

Students' perceptions of teacher competence and learning interest influence on archival management outcomes

Hemma Beauty Winassita*, Tri Murwaningsih

Office Administration Education, Sebelas Maret University, Surakarta, Indonesia

Email: hemmasita@student.uns.ac.id

Abstrak

Hasil belajar siswa dapat dipengaruhi oleh beberapa seperti minat belajar dan persepsi siswa terhadap kompetensi profesional yang dimiliki guru. Penelitian ini bertujuan untuk mengetahui : (1) pengaruh persepsi siswa tentang kompetensi profesional guru terhadap hasil belajar mata pelajaran Pengelolaan Kearsipan, (2) pengaruh minat belajar terhadap hasil belajar mata pelajaran Pengelolaan Kearsipan, (3) pengaruh persepsi siswa tentang kompetensi profesional guru dan minat belajar terhadap hasil belajar mata pelajaran Pengelolaan Kearsipan. Populasi dalam penelitian ini adalah siswa kelas XI MPLB SMK Negeri 6 Surakarta. Penelitian ini merupakan penelitian kuantitatif dengan pendekatan kausalitas. Sampel penelitian diperoleh menggunakan teknik Convenience Sampling. Metode pengumpulan data menggunakan metode survei. Teknik analisis data dalam penelitian ini menggunakan teknik analisis regresi linear berganda. Penelitian menunjukkan bahwa terdapat pengaruh negatif antara persepsi siswa tentang kompetensi profesional guru terhadap hasil belajar mata pelajaran pengelolaan kearsipan ($t_{hitung} > t_{tabel}$ yaitu $-3,076 > 1,990$), terdapat pengaruh yang positif signifikan antara minat belajar terhadap hasil belajar mata pelajaran pengelolaan kearsipan ($t_{hitung} > t_{tabel}$ yaitu $5,990 > 1,990$), secara simultan kedua variabel bebas berpengaruh positif terhadap hasil belajar ($F_{hitung} > F_{tabel}$ yaitu $19,575 > 3,11$ dengan nilai signifikansi $0,000 > 0,05$). Nilai R square sebesar 0,326, artinya persepsi siswa tentang kompetensi profesional guru dan minat belajar mempengaruhi hasil belajar sebesar 32,6%.

Kata kunci: hasil akademik; kearsipan; keprofesionalan pendidik; peserta didik

Abstract

Students' learning outcomes are influenced by various factors, including learning interest and students' perceptions of teachers' professional competence. This study examined: (1) the influence of students' perceptions of teachers' professional competence on learning outcomes in Archival Management, (2) the influence of learning interest on learning outcomes in Archival Management, and (3) the combined influence of students' perceptions of teachers' professional competence and learning

* Corresponding author

Citation in APA style: Winassita, H.B., & Murwaningsih, T. (2025). Students' perceptions of teacher competence and learning interest influence on archival management outcomes. *Jurnal Informasi dan Komunikasi Administrasi Perkantoran*, 9(6), 616-622.

<https://dx.doi.org/10.20961/jikap.v9i6.104980>

interest on learning outcomes in Archival Management. The population comprised Grade XI MPLB students at SMK Negeri 6 Surakarta. This quantitative study employed a causal approach, with samples obtained through convenience sampling. Data were collected via survey methods and analyzed using multiple linear regression analysis. Results indicated a significant negative influence of students' perceptions of teachers' professional competence on learning outcomes ($t = -3.076$, $p = .003$), a significant positive influence of learning interest on learning outcomes ($t = 5.990$, $p < .001$), and a significant combined positive influence of both independent variables on learning outcomes ($F = 19.575$, $p < .001$). The coefficient of determination ($R^2 = .326$) revealed that students' perceptions of teachers' professional competence and learning interest collectively explained 32.6% of the variance in learning outcomes.

