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The Correlation Between the Distance Learners' Perception of Tutors and Learning Achievement at the Universitas Kalimantan Selatan, Indonesia

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Abstract

This article reports on the study conducted to look for the correlation between the perception of the students towards their teachers and the learning outcome achieved. A total of 79 students of the Universitas Terbuka Banjarmasin are taken as samples using purposive sampling technique. Data is collected using observation and questionnaires. The correlation is esablished using serial correlation formula. The result of this study found that there is no positive correlation between the students' perception of tutors and the students' learning outcomes.

Abstrak

Artikel ini melaporkan kajian yang telah dijalankan untuk melihat korelasi antara persepsi pelajar terhadap guru dengan hasil pembelajaran yang dicapai. Seramai 79 pelajar daripada Universitas Terbuka Banjarmasin diambil sebagai sampel dengan menggunakan teknik persampelan bertujuan. Data dikumpul menggunakan pemerhatian dan soal selidik. Dapatan kajian menunjukkan bahawa tidak terdapat korelasi yang positif antara persepsi pelajar terhadap tutor dengan output pembelajaran pelajar.

Introduction

A teacher is a dominant component in education system. A teacher plays an important role in improving the quality of education. However, there are some problems faced by teachers, which directly or indirectly make the quality of education low. Those problems as stated by Sudharto (1994) are as follows:

- The distribution/placement of teachers
- The inappropriate assignment for teachers
- Teachers do not entirely understand the principles of professionalism
- The inappropriate professionalism development system
- The complexity of school administration

To anticipate the above problems, the Minister of State issued a Letter of Decree No. 84/1993, which stated, "…a teacher is a government employee who is assigned for responsibility and authorization to conduct the education which focuses on the teaching and learning process…" (Article 1 Point 1). Additionally, the decree elaborate "...A teacher is a functional official with prior job to conduct teaching-and-learning process..." (Article 2 Point 1).

A teacher should possess an ability to teach. He should master the teaching materials, apply the teaching methods, use media and teaching aids, be efficient in teaching, and implement the curriculum. Most students at the Faculty of Teacher Training and Education (FKIP) of the Universitas Terbuka (UT) (Open University) are teachers of elementary, junior or senior high school. The UT is an educational institution which uses the distance learning educational approaches to deliver the courses to students in South Kalimantan, Indonesia.

A perception used in this study is defined as a direct response from one's senses in response from what one see, hear, and others. A perception may change one's behaviour and attitude. Accordingly, the university students' can established a perception with appropriateness of morality, particularly with values found in *Pancasila* and UUD 1945 (Basic Constitutions of 1945).

Government has conducted some activities to develop teachers' ability through formal and informal ways. The formal way is through the education for teachers at the UT. While the non-formal ways are through the organised activities in the Teacher's Activity Centre, for skill and knowledge development through the seminars, short courses, and workshops.

The appropriate qualification for teachers are imperative for sound and quality education. According to Amiadjaja (1980: p.16), "...The qualification for teachers needed in the present era is teachers who can play their roles in two main environment; namely the environment of school and community...". A teacher in school functions as an educator, a counselor, and able to interact with the School Principal and peers. On the other hand, a teacher is expected to be able to create a harmonious relationship with every party in the community.

The problem statement of this research is pertained the perception of the students of FKIP of UT toward their teacher is and the relationship of this perception with their learning achievement.

A teacher as a government employee has its own system for career and working achievement (Munasef, 1982). The career system is his first assignment based on skill and the subsequent career development is based on his length of service, loyalty, dedication, and other related teaching requirements.

Reindhardt (1960) describes a good teacher must have the following 12 qualities as follows:

- **Resourcefulness**
  Originality, creativeness, initiative, versatility, imagination, adventurousness, progressiveness.

- **Intelligence**
  Foresight, judgment, intellectual acuity, understanding, mental ability, intellectual capacity, common sense.

- **Emotional stability**
  Poise, self-control, steadfastness, sobriety, reserve, dignity, non-neuroticism, emotional maturity, adjustment, constancy, loyalty, easy-going realism in facing life, not excitable, stable integrated character.

- **Considerateness**
  Appreciativeness, kindliness, friendliness, courteousness, sympathy, tact, good-naturedness, helpfulness, patience, politeness, thoughtfulness, tolerance.

- **Buoyancy**
  Optimism, enthusiasm, cheerfulness, gregariousness, fluency, talkativeness, sense of humor, pleasantness, carefreeness, vivaciousness, alertness, animation, idealism, articulativeness, expressiveness, wit.

- **Objectivity**
  Fairness, impartiality, open-mindedness, freedom from prejudice, sense of evidence.

- **Drive**
  Physical vigor, energy, perseverance, ambition, industry, endurance, motivation, purposefulness, speediness, zealousness, quickness.

