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STUDENTS ACADEMIC ACHIEVEMENT *(STUDY ON THE INFLUENCE OF LECTURER PERFORMANCE AND CREATIVITY)*

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A R T I C L E I N F O

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A B S T R A C T

This research aims to analyze and understand the influence of lecturer performance and creativity on student academic achievement at the Cristal Superior Institute. The sampling technique used is probability sampling using purposive sampling. The data collection technique used was a questionnaire. The tests used in this research are validity and reliability tests, normality tests, linearity tests, multicollinearity tests, autocorrelation tests and heteroscedasticity tests, as well as hypothesis tests such as simultaneous tests or F tests, and partial tests or t tests. Validity and reliability tests show that all variables of student performance, creativity and academic achievement are valid. The normality and linearity tests show that the results of the multicollinearity, autocorrelation and heteroscedasticity tests have met the prerequisite test criteria. Simultaneous hypothesis testing shows that performance and creativity variables influence student academic achievement. Meanwhile, partial analysis shows that student performance and creativity have no effect on student academic achievement. Based on the findings above, the researcher concluded that when lecturer performance and creativity go hand in hand, creativity will strengthen teacher performance thereby influencing student academic achievement; However, if they do not work together, lecturer performance will not have an impact on student academic achievement.

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INTRODUCTION

Education is the main factor in forming a person's personality. The good or bad of this personality can be measured based on normative measures (Ikhwan et al., 2020). Based on this, the government needs to pay serious attention to education problems because a high-quality education system will produce a generation that is quality and able to adapt to the environment of social and national life (Aithal & Aithal, 2020; Da Costa et al., 2019).

Education has a function to develop abilities and shape existing attitudes and civilization. The aim is to advance the nation and increase the potential of students to become individuals who believe in God Almighty, are healthy, wise, creative, independent, and become democratic and responsible citizens (Virgiawan & Sundawa, 2022; Costa et al., 2019). Therefore, it is necessary to go through an adequate educational process to achieve this goal.

For the educational process to run smoothly, all aspects that influence the student's academic process must have a positive influence. So that, in the end, it can improve the quality of education (Qureshi et al., 2021 (Gebhard, 2012)). A lecturer has not only the responsibility to transform knowledge but also the responsibility to guide, advise, and educate. This process to run smoothly and achieve the objective is not easy but depends on the capacity of the educators to transfer knowledge to students through different methods.

The learning method is applied because it aims to replace traditional classrooms and to remind students that they can also look for references according to the subjects they receive from lecturers. Most efforts to improve the quality of education and learning occur in the learning process and motivate students (Mulang, 2021; Da Costa et al., 2017; Da Costa, 2016). Therefore, it is hoped that lecturers will be able to improve performance in the learning process by maximally using the capacity, knowledge, and competencies they have and making all activities effective so that the activities carried out can produce good results.

Lecturer performance and creativity are significant in learning processes (Hamroev, 2019; Matraeva et al., 2020). Teachers who are creative in teaching are sure they can provide good results for students' academic achievements by increasing their knowledge (Renatovna & Renatovna, 2021; Carvalho Do Carmo et al., 2020). The

conditions and learning situation at the Instituto Superior Cristal show that the creativity of the lecturer in the learning process is still low. Because in the learning process, lecturers still use monotonous teaching methods. So, students do not have the motivation to learn better. In addition, many lecturers have not yet shown their job performance, such as not on time entering and leaving work, teaching not at a time set, and not planning to teach. While the results of the academic advantage themselves have not been taken advantage of by students, as many students are very passive in the learning process and the majority of the value obtained by students is also not by their ability, students who do not have good knowledge must also be given a minimum value B.

As a good lecturer, you don't just have to transform your knowledge and skills but also be responsible for preparing a learning plan so the lecturer can know what to do and convey to the students during the learning process. Yustina, Syafii, and Vebrianto (2020) said that creative and professional lecturers should create a series of concepts to achieve quality learning. One of the reasons lecturers must increase students' emotional knowledge and creativity in learning activities is so that students can disciplined. This action must be carried out with love so that lectures can motivate students to have the initiative to find solutions to the subjects studied, use learning resources well, and be able to be involved in social situations during learning activities.

