The Effect of Digitalization of School Data and Teacher Performance on Student Achievement at SD Muhammadiyah 2 Denpasar

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ABSTRACT: Digitalisasi data di era modernisasi akan memudahkan guru dan siswa untuk belajar sehingga akan berdampak pada prestasi belajar. Tujuan penelitian adalah untuk melihat: 1) pengaruh antara digitalisasi data sekolah dengan prestasi belajar siswa SD Muhammadiyah 2 Denpasar, 2) pengaruh antara kinerja guru terhadap prestasi belajar siswa di SD Muhammadiyah 2 Denpasar, 3) pengaruh antara digitalisasi data dan kinerja guru terhadap prestasi belajar siswa di SD Muhammadiyah 2 Denpasar. Penelitian ini menggunakan metode kuantitatif korelasional. Populasi yang digunakan dalam penelitian ini adalah siswa kelas lima, 140 siswa, dan jumlah sampel 104 siswa dengan teknik proporsionate stratified random sampling. Teknik data dengan observasi, angket dan dokumentasi. Teknik analisis data dengan hipotesis adalah teknik dari produk saat ini dan analisis ganda Hasil penelitian ini menunjukkan bahwa (1) terdapat pengaruh antara data digitalisasi dengan prestasi belajar siswa dimana $t_{hitung} > t_{tabel}$ sebesar 2,195 > 1,983 taraf signifikansi 5%. (2) ada pengaruh antara kinerja guru dengan prestasi belajar siswa dimana $t_{hitung} > t_{tabel}$ sebesar 2,195 > 1,983 taraf signifikansi 5%. (3) terdapat pengaruh digitalisasi data dan kinerja guru dengan prestasi siswa dimana nilai $F_{hitung} > F_{tabel}$ sebesar 5,648 > 3,08 dengan taraf signifikansi 5%. Dari hasil tersebut dapat menunjukkan pengaruh antara: 1) digitalisasi data sekolah terhadap prestasi belajar siswa SD Muhammadiyah 2 Denpasar, 2) kinerja guru terhadap prestasi siswa SD Muhammadiyah 2 Denpasar, 3) Digitalisasi data sekolah dan kinerja guru secara bersama-sama terhadap prestasi belajar siswa SD Muhammadiyah 2 Denpasar.

Digitalisasi data di era modernisasi akan memudahkan guru dan siswa untuk belajar sehingga akan berdampak pada prestasi belajar. Tujuan penelitian ini adalah untuk mengetahui: 1) pengaruh antara digitalisasi data sekolah dengan prestasi belajar siswa SD Muhammadiyah 2 Denpasar, 2) pengaruh antara kinerja guru terhadap prestasi belajar siswa di SD Muhammadiyah 2 Denpasar, 3) pengaruh antara digitalisasi data dan kinerja guru terhadap prestasi belajar siswa di SD Muhammadiyah 2 Denpasar. Penelitian ini menggunakan metode kuantitatif korelasional. Populasi yang digunakan dalam penelitian ini adalah siswa kelas lima berjumlah 140 siswa, dan jumlah sampel sebanyak 104 siswa dengan teknik proporsionate stratified random sampling. Teknik pengumpulan data dengan observasi, angket dan dokumentasi. Teknik analisis data dengan menguji hipotesis adalah teknik korelasi product moment dan analisis korelasi ganda Hasil
penelitian ini menunjukkan bahwa (1) terdapat pengaruh antara digitalisasi data dengan prestasi belajar siswa dimana t hitung > t table sebesar 2,195>1,983 taraf signifikansi 5%. (2) terdapat pengaruh antara kinerja guru dengan prestasi belajar siswa dimana t hitung > t table sebesar 2,195> 1,983 taraf signifikansi 5%. (3) terdapat pengaruh digitilasasi data dan kinerja guru dengan prestasi belajar siswa dimana nilai Fhitung >Ftable sebesar 5,648 >3,08 dengan taraf signifikansi 5% . Dari hasil tersebut dapat disimpulkan terdapat pengaruh antara : 1) digitalisasi data sekolah terhadap prestasi belajar siswa SD Muhammadiyah 2 Denpasar, 2) kinerja guru terhadap prestasi beajar siswa SD Muhammadiyah 2 Denpasar, 3) Digitalisasi data sekolah dan kinerja guru secara bersama-sama terhadap prestasi belajar siswa SD Muhammadiyah 2 Denpasar.

