



Contribution of Teacher Performance, Parent Engagement, and Learning Motivation to the Learning Achievement of PJOK Subjects in Elementary Schools in Slawi District

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Abstract

This study was conducted to determine the state of the contribution of teacher performance, parental involvement and student learning motivation to grade VI PJOK learning achievement in Slawi Elementary School, Tegal Regency. This research is survey research with a quantitative descriptive approach. The data collection techniques used for this research are observation, filling out questionnaires. Based on the results of the Descriptive Analysis of the research, it is known that the condition of the contribution of teacher performance is quite good as evidenced by the percentage value of 40.00% with the category "Sufficient", parental involvement is in good condition as evidenced by the percentage of 62.28% with the category "Good", then student learning motivation is in "sufficient" condition with a percentage of 65.04% and PJOK learning achievement is in a "very good" condition with a percentage of 59.40%. The results of the partial analysis of the contribution of teacher performance to the learning achievement of PJOK with a sig value of 0.010 < 0.05 then the contribution of parental involvement with PJOK learning achievement with a sig value. 0.009 < 0.05 and the contribution of student learning motivation to PJOK learning achievement with a sig value. 0.036 < 0.05. In addition to the results of simultaneous analysis between teacher performance, parental involvement, and student learning motivation on the learning achievement of PJOK in Elementary Schools in Slawi District with a sig value. 0.000 < 0.05. From the results of R square of 0.388 which means that the contribution of teacher performance, parental involvement and learning motivation is 38.8%, this shows that there is a positive influence. The influence of student learning success is 61.2% which is influenced by other factors such as arches, methods, facilities and infrastructure or others.

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INTRODUCTION

Education is the process of educating and guiding students to achieve certain goals in the form of positive changes in children (Herlina and Suherman, 2020). The goal of national education is to develop the potential of students to become human beings who believe and worship God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens (Riwu, 2017). To achieve the goals of physical education, sports and health in schools, there are several factors that affect the success of education, among others: teachers, parents, students, facilities and infrastructure, environment, education and curriculum. From several factors, there are teachers as the first factor of educational success in the school environment, then parents as early educators have an obligation to educate, teach and instill good values to their children and students where students must have self-awareness in motivating themselves to learn and get maximum grades. Teachers are the main implementers in the process of improving education. Suharso (2013: 112) teachers are leaders who regulate, supervise and manage the learning process in schools as the scope of their responsibilities. Mulyasa (2008: 20) The role of a teacher in the learning process includes educating students, as a supervisor and role model. Therefore, in the development of the educational process, maximum teacher performance is needed. According to Bahri (2011), the performance of a teacher can be influenced by the teacher's ability to teach, the teacher's perception of the work environment and the teacher's motivation in working together. One of the main things in physical education in Slawi District to date is that the teaching of physical education in schools has not been effective. This condition is caused by several factors including limited availability physical education teachers and the limited resources used to support the physical education teaching process. Parents are the initial education of the formation of a child's characteristics and the success of children during learning. Parents initially played a role in guiding basic attitudes and skills, such as learning physical education to always be diligent in exercising so that the body remains healthy and fit, but its role

became widespread, namely as an academic education companion. According to (Prabhawani, 2016) stated that the implementation of education is the responsibility of parents and the surrounding community, not only the responsibility of educational institutions. The role of parents in child development is that parental care contributes mainly to children's socialization, independence, maturity, self-control, independence, desire, friendship, achievement orientation, and personal values (Thalib, 2010: 69). According to Slameto (2010), the factors that affect parental support are: how to educate, relationships between family members, home atmosphere, family economic situation, parents' understanding, cultural background. The role of orangtua in Slawi District has experienced There are various communication obstacles with children because on average, parents at Slawi District Elementary School both parents work to leave in the morning and return home in the afternoon, so the lack of communication makes children feel less cared for. Student learning motivation is also one of the important factors in improving the learning development of the students themselves. With motivation, students will study harder, tenacious, diligent and have full concentration in the learning and learning process. The learning motivation that students have in each learning activity plays a role in improving student learning achievement in certain subjects (Nashar, 2024: 11). As the research explained by Wasty Soemanto (2003) stated, a person's introduction to his learning achievement is important, because by knowing the results that have been achieved, students will try to improve their learning achievement more optimally because the student feels motivated to improve the learning achievement that has been achieved before. Based on initial observations at Slawi District Elementary School on December 30, 2024, data on the first semester of learning outcomes in PJOK subjects were still low. Where students who do not complete an average of 58%. According to Dimiyati (2009: 3), "the results of the study are the result of an interaction of learning and teaching. From the teacher's side, the act of teaching ends with a process of evaluating learning outcomes. From the student's side, learning outcomes are the end of the term and the culmination of the learning process". More emphatically and detailed student learning outcomes are influenced by many

