Teacher Performance and Classroom Environment on Student Attitude Toward Indonesian Language Learning

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Abstract: This study investigates the impact of the relationship between teacher performance and classroom environment on student attitudes toward Indonesian language learning. This study was carried out using an ex post facto quantitative approach at a primary school in Semarang Regency, Indonesia. The sample of this research consisted of 172 students enrolled by random sampling technique. Data were collected using questionnaires. The data analysis techniques used were descriptive analysis and regression analysis. The Results indicate that teacher performance had a significant influence on student attitudes toward Indonesian language learning, and the classroom environment had a significant influence on student attitudes toward the Indonesian language. Teacher performance and classroom environment may be substantial factors in student attitudes toward Indonesian language learning.

Keywords: teacher performance, classroom environment, student attitude, indonesian language

INTRODUCTION

Teachers play a pivotal role in determining the quality of education. They must think and plan thoroughly to increase learning opportunities for students, and they must also improve their teaching quality by keeping up with current developments in subject matter and pedagogy, which also encompasses the globalization of education. Teacher performance is the overall success of a teacher in carrying out his or her duties and responsibilities, regarding certain standards and criteria over a certain period and measured by three indicators: mastery of teaching materials, the ability to manage to learn, and commitment to run tasks (Chetty et al., 2014) Teaching requires an effort to create a condition or environment that supports and enables a learning process. A teacher's performance in engaging students in the classroom, therefore, is of major importance, as it is students as educational subjects who plan and conduct learning who must be active (Kennedy & Miceli, 2001). If they are active participants in the learning process, they will not only benefit academically but also attitudinally as well as socially. Obviously, these benefits will be highly dependent on the classroom climate when a learning activity is ongoing (Rusman, 2018).

Teachers are a key factor in the success of the learning process (Amalia et al., 2021). Teacher quality, in both academic and non-academic areas, affects learning and education in general. Low teacher quality is basically a result of the accumulation of many factors that influence teacher competence. In essence, teacher performance comprises the following competencies: professional, pedagogical, social, and personality competence. Low competencies are indication of low performance in teachers (Fadhilla, 2022; Kurniawati, 2022; Sánchez-Pujalte et al., 2021).

This urges some changes to classroom organization, teaching methods, learning strategies, and teacher attitudes and characteristics in the management of a learning process. Teachers act as managers of the learning process and as facilitators who endeavor to create an effective learning climate, enabling a learning process to take place, developing learning materials well, and enhancing students' abilities to follow the lesson and achieve the learning objectives they are supposed to accomplish (Guoyan et al., 2021). To that end, teachers should be able to manage the learning process in a way that can stimulate students to learn, as students are the principal subjects who are expected to have knowledge and increase skills through a learning process (Kirkpatrick, 1988). A report by the Technical Education and Skills Development Authority (2016) states that more than one-third of the core skill sets favored by most jobs in 2020 will be made up of skills that have been deemed trivial up to now. Social skills such as persuasion, emotional intelligence, and positive attitudes will be more desirable than specific technical skills and cognitive intelligence (Tesda, 2016).

In some cases in primary schools in Semarang Regency, the results of teacher competence evaluations demonstrate relatively low competence. This low competence has resulted in unfavorable teacher performances during the learning process (Gustini, 2022; Kartowagiran, 2011). Regarding the assessment of teacher

performance, the Georgia Department of Education has developed an instrument of teacher performance assessment which was later modified by the Ministry of National Education to become a Teacher Capability Assessment Tool (TCAT). These teacher assessment tools evaluate (1) teaching plans and materials (TPM), (2) classroom procedures, and (3) interpersonal skills.

Some assessment indicators of teacher performance in the classroom include (1) lesson plans; mastery of teaching materials, syllabus development, and lesson plan implementation (LPI); (2) implementation of learning activities; classroom management, use of media, learning resources and learning methods and strategies; (3) evaluation; ability to determine appropriate approaches and methods of evaluation, preparation of evaluation tools and processing, and use of evaluation results.