- **Dominance**
  Self-confidence, forcefulness, decisiveness, courageousness, independence, insensitiveness to social approval, self-sufficiency, determination, thick-skinnedness, self-reliance, self-assertiveness.

- **Attractiveness**
  Dress, physique, freedom from physical defects, personal magnetism, neatness, cleanliness, posture, personal charm, appearance.

- **Refinement**
  Good taste, modesty, morality, conventionality, culture, polish, well-readiness.

- **Cooperativeness**
  Friendliness, easy-goingness, geniality, generosity, adaptability, flexibility, responsiveness, trustfulness, warm-heartedness, unselfishness, charitableness.

- **Reliability**
  Accuracy, dependability, honesty, punctuality, responsibility, conscientiousness, painstakingness, trustworthiness, consistency, sincerity.

According to Ricgio and Cyphet (1962), there are four principles in the Code Ethics for the Profession and they are as follows:

- To guide children, youth, in the pursuit of knowledge and skill.
- Share with parents the take of shaping each student's purpose and acts toward socially acceptable ends.
- Occupies a position of public trust involving not only individual teacher's personal conduct, also the interaction other of the school and community.
- Inescapable obligation with respect to employment.

The Congress of Indonesian Teachers Association has also formulated the Indonesian Teachers Code of Ethics, which consists of the following items:

- Dedicates himself to guide his students totally to create a person who understands Pancasila.
- Has professional honesty in implementing the curriculum.
- Establishes communication, especially to get information about his students but avoids himself from the misuse of information.
- Creates a supporting environment in school and maintains a good relationship with parents for the sake of his students.
- Maintains a good relationship with the community around the school for education.
- By himself or in a group, tries to develop himself and improve his professionalism.
- Creates and maintains a good relationship with other teachers in school or outside school.
- Together with other teacher, maintains, develops, and improves the quality of his professional organization.
- Conducts all rules and regulations in implementing the education policies.

The most important aspect in the Code of Ethics is to function, dynamise and motivate teachers to enhance their professional skills in order to give the community their best professional services.

Purpose

This research is intended to elicit the perception of students about the criteria for an excellent teacher. Each student may share similar or different criteria of an excellent teacher. The focus can be on general or specific patterns of an excellent teacher. Additionally, this study is also to gather data about students' learning achievement for the sample. The data, that is their Grade Point Average (GPA), can be obtained from the Recapitulation of Students' Academic Transcripts of the FKIP Universitas Terbuka Banjarmasin. Subsequently, this study seek to elucidate the correlation between students' perception and their learning achievement.

Method

The method used in this research is a descriptive one. The purpose of the research is to set up the significant value between the two variables; the first variable is the perception of an excellent teacher and the second variable is the learning achievement of students. Since the research uses interval scale or "Serial Correlation", it is categorised as a Correlational Research (Netra, 1974).
The hypotheses in this research are:

H_1	=	Working hypothesis	=	There is a significant relation between the perception of the students and their learning achievement (GPA).
H_2	=	Null hypothesis	=	There is not any significant relation between the perception of a great teacher and students' learning achievement (GPA).

Sample

The population for this study is 112 students registered and actively participated in lectures in the odd semester of the 2002/2003 academic year. From the population, a conclusion is drawn about the perception of an excellent teacher. The students, who are taken as the population, can be said to be homogenous since they have similar background, educational level and of about the same age.

Due to the difficulties of contacting all of the students because they live in different areas, then sample is needed. Sample is taken using the purposive sampling technique (Surachmad, 1970; Latunussa, 1988). The sample consists of 50% from the population, and few students are added, so the total sample is 79 students of FKIP Universitas Terbuka Banjarmasin, academic year 2002/ 2003.

Procedure

The data orientation and identification for the students who are registered at FKIP Universitas Terbuka Banjarmasin are conducted in the beginning of the research. Their academic records (GPA) are taken for data. Then, the questionnaire is constructed and tried out. It was distributed to the respondents and collected one week later. The validity and logical validity are tested, and the instruments to collect the data are also tested for their reliability using "split-half reliability" (Tuckman, 1978).

The data is analysed using tabulation and table while the significant test is conducted using the Triserial Correlation Statistic formula (Netra, 1974) as follow:

Analysis of Data

The data collected is edited and tabulated in accordance to the criteria previously stated in the questionnaire. The choices in the questionnaire consist of: a = 3 (most precise); b = 2 (precise); c = 1 (less precise); and d = 0 (not true). The questionnaire is tested for its reliability using the half-split reliability technique. The calculation for the coefficient of correlation is consulted with the r-product moment value table. The reliability of the test depends on the reliability test of the questionnaire to ensure the validity of the test.