Keywords: academic achievement; archival management; educator professionalism; students

Received June 07, 2025; Revised August 25, 2025; Accepted September 04, 2025;
Published Online November 02, 2025

<https://dx.doi.org/10.20961/jikap.v9i6.104980>

Introduction

Education plays an integral role in human development from birth throughout life, serving not merely as a conduit for knowledge transmission but as a foundation for acquiring meaningful skills essential for individual growth. Education represents a guiding light that assists individuals in determining their life's direction, purpose, and meaning (Nasution, 2014). Nugroho and Sudarma (2017) emphasized that education serves a critical function in achieving Indonesia's national aspirations of establishing prosperity for all citizens and fostering improved nation-building. According to the 2022 Programme for International Student Assessment (PISA) study on global secondary education systems, Indonesia ranked 66th among 81 countries, indicating considerable room for improvement relative to other nations (Syafaruddin, 2024).

Enhancing educational quality and standards necessitates comprehensive evaluation and analysis from multiple perspectives. One critical approach to improving educational quality in schools involves elevating student learning outcomes (Nugroho & Sudarma, 2017). Purbiyanto and Rustiana (2018) defined learning outcomes as changes or achievements students attain following the learning process. Student learning outcomes are influenced by various factors, broadly categorized as external and internal factors (Sawawa et al., 2018). One influential factor affecting student learning outcomes is students' perceptions of teacher competence. Students' perceptions of teachers' professional competence refer to students' views regarding their teachers' mastery of subject matter, which enables teachers to assist students in meeting learning competency standards (Hartaji, 2018). As educational professionals, teachers must fulfill and comprehend competency standards for their profession. However, in current practice, many teachers have not fully actualized their roles as professional educators.

Student learning success is not determined by a single factor; various other factors play significant roles, with learning interest being particularly important (Cahyani et al., 2020). Learning interest represents students' intrinsic desire to focus their thoughts and attention on mastering knowledge and understanding concepts (Ndraha et al., 2022). Learning interest plays a crucial role in enhancing student engagement, motivating students to seek, understand, explore, and absorb material taught by teachers. This motivation encourages students to study more diligently, achieve better comprehension, and complete assignments thoroughly, thereby maximizing learning outcomes. Conversely, when students' learning interest is low, their learning outcomes tend to decline (Marti'in, 2019). According to Rusmiati (2017), students' learning interest does not emerge spontaneously but is influenced by factors including motivation, attention, learning materials, and

teacher attitudes. Students' learning interest must be continuously cultivated to ensure classroom learning processes achieve intended objectives, enabling students to deeply understand subject matter without perceiving learning activities as burdensome.

Based on preliminary observations at SMK Negeri 6 Surakarta, several problems were identified. Most students perceived the learning atmosphere as monotonous and tense. Students felt that teachers were unable to create an engaging classroom environment, delivering material that students found difficult to comprehend. Additionally, most students experienced tension during classroom learning because teachers frequently posed questions beyond students' abilities. These circumstances discouraged students from actively participating in learning and fostered negative perceptions of teachers teaching Archival Management. Another identified problem was students' lack of interest in Archival Management content, indicating low student interest in this subject. Furthermore, students' quiz scores and daily test results remained suboptimal, demonstrating that student learning outcomes in Archival Management were not maximized and students had not adequately mastered the subject matter.

Research Methods

This study was conducted at SMK Negeri 6 Surakarta, located at Jalan L.U. Adi Sucipto No. 38, Kerten, Laweyan District, Surakarta City, Central Java Province, postal code 57143, in April 2025. SMK Negeri 6 Surakarta was selected as the research site because the school environment effectively supports research concerning teacher-student interactions and enables measurement of students' perceptions of teachers' professional competence and learning interest. Furthermore, SMK Negeri 6 Surakarta provides administrative support conducive to efficient data collection processes.

The study population consisted of all Grade XI students in the Office Management and Business Services (MPLB) program at SMK Negeri 6 Surakarta for the 2024/2025 academic year, totaling 106 students. The sample size was determined using the Slovin formula with a 5% margin of error, yielding a sample of 84 students from the total population of 106 students. The sampling technique employed was convenience sampling. This study utilized learning outcomes in Archival Management as the dependent variable, specifically focusing on students' daily test scores. The study was grounded in Edward Lee Thorndike's connectionism learning theory, which posits that learning outcomes represent responses emerging from the interaction between students' perceptions (stimulus) and students' readiness (learning interest).