From some other observations conducted at several schools (in Indonesian language learning, in particular), it was found that the classroom environment in such schools had yet to be able to support the effort to achieve maximal learning outcomes. This finding requires addressing, as the classroom environment is an indispensable part of student development (Hajerina, 2017). A good classroom environment will help students get engaged and succeed in learning activities (Reyes et al., 2012). The various issues mentioned above leave an impact on the outcomes of Indonesian language learning in multiple aspects, for example, knowledge, attitude, and skill (Ministry of Education Indonesia, 2003). Understanding the Indonesian language by the good and true Indonesian rules is required for the students to have a positive attitude in the use of Indonesian. A positive Indonesian attitude can be demonstrated in the form of language loyalty, language pride, and the awareness of language norms (Mansur, 2018).

This study focuses on the study of students' attitudes towards learning Indonesian, with the aim of the study identifying the impact of the relationship between teacher performance and the classroom environment on students' attitudes toward learning Indonesian. The results of this study are important as a support for teachers in the Indonesian language learning process to be able to improve students' competence in understanding Indonesian lessons.

METHODS

The study used an ex post facto quantitative approach, and the data were taken from six elementary schools in Semarang Regency. The total number of students sampled was about 172. The average class size was 28 students, and the sample size was approximately 22.4% of the school population. In general, all the fourth-grade classes in each sampled school were selected.

Measures

Teacher performance includes the overall way a teacher sets up goals through careful planning influenced by individual and situational factors (Anderson & Butzin, 1974; Walberg, 1974). The exertions of teacher performance, both positive and negative, are influenced by motivation, ethos, environment, and the teacher's duties and responsibilities (Wilson-fleming & Wilson-younger, 2012). Job performance is defined as the value of the set of employee behaviors that contribute, either positively or negatively, to organizational goal accomplishment (Colquitt et al., 2021). For this study, teacher performance is the ability of a teacher to demonstrate his/her skills or competencies while teaching the Indonesian language in class (Jamaludin et al., 2015). The indicators measured are concept mastery, understanding of student characteristics, ability to manage learning, mastery of learning strategies, and ability to conduct an assessment.

The classroom environment is the way that students and teachers interact with each other in learning activities to communicate messages or problems faced, it is also important to foster communication and collaboration with other professionals and families and to create a welcoming and comfortable learning environment, as well as to communicate with students, respect them, care for them and build relationships with the students (Gebhardt, 2006). Therefore, it plays an important role in the continuity of teaching and learning activities and the development of behavior in the classroom as a manifestation of social interaction between students and teachers and between students and other students (Yoon et al., 2007). A classroom environment is operationally defined as a situation that arises out of the interaction established between teacher and students or between students and their classmates (Sari, 2018). The indicators measured are student cohesiveness, student engagement in learning, student satisfaction, and teacher support.

Language attitude is a system of beliefs or cognitions that are relatively long-term, partly about language and the objects of language, which create a tendency for a person to react in a certain way that he or she likes through behavior, actions, or another person/group's actions in interaction (Walberg, 1974). Attitude toward Indonesian language learning is operationally defined as the degree of student affection for Indonesian language learning with internal cognitions or beliefs (Dobson, 2011). The indicators measured are students' need for Indonesian language material, the importance of learning Indonesian from students' perspective, students' feelings about Indonesian language learning, and students' tendency to participate in Indonesian language learning.

Statistical Analysis

In this research, data collection was carried out using questionnaires. The data collected were analyzed using an inferential statistics analysis with regression analysis through requisite testing in the form of normality and linearity testing. The analysis was performed using an SPSS 16.0 program through simple linear regression analysis.
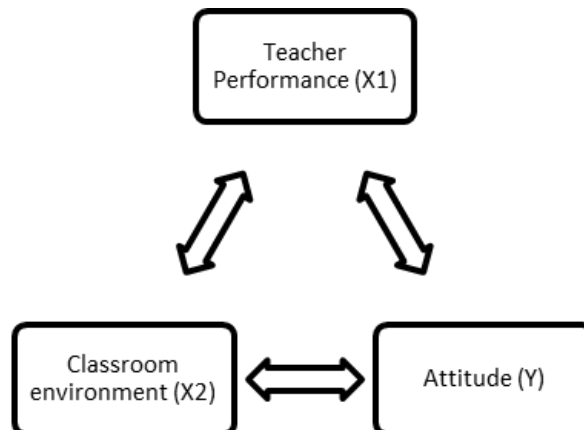
Figure 1. Research Design. Indicates two independent variables, teacher performance (X_1) and classroom environment (X_2), and one dependent variable, student attitude (Y).