Keywords: Digitalization of School Data, Teacher Performance, Learning Achievement.

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I. INTRODUCTION

The world development in the field of digitalization is now speedy. The era of digitalization is capable of having a significant impact on human life. Indirectly, digitalization can affect the world of education.

Digitalization is where data that is usually stored physically and manually migrates to digital data. Data is programmed in a computer programming language so that it is useful, efficient and manageable (Mubarak, 2018). Meanwhile, according to Lasa Hs, digitization is the process of managing printed documents into electronic documents (Asаниyah, 2017). The education world, which used to rely on teachers alone as a source of information, is now available for download, through the internet. Digitalization in education dramatically affects the teaching and learning process in the classroom. Digitalization affects each class to have computers and LCDs as other learning media (Ikhwan, 2017).

School digitization is the implementation of new learning that is prepared to face the 4.0 industrial revolution that is currently being initiated by the government (Ikhwan, 2018). Of course, this program is also supported by providing facilities and infrastructure in the form of computers, tablets and a learning house portal (Djamarah, 1994).

Computer-based learning media is a medium that can be used in the teaching and learning process. Through computer media, it is hoped that the teacher can develop student visualizations of the material given. Through computer media, students can also enjoy a new atmosphere while receiving the material presented by the teacher (Husaini, 2008). As a teacher, his routine task is to carry out learning in school so that teachers are required to have competent performance in planning the learning process, implementing the learning process and evaluating learning (Rosidah & Sulistiyani, 2003). The quality of education is practically reflected in the quality of the learning process. Therefore schools will not experience an increase in rate without an increase in professionalism and quality of performance of teachers who manage to learn. Teacher performance is the performance performed by teachers in carrying out their
duties as educators. The teacher is a party who has a lot of direct contact with students in the learning process. The performance of a competent teacher can create optimal learning outcomes (Seftarita & Azra, 2018).

Student learning outcomes in a school reflect the success of the teaching and learning process carried out by teachers at school. Learning outcomes are the achievements of an individual after going through the learning process in the form of understanding, attitudes and skills (Sinambela, 2012).

Data digitization in the modernization era will make it easier for teachers to do learning not only using the lecture method or with the help of student worksheets but with data digitization making it easier for students to learn so that the performance of teachers in an institution will get better which of course has an impact on student achievement. This is by the arguments in the Qur'an in Surah Ali Imran verse 159:

"Then it is due to the grace of Allah that you are gentle towards them. If you are hard-hearted again harsh, they will distance themselves from around you. Therefore forgive them, ask forgiveness for them, and consult with them in this matter. Then when you have made up your mind, then put your trust in Allah. Indeed, Allah loves those who put their trust in Him."

Therefore, researchers are interested in taking the title "The Effect of Digitalization of School Data and Teacher Performance on Student Achievement at SD Muhammadiyah 2 Denpasar".

The reason the researchers took the location at SD Muhammadiyah 2 was that the school was superior so that in digital learning such as the use of e-learning, e-books etc. Independent learning is carried out almost once a week. In terms of achievement, SD Muhammadiyah 2 Denpasar has won competitions both at the city district level and internationally. Another characteristic that attracts researchers to take the location at SD Muhammadiyah 2 Denpasar is the ISMUBA curriculum which is mandatory for students at Muhammadiyah universities, ISMUBA has the following meanings: Al-Islam, Kemuhammadiyahan and Arabic. PP Muhammadiyah Council hopes that ISMUBA is not only implemented in the cognitive realm but also affective and psychomotor. These Muhammadiyah values can be realized through the activities of Hizbul Wathan (HW), the Muhammadiyah Student Association (IPM) and Tapak Suci.

