393	0.001	74.485	0.753	0.566
Learning Motivation	0.575	8.630	0.000			

Regression Equation: $\hat{Y} = 23.534 + 0.575X_2$

The F-count (74.485) > F-table (4.00) and t-count (8.630) > t-table (2.00) with $p < 0.05$, indicating that learning motivation

has a significant positive influence on academic achievement. The R² value of 0.566 means that learning motivation contributes 56.6% to academic achievement.

Hypothesis 3 (H3): Teacher Performance and Learning Motivation simultaneously influence Academic Achievement

Table 5. Multiple Linear Regression Results (X_1 and $X_2 \rightarrow Y$)

Variable	Coefficient	β	t-count	Sig.	Tolerance	VIF
Constant	12.797		2.129	0.038		
Teacher Performance	0.423	0.516	5.403	0.000	0.559	1.790
Learning Motivation	0.314	0.410	4.298	0.000	0.559	1.790

Regression Equation: $\hat{Y} = 12.797 + 0.423X_1 + 0.314X_2$

Table 6. Simultaneous Test Results (ANOVA)

Source	Sum of Squares	df	Mean Square	F-count	Sig.	R	R ²
Regression	15675.347	2	7837.674	70.263	0.000	0.846	0.715
Residual	6246.687	56	111.548				
Total	21922.034	58					

The F-count (70.263) > F-table (3.16) with $p < 0.05$, indicating that teacher performance and learning motivation simultaneously have a significant positive influence on academic achievement. The R² value of 0.715 means that both independent variables together contribute 71.5% to academic achievement.

The standardized coefficients (β) show that teacher performance ($\beta = 0.516$) has a slightly greater influence than learning motivation ($\beta = 0.410$). The VIF values (1.790 < 10) indicate no multicollinearity between the independent variables.

4.4 Discussion

The findings confirm that teacher performance positively and significantly influences academic achievement ($r = 0.788$, contribution = 62.1%). This aligns with Rorimpandey (2022), who defined teacher performance as encompassing planning, implementation, classroom management, and assessment. Better teacher performance leads to improved student academic achievement.

The results also confirm that learning motivation positively and significantly influences academic achievement ($r = 0.753$, contribution = 56.6%). This is consistent with Rorimpandey & Mangangantung (2022), who stated that

elementary school students' learning motivation is strongly influenced by family environment, teachers, peers, and school atmosphere. Higher learning motivation leads to improved student learning outcomes.

Furthermore, the simultaneous influence of both variables ($R = 0.846$, contribution = 71.5%) is greater than their individual contributions. This indicates that teacher performance (external factor) and learning motivation (internal factor) reinforce each other in improving student academic achievement. This supports Dimyati and Mudjiono (2019:3), who stated that academic achievement is influenced not only by intelligence but also by learning motivation, family environment, teacher roles, psychological conditions, school facilities, and many other factors.

The increase from individual contributions (62.1% and 56.6%) to simultaneous contribution (71.5%) demonstrates that maximizing both teacher performance and learning motivation will optimally enhance student academic achievement.

5. CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

Based on the research results and discussion, the following conclusions can be drawn:

1. **Teacher performance significantly influences**

academic achievement of 5th-grade elementary school students in Tomohon Tengah District. The better the teacher performance, the higher the student academic achievement.

2. **Learning motivation significantly influences academic achievement** of 5th-grade elementary school students in Tomohon Tengah District. The higher the learning motivation, the higher the student academic achievement.

3. **Teacher performance and learning motivation simultaneously significantly influence academic achievement** of 5th-grade elementary school students in Tomohon Tengah District. Together, they explain 71.5% of the variance in academic achievement.

5.2 Recommendations

Based on these conclusions, the following recommendations are proposed:

1. **For teachers:** Continuously improve professional performance in planning, implementation, and evaluation. Use varied and innovative learning methods to increase student learning motivation, positively impacting academic achievement.

2. **For students:** Enhance both intrinsic and extrinsic learning motivation by actively participating in learning, completing tasks responsibly, and maintaining spirit to achieve better academic performance.
3. **For schools:** Support teacher performance improvement through ongoing training, workshops, and academic supervision. Create conducive learning environments to enhance student learning motivation.
4. **For parents:** Provide attention, support, and motivation to children in learning at home to help optimize their academic achievement.
5. **For future researchers:** Conduct further studies exploring other variables influencing academic achievement not examined in this research and expand the research scope to other regions or educational levels.

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