To conduct an inferential analysis, statistical hypotheses should be formulated. This formula is used to determine the direction of the relationship between the independent variables (X_1 and X_2) and the dependent variable (Y) whether each independent variable is positively or negatively related, and to predict the value of the dependent variable if the independent variable value increases or decreases.

RESULT AND DISCUSSION

This research focused on three things: the effect of teacher performance on student attitude toward Indonesian language learning, the effect of classroom environment on student attitude toward Indonesian language learning, and the simultaneous effect of teacher performance and classroom environment on student attitude toward Indonesian language learning. The three are outlined as follows.

The Effect of Teacher Performance on Student Attitude Toward Indonesian Language Learning

Hypothesis 1 concerned the effect of teacher performance on student attitude toward Indonesian language learning. A simple regression analysis was conducted to test the hypothesis.

Table 1. Simple Regression Analysis Results

Model	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
Constant	6.82	1.58	4.31	.000
Teacher Performance	.26	.01	15.08	.000

Based on the above output, it is known that the value of this = 15.08 > of 1.653, so it can be concluded that H_0 is rejected and H_a is accepted, which means that teacher performance (X_1) has an effect on student attitudes (Y) toward Indonesian language learning. It was found that the p-sig (0.00) < alpha (0.05) (Table 1). Accordingly, H_0 was rejected, and it was statistically proven that there is a significant relationship between teacher performance and student attitude toward Indonesian language learning. From the correlation testing, the following was obtained.

Table 2. X_1-Y Correlation Testing Results

Model	R	R Squared	Adjusted R Squared
Constant			
Teacher Performance	.757	.573	.570

Based on the above output, it is known that the value of R squared is 0, 573. It means that the effect of teacher performance (X1) on student attitudes (Y) is 57.3%, while 42.7% is influenced by other variables which are not examined. Thus, it can be concluded that teacher performance (X1) has a positive effect on

student attitudes (Y) in Indonesian language learning. Based on the data presented in Table 2 above, the coefficient of the correlation between teacher performance and student attitude toward Indonesian language learning was 0.757. This coefficient indicates that the correlation between the variable "teacher performance" and the variable "student attitude toward Indonesian language learning" fell into a high category. Additionally, based on Table 1 and Table 2, coefficient a (constant) was 6.82, and coefficient b was 0.26. Hence, the equation of the simple regression between teacher performance and student attitude toward Indonesian language learning is as follows:

$$\hat{Y} = 6.82 + 0.26 \; X_1,$$

$\hat{Y}$ = student attitude,
X_1 = teacher performance.

From the regression equation above, it can be concluded that an increase in teacher performance by one unit can improve student attitude toward Indonesian language learning by 0.26 units. This suggests a positive correlation between the two variables, meaning that if the teacher's performance is good, the students' attitude will also be good.

The Effect of Classroom Environment on Student Attitude Toward Indonesian Language Learning.

Hypothesis 2 concerned the effect of the classroom environment on student attitude toward Indonesian Language learning. A simple regression analysis was conducted to test the hypothesis, and the results are described below.

Table 3. Simple Regression Analysis Results

Model	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
Constant	5.14	1.96	2.62	.000
Classroom environment	.44	.03	13.02	.000

Based on the above output, it is known that the value of this = 13.02> of 1, 653, so it can be concluded that H_0 is rejected and H_a is accepted, which means that the classroom environment (X_2) has an effect on student attitudes (Y) in Indonesian language learning. It was found that the p-sig (0.00) < alpha (0.05) (Table 3). Accordingly, H_0 is rejected, or, in other words, it is statistically proven that there is a significant relationship between classroom environment and student attitudes toward Indonesian language learning. From the correlation testing, the following was obtained.