factors, both internal and external factors. Research conducted by Helmy Firmansyah (2009) found a positive relationship between students' motivation for achievement in physical education with a determination coefficient of 0.8%, which means that 8% of the variation in the value of physical education learning outcomes can be explained by the achievement learning notice. Thus, it is very interesting to follow up on research on the influence of motivation on PJOK learning achievement. Based on the results of observations carried out at Elementary Schools in Slawi District, Tegal Regency, information was obtained that the limited ability of physical education teachers and the limited resources used to support the teaching process of physical education, The role of oragtua in Slawi District experienced various communication obstacles with children because on average parents at Slawi District Elementary School both parents worked to leave in the morning and return home in the afternoon so that there was a lack of communication make children feel less cared for, and Elementary Schools in Slawi District obtained data on learning outcomes in the first semester in PJOK subjects are still low. Where students who do not complete an average of 58%. Referring to the above problems, the researcher is interested in conducting a research, entitled "Contribution of Teacher Performance, Parent Engagement, and Student Learning Motivation to Learning Achievement in PJOK Subjects in Elementary Schools in Slawi District". Qualified teachers will help teaching and learning activities through methods when delivering material to students. A fun and interesting learning atmosphere for students is certainly created from teachers who have information and insights that develop from creative ideas (Moh. Rois, Fartika Ifriqia, 2017). Rois et al (2017) added that one of the efforts to improve the quality of education is teacher competence. Teacher competence is the teacher's expertise in planning, implementing, and evaluating his or her tasks responsibly (Zubaidah, 2017). Teacher competence has been regulated in the Law of the Republic of Indonesia number 14 of 2005 article 8 consists of professional competence. All of these competencies, if held and carried out by all teachers, of course, the quality of education in Indonesia will be the best, in addition to the factors of a teacher, there is a

factor from the family, namely parents. A parent has a major role in motivating a child to spend more time in the environment with his family along with his parents. Parents are very important figures in growing and developing a child in the educational process. And it is a parent who first becomes a place to socialize life to children. Parents have a very important role in the growth and development of a child, especially to protect a child's privacy in the learning process. The family environment is the most important and influential object in educating a child. But in reality many parents do not pay attention and care to their children who are still in school at the junior high school level, even though it is one of the main duties as parents in educating their children so that they can bring out their potential to the maximum, but in reality many parents do not have time to just communicate with teachers because they are too busy with their work, Parents also do not control children's learning activities both at school and at home. This is where communication between parents and teachers is still said to be lacking in motivating students' learning achievements. Umiarso (2012) said that teacher performance indicators include, among others, namely:

1. Ability to make planning and preparation for teaching.
2. Mastery of the material that will be taught to students.
3. Mastery method and teaching strategies.
4. Gift Tasks to students,.
5. Ability to manage classes.
6. the ability to carry out assessments and evaluations.

Epstain and Salinas (2004) stated that there are 6 dimensions of parental involvement in children's school activities, namely:

1. Parenting
2. Communication
3. Volunteering and supporting school programs
4. Learning at home (Learing in the home)
5. Makers decision(Decision making)
6. Community collaboration.

Uno (2013: 52) indicators of learning motivation are as follows:

1. Presence Hasyrat and Desire to

- succeed
2. The existence of encouragement and need in learning
3. The existence of future hopes and ideals
4. The existence of teaching in learning
5. Presence desire that Interesting in learning
6. Presence São Paulo learn conducive.

METHOD

This research is a type of quantitative descriptive research. Quantitative research is based on the philosophy of positivism, used to research on certain populations or samples (Sugiyono, 2016). The method used in this study is survey, while the technique and data collection use questionnaires. The survey method is an investigation that is conducted to obtain facts from existing symptoms and look for factual deficiencies (Arikunto, 2019: 56).

