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Student Satisfaction With On The Performance Of The Mathematics Teachers During The Covid 19 Pandemic

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STUDENT SATISFACTION ON THE PERFORMANCE OF THE MATHEMATICS TEACHER DURING THE COVID-19 PANDEMIC

Abstract. One of the quality learning is influenced by teacher performance. Teacher performance is one of the benchmarks for success in the online mathematics learning process today. This research is a descriptive quantitative research with a survey approach, where data is obtained by distributing questionnaires in an online google form to 60 respondents who are students of SMA Islam Al Azhar 21 Sukabumi City. This study aims to provide an illustration that the performance of a teacher in the learning process, especially during the pandemic will have an impact on the level of student learning satisfaction. The results of this study indicate that the level of student satisfaction with the performance of mathematics teachers is in the 81-100% interval, which is 83% with a very satisfied category, while there are three things that need to be improved in the performance of mathematics teachers, namely the use of learning media/tools, teaching is not student-centered and material delivery is not good

Keyword: Satisfaction, performance, covid-19

I. INTRODUCTION

In the Government Regulation of the Republic of Indonesia Number 19 of 2017 on Teachers, one of the competitions that must be owned by teachers is professional competence. A teacher is said to be professional if he can work with high quality because the teacher's work is included in the field of service or service (service) so that the quality service of a teacher is shown through the satisfaction of the users of teacher services, namely students**.**

Satisfaction is the response of a person's feelings to the needs experienced by the expectations desired by that person **[2]**. While student satisfaction is an attitude shown by students, both positive attitudes and negative attitudes on the conformity of student expectations towards the provision of wealth received **[3]**. To be able to meet expectations and meet student satisfaction, teachers need to improve their performance when teaching especially in pandemic eras like today where learning is done online. The Covid-19 pandemic brought demands for change and adjustment in the implementation of learning activities in schools that turned into online learning activities. This certainly poses a challenge for the teacher **[4]**. These challenges are faced with improved performance or teacher performance in teaching.

Teacher performance is the **teacher's** ability to provide relevant skills, knowledge using consistently appropriate methods over time to improve student learning and achievement. Improving the quality of math learning, especially at the time of the current pandemic by improving teacher performance is expected to satisfy students so that student learning outcomes are in line with expected.

In line with that, the provision of learning services received by students if in accordance with what is expected, then students will tend to feel satisfied and if the delivery of services received is not in accordance with student expectations, then students tend to feel less satisfied. Student satisfaction with the service in the form of learning is a perception of something that is expected.

According to Margono (Nurlinda **[6]**) satisfaction with learning can be seen from 5 dimensions of satisfaction, namely: *tangible, reliability, responsiveness, assurance,* and *empathy*.

1. *Tangible* is the physical dimension. A service cannot be smelled, and cannot be tasted, so physical evidence becomes important as a measure of service.
2. *Reliability*, which is a dimension that measures the reliability of higher education in providing services to its students.
3. *Responsiveness* is a dynamic dimension of service quality.
4. *Assurance*, which is the dimension of quality assurance related to the behavior of teaching staff or lecturers in instilling trust and confidence in students.

5. *Empathy* is the attitude of lecturers in providing wholehearted service.

In fact, from the results of previous studies under normal conditions (not coronavirus pandemic) teacher performance is still considered less than optimal according to student assessment, so they are less satisfied **[7]**. The study was conducted in the district of Kerinci at 39 junior high schools with respondents as a sample of 96 students. Thus the urgency of this research is to provide an overview of the level of student satisfaction with the performance of math teachers when learning is carried out online, so that in the future teachers can improve their performance by improving learning design.

The purpose of the study was to provide an overview of the performance of math teachers when learning was conducted online and student satisfaction with the performance of math teachers at Al Azhar Islamic High School 21 sukabumi city. It is expected that the results of this study will be a reference in improving online math learning services to students so as to obtain the desired learning outcomes.

II. METHOD

This research is quantitative-descriptive research with a survey approach. According to Robert Groves (F.C Susila Aditya **[8])** the survey produced information that is naturally statistical in nature and is the basic form of quantitative. Sampling in this study used a saturated sampling technique which is a sampling technique in which all members of the population are used to be sampled **[9]**. The sample number used in this study was 60 students of Al Azhar Islamic High School 21 Sukabumi City.