Table 4. X_2-Y Correlation Testing Results

Model	R	R Squared	Adjusted R Squared
Constant Classroom Environment	.707	.499	.496

Based on the output above, it is known that R Squared is 0.499. It means that the effect of classroom environment (X_2) on student attitudes (Y) is 49.9%, while 50.1% is influenced by other variables which are not examined. Thus, it can be concluded that the classroom environment (X_2) has a positive effect on student attitudes (Y) toward Indonesian language learning. Based on the data presented above, the coefficient of the correlation between classroom environment and student attitude toward Indonesian language learning is 0.707. Such a coefficient indicates that the correlation between the variable "classroom environment" and the "variable student attitude toward Indonesian language learning" fell into a high category. Additionally, based on Table 3 and Table 4, the coefficient a (constant) was 5.14 and coefficient b was 0.44. Hence, the equation of the simple regression between classroom environment and student attitude toward Indonesian language learning is as follows:

$$\hat{Y} = 5.14 + 0.44 \; X_2,$$

$\hat{Y}$ = student attitude,
X_2 = classroom environment.

From the regression equation above, it can be concluded that an increase in the classroom environment by one unit can increase student attitude toward Indonesian Language learning by 0.44 units. This suggests a positive correlation between the two variables, meaning that if the classroom environment is good, the student attitude will also be good.

Simultaneous Effect of Teacher Performance and Classroom Environment on Student Attitude Toward Indonesian Language Learning

Hypothesis 3 concerned the simultaneous effect of teacher performance and classroom environment on student attitude toward Indonesian Language learning. A multiple regression analysis was conducted to test the hypothesis, and the results are described below.

Table 5. Multiple Regression Analysis Results

Model	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
Constant	4.86	1.79	2.71	.000
Teacher Performance	.19	.03	5.90	.000
Classroom Environment	.13	.06	2.25	.002

Based on the above output, it is known that the value of this (X_1) = 5.90 > 1.653 and the value of this (X_2) = 2.25 > 1.653. It can be concluded that H_0 is rejected and H_a is accepted, which means teacher performance $(X1)$ and classroom environment $(X2)$ both have an effect on student attitudes (Y) toward Indonesian language learning. Based on the results, it was found that the p-sig (0.00) < alpha (0.05). Accordingly, H_0 was rejected, or, in other words, it was statistically proven that teacher performance and classroom environment simultaneously had a significant relationship with student attitude toward Indonesian Language learning. From the correlation testing, the following was obtained.

Table 6. X_1X_2-Y Correlation Testing Results

Model	R	R Squared	Adjusted R Squared
Constant Teacher Performance – Classroom Environment	.765	.585	.580

Based on the output above, it is known that the value of R Squared is 0.585. This means that the effect of teacher performance $(X1)$ and classroom environment $(X2)$ on student attitudes is 58.5%, while 41.2% is influenced by other variables which are not examined. Thus, it can be concluded that teacher performance $(X1)$ and classroom environment $(X2)$ have a positive effect on student attitudes (Y) toward Indonesian language learning. Based on the data presented above, the coefficient of the correlation between teacher performance and classroom environment toward Indonesian language learning was 0.767. This coefficient indicates that the correlation between teacher performance and classroom environment (simultaneously) on student attitude toward Indonesian language learning fell into a high category. Additionally, based on Table 5 and Table 6, the coefficient a (constant) was 4.86, coefficient b1 was 0.19, and coefficient b2 was 0.13. Hence, the equation of the multiple regression between teacher performance as well as classroom environment (simultaneously) on student attitude toward Indonesian language learning is as follows:

$$\hat{Y} = 4.86 + 0.19\ X_1 + 0.13\ X_2$$

$\hat{Y}$ = student attitude,
X_1 = teacher performance, and
X_2 = classroom environment.