Data collection represents a process that assists researchers in gathering necessary data to support research. This study employed several data collection techniques: observation, questionnaire/survey distribution, and document analysis. The observation conducted in this study was direct or participative observation, where the researcher actively participated in the observation process. The distributed questionnaire employed a closed-ended format using a modified 4-point Likert scale with four response categories (strongly disagree, disagree, agree, strongly agree) to facilitate respondent completion. The modified 4-point Likert scale was utilized to minimize data loss associated with the limitations of neutral response options (Alfaridzi & Budiani, 2021). Documents collected for data acquisition included student grade records, student enrollment data, and other relevant documents supporting research at SMK Negeri 6 Surakarta.

The validity testing method employed Pearson Product Moment correlation at a 5% significance level, analyzed using IBM SPSS Statistics 25. Validity test results indicated that of 40 questionnaire items for students' perceptions of teachers' professional competence (X_1) and learning interest (X_2), 36 items were valid and 4 items were invalid. The four invalid items were numbers 7, 32, 36, and 40. These items were deemed invalid because their calculated r values were smaller than the critical r value at a 5% significance level, which could result in questionnaire failure to comprehensively and accurately measure construct instruments, leading to inappropriate research result interpretations. These four invalid items were eliminated and excluded because they were adequately represented by existing instruments within their respective indicators. For reliability testing, Cronbach's Alpha reliability analysis was employed using IBM SPSS Statistics 25. Reliability test results demonstrated that research instruments were reliable, with values of .904 for

students' perceptions of teachers' professional competence (X_1) and .898 for learning interest (X_2), both exceeding the threshold of .60.

Data analysis was conducted following complete data collection. Data analysis in this study comprised descriptive statistics, classical assumption tests, and hypothesis testing. Classical assumption tests included normality testing using the Kolmogorov-Smirnov method, linearity testing using ANOVA, multicollinearity testing, and heteroscedasticity testing using the Glejser method. Hypothesis testing included t-tests, F-tests, multiple linear regression analysis, coefficient of determination (R^2) testing, and calculation of effective and relative contributions. All data analyses were performed using IBM SPSS Statistics 25. The research hypotheses to be tested were: H_1 : Students' perceptions of teachers' professional competence influence learning outcomes in Archival Management for Grade XI MPLB students at SMK Negeri 6 Surakarta. H_2 : Learning interest influences learning outcomes in Archival Management for Grade XI MPLB students at SMK Negeri 6 Surakarta. H_3 : Students' perceptions of teachers' professional competence and learning interest collectively influence learning outcomes in Archival Management for Grade XI MPLB students at SMK Negeri 6 Surakarta.

Results and Discussion

Research Results

This study comprised three variables: two independent variables and one dependent variable. The independent variables were students' perceptions of teachers' professional competence (X_1) and learning interest (X_2), while the dependent variable (Y) was learning outcomes in Archival Management. Data for independent variables (X_1 and X_2) were obtained by distributing questionnaires to 84 Grade XI MPLB students at SMK Negeri 6 Surakarta, whereas dependent variable (Y) data were obtained from students' daily test scores. Prior to hypothesis testing, classical assumption tests were conducted. Normality testing using the Kolmogorov-Smirnov method revealed a significance value (2-tailed) of .200, indicating normally distributed data. Linearity testing showed significance values of .331 for X_1 to Y and .343 for X_2 to Y , both exceeding .05, confirming linear relationships between independent variables (X) and the dependent variable (Y). Multicollinearity test results indicated tolerance values of .952 for both X_1 and X_2 (greater than .10), and VIF values of 1.050 (less than 10), confirming no multicollinearity among independent variables. Heteroscedasticity testing yielded significance values of .199 for X_1 and .081 for X_2 , both exceeding .05, indicating no heteroscedasticity problems. Based on classical assumption test results, hypothesis testing proceeded.

