



Research Paper

Teacher Performance, Learning Media, Parental Control Effects on Student Academic Performance

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ABSTRACT: This study aims to determine the effect of teacher performance, use of instructional media and parental control on student academic performance. This research uses a descriptive quantitative method. The research population consisted of 48 students of class X, XI and XII majoring in social studies. Based on the data collected, the researcher applied a questionnaire research instrument which was distributed randomly to students and then tested the validity and reliability. The data analysis technique used is descriptive statistical analysis test, classical assumption test, multiple linear regression analysis, correlation coefficient test, and hypothesis testing which includes the t test (partial), F test (simultaneous), and the coefficient of determination test. The results of this research based on the hypothesis test conducted stated that in the t (partial) test for the teacher performance variable the value of sig. $0.000 < 0.018$ which means that these variables affect student academic performance. Then the variable of the use of learning media is sig. $0.039 < 0.05$ means that these variables affect student academic performance. Then, the parental control variable is sig. $0.022 < 0.05$ means that these variables affect student academic performance. Furthermore, based on the results of the F (simultaneous) test, the sig. $0.000 < 0.05$ in the sense that the independent variables (teacher performance, instructional media, parental control) jointly affect student academic performance in the field of economics. parental control variable sig. $0.022 < 0.05$ means that these variables affect student academic performance. Furthermore, based on the results of the F (simultaneous) test, the sig. $0.000 < 0.05$ in the sense that the independent variables (teacher performance, instructional media, parental control) jointly affect student academic performance in the field of economics. parental control variable sig. $0.022 < 0.05$ means that these variables affect student academic performance. Furthermore, based on the results of the F (simultaneous) test, the sig. $0.000 < 0.05$ in the sense that the independent variables (teacher performance, instructional media, parental control) jointly affect student academic performance in the field of economics.

KEYWORDS: Academic Performance; Teacher Performance; Instructional Media; Parental Controls.

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I. INTRODUCTION

Teacher performance is an achievement in carrying out the tasks assigned to him, such as evaluating skills, then experience and tenacity as well as the use of time. Teacher performance can be shown from their actions in carrying out the capacity that educators should have and their academic qualifications (Amir et al., 2019). Teacher performance has improved by implementing elements of professional teaching. These teaching elements include high commitment and loyalty in sharing knowledge, mastering and developing learning facilities, discipline and other responsibilities, teaching by building something creative, collaboration with all school members, showing good leadership as an example for students, students, and conduct coaching to become a good person, advising students to act honestly and objectively and carry out their role optimally (Hartiwi et al., 2020).

Evaluation of the performance of educators becomes very meaningful to respond to the efficiency of teaching that educators do in implementing teaching and learning activities in the classroom (Asmawati, 2017). The performance of educators is related to the professionalism of teachers in carrying out their duties. A professional teacher must be able to demonstrate his expertise in front of students, one of these expertise factors is being skilled in delivering subject matter effectively and efficiently, the teacher must know various types of learning media so that students have high interest and curiosity about learning. In the learning process, the

media is one part that occupies a very essential position in a learning system. The use of learning media is sought so that students' understanding can increase.

The use of technology is an inseparable part of education (Kolopita et al., 2022). Developing a vision for technology and preparing for the future in education requires a collaborative effort and the participation of all actors in the education system (J Mfreke et al., 2020). Thus, educational technology can be a very effective tool in improving student academic performance if used properly (Jihan et al., 2023). The learning media that educators often use are conventional in nature such as blackboards, modules, LKS, and textbooks which are the main print media for how to provide material to students so that students' enthusiasm for practicing is low (Namsa et al., 2023). Teachers can create creative ideas so that digital technology can be developed according to learning and education. This study is supported by (Bond et al., 2018) which reveals that students have tools to open and access digital media used in academic learning. As technology advances, learning media also faces a transition from manual to digital by utilizing available internet technology (Ulfaida & Pahlevi, 2021).

Then, parental control is important for millennials, especially in this case high school students. Parents must provide education to students. The need to help encourage children to learn with the help of parents because the first and foremost educator is the family, where most of their time is spent with both parents at home rather than being in the school environment (Azizah & Istiqamah, 2021). The activity of studying material at home under the care and supervision of both parents, the facilities available for learning, textbooks and study agendas as well as taking the time to teach children so that they feel helped to have the opportunity to get good achievements. This means that children get encouragement when there is positive support from both parents. Parents who always support their children will be influential in their learning (Nurpratiwiningsih et al., 2021).