II. METHOD

The approach in this research is quantitative research; the type of analysis used is correlational research to determine the relationship between two or more variables (Koyan, 2012).

The population of this study were all fifth-grade students at SD Muhammadiyah 2 Denpasar with a total of 140 students. And determine the sample using the Slovin formula, and the results are 104 samples. The data collection technique uses a questionnaire or questionnaire which includes primary data while secondary data is in
the form of school data and library research to support the preliminary data. The questionnaire used is closed or also called a close from the questioner, which is a questionnaire prepared by providing complete answer choices so that the filler or respondent only gives a tick (√) answer on the answer provided via a google form. The measurement scale uses a Likert scale the data analysis technique used in this research is the analysis technique multiple and straightforward regression statistics utilising the help of IBM SPSS series 20 for windows (Sugiyono, 2011).

Taking into account various factors, including the complexity of the existing problems, this study examines only the variables of digitalization of school data (x1), teacher performance (x2) and student achievement (y).

The conceptual framework in this study shows the influence between the digitalization of school data and teacher performance on student achievement, as shown in the following figure:

![Diagram]

From the image above in this study, what is meant by digitizing school data is where data that is usually stored physically and manually migrates to digital data. Data programmed with computer programming language so that it is useful, efficient and manageable (Rhoni, 2018).

For this reason, the indicators used in the school data digitization variable are; (1) significant (2) efficient (3) Manageable.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Dimensions</th>
<th>Indicator/description</th>
<th>Number of Grains</th>
<th>Item Number</th>
<th>scale</th>
<th>Data source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digitizing school data (X1)</td>
<td>Effective</td>
<td>How to achieve a goal by selecting the right way from several alternatives, then implementing the job appropriately and quickly</td>
<td>5</td>
<td>1,2,4</td>
<td>Interval</td>
<td>Students</td>
</tr>
<tr>
<td></td>
<td>Efficient</td>
<td>A way to achieve goals with minimal use of resources but maximum results</td>
<td>3</td>
<td>6,7,8</td>
<td>Interval</td>
<td>Students</td>
</tr>
<tr>
<td></td>
<td>Manageable</td>
<td>Which can be set or easy to control</td>
<td>2</td>
<td>9,10</td>
<td>Interval</td>
<td>Students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of statement items</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This research is the behaviour produced by a teacher in carrying out his duties as an educator and teacher when teaching in front of the class, according to some criteria. The criteria include four competencies, namely: pedagogical competence, personality competence, professional competence, social competence (Subana & Moersetyo, 2020).

**Table 2. Variable Indicator X2**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Dimensions</th>
<th>Indikator/description</th>
<th>Number of Grains</th>
<th>Item Number</th>
<th>scale</th>
<th>Data source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogic</td>
<td></td>
<td>The ability to understand students, designing and implementing learning, evaluating learning outcomes and developing students to actualize their various potentials.</td>
<td>4</td>
<td>1,2,3,4</td>
<td>Interval</td>
<td>Students</td>
</tr>
<tr>
<td>Teacher Performance (X2)</td>
<td></td>
<td>Is the mastery of learning material broadly and deeply, which includes knowledge of curriculum material in school subjects and the scientific substance that covers the material, as well as mastery of the structure and scientific methodology.</td>
<td>4</td>
<td>5,6,7,8</td>
<td>Interval</td>
<td>Students</td>
</tr>
<tr>
<td>Personality</td>
<td></td>
<td>is a personal ability that reflects a stable, stable, mature, wise and dignified personality to be a role model for students and has a noble character.</td>
<td>3</td>
<td>9,10,11</td>
<td>Interval</td>
<td>Students</td>
</tr>
<tr>
<td>Social</td>
<td></td>
<td>The ability of teachers to communicate and socialize effectively with students, education staff, parents/guardians of students and the surrounding community.</td>
<td>4</td>
<td>12,13,14,15</td>
<td>Interval</td>
<td>Students</td>
</tr>
</tbody>
</table>