For the significant test, the X variable is the ordinal symptoms or the perception of the students of a great teacher. The Y variable is the interval symptoms or the students' learning achievement/GPA. The analysis is calculated using the Triserial correlation formula (Netra, 1974).

Result

Questionnaire Reliability Test

Before the questionnaire was distributed to the respondents, it was first edited, classified, and tabulated into tables of frequency and percentage. After the data wascollected, the questionnaire was tested for its reliability by correlating the

values or answers, using the formula of product-moment correlation. The results is shown Table 1.

Table 1 Summary of reliability test

Subject	X	Y	X^2	Y^2	XY
1	2	3	4	5	6
TOTAL	1781	1703	40929	37549	38700

From the data, X = 1781, Y = 1703, and X^2 = 40929, Y^2 = 37549 and XY = 38700 with 79 students as the sample subject. The answer is then distributed into the Raw Score formula. Based on the test result, it can be concluded that items in the questionnaires are reliable.

Data Processing

The first process in the data processing is to take data from students' records (GPA). The data can be seen in the file entitles the Recapitulation of Students' Academic Transcripts year 2002/2003. The data consists of students' names and their GPA. Subsequently, their answers are adjusted to the criteria, that is: 3, 2, 1 and 0. Next, the scores are grouped into 3 levels with the highest score = 54 and the lowest score = 33, each level is 2 persons with interval 7, using the following formula (Furchan, 1982):

$$\text{Interval} = R/K$$

where R = Range (the highest score is subtracted by the lowest score)
K = Level of the expected class

Significant Test

This process was conducted to determine for the existence of correlation or otherwise. One can only measure if there is corellation using the coefficient of correlation. To measure such a coefficient, steps involved as follows (Netra, 1974):

- Formulating the zero hypotheses
- Forming the working table
- Distributing data into formula
- Testing the value of coefficient of correlation
- Drawing the conclusion

The zero hypotheses is H_0, where the correlation between the perception of a great teacher with students' learning achievement (GPA) is not significant. To test this hypotheses, we need to perform the data analysis of the significant test

using the above formula. There are three components in the formula of Triserial Correlation and two working tables; tables for Standard Deviation or SD total, using the following formula (Netra, 1974):

$$SD_{tot} = \sqrt{\frac{fX^2}{N}}$$

where f = Frequency, X = Deviation, N = Total of Subject Sample

In order to distribute the values into the formula, first we have to measure the standard deviation as shown in Table 2.

Table 2 Standard deviation table

Range	X	f	x	fx^2
1	2	3	5	6
Precise	4	1	1.33	5.20
(47.1 - 54)	3	18	0.33	17.82
	2	11	-0.67	14.74
	1	0	-1.67	0
	0	0	0	0
	-	30	-	33.08
Less precise	4	3	1.33	15.60
(40.1 - 47)	3	15	0.33	14.85
	2	6	-0.67	8.04
	1	1	-1.67	1.67
	0	0	0	0
	-	25	-	40.16
Not precise	4	1	1.33	5.20
(33 - 40)	3	11	0.33	10.89
	2	12	-0.67	16.08
	1	0	-1.67	0
	0	0	0	0
	-	24	-	32.17
Total	-	79	-	105.41

From the table, we can see that $\Sigma f = 79$ and $\Sigma fX = 211$ and $\Sigma fX^2 = 105.41$, then distributed into SD formula as follows:

$$SD_{tot} = \sqrt{\frac{105.41}{79}} = \sqrt{1.3343} = 1.1551$$

To measure the ordinate, the first and second components of the significant test are shown in Table 3.

Table 3 Serial correlation significant test

Range	N	P	O	O_1-O_H	$(O_1$-$O_H)^2$	$\frac{(O_1-O_H)^2}{P}$	M	$(O_1O_H)M$
1	2	3	4	5	6	7	8	9
III Precise (high)	30	0.379	0 / 0.38045	0.38045	0.1447422	0.3819055	2.7	1.027315
II Less Precise (medium)	25	0.316	——— / 0.35572	-0.02473	0.0461157	0.0461157	2.8	-0.069244
I Not precise (low)	24	0.305	——— / 0	-0.035572	0.1265367	0.1265367	2.5	-0.889300
TOTAL	79	1.000				0.8382392		0.068671

When calculating the proportion segment of the students' perception of a great teacher, it was categorised into precise perception, less precise perception and not precise perception. The proportion is calculated using the following formula:

$$P = \frac{n}{N}$$

where P found in each level, as follow:

1. Precise with P = 0.379
2. Less precise with P = 0.316
3. Not precise with P = 0.305

From the data calculation and its proportion, we can present a normal curve to explain the proportion, as follows:

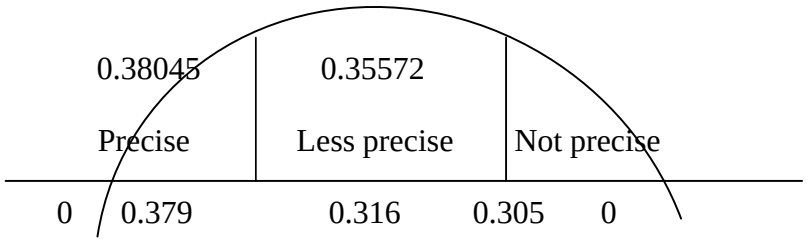

Figure 1 The proportion of the students' perception of a great teacher

The curve describes the segment proportion in the sample. The sample consists of 79 of proportion 6:5:5, that the ordinates separate the precise and less precise perception, and less precise and not precise perception. The cutting points on the left and right show the ordinates height is 0. From the value of P, the ordinate can be measured by consulting with the ordinate table and z on the normal curve.

It takes longer procedures to test the zero hypotheses with serial correlation (triserial) than biserial correlation. The test using the triserial uses the following formula:

$$r_{tris} = \frac{\Sigma\left[\left(O_1 - O_h\right)M\right]}{SD_{tot}\Sigma\left[\frac{\left(O_1 - O_h\right)^2}{P}\right]} = 0.0709227$$

where O = Ordinate, O_1 = Low ordinate, O_h = High ordinate, M = Mean, P = proportion, SD_{tot} = SD total

Using the above formula, we get too high coefficient of correlation (overestimated) on the real correlation, or the expected serial coefficient of correlation (Netra, 1974). The needed correction is done using the following transformation formula:

$$r_{ch} = r_{tris}\sqrt{\Sigma\left[\frac{\left(O_1 - O_h\right)^2}{P}\right]} = 0.0649335$$

The calculation using the r_{ch} is 0.065 is too low (underestimated) compared to the coefficient of correlation of product moment (used as the significant test). So, the value still needed to be corrected using a correction table (Netra, 1974).

After consulting with the correction table, the correction on 0.065 shows on the third level because the correction factor is 1.111. The final step is multiply with the r_{ch}; $1.111 \times 0.065 = 0.072215$ or 0.072. The result is interpreted equal to the coefficient of correlation of product moment (Netra, 1974).

The result is consulted with the table of r-product moment values as follows:

The test on n = 79 shows the significant level of
5% = $0.072 < 0.220$
1% = $0.072 < 0.286$

So, we can draw a conclusion that $r_{XY} = 0.072$ is not significant at 1% and 5% significant level and hence we accept H_0 and reject H_1.

Discussion

The discussion is divided into two parts. The first part discusses the findings about the students' perception of an excellent teacher, and the second part discusses the correlation between the students' perception and their learning achievement (GPA).

An excellent teacher is predicted to have the following qualities. He is expected to apply the ten basic competencies as proposed by Joni (1980). In his daily life, he is also expected to apply the Teachers' Ethic Codes (1973). Those articles are also supported by Ricco and Cyphert (1992) and supported by Reindhardt (1960).

The result of data analysis is the significant test using the Serial Correlation formula (Triserial). The result shows that the relation or correlation between the perception and their learning achievement is not significant. The null hypothesis (H_0) is accepted , and rejecting the working hypothesis (H_1). In other words, there is no positive relation between the students' perception of anexcellent teacher with their learning achievement (GPA). The result of data analysis is interesting as it revealed that students who have a precise perception of an excellent teacher got a score of 3 (B) and their GPA is quite similar.

Conclusion and Suggestion

Based on the theoretical orientation result and analysis discussion on the result of this research, we can conclude perception is one of factors which can motivate students to learn. The perception about what an excellent teacher is may influence students' daily behaviour. Gradually, students will be motivated to put more effort in their study resulting in a better GPA.

Another conclusion is that students of the FKIP of Universitas Terbuka Banjarmasin describe an excellent teacher as a person who meets the requirements, among others: physical and mental health, good personality, good academic record, possesses personal, professional and social competencies, and conducts the Laws of National Education System. Such teacher work hard for a better career, without neglecting the need of the improvement required in his professionalism. It is therefore reasonable for teachers to have better salary compare to other government employees to ensure their wealth. A teacher is recommended to have a spouse who is a teacher or a government employee. For his retirement, a teacher is expected to have productive hobbies to spend the days.

There is no relation/correlation between the perception of an excellent teacher and the students' learning achievement (GPA). There are more students who have a precise perception of an exceellent teacher than those who have not a precise perception. There are some students did not have the precise perception of an excellent teacher but achieved high learning achievement (GPA).

Suggestion

The performance of the FKIP students in front of the class should be better with the old teachers. The criteria of a great teacher should be developed and understood by each of going-to-be teachers and teachers. If it is necessary, the Code of Ethics should provide the operational in details.

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