The home environment should be very supportive of student learning. Parents, relatives and other family members seek to pay special attention to children's learning in the family and they must play an active role in the totality of the child's development. An important characteristic of a supportive home environment is the supervision and structure that parents provide to children outside of school to support their education, for example limiting television viewing time and providing controlled time for homework and study (Kaukab, 2016). In this case, parental control should be more focused on how parents can train their children to be more responsible for what they have and what they do. For example smartphones, parents must understand smartphone technology. Parents should understand the use of smartphones for anything other than calling, texting, WhatsApp and or doing assignments.

In the learning process, of course, it will have an impact on students' knowledge which will also affect student achievement. The success of the teaching and learning process carried out by teachers in schools is reflected in the academic performance of students. Academic performance, namely the results of learning activities explained in the form of numbers and then presenting the results of each student with the test or exam results as a measure of achievement. Achievement of an educational goal if student learning outcomes show development or improvement. Reports on learning outcomes can be seen from the test scores and handed over to students in the form of report cards for each specified period.

Based on preliminary observations that have been made, at SMAN 4 Maros, teachers have their own way of educating their students. As it is known that every child has a character that is not the same as one another. Therefore, as an educator, of course, you can understand what kind of method is suitable for use in the learning process. Then the teacher also needs to know the right learning media for students so that a high interest in learning arises. On the other hand, parental control at home also plays an important role in improving students' academic performance at school.

This research uses the theory of cognitivism from Jean Piaget who argues that the theory of cognitivism is a stage of learning through interaction or focuses more on the relationship of students with their environment. This theory places more emphasis on the process of thinking/reasoning than the results obtained by involving students actively in the learning process so that activities are more meaningful and beneficial for the child.

II. LITERATURE REVIEW

2.1 Teacher Performance

Teacher performance is an ability (teaching) in carrying out academic tasks and is responsible for students under his supervision with the method of increasing student achievement at school (Angraini et al., 2021). This performance is the result or work performance of an educator based on his expertise in managing learning activities from the beginning to the end of the lesson and being responsible for improving student learning achievement. Teacher performance can be said to be a component that greatly determines the quality of learning (Amir et al., 2019).

Teacher performance is related to the quality of carrying out tasks in the form of: individually working with students, preparing and planning lessons, learning media used, involving students in a number of learning

experiences, and activating good leadership. Measuring and evaluating teacher performance is very important because teachers develop their professional duties, namely tasks can only be done with certain competencies obtained through educational programs. The teacher's performance in learning relates to the teacher's skills in planning, implementing, and giving learning assessments regarding the process and results.

2.2 Instructional Media

In learning activities educators certainly cannot disclose all information to students without using learning media aids. Learning media is anything that can be used to channel messages (subject matter) from senders (educators) to recipients (students) so as to be able to stimulate attention, interest, thoughts and feelings in improving student learning outcomes.(Nasution et al., 2023).

In determining a learning media, of course, there are principles including: (1) effective, meaning that the media used for learning matches the basic competencies, (2) efficient, meaning that the media used for learning causes student motivation to increase, (3) diverse, meaning that the media used in learning can bring out the active attitude of students in learning activities. From a number of media functions, the real goal is to improve the quality of learning. Therefore, the function of learning media is to improve the quality of learning with indicators so that students are not difficult to understand and achieve completeness.

2.3 Parental Controls

The origin of the word parental control is taken from two words namely control and parents. According to KBBI the word control means supervision, inspection and control, then parents mean father, biological mother, someone who is considered old or someone who is respected. Parental control is a form of parental way of paying attention, supervising and controlling behavior in the family and community environment so that they are able to form and develop good character in order to achieve educational success. The role of parents is influenced by several factors in improving academic performance namely, their educational background, economic level, type of work, and available time.

2.4 Academic Performance

Academic performance is something that is obtained in the quality of learning outcomes achieved, which is measured through the mastery of the material delivered to students. This form of performance is shown from something that educators provide or do for the academic improvement of students, so that this activity is calculated on the abilities achieved against the results obtained. From the opinion of Bhagat (2013) Academic performance or academic performance is the result obtained through the process of learning and teaching that occurs in an educational institution or school that educators and students attend.