Education can run well to achieve goals is not easy, but it depends on the capacity of an educator to transfer his knowledge to students (Junus et al., 2021; Costa et al., 2019b). Apart from that, it also depends on the student's abilities and interests. It means that they must be willing to accept and deepen the knowledge they learn. Given the above, the researchers were motivated to conduct this research to find the influence of the performance and creativity of the lecturer on the student's academic achievement at the Instituto Superior Cristal.

METHOD

The research method applied in this research is the quantitative method. According to (Dawadi et al., 2021), the quantitative method is a research method that uses large numbers, starting from data collection to interpretation. Research activities conduct at the Instituto Superior Cristal localized in the Balide, Dili, Timor-

Leste.

The population and sample of this research were students from the Department of Economics and Accounting of the exception class at the Institute Superior Cristal Dili, which was 10000 people. The sample in this research was 25 students. The first stage carried out by researchers in this research process was to test the instrument through validity and reliability tests. The data collected was analyzed quantitatively using SPSS version 21.00 for Windows.

The data collected in this research was analyzed using the Normality Test, Linearity Test, Multicollinearity Test, Autocorrelation Test, Heteroscedasticity Test, and Analysis partially and simultaneously.

RESULT AND DISCUSSIONS

Result

Validity and Reliability Test Results

The tryout conducted by researchers for students in the 4th semester of the Department of Economics and Accounting shows the results of the validity and reliability tests as in the following tables.

Variables	Validity Test	Reliability Test	R Table	Conclusion
X1.1	1	0.788	0.413	Valid and reliable.
X1.2	0.634		0.413	Valid and reliable.
X1.3	0.272		0.413	Not valid and reliable.
X1.4	0. 461		0.413	Valid and reliable.
X1.5	0.566		0.413	Valid and reliable.
X1.6	0.315		0.413	Not valid and reliable.
X1.7	0.056		0.413	Not valid and reliable.
X1.8	0.104		0.413	Not valid and reliable.
X1.9	0.352		0.413	Not valid and reliable.
X1.10	0.218		0.413	Not valid and reliable.

Table 1: Results of validity and reliability test on lecturer performance variables

Based on the SPSS output results in Table 1, it shows that of the ten questions prepared for the tryout, it showed that four questions were valid because the Pearson Correlation value was > r table (0.413). On the other hand, the reliability test showed that all the questions were reliable because the Cronbach's Alpha value > r table (0.413). From these findings, the researcher used valid questions in data

collection activities.

Variables	Validity Test	Reliability Test	R Table	Conclusion
X2.1	1	0.813	0.413	Valid and reliable
X2.2	0.453		0.413	Valid and reliable
X2.3	0.097		0.413	Not valid and reliable.
X2.4	-0.098		0.413	Not valid and reliable.
X2.5	-0.021		0.413	Not valid and reliable.
X2.6	-0.353		0.413	Not valid and reliable.
X2.7	0.329		0.413	Not valid and reliable.
X2.8	0.250		0.413	Not valid and reliable.
X2.9	0.101		0.413	Not valid and reliable.
X2.10	0.469		0.413	Valid and reliable
X2.11	0.662		0.413	Valid and reliable

Table 2: Results of validity and reliability test on lecturer creativity variables

Based on the SPSS output results in Table 2, it shows that of the eleven questions prepared for the tryout, it showed that four questions were valid because the Pearson Correlation value was > r table (0.413). On the other hand, the reliability test showed that all the questions were reliable because the Cronbach's Alpha value > r table (0.413). From these findings, the researcher used valid questions in data collection activities.

Discussions

According to Ananda and Fadhli (2018), researchers must carry out tryouts to determine the validity of an instrument. In this regard, researchers conducted a tryout on 23 students from semester 4 of the economics and accounting department. The test results show that for these three variables, there are four valid questions each. On the other hand, the reliability test for the three variables shows that all results are reliable.

