



## Analysis of the Experience of Teachers on Student Achievement in Economics at Private High School

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### Abstrak

Tujuan penelitian ini adalah menganalisis pengalaman guru pendidikan ekonomi terhadap prestasi belajar siswa pada mata pelajaran ekonomi di Sekolah Menengah Atas Swasta. Penelitian ini menggunakan jenis penelitian kausal dengan pendekatan kuantitatif. Populasi dalam penelitian ini adalah siswa Sekolah Menengah Atas Swasta di Kota Medan Tahun 2022. Pengambilan sampel dilakukan secara acak dengan menggunakan teknik *snowball sampling*. Jadi, sampel dalam penelitian ini adalah 100 siswa Sekolah Menengah Atas Swasta di Kota Medan. Metode analisis data menggunakan analisis regresi linier sederhana. Hasil penelitian menunjukkan bahwa pengalaman guru pendidikan ekonomi berpengaruh signifikan terhadap prestasi belajar siswa pada mata pelajaran ekonomi di Sekolah Menengah Atas Swasta.

**Kata Kunci:** *Pengalaman, Guru Pendidikan Ekonomi, Siswa, Prestasi*

### Abstract

The purpose of this research is to analyze the experience of economics education teachers on student achievement in economics at Private High Schools. This research uses a causal research type with a quantitative approach. Population in this study are Private High Schools Students in Medan City in 2022. Sample is taken randomly using snowball sampling technique. So, sample in this study are 100 Private High Schools Students in Medan City. The data analysis method used simple linear regression analysis. The results show that the experience of economics education teachers has significant effect on student achievement in economics at Private High Schools.

**Keywords:** *Experience, Economics Education Teachers, Student, Achievement*

### Introduction

Education has a very strategic role in the development of a nation. Education is one of human needs, which aims to form good and virtuous human beings according to the ideals and values of society and to educate the life of the nation. Education is able to facilitate change

for the realization of education that is equitable, quality, and relevant to the needs of society. Education requires resources that support and support its implementation so that educational goals can be achieved. With good human resources, an educational institution will develop optimally as expected. The teacher is a

figure who occupies a position and plays an important role in education. The teacher is one of the determining factors for the high and low quality of educational outcomes. Thus, teachers are required to improve the quality of carrying out their duties in order to have high performance (Mulyasa, 2007).

The focus of assessment in the curriculum is student learning success in achieving specified competency standards, including attitudes, skills, and knowledge. Achievement of student competence really must be measurable and empirical, therefore there must be a clear formulation of these competency criteria. The following are competent criteria that must be achieved by students, including:

1. Students are able to understand the concepts underlying the competency standards that must be mastered.
2. Students are able to do work according to competency standards that must be achieved with the right procedures and good results.
3. Students are able to apply their abilities in everyday life.

Students can be said to be competent after an assessment is carried out with instruments that are truly competent in real terms and are relatively permanent or permanent, so that the information provided is truly accurate. Achievement of student competence is something that is measurable, operational and students experience personally in the learning process.

But in reality on the ground, the assessment of learning outcomes carried out by teachers is only in terms of knowledge. Teachers measure student learning success with written tests, to measure the extent to which students understand the material that has been taught by the teacher. Assessment only focuses on students' knowledge competencies, while students' attitudes and skills during the learning process are not always assessed. So that it can

be seen, the achievement of knowledge competence from students is the most important.

Teachers who have good and professional performance in curriculum implementation have the characteristics of designing learning programs, implementing learning and assessing student learning outcomes. In addition, to improve the performance of a teacher, it is necessary to be given opportunities or opportunities to develop all of their potential, for example being included in seminar activities, syllabus making training, education and other training. because being a teacher who has expertise in educating requires education, training and experience. For that a teacher at least has a minimum standard. Training here is an appropriate solution for organizational problems, namely that training is intended to correct skills deficiencies (Suyono and Jihad, 2013). To improve teaching performance, teachers must recognize the need to acquire new information or learn new skills, and the desire to learn must be maintained.