The survey tool used in this study is a questionnaire in the online *form google form* that is distributed to all students. The measurement scale used is the Likert scale, which is used to measure the attitudes, opinions, and perceptions of an individual or group of people about social phenomena. The criteria used in this questionnaire are Excellent (4), Good (3), Enough (2) and Less (1).

Before the questionnaire instrument is distributed, the instrument's validity and reliability test is first conducted. According to Sugiyono **[11]** Valid means that the instrument can measure what should be measured. Reliable means an instrument used several times to measure the same object generating the same data. From the results of the validity test using SPSS with criteria if the $r_{count} > r_{table}$ is calculated with a significant level of 5% then the instrument is said to be valid. The acquisition of *r* calculates for each item of the statement, everything is greater than the *r table* so that all statement items are categorized as valid. As for the reliability test with Cronbach's Alpha obtained $r = 0.968$ and the number of items 25. According to Guilford (in Russefendi **[12]**) if the value of *r* is at the interval of $0.80 \leq r < 1.00$, then the instrument is categorized as very high.

Table. 1 Research Instrument

No.	Dimension	Statement
1	*Tangible*	The teacher prepares learning materials and learning aids when learning mathematics online
		The teacher prepares or fills out the daily mathematics learning agenda
		Use of learning media/tools in every online mathematics learning
		The use of learning methods that are in accordance with the material presented
		Teacher's appearance, such as neatness in dressing when learning mathematics online
2	*Reliability*	The teacher establishes or informs the online mathematics learning assessment procedure
		The teacher conveys the competencies and learning objectives of mathematics that must be achieved by students
		The teacher conducts student-centered online mathematics learning
		The teacher explains the math learning material well
		Give examples or illustrations in explaining math subject matter
		Checking assignments done by students
		The suitability of the material being tested with the subject matter delivered
		The suitability of the exam material with the learning objectives
3	*Responsiveness*	The suitability of the implementation of learning with the online mathematics learning schedule
		The teacher's punctuality in starting and ending online mathematics learning
		The implementation of mid-semester assessment and end of semester assessment is carried out by the teacher according to the academic calendar schedule
4	*Assurance*	Mastery of learning materials by the teacher at the time of teaching
		Passionate about teaching
		Broad skills regarding the material being taught
		The use of language in the implementation of learning (clarity, politeness and courtesy in language)
		The teacher accepts suggestions and criticisms from students regarding efforts to improve the quality of online mathematics learning.
		The teacher's ability to answer student questions
5	*Empathy*	The teacher's ability to create an interactive classroom atmosphere

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	The teacher's ability to motivate students to be active in the online mathematics learning process
	The teacher's ability to manage the class to make it fun (humorous)

Analysis of student satisfaction level data on teacher performance is adopted from Marpaung **[13]** which uses a simple percentage calculation with the following steps: 1) determines the Expectation Value (NH), This value can be known by multiplying the number of question items with the highest score; 2) Calculate the score value (NS). This value is the actual average value obtained from the results of the study; and 3) Determine the category, i.e. by using the formula:

$$P = \frac{NS}{NH} \times 100\%$$

Interpretation of the average value obtained using the guidelines put forward by Arikunto Suharsimi **[14]**, namely as follows: 1) Very Satisfied, if the value obtained is at internal 81 - 100%; 2) Satisfied, if the value obtained is at intervals of 61 - 80%; 3) Not satisfied, if the value obtained is at intervals of 41 - 60%; and 4) Very Dissatisfied, if the value obtained is at an interval of < 40%.

As for teacher performance analysis using *Importance Performance Analysis* (IPA). According to Tjiptono**[15]** the technique was first put forward by Martilla and James in 1977 in their article "*Importance Performance Analysis*" published in the Journal of Marketing. In this technique, respondents are asked to assess the level of interest and performance of the company, then the average value of the level of importance and performance is analyzed in the *Importance Performance Matrix*, where the x-axis represents perception / performance while the y axis represents expectations. Then later will be obtained results in the form of four quadrants according to the following image:

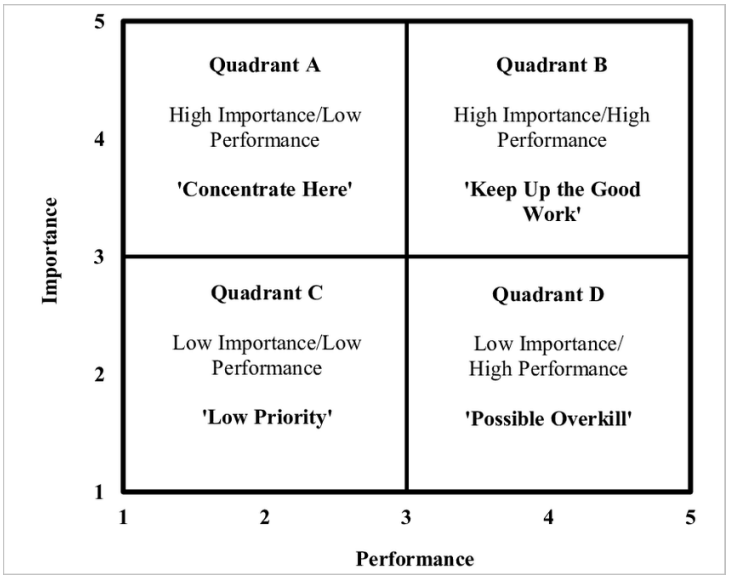

Figure 1. *Matrix Importance Performance Analysis*

The interpretation of the quadrant is as follows:

A. The Main Priority (*Concentrate Here*) of this quadrant contains items that are considered important and/or expected by students but the teacher's performance is considered unsatisfactory so teachers need to improve the performance that comes in this quadrant.
B. Maintain Achievement (*Keep Up the Good Work*) this unconscious contains items that are considered important and expected by students that have been done by teachers so that teachers are obliged to maintain them.
C. This low *priority* contains items that are considered to have a low level of perception or actual performance and are not very important and or not expected students and teachers can ignore it.
D. Excessive (*Possibly Overkill*) this unconscious contains items that students consider unimportant but the teacher's performance is very excessive.

III.RESULTS AND DISCUSSIONS

Based on a survey of students of Al Azhar Islamic High School 21 Sukabumi City, obtained the results of calculation of the level of student satisfaction with the performance of mathematics teachers as follows:

1. The level of student satisfaction is viewed from the dimension of satisfaction.

Table 2. Interpretation of Student Satisfaction with Teacher Performance

No.	Dimension	Score	NH	NS	(%)	Interpretation
1	*Tangible*	960	20	16	80	Satisfied
2	*Reliability*	1592	32	26,53	82,91	Very Satisfied
3	*Responsiveness*	580	12	9,67	80,56	Very Satisfied
4	*Assurance*	1232	24	20,53	85,55	Very Satisfied
5	*Empathy*	595	12	9,92	82,63	Very Satisfied
	Sum	4959	100	83	83	Very Satisfied

Student satisfaction with the performance of math teachers during online learning is every student's perception of something that can meet his expectations. Student satisfaction is viewed from 5 dimensions of satisfaction, namely: *Tangible, Reliability, Responsiveness, Assurance* and *Empathy*.

The overall dimension illustrates the level of student satisfaction with the performance of math teachers when learning is conducted online at Al Azhar Islamic High School 21 Sukabumi City. Seen in table 2. The level of student satisfaction with the performance of math teachers showed a very satisfied condition seen from the satisfaction category was at intervals of 81 - 100% which is 83%. With these results it can be known that the satisfaction of sis to the performance of mathematics teachers during online learning at Al Azhar Islamic High School 21 Sukabumi City is very satisfied.

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2. Math teacher performance

Data analysis to determine the priority scale in efforts to improve and improve the performance of math teachers from each indicator / statement, namely by using *Importance Performance Analysis* (IPA) analysis.

In this analysis will map the performance value (X) and expectations (Y), so that a matrix consisting of four quadrants will draw priority scale both in repair and improved performance of math teachers.

Here is data on the distribution of expectations and performance of math teachers obtained from the results of a survey to students of Al Azhar Islamic High School 21 Sukabumi City.