Before entering the principal test to determine the influence of the independent variable on the dependent variable, basic assumption tests such as normality and linearity tests must first carried out, as well as classic assumption tests such as multicollinearity tests, autocorrelation tests, and heteroscedasticity tests. According to Ananda & Fadhli (2018), if researchers want to decide on the statistical tests to use, both parametric and non-parametric statistics, researchers must carry out prerequisite tests such as normality, homogeneity, and linearity tests.

Based on the normality and linearity tests conducted, the results show that the data is categorized in a normal distribution, given test results for the lecturer

performance variable in the Kolmogorov-Smirnov section show the sig value. 0.200 > 0.05, for variable creativity of the lecturer value of sig. 0.084 > 0.05, and the variable of students' achievement shows the value of sig. 0.075 > 0.05. The normality test should be carried out in the initial analysis to find whether the data is relevant to the normal distribution. Data with a normal distribution considered can represent the population (Purnomo, 2016). From the results of the linearity test of student academic achievement and lecturer performance variables, the data is linear because the value of sig. > 0.05 (0.963 > 0.05), and the academic achievement variable and lecturer creativity are also linear because of the value of sig. > 0.05 (0.571 > 0.05). According to Purnomo (2016), testing basic assumptions and classical assumptions is one of the conditions that must carried out in Pearson correlation and linear regression analysis.

The classical test is utilized to determine whether the normal, multicollinearity, autocorrelation, and heteroscedasticity in the regression model. The linear regression model is good if the model meets the criteria mentioned (Purnomo, 2016). The results of the classical assumption test carried out by the researcher show that there is no multicollinearity, autocorrelation, or heteroscedasticity between the independent variables.

The results of the simultaneous test show that the performance and creativity of lecturers in the economic and accounting department at the Instituto Superior Cristal simultaneously influence the student's academic achievement. On the other hand, partial lecturer performance did not affect students' academic achievement. But teacher creativity influenced. Hasibuan (2016) states that performance is the level of success that a person achieves by using their abilities. According to Abdullah (2016), a lecturer's creativity is very needed to help students in the learning process, such as using various methods and media in the learning process.

CONCLUSIONS

Conclusion

Based on the results of the analysis and discussion, the researchers concluded that:

Lecturer performance and lecturer creativity simultaneously influence students' academic achievement in the Department of Economics and Accounting. It

means that when performance and creativity go together cause influence, and if performance and creativity improve, student academic achievement will improve.

The lecturer's performance partially does not influence students' academic achievement in the Economics and Accounting department, Instituto Superior Cristal. It means that when performance goes alone, it will not cause influence. If performance is not improved, the student's academic achievement will also not improve.

The lecturer's creativity partially influences students' academic achievement in the Economic and Accounting department, Instituto Superior Cristal. It means that when creativity goes alone, it will cause influence. If creativity improves, the academic achievement of students will also improve.

Recommendation

Based on the above conclusions, the following recommendations are formulated.

For the Lecturers. To improve work performance so that it can have a positive influence on students' academic achievement in the Economics and Accounting Department, Instituto Superior Cristal. To maintain creativity so that it can have a positive impact on student academic achievement in the Department of Economics and Accounting, Instituto Superior Cristal.

For the Department of Economics and Accounting. To find out the challenges faced by the lecturers, to motivate them to improve the performance of the lecturers. To help teachers show more willingness to work, such as entering and leaving work on time, working responsibility, and being willing to work with groups or individuals. Ask for support from the Instituto Superior Cristal to provide training for lecturers to improve the creativity of lecturers in the learning process on how to use the Projector, prepare materials in power, give value in terms of student capacity, and carry out remediable programs.

For the Instituto Superior Cristal. Assist the department, such as preparing adequate work facilities. Give the department confidence in carrying out tasks by their skills and capacity. To create systems that motivate lecturers to carry out their

work with responsibility and prepare adequate work facilities for lecturers. Provide support to the programs prepared and planned by the department. Improve lecturer performance by increasing lecturer professionalism through educational training.

For the Students. This research results in a hope that will be useful for students to not see the low performance of lecturers as an obstacle to hinder the learning process at the Instituto Superior Cristal. Always be willing to study better.

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