From the regression equation above, it can be concluded that when a = 4.86, in the absence of change in X1 and X2, the Y consistency value will be 4.86. Besides, b1 = 0.19 can be interpreted to mean that an increase in X1 by one unit will increase Y by 0.19 units, on the assumption that there is no increase in X2 or X2 is controlled. Meanwhile, b2 = 0.13 is interpreted to mean that an increase in X2 by one unit will increase Y by 0.13 units on the assumption that there is no increase in X1, or X1 is controlled. The results above show a positive correlation between the variables, meaning that if the teacher performance and classroom environment are good, the students' attitude will also be good. To help interpret the inter-variable relationships, a summary of the correlation testing results between the three variables studied is presented below.
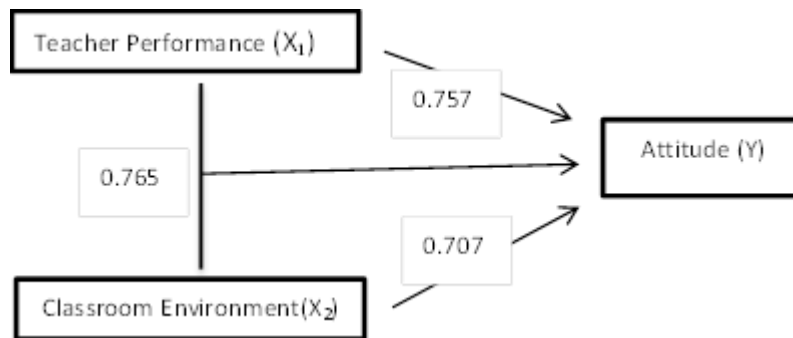
Figure 2. Summary of Correlation Results

Figure 2 presents information on the relationships between variables. Based on the figure above, the effect of teacher performance on student attitude tended to be analogous to that of classroom environment on student attitude. Besides, the simultaneous influence of teacher performance and classroom environment on student attitude was also high, suggesting that both teacher performance and classroom environment play an important role in improving student attitudes toward Indonesian language learning.

Other findings described are the coefficient of determination. Coefficient of determination/R-Squared (R^2) is a ratio of variation in Y that is explained by X1 and X2 simultaneously in comparison to the total variation in Y. Based on the determination analysis, the R-Squared obtained was 0.585 (Table 6). This coefficient suggests that the relative contribution of a combination of X1 and X2 to Y accounted for 58.5%, while the rest was influenced by other variables. In other words, teacher performance and classroom environment had an effect as big as 58.5% on student attitudes toward Indonesian language learning, while the remaining 41.5% was explained by other variables

Attitude is one of the most crucial aspects of student preparation. By building positive attitudes, teachers have prepared students at present for future jobs to reinforce social skills (Dadios et al., 2018). Teacher performance in the learning process is one of the key factors in the attempt to achieve maximum learning quality and outcomes. Empirically, this research has proven that teacher performance in the learning process significantly affects students' attitudes toward Indonesian language learning. Concerning teacher performance in class, learning activities must be designed to address digital teaching. Innovative technologies and methods are highly recommended for teachers to apply in every learning activity (Abdelrazeq et al., 2016).

The findings of this research seem to be supported by those of previous studies, such as that of (Corcoran & O'Flaherty, 2018) who showed that teacher performance is a strong predictor of improvement in students' learning outcomes, which may take the form of knowledge, attitude, or skills. Teacher performance is a noteworthy factor deserving attention for the improvement of educational quality (Wenno, 2016). The existence of good teacher performance can have a positive impact on the development of students' abilities in the learning process in the classroom (Van Waeyenberg et al., 2022)

Furthermore, (Schacter, 2005) revealed that teacher performance quality is the most important variable in the improvement of student achievement. Teachers' influence on student achievement has proven more significant than any other factor. As a result, only teachers of good quality can provide students with the best education. In other words, educational quality is extremely dependent on teacher quality (Tehseen & Ul Hadi, 2015). Similarly, stated by Elliott (2000), stated that teacher performance quality is the only variable that influences student achievement. Teacher quality is a highly substantive element of the educational system. Therefore, developing teacher quality is one of the steps to improving the system. Teachers are in a position to develop students' personal and intellectual characteristics through professional development (Almeida, 2017). To achieve high-quality student output, the quality of the teachers must also be good, which can be indicated by their performance in the learning process in class.

In welcoming digital teaching, teachers must renew their awareness and perspectives that educators today cannot play a role fully as agents of knowledge transfer. Not only are students able to store and even transfer knowledge in a sophisticated way, but they can now also acquire any knowledge they seek with ease and in no time. In addition, this brand new mindset must challenge teachers to continuously find novel approaches to learning and focus on in-class learning at all times, for example, on the development of students' characters and soft skills such as empathic communication skills, tolerant attitude, responsibility, open-mindedness, and cooperativeness (Turner et al., 2002).