Experience is everything that has been experienced in life (Gomes, 2003). The higher the experience and the more often someone does the same job, the more skilled and faster they are in completing the job. The more kinds of work a person does, the richer and broader his work experience, and allows increased performance. Thus, the experience gained by teachers while teaching at school will certainly be very influential in achieving results. The higher the teaching experience of a teacher, the better his ability to work. The teaching experience possessed by a teacher becomes the achievement of learning outcomes that will be achieved by students. Teachers who have adequate teaching experience will positively support their performance at school. The more experience a teacher has in teaching, the more knowledge a teacher has. The longer the working period, the teacher is expected to have

more experience and knowledge. So if the teacher often participates in training and experience or increases his tenure then it should be able to improve the performance of a teacher.

The purpose of this research is to analyze the experience of economics education teachers on student achievement in economics at Private High Schools.

### Method

This research uses a causal research type with a quantitative approach. Causal research is a type of research where there is a causal relationship between independent variable and dependent (Octiva et al., 2021; Pandiangan et al., 2021; Pandia et al., 2018). Quantitative research method is a research method based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, data analysis is quantitative or statistical, with the aim of testing predetermined hypotheses (Pandiangan et al., 2022; Tobing et al., 2018; Sudirman et al., 2023).

Population is a generalization area consisting of objects and subjects that have certain quantities and characteristics determined by researchers to be studied and then drawn conclusions. Population is all objects that are intended to be studied. Population is limited as a number of individual subjects who have at least the same characteristics (Octiva et al., 2018; Pandiangan, 2018; Pandiangan, 2022; Pandiangan et al., 2023). Population in this study are Private High Schools Students in Medan City in 2022. Because the official data for Private High Schools Students in Medan City in 2022 is difficult to find, sample is taken randomly using snowball sampling technique. Snowball sampling technique is a recruitment technique in which research participants are asked to assist researchers in identifying other

potential subjects (Asyraini et al., 2022; Octiva, 2018; Pandiangan, 2015; Sutagana et al., 2022). So, sample in this study are 100 Private High Schools Students in Medan City.

The data analysis method used simple linear regression analysis. Simple linear regression analysis is a linear relationship between one independent variable (X) and dependent variable (Y) (Jibril et al., 2022; Pandiangan et al., 2018; Pandiangan, 2022). Analysis consisting of partial test (t).

### Results and Discussion

#### Education

Development of education is strived to educate the public, for the omprovement of educational facilities and infrastructure is absolutely necessary to support the success of development in the field of education. In Medan Municipality in 2020 there are 279 raudhatul athfal, 961 elementary schools, 476 junior high schools, 250 high schools and 163 vocational high schools, and 72 college, with a total of 15,743 raudhatul athfal pupils, 255,206 pupils of primary schools, 132,354 pupils of junior high school, high schools as many as 83,066 pupils and for vocational as many as 52,129 pupils.

#### The Experience of Economics Teachers

In general, experience is what has been experienced for a long time. Experience is what we do and think over time. Teaching is a well-known profession whose practice is open to all who wish to strive to achieve their goals and master the requirements to achieve competent practice (Suharsaputra, 2013). So the experience of economics teachers is the teacher's tenure in carrying out his duties as an educator in a particular educational unit in accordance with an assignment letter from an authorized institution (can be from the government, and or community groups providing education). The experience of

economics teachers is everything that has been experienced by a teacher in carrying out his duties as an educator at school, which relates to a certain period of time. If the teacher in question changes work to another educational unit as evidenced by a certificate from the previous educational unit, it must be supported by supporting evidence such as previous lesson plans, assignment decrees in guiding students or supervising extracurricular activities while the teacher is on duty at that school.

A teacher who has good teaching experience will find it easier to carry out the teaching and learning process in class. Benefits that can be obtained by teachers from teaching experience, namely:

1. Able to prepare teaching preparation accurately and quickly.
2. Easy to adapt to students.
3. Responsive to teaching problems, especially those related to the teaching and learning process.
4. Flexible in using learning media.
5. Easy to spur students to excel.

**Simple Linear Regression Analysis**

Simple linear regression analysis is used to determine how much influence an independent variable has with the dependent variable. Partial test (t) to see how much influence the independent variable partially has on the dependent variable (Jibril et al., 2022; Pandiangan et al., 2018; Pandiangan, 2022).

**Table 1. Simple Linear Regression Analysis**

Variable	Prob.	Information
The Experience of Economics Education Teachers	0.000	Significant

Source: Data Processing Results (2022)

The results show that the experience of economics education teachers has significant

effect on student achievement in economics at Private High Schools.

**Conclusion**

The results show that the experience of economics education teachers has significant effect on student achievement in economics at Private High Schools.

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