Multiple linear regression analysis yielded the equation: $Y = 46.921 - 0.362X_1 + 0.931X_2$. These results indicated that when both students' perceptions of teachers' professional competence and learning interest equal zero, learning outcomes in Archival Management equal 46.921. The regression coefficient for students' perceptions of teachers' professional competence (X_1) of -0.362 indicated that each one-point change in X_1 resulted in a 0.362-point decrease in Archival Management learning outcomes (Y). The regression coefficient for learning interest (X_2) of 0.931 indicated that each one-point change in X_2 resulted in a 0.931-point increase in Archival Management learning outcomes (Y). The t-test revealed that X_1 yielded $t = -3.076$. Because the absolute t value exceeded the critical t value ($3.076 > 1.990$) with $p = .003$ ($p < .05$), results confirmed a significant negative influence of students' perceptions of teachers' professional competence on Archival Management learning outcomes. For X_2 , $t = 5.990$. Because the t value exceeded the critical t value ($5.990 > 1.990$) with $p < .001$ ($p < .05$), results confirmed a significant positive influence of learning interest on Archival Management learning outcomes.

The F-test yielded $p < .001$ with $F = 19.575$, exceeding the critical F value of 3.11. Based on these results, students' perceptions of teachers' professional competence (X_1) and learning interest (X_2) collectively demonstrated a significant positive influence on Archival Management learning outcomes (Y). The coefficient of determination revealed $R^2 = .326$, indicating that students'

perceptions of teachers' professional competence and learning interest collectively explained 32.6% of the variance in Archival Management learning outcomes.

Effective contribution represents the magnitude of direct influence from an independent variable (X) on the dependent variable (Y). Effective contribution calculations revealed that students' perceptions of teachers' professional competence (X_1) contributed 4.8% to Archival Management learning outcomes (Y), while learning interest (X_2) contributed 27.8%. The total effective contribution equaled 32.6%. Relative contribution results indicated that students' perceptions of teachers' professional competence (X_1) accounted for 14.6% of Archival Management learning outcomes (Y), while learning interest (X_2) accounted for 85.4%, totaling 100%.

Discussion

The first hypothesis posited that students' perceptions of teachers' professional competence influence Archival Management learning outcomes for Grade XI MPLB students at SMK Negeri 6 Surakarta. First hypothesis testing results indicated that H_0 was rejected and H_1 was accepted, though findings contradicted the original hypothesis. This was evidenced by negative values in multiple linear regression analysis and t-test results. The regression coefficient for students' perceptions of teachers' professional competence (X_1) was -0.362, and the t-test yielded $t = -3.076$ (greater than the critical value of 1.990) with $p = .003$. The negative coefficient indicated an inverse relationship between students' perceptions of teachers' professional competence and learning outcomes. Higher positive perceptions of teachers' professional competence did not guarantee improved student learning outcomes in Archival Management. These findings contradicted Firdaus's (2020) assertion that when students' perceptions of teachers' professional competence improve positively, student learning outcomes increase; conversely, when perceptions become negative, learning outcomes decline. The negative influence of students' perceptions of teachers' professional competence on learning outcomes occurred because students considered teachers professionally competent based on formal certification, yet teachers had not utilized digital technology in instruction, whereas students expected Archival Management to be taught using digital technology.

The second hypothesis posited that learning interest influences Archival Management learning outcomes for Grade XI students at SMK Negeri 6 Surakarta. Second hypothesis testing results confirmed that H_0 was rejected and H_2 was accepted, evidenced by multiple linear regression analysis and t-test results. The regression coefficient for learning interest (X_2) was 0.931, and the t-test yielded $t = 5.990$ (exceeding the critical value of 1.990) with $p < .001$. Based on these data, learning interest demonstrated a significant positive influence on Archival Management learning outcomes. Therefore, when students' learning interest increases, their learning outcomes also increase. These findings align with research conducted by Hikmah et al. (2022), which confirmed that learning interest positively influences student learning outcomes. Prastika (2020) explained in their research that students with high learning interest can effectively participate in learning, thereby producing optimal performance in learning activities.