Number of statement items 15

### III. RESULT AND DISCUSSION

In determining the results of this study using respondents consist of 104 students, namely: 17 students of class VA, 19 students of class VB, 23 students of class VC, 24 students for class VD, and 21 students for class VE. Description of respondent data in this study can be seen in the table below:

**Table 3. Distribution of Variable Frequency Tendency for Digitalization of School Data**

<table>
<thead>
<tr>
<th>Category</th>
<th>Class Intervals</th>
<th>F</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high</td>
<td>39,9 - &lt; 49,8</td>
<td>81</td>
<td>78</td>
</tr>
<tr>
<td>High</td>
<td>33,3 - &lt; 39,9</td>
<td>21</td>
<td>20</td>
</tr>
</tbody>
</table>

DOI: https://doi.org/10.35723/ajie.v4i1.117
Enough | 26.7 - < 33.3 | 2 | 2
Low | 20.1 - < 26.7 | 0 | 0
Very low | 10.2 - <20.1 | 0 | 0

amount | 104 | 100

The results above show that the fifth grade students of the 2019/2020 school year who utilized school data digitization were very high as much as 78%, students who used high school data digitization were 20%, students who used school data digitization were quite as much as 2%, students who utilized high school data digitization. School data digitization is low as much as 0%, and students who use data digitization are deficient as many as 0%. Based on the trend distribution table above, it can be concluded that the use of School Data Digitalization in class V for the 2019/2020 school year is classified as very high.

Based on the primary research data, a trend frequency distribution table for teacher performance can be made as follows.

**Table 4. Distribution of Frequency Tendency of Teacher Performance Variables**

<table>
<thead>
<tr>
<th>Category</th>
<th>Class Intervals</th>
<th>F</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high</td>
<td>60 - &lt; 75</td>
<td>74</td>
<td>71</td>
</tr>
<tr>
<td>High</td>
<td>50 - &lt; 60</td>
<td>28</td>
<td>27</td>
</tr>
<tr>
<td>Enough</td>
<td>40 - &lt; 50</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Low</td>
<td>30 - &lt; 40</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Very low</td>
<td>15 - &lt; 30</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

amount | 104 | 100.00

The results above show that the teacher performance for the 2019/2020 school year is very high at 71%, high teacher performance is 27%, teacher performance is 2% sufficient, teacher performance is low 0%, and teacher performance is deficient 0%. Based on the trend distribution table above, it can be concluded that the benefits obtained from teacher performance in the 2019/2020 school year are classified as very high.

Based on the primary research data, a trend frequency distribution table for student achievement can be made as follows.

**Table 5. Distribution of Frequency Tendency of Student Learning Achievement Variables**

<table>
<thead>
<tr>
<th>Category</th>
<th>Interval Kelas</th>
<th>F</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high</td>
<td>94.95 - &lt; 99.9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>High</td>
<td>91.65 - &lt; 94.95</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>Enough</td>
<td>88.35 - &lt; 91.65</td>
<td>30</td>
<td>29</td>
</tr>
<tr>
<td>Low</td>
<td>85.05 - &lt; 88.35</td>
<td>44</td>
<td>42</td>
</tr>
<tr>
<td>Very low</td>
<td>80.1 - &lt; 85.5</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

amount | 104 | 100.00

The results above show that student achievement in the ISMUBA subject class V in the 2019/2020 academic year which has very high learning achievement is 9%, students who have high learning achievement are 12%, students who have sufficient learning achievement are 29%, and students who have low learning achievement as much as 42%. And students who have meagre learning achievement by 8%. Based on the trend distribution table above, it can be concluded that the benefits obtained from student achievement in the ISMUBA subject class V in the 2019/2020 academic year are low.
In testing the validity of researchers using the assistance of SPSS version 20, the results for each variable x1 and x2 are as follows:

The process of content validity towards the concept of the instrument was made based on the instrument grid in the form of a statement through the consideration of two experts (expert judgment), namely for the variable mechanism digitizing school data: Jumari, S.P., M.Pd. (as Judge I) and Tauhid Hidayat, M.Pd. (as Judge II). The concept of the expert judgment instrument of the school data digitization variable was ten concept points, while the teacher performance variable was 15 concept points. The content validity test used the Gregory formula, where the result of the content validity test is 1.00, which means that content validity is very high.