Samples are part of the number and characteristics possessed by the population (Sugiyono, (2017: 173). Samples are some subjects/objects that will be studied to obtain data so that the data that has been analyzed is representative of the population. In this study, students are still actively studying PJOK subjects at Slawi District Elementary School. This sampling technique is *simple random sampling*. Due to the class VI population, 800 researchers took 266 Class VI students at Slawi District Elementary School. Researchers did not examine the entire population, but a representative sample was taken. Calculating the sample size of a predetermined population can use Slovin with a 5% error rate.

The data collection technique used was by giving questionnaires to respondents who were the

subjects of this study in the form of questions. After obtaining the research data, the data was processed using statistical analysis and then the researcher drew conclusions.

RESULTS AND DISCUSSION

This research was conducted at Slawi District Elementary School, this research was carried out in December 2024, the sample from this study was part of class VI 266 students, data obtained through the distribution of questionnaires. With this study, it aims to determine the influence of teacher performance contribution, parental involvement, and learning motivation to learning achievement of PJOK subjects. Based on the data obtained from the research that has been conducted, it is then presented in the following quantitative descriptive table.

The following are the results of a study on the contribution of teacher performance, parental involvement, and learning motivation to PJOK learning achievement in Slawi District Elementary School. The following are the results obtained from each indicator.

Table 1. Teacher Performance Appraisal Norms

Yes	Interval	Category	f	%
1	$43 < X$	SB	11	31,43%
2	$36 < X < 43$	B	10	28,57%
3	$28 < X < 36$	C	14	40,00%
4	$23 < X < 28$	K	0	0,00%
5	$X < 23$	SK	0	0,00%

Based on the table and figure above, it shows that the performance of PJOK teachers in Elementary Schools in Slawi District is in the category of "very

poor" by 0.00% (0 students), "less" by 0.00% (students), "adequate" by 40.00% (14 students), "good" by 28.57% (10 students), "very good" by 31.43% (10 students).

Table 2. Parental Involvement Assessment Norms

Yes	Interval	Category	f	%
1	23 < X	SB	158	59,40%
2	19 < X < 23	B	105	39,47%
3	19 < X < 15	C	3	1,13%
4	15 < X < 11	K	0	0,00%
5	X < 11	SK	0	0,00%

Based on the table and figure above, it shows that the involvement of parents of elementary school participants in Slawi District in the category of "Very Less" was 0.00% (0 students), "Less" 1.13% (3 students), "adequate" 29.32% (78 students), "good" 61.28% (165 students), "very good" 8.27% (22 students).

Table 3. Learning Motivation Assessment Norms

Yes	Interval	Category	f	%
1	53 < X	SB	1	00,38%
2	53 < X < 42	B	92	34,59%
3	42 < X < 32	C	173	65,04%
4	32 < X < 21	K	0	0,00%
5	X < 21	SK	0	0,00%

Based on the table and figure above, it shows that the learning motivation of elementary school participants in Kecamatan Slawi in the category of "very poor" is 0.00% (0 students), "less" 0.00% (0

students), "adequate" 65.04% (173 students), "good" 34.59% (92 students), "very good" 0.38% (1 student).

Table 4. Learning Performance Assessment Norms

Based on the table and figure above, it shows that the involvement of parents, elementary school

Yes	Interval	Category	f	%
1	67 < X	SB	22	8,27%
2	55 < X < 67	B	163	61,28%
3	44 < X < 56	C	78	32,297%
4	32 < X < 44	K	3	1,13%
5	X < 32	SK	0	0,00%

students in the category of "Very Poor" is 0.00% (0 students), "Less" 0.00% (0 students), "Sufficient" 1.13% (3 students), "good" 39.47% (105 students), "Very Good" 59.40% (158 students). The hypothesis test uses multiple liner regression with the F test and the T test. The F test is used to study the vectors of the independent variables together against the bound variables. The test results indicate that if, the value of F is calculated > F of the table, then the hypothesis is accepted and vice versa. As for the significance value, that is, if, the sig value < 0.05, then the hypothesis is accepted

Table 5. R Test

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,623a	,388	,329	1,854

Table 6. Test F

Type	Unstandardized Coefficients B	Standardized Coefficients Beta	t	Sig.
1 (Constant)	39,850		3,886	10,256
X1	-,130	,047	-,425	-,2745
X2	-,114	,041	-,428	-,2768
X3	-,125	,057	-,316	-,2197

Table 7. Coefficient Determination Test

Type	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	39,850	3,886		10,256	,000