The third hypothesis posited that students' perceptions of teachers' professional competence and learning interest collectively influence Archival Management learning outcomes. Third hypothesis testing results confirmed that H_0 was rejected and H_3 was accepted, evidenced by multiple linear regression analysis and F-test results. The constant value was 46.921, and the F-test yielded $F = 19.575$, exceeding the critical F value of 3.11 for $N = 84$, with $p < .001$. Based on these results, students' perceptions of teachers' professional competence and learning interest collectively demonstrated a significant positive influence on Archival Management learning outcomes. These findings align with research conducted by Rahman et al. (2023), which indicated that students' perceptions of teachers' professional competence and learning interest collectively exert significant positive influences on student learning outcomes. Additional research supporting these findings includes Muti'ah's (2016) study, which confirmed that students' perceptions of teachers' professional competence and learning interest collectively exert substantial influences on student learning outcomes.

Conclusion

Based on research findings, the following conclusions were drawn: (1) students' perceptions of teachers' professional competence exerted a significant negative influence on Archival Management learning outcomes, (2) learning interest exerted a significant positive influence on Archival Management learning outcomes, and (3) students' perceptions of teachers' professional competence and learning interest collectively exerted a significant positive influence on Archival Management learning outcomes. These findings demonstrate that at SMK Negeri 6 Surakarta, student learning outcomes were predominantly influenced by learning interest, with a relative contribution of 85.4%, while students' perceptions of teachers' professional competence contributed 14.6% to learning outcomes. This study has limitations that may inform future research. Recommendations for the principal of SMK Negeri 6 Surakarta include providing support for teachers to employ more creative and innovative instructional approaches beyond content mastery. Principals should offer training programs, workshops, or mentorship programs focused on integrating digital technology in instruction and establish recognition systems for students' positive learning behaviors. Recommendations for teachers at SMK Negeri 6 Surakarta emphasize better understanding of students' characteristics and learning needs, implementing teaching methods integrating technological developments and creative approaches. Teachers should explore digital technologies and various software applications supporting subject matter, particularly for practice-based subjects. Students are encouraged to manage perceptions of teachers objectively while maintaining focus on subject matter, even when personal perceptions of teachers are not entirely positive. Students should also maintain their learning interest by sustaining positive attitudes, such as attentively following teachers' material explanations and maintaining diligence in studying. Given this study's limitations in variable selection and research scope, future researchers should expand investigations by incorporating additional variables potentially influencing student learning outcomes, such as learning motivation, school facilities, teachers' instructional strategies, students' psychological factors, peer factors, and others. Future researchers are advised to conduct similar studies at different educational levels, such as junior high schools, senior high schools, or universities, to generate more diverse findings and enable comparisons across educational levels.

Reference

- Alfaridzi, M. F., & Budiani, M. S. (2021). Hubungan antara kualitas pelayanan terhadap kepuasan konsumen pada rumah makan x. *Character: Jurnal Penelitian Psikologi*, 8(8), 17–31. <https://doi.org/10.26740/cjpp.v8i8.41667>
- Cahyani, F. A., Indrawati, C. D. S., & Murwaningsih, T. (2020). Pengaruh minat belajar dan kemandirian belajar terhadap hasil belajar siswa di SMK Kristen 1 Surakarta. *JIKAP (Jurnal Informasi Dan Komunikasi Administrasi Perkantoran)*, 4(1), 11. <https://doi.org/10.20961/jikap.v4i1.41004>
- Firdaus, D. F. (2020). Pengaruh persepsi siswa tentang kompetensi profesional guru dan kompetensi sosial guru terhadap prestasi belajar siswa pada mata pelajaran ekonomi di SMAN 1 Kuningan. *Jurnal Syntax Idea*, 2(3), 12–17. <https://doi.org/10.46799/syntax-idea.v2i3.153>
- Hartaji, H. D. (2018). Pengaruh persepsi siswa tentang kompetensi pedagogik, kompetensi profesional guru dan fasilitas belajar terhadap motivasi belajar ekonomi siswa di SMA Negeri 1 Ngemplak Sleman tahun ajaran 2017/2018. *Jurnal Pendidikan Ekonomi*, 7(4), 336–345. <https://journal.student.uny.ac.id/ojs/index.php/ekonomi/article/view/10964>
- Hikmah, N., Haliq, M. I., & Ekasari, E. (2022). Pengaruh minat belajar dan teman sebaya terhadap hasil belajar siswa pada mata pelajaran ipa. *Edumaspul: Jurnal Pendidikan*, 6(1), 1248–1254. <https://doi.org/10.33487/edumaspul.v6i1.3470>
- Marti'in. (2019). Analisis tentang rendahnya minat belajar peserta didik kelas xi SMA Negeri 5 Pontianak. In *Universitas Tanjungpura*. <https://doi.org/10.26418/jppk.v8i7.33958>