The results of the validity of the items in this study are shown in the table below:

### Table 6. Instrument Validity Test Results

<table>
<thead>
<tr>
<th>Variables</th>
<th>Indicator</th>
<th>R count</th>
<th>R table</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digitizing school data</td>
<td>X1</td>
<td>0.601</td>
<td>0.1909</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>X2</td>
<td>0.541</td>
<td>0.1909</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>X3</td>
<td>0.602</td>
<td>0.1909</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>X4</td>
<td>0.697</td>
<td>0.1909</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>X5</td>
<td>0.568</td>
<td>0.1909</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>X6</td>
<td>0.648</td>
<td>0.1909</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>X7</td>
<td>0.622</td>
<td>0.1909</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>X8</td>
<td>0.559</td>
<td>0.1909</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>X9</td>
<td>0.638</td>
<td>0.1909</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>X10</td>
<td>0.555</td>
<td>0.1909</td>
<td>Valid</td>
</tr>
</tbody>
</table>

Source: 2020 data processed

### Table 7. Instrument Validity Test Results

<table>
<thead>
<tr>
<th>Variables</th>
<th>Indicator</th>
<th>R count</th>
<th>R table</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Performance</td>
<td>X1</td>
<td>0.513</td>
<td>0.1909</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>X2</td>
<td>0.746</td>
<td>0.1909</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>X3</td>
<td>0.383</td>
<td>0.1909</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>X4</td>
<td>0.315</td>
<td>0.1909</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>X5</td>
<td>0.716</td>
<td>0.1909</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>X6</td>
<td>0.601</td>
<td>0.1909</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>X7</td>
<td>0.691</td>
<td>0.1909</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>X8</td>
<td>0.626</td>
<td>0.1909</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>X9</td>
<td>0.610</td>
<td>0.1909</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>X10</td>
<td>0.746</td>
<td>0.1909</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>X11</td>
<td>0.765</td>
<td>0.1909</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>X12</td>
<td>0.644</td>
<td>0.1909</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>X13</td>
<td>0.640</td>
<td>0.1909</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>X14</td>
<td>0.607</td>
<td>0.1909</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>X15</td>
<td>0.492</td>
<td>0.1909</td>
<td>Valid</td>
</tr>
</tbody>
</table>

DOI: https://doi.org/10.35723/ajie.v4i1.117
The results of the validity test in table 6 above show that all variables have a correlation coefficient value with a total score of all statement items greater than 0.1909. This indicates that the statement items in the research instrument is valid if it is used to measure what should be measured and can reveal data from the variables under study accurately.

The reliability test of this study is shown in the following table:

<table>
<thead>
<tr>
<th>No</th>
<th>Variable</th>
<th>Alpha Cronbach</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Digitizing school data</td>
<td>0.805</td>
<td>Reliable</td>
</tr>
<tr>
<td>2</td>
<td>Teacher performance</td>
<td>0.874</td>
<td>Reliable</td>
</tr>
</tbody>
</table>

Based on the results of the reliability test above, it is known that the Cronbach Alpha numbers are 0.805, and 0.874 so that this number is greater than the minimum Cronbach Alpha 0.6 figure. Therefore it can be concluded that the research instrument used to measure the variable digitization of school data and data. Teacher performance can be said to be reliable or reliable (Suharsimi, 2006).

After testing the validity and reliability, it is continued by performing the classical assumption test to ensure whether the regression analysis test can be continued or not. The summary of the results of the classical assumption test is shown in the table below.