The classroom environment is no less crucial than teacher performance and deserves equal attention from teachers. This research empirically proves that the classroom environment has a significant effect on student attitudes toward Indonesian language learning. This finding is in line with the findings of (Reyes et al., 2012),

who explained that the classroom environment is highly essential to student development. A favorable classroom environment will help students get engaged and succeed in the learning process. (Hendrickx et al., 2016) added that the classroom environment results from classroom management and students' participation. The classroom environment can be incorporated into methods to improve students' knowledge.

Learning management that is centered on students and classroom environment improvement differs from traditional teacher-centered learning management. As a case in point, based on the traditional concept, teachers' role is teaching, while based on the new one, they offer advice, mediate, and learn together with students. In the same way, students in the past passively took in knowledge, while in the present, they generate knowledge on their own. Consequently, learning management is changing. In former times, teachers delivered materials and assigned tasks, but presently, students work and learn together. Evaluation in days past was based on the performance of students who showed that they had gained new knowledge, but today, evaluation helps teachers develop and diagnose students' learning and identify which components need to be improved (Held, 2004; Weimer, 2013)

Similar (Gutiérrez & Tomás, 2018) state that the classroom environment is one of the predictors of students' success in class. A pleasant classroom environment will raise students' learning motivation, satisfy students, and improve students' attitudes toward learning. The drive to engage in learning activities indirectly has a significant, positive impact on students' success in achieving learning objectives. The classroom environment, alongside teachers' teaching methods and learning activities, is a factor that significantly intensifies students' engagement in learning (Sriklaub et al., 2015). The classroom environment refers to the social interactions between students and teachers concerning the beliefs, values, and collective attitudes prevailing in the classroom (Rathmann et al., 2018). Hence, teachers must develop a classroom environment that is engaging and supportive of effective learning activities.

The classroom environment is a broad construct made up of students' feelings about their teacher and peers. Students' perspective on the classroom environment has a significant impact on learning, motivation, satisfaction, and achievement. Teachers must always consider how their behavior may be interpreted by students as something positive and keep a conducive classroom environment in mind when developing a learning program. Taking such an effort will enable improvement for students and satisfaction for teachers (Barr & Idea, 2016).

The classroom environment includes students' perspectives on the classroom situation, their interaction with either their teacher or their classmates, and their engagement in class. Although students will have their perspective on the classroom environment, they will also develop a sense of community, or collectiveness, with other students and the teacher. In other words, the classroom environment is a common experience of everyone in the classroom and a reflection of students' opinions on their learning experience in class (Reid & Radhakrishnan, 2014) The classroom environment is not the sole factor affecting the success of learning activities in class. It bears a close relationship with teacher performance. For classroom management and classroom environment improvement to be effective, teachers must take students' needs and backgrounds into account (Narum, 2004). Concerning teacher performance, teachers must develop learning concepts centered on students (Sriklaub et al., 2015).

As for teachers' role in the learning process, teachers need to implement an adaptation program, for example, adapting curriculum content to 21st-century abilities and choosing and applying the latest learning models suitable for millennial students. This includes implementing blended learning and using social media for teaching and learning. In this way, teachers will be able to secure the best benefit of the digital era for the future of our national education (Pervez et al., 2018). Based on the description above, both teacher performance and classroom environment are essential elements in the improvement of learning quality. Teacher performance and classroom environment have been proven to have significant, positive effects on student attitude, particularly in improving student attitudes toward Indonesian language learning.

CONCLUSION

Based on the research results and the discussion, the conclusions drawn from this research are as follows: (1). Teacher performance affects student attitudes toward Indonesian language learning; (2) Classroom environment affects student attitudes toward Indonesian language learning; (3) Teacher performance and classroom environment simultaneously affect student attitudes toward Indonesian language learning. The basic education level is the foundation of the values, including attitudes towards the language used. A positive attitude toward the Indonesian language needs to be implanted in students since elementary school. This attitude can be transmitted by elementary school teachers as models in speaking and behaving to students, especially in the raw Indonesian language usage.

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