- Muti'ah, R. (2016). Pengaruh persepsi siswa terhadap kompetensi guru dan minat belajar terhadap prestasi belajar siswa di kelas x MA swasta Nur Ibrahimy Rantaupraptat. *Wahana Inovasi*, 5(2), 399–408. <https://penelitian.uisu.ac.id/wp-content/uploads/2017/05/4.-Rahma-Mutih.pdf>
- Nasution, E. (2014). Problematika pendidikan di Indonesia Oleh. *Jurnal Mediasi*, 8(1), 1–10. <https://jurnal.iainambon.ac.id/index.php/MDS/article/view/273>
- Ndraha, I. S., Mendrofa, R. N., & Lase, R. (2022). Analisis hubungan minat belajar dengan hasil belajar matematika. *Educativo: Jurnal Pendidikan*, 1(2), 672–681. <https://doi.org/10.56248/educativo.v1i2.92>
- Nugroho, T. A., & Sudarma, K. (2017). Pengaruh gaya belajar, motivasi belajar, dan kondisi sosial ekonomi orang tua pada hasil belajar. *Economic Education Analysis Journal*, 6(1), 188–201. <https://journal.unnes.ac.id/sju/eeaj/article/view/13484>
- Prastika, Y. D. (2020). Pengaruh minat belajar siswa terhadap hasil belajar matematika siswa SMK Yadika Bandar Lampung. *Jurnal Ilmiah Matematika Realistik*, 1(2), 17–22. <https://doi.org/10.33365/ji-mr.v1i2.519>
- Purbianto, R., & Rustiana, A. (2018). Pengaruh disiplin belajar, lingkungan keluarga, dan motivasi belajar terhadap hasil belajar siswa. *Economic Education Analysis Journal*, 7(1), 341–361. <https://journal.unnes.ac.id/sju/eeaj/article/view/22885>
- Rahman, M. F., Saeroji, A., & Rahayu, E. P. (2023). Dampak persepsi siswa tentang kompetensi profesional guru, media pembelajaran, dan minat belajar terhadap hasil belajar ekonomi. *Business and Accounting Education Journal*, 4(1), 113–123. <https://doi.org/10.15294/baej.v4i1.69126>
- Rusmiati. (2017). Pengaruh minat belajar terhadap prestasi belajar bidang studi ekonomi siswa MA Al Fattah Sumbermulyo. *Utility: Jurnal Ilmiah Pendidikan Dan Ekonomi*, 1(1), 21–36. <http://journal.stkipnurulhuda.ac.id/index.php/utility>
- Sawawa, D., Solehudin, A., & Sabri. (2018). Pengaruh faktor internal dan eksternal siswa terhadap hasil belajar pada mata pelajaran mekanika teknik dan elemen mesin. *Journal of Mechanical Engineering Education*, 5(1), 21–26. <https://doi.org/10.17509/jmee.v5i1.12615>
- Syafaruddin, M. (2024). Skor PISA memprihatinkan, pemerintah diminta fokus pada pendidikan dasar. *Suarasurabaya.Net*. <https://www.suarasurabaya.net/kelanakota/2024/skor-pisa-memprihatinkan-pemerintah-diminta-fokus-pada-pendidikan-dasar/>