<table>
<thead>
<tr>
<th>No</th>
<th>Variable</th>
<th>Classic assumption test</th>
<th>Coefficient</th>
<th>Significance</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>X1, X2</td>
<td>Normality</td>
<td>0.670</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>2</td>
<td>X1 – Y X2 – Y</td>
<td>Linearity</td>
<td>0.051</td>
<td>0.05</td>
<td>Linear</td>
</tr>
<tr>
<td>3</td>
<td>X1, X2</td>
<td>Multikolenieritas</td>
<td>1.008</td>
<td>10.0</td>
<td>There is no multicollinearity</td>
</tr>
<tr>
<td>4</td>
<td>X1 X2</td>
<td>Heteroscedasticity</td>
<td>0.620 0.748</td>
<td>0.05</td>
<td>There is no heteroscedasticity</td>
</tr>
</tbody>
</table>

Based on the summary of the classical assumption test results in table 8 above, the coefficient value for the normality test obtained is 0.670> 0.05, so it can be said that the test is usually distributed. For the linearity test, the coefficient values that can be obtained are 0.051 and 0.608> 0.05, so it can be concluded that the variables x and y have a linear relationship. Furthermore, from the results of the multicollinearity test, the VIF coefficient value was obtained at 1.008 <10.0 so that it can be concluded that there was no multicollinearity. Then the last classical assumption test in the study is the heteroscedasticity test where the coefficient values obtained are 0.620 and 0.748. This means that the coefficient value is more significant than 0.05, so it can be said that heteroscedasticity does not occur so that the regression analysis test can be carried out (Nisa, 2018).

Hypothesis testing is conducted to determine whether there is a relationship between the independent variable and the dependent variable. This hypothesis testing uses a
significance level of 5%. Prices obtained from statistical calculations are consulted with values in the table. If the count price is greater than the table or the Fount price is more significant than Ftable, then the coefficient is said to be substantial and vice versa. The first and second hypotheses were tested using partial test analysis (t-test), while the third hypothesis used multiple correlations (Widiasworo, 2019).

The first and second hypothesis tests used the t-test with the following results:

**Table 10. Simple Linear Regression Test Results**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>81,285</td>
<td>3,075</td>
<td>26,437</td>
<td>.000</td>
</tr>
<tr>
<td>Digitalizing Data</td>
<td>.161</td>
<td>.073</td>
<td>.212</td>
<td>2,195</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Learning Achievement

**Table 11. Simple Linear Regression Test Results**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>79,414</td>
<td>3,263</td>
<td>24,336</td>
<td>.000</td>
</tr>
<tr>
<td>Teacher Performance</td>
<td>.135</td>
<td>.051</td>
<td>.253</td>
<td>2,643</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Learning Achievement

**Table 12. Multiple Linear Regression Test Results**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>131,666</td>
<td>2</td>
<td>65,833</td>
<td>5,648</td>
<td>.005b</td>
</tr>
<tr>
<td>Residual</td>
<td>1177,324</td>
<td>101</td>
<td>11,657</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1308,990</td>
<td>103</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Learning Achievement

b. Predictors: (Constant), Teacher Performance, Data Digitalised

Based on the results of the analysis in table 10, this study shows the influence between digitizing data and student achievement at SD Muhammadiyah 2 Denpasar. Through the coefficient t count of 2.195 consulted on the t table with df = n - k (104-2 = 102) and a significance level of 5%. The value of t table is 1.983, so the price of t count> from t table. So that the better the use of data digitization, the higher student learning achievement, especially in ISMUBA subjects.

In the analysis, there is an influence between digitizing school data and student achievement at SD Muhammadiyah 2 Denpasar. This is because the use of digital media in learning is very useful in supporting learning achievement as in theory expressed by Suwarna et al. Explained that the benefits of learning media are to facilitate teacher-student interactions, to help students learn optimally. With the help of the exciting press, students will find it easier to understand the subject matter, and this will have a positive impact on student learning achievement. The same thing was
expressed in the research by Endri Triwiyono in his thesis entitled The Effect of Using Digital Learning Media on Learning Achievement in Engineering Drawing Class XI Students of Metal Fabrication Department at SMKM 1 Seyegan shows that in this study there is an influence between digital learning media and learning achievement. That way, this research has proven the influence between digitizing school data and student achievement (Puspitasari, 2018).