The test results show that if, the significance value, i.e., if the sig value < 0.05 , then the hypothesis is accepted. The hypothesis that will be tested reads "there is a partial contribution between the independent variable and the bound variable". Based on the results of the analysis, it can be seen that the sig value is $0.001 < 0.05$, then H_0 is rejected, meaning that H_1 which reads "there is a simultaneous contribution between the free variable and the bound variable" is accepted. Based on the results of the study, it shows that there is a significant influence between contribution, teacher performance, and student motivation on the learning performance of PJOK subjects in Elementary Schools in Slawi District, there is a silent influence with a sig value of $0.001 < 0.05$, there is also a partial influence, namely there is an influence of teacher performance with learning achievement with a sig value. $0.010 < 0.05$, there was an effect of parental involvement with PJOK learning achievement with a sig value. $0.009 < 0.05$, there was an effect of learning motivation on the learning achievement of elementary school students in Slawi District with a sig value. $0.036 < 0.05$. It is known that the value of R Square is 0.388 or 38.8%, which shows that there is an influence between variables X_1 , X_2 and X_3 on Y by 38.8% and the remaining 61.2% is influenced by other variables. % and the remaining 50.7% are influenced by other variables. The discussion of the results of the research provides further interpretation of the results of the analysis that has been presented. Based on the results of the study, it is known

that the condition of teacher performance contribution is good, as evidenced by the 35 teachers in the "very good" category, 10 teachers, 14 teachers in the "good" category and 11 teachers, if in the form of a percentage of the "very good" category 31.43%, "good" 40% and "sufficient" 28.57%. The condition of parental involvement from 266 parents was in the category of "very good", 22 parents "good", 163 parents, "adequate", 78 and "adequate", 3 parents, if in the form of a percentage of the category "very good" 8.27%, "good" 61.28%, "adequate" 29.32% and "less" 1.13%. The student learning motivation of 266 students was in the "very good" category of 1 student, "good" 92 students and "adequate" 173 students, if the percentage of the "very good" category was 0.38%, "good" 34.59% and "fair" was 65.04%. The learning achievement of PJOK from 266 students was in the category of "very good" 158 students, "good" 105 students, "adequate" 3 students, if the percentage of the "very good" category was 59.40%, "good" 39.47% and "fair" was 1.13%. From the results of the above research, it can be concluded that the contribution of teachers' performance in good condition is evidenced by a percentage value of 40% with the category "Good", the involvement of parents is also in good condition as evidenced by a percentage of 62.28% with the category "Good", then the students' learning motivation is in sufficient condition with a percentage of 65.04% and PJOK's learning achievement is in a very good state with a percentage of 59.40%. The discussion of the results of the research provides further interpretation of the results of the analysis that has been presented. Based on the results of the study, it is shown that there is a significant influence between contributions, teacher performance, and student motivation on the learning performance of PJOK subjects in Elementary Schools

in Slawi District, there is a silent influence with a sig value of $0.001 < 0.05$, there is also a partial influence, namely there is an influence of teacher performance with learning achievement with a sig value. $0.010 < 0.05$, there was an effect of parental involvement with PJOK learning achievement with a sig value. $0.009 < 0.05$, there was an effect of learning motivation on the learning achievement of elementary school students in Slawi District with a sig value. $0.036 < 0.05$. Furthermore, with the R Square coefficient determination test, there was a contribution to teacher performance, parental involvement, and student learning motivation with PJOK learning achievement in elementary school participants in Slawi District of 38.8% and the remaining 61.2% was influenced by other variables.

CONCLUSION

Based on the results of the analysis, it can be concluded that there is a contribution to teacher performance to the prediction of PJOK learning outcomes with a sig value of $0.010 < 0.05$, then there is a contribution of parental involvement to PJOK learning achievement with a sig value. $0.009 < 0.05$ and there is a contribution of student learning motivation to PJOK learning achievement with a sig value. $0.036 < 0.05$. In addition, there is also a simultaneous or simultaneous influence between teacher performance, parental involvement, and student learning motivation on PJOK learning achievement in Elementary Schools in Slawi District with a sig value. $0.000 < 0.05$. From the result of the R square of 0.388 which means that there is a contribution to teacher performance, parental involvement and learning motivation is 38.8%, this shows that there is a positive influence. The influence

of learning success of students learning is 61.2% which is influenced by other factors such as curves, methods, facilities and infrastructure or others.

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