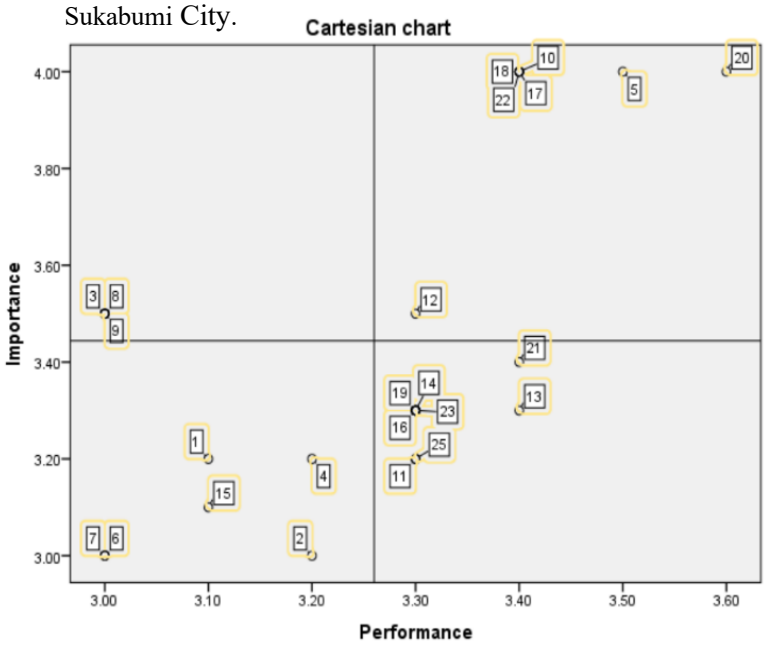

Figure 2. Cartesian chart of teacher performance measurements

From the picture, the researcher gave the following interpretation:

1. Quadrant A

This is a load of items that are considered important and/or expected by students but the teacher's performance is considered not satisfactory so. His statements included in this quadrant are as follows:

(3) Use of learning media/tools in every online mathematics learning.
(8) The teacher conducts online mathematics learning centered on students
(9) The teacher explains the mathematics learning material well

Thus these items become a top priority for teachers in the online math learning process to be improved.

2. Quadrant B

In this quadrant it is seen that items are considered important by students and have been well implemented by teachers. His statements included in this quadrant are as follows:

(5) The appearance of the teacher, such as neatness in dressing when learning mathematics online
(10) Provide examples or illustrations in explaining mathematics subject matter
(12) The suitability of the material being tested with the subject matter delivered
(17) Mastery of learning materials by the teacher at the time of teaching
(18) Passionate in teaching
(20) The use of language in the implementation of learning (clarity, politeness and courtesy in language
(22) The teacher's ability to answer student questions.

Thus these items need to be maintained by the teacher in the online math learning process.

3. Quadrant C

In this quadrant it is seen that items that are considered unimportant by students on the other hand are also not well implemented by the teacher. His statements included in this quadrant are as follows:

(1) The teacher prepares learning materials and learning aids when learning mathematics online
(2) The teacher prepares or fills out the daily mathematics learning agenda
(4) The use of learning methods that are in accordance with the material presented
(6) The teacher determines or informs the online mathematics learning assessment procedure
(7) The teacher conveys the competencies and learning objectives of mathematics that must be achieved by students
(15) The teacher's punctuality in starting and ending online mathematics learning

Thus these items are not a priority for teachers in the online math learning process.

4. Quadrant D

In this quadrant it is seen that the item is considered unimportant by the student but is well executed by the teacher. His statements included in this quadrant are as follows:

(11) Checking the tasks done by students
(13) The suitability of the exam material with the learning objectives
(14) The suitability of the implementation of learning with the online mathematics learning schedule
(16) The mid-semester assessment and the end-semester assessment are carried out by the teacher according to the academic calendar schedule
(19) Broad ability regarding the material being taught
(21) The teacher accepts suggestions and criticisms from students regarding efforts to improve the quality of online mathematics learning
(23) The teacher's ability to create an interactive classroom atmosphere
(25) The teacher's ability to manage the class to make it fun (humorous)

Thus these items are excessive for teachers in the online math learning process should teachers do things that are a top priority in the learning process.

IV.CONCLUSION

From the above exposure, it can be concluded that student satisfaction with the performance of math teachers in the online learning process includes 5 dimensions, namely: *Tangible, Reliability, Responsiveness, Assurance* and Empathy are in the category of very satisfied with a percentage of 83%.

In the results of the performance analysis using Importance Performance Analysis (IPA), it is known that there are three items that need to be improved by the teacher in the online mathematics learning process, namely the items: (3) The use of media/learning tools in every online mathematics learning; (8) The teacher conducts student-centered online mathematics learning; (9) The teacher explains the mathematics learning material well.

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