Based on the results of the analysis in table 11, this study shows a coefficient t count of 2.643 consulted on t table with df = n - k (104-2 = 102) and a significance level of 5%. The value of t table is 1.983, so the price of t count> from t table. This means that Ha is accepted and H0 is rejected so that there is an influence between teacher performance on student achievement of SD Muhammadiyah 2 Denpasar.

In the analysis, there is an influence between teacher performance and student achievement at SD Muhammadiyah Denpasar. According to Payman J. Simanjuntak, the version is the level of achievement of results for the implementation of specific tasks to achieve organizational goals. One of the organizational goals referred to here is the achievement of student achievement. Several things must be fulfilled by a teacher in attaining these goals according to Law no. 19 of 2005, and there are four competencies among them: pedagogic competence, professional competence, personality competence and social competence (Ikhwan, 2019). The influence of teacher performance on learning achievement.

The results of the research on the third hypothesis in table 12 aim to determine the significant correlation between digitizing school data (X1) and teacher performance (X2) together on student learning achievement. This third pituitary test uses the F test, where the Fcount value is 5.648. This value is greater than the Fable value at the 5% significance level of 3.08. This means that Ha is accepted and H0 is rejected, so it can be concluded that there is an influence between digitizing school data and teacher performance on student achievement of SD Muhammadiyah 2 Denpasar.

In the analysis of the results of this study, the two theories presented by Suwarna et al. Regarding the use of media in the learning process, in this case, is the digitization of school data. Likewise, teacher performance has a positive and significant effect on student achievement by the theory presented by Payman J. Simanjuntak regarding performance. Therefore, the fair use of data digitization and followed by teacher performance will result in high learning achievement. This can be seen from several accomplishments achieved by Muhammadiyah 2 Elementary School, especially in the ISMUBA field, including second and third place in tahfidz, second place for the call to prayer at the city level, and third place for tartil Quran at the provincial level. That way, this research has proven that digitizing data and teacher performance affects learning achievement at SD Muhammadiyah 2 Denpasar.

IV. CONCLUSION

Based on the research above, the following conclusions can be drawn. First, the results of this study indicate a positive and significant influence between digitizing school data and student achievement at SD Muhammadiyah 2 Denpasar. Through the partial test (t), the count price is 2.195, while the t table price with df = n - k (104-2 = 102) at the 5% significance level is 1.983. So the cost of t count is greater than the price of t.
table so that there is a positive and significant relationship between digitizing school data and student achievement at SD Muhammadiyah 2 Denpasar. Thus it can be said that the better the Digitalization of School Data, the higher the Student Achievement.

Second, the results of this study indicate a positive and significant influence between teacher performance and student achievement at SD Muhammadiyah 2 Denpasar. Through the partial test (t), the count price is 2.643, while the t table price with df = n - k (104-2 = 102) at the 5% significance level is 1.983. So the cost of t count is greater than the price of t table so that there is a positive and significant relationship between teacher performance and student achievement at SD Muhammadiyah 2 Denpasar. Thus it can be said that the better the teacher performance, the higher the student achievement.

Third, the research results for the third hypothesis, aim to determine the significance of the correlation between School Data Digitization (X1) and Teacher Performance (X2) together with Learning Achievement (Y). They are testing this third hypothesis using the F test. This value is more significant than Ftable at the 5% significance level of 3.08. This means that there is a positive and meaningful relationship between digitizing school data and teacher performance together with student achievement at SD Muhammadiyah 2 Denpasar.

Based on the results of the analysis that has been carried out, the researcher provides input to the school to further improve the use of digitalisation and improve the quality of teacher performance so that student learning achievement is getting better.

V. REFERENCES


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