III. RESEARCH METHODS

The method used is a quantitative descriptive method. The data collection techniques in this research are in the form of observation, questionnaires, and documentation. The number of statements included in the questionnaire is 60 statements. The questionnaire was made following the research instrument grid that had been decided. Each question is given points with the provisions that SL (always) counts 4, SR (often) counts 3, KK (sometimes) counts 2, and TP (never) counts 1.

The population in this study were students of SMAN 4 Maros Social Sciences Department with a total of 48 students as respondents. The sampling technique uses a proportionate stratified random sampling technique. Furthermore, to determine the eligibility in terms of the instrument, a test is carried out using a validity test and a reliability test. QThe data analysis technique used is descriptive statistical analysis test, classical assumption test, multiple linear regression analysis, correlation coefficient test, and hypothesis testing which consists of t test (partial), F test (simultaneous), and test the coefficient of determination with the SPSS 21 application in processing data results.

IV. RESULTS AND DISCUSSION

Results validity test on the four variables presented in the following table.

Table 1. Validity Test Results

Variable	Total Questions	Total Grain Drop	Drop Item Number	Total Valid
Teacher Performance	15	1	2	14
Instructional Media	15	2	5 & 15	13
Parental Controls	15	1	9	14

<i>Academic Performance</i>	15	1	1	14
Total	60	5	5	55

Source: (Data Processed Results, 2023)

From the validity test based on the output display above, it can be interpreted that in the teacher performance variable the number of statements is 15, there are 14 valid items and 1 item failed, namely number 2. Then, in the learning media variable, the number of statements is 15, 13 valid items are obtained and 2 items are invalid, namely numbers 5 and 15. Then, in the parental control variable, the number of statements is 15, 14 valid items are obtained and 1 invalid item is number 9. As well as the academic performance variable, the number of statements is 15, 14 valid items are obtained and 1 invalid item is number 1. So it can be concluded that there are 55 valid and 5 invalid statements.

The four variable reliability test output is shown in the following table.

Table 2. Reliability Test

Variable	Cronbach's Alpha	Information
Teacher Performance	0.615	Reliable
Instructional Media	0.771	
Parental Controls	0.764	
<i>Academic Performance</i>	0.604	

Source: (Results of Data Processing, 2023)

Judging from the results of the reliability test, all variables have a Cronbach Alpha value > 0.60 . So that all statement items on this research instrument are in the reliable category. Then the results of data analysis are divided into:

a) Descriptive Analysis Test

The descriptive statistical test displays the output presented in the following table.

Table 3. Descriptive Statistical Test Results
Descriptive Statistics

	N	Minimum	Maximum	Means	std. Deviation
Teacher Performance (X1)	48	26.00	47.00	36.1458	4.59875
Learning Media (X2)	48	26.00	52.00	36.9583	5.62653
Parental Control (X3)	48	25.00	53.00	36.6667	6.87064
<i>Academic Performance (Y)</i>	48	27.00	47.00	37.7708	4.65051

Source: (Results of Data Processing, 2023)

b) Classic assumption test

1) Normality test

The normality test displays the output presented in the following table.

Table 4. Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residuals
N		48
Normal Parameters, b	Means	,0000000
	std. Deviation	3.29046893
Most Extreme Differences	Absolute	.058
	Positive	.058
	Negative	-.046
Kolmogorov-Smirnov Z		,404
asympt. Sig. (2-tailed)		,997

a. Test distribution is Normal.

b. Calculated from data.

Source: (Data Processed Results, 2023)

Based on the test results in table 4, it was found that the significance value was $0.997 > 0.05$, it was stated that the residual figures were normally distributed.

1) Linearity Test

The linearity test displays the output presented in the following table.

Table 5. Linearity Test Results

No.	Variable		F	Sig. Deviation From Linearity	Information
	Free	Bound			
1.	XI	Y	1,975	0.52	linear
2.	X2	Y	0.736	0.748	linear
3.	X3	Y	0.673	0.808	linear

Source: (Results of Data Processing, 2023)

Based on table 5, it shows that the sig. deviation from linearity in the teacher performance variable (XI) is $0.052 > 0.05$. Then the variable use of learning media (X2) is $0.748 > 0.05$. Then, the parental control variable (X3) is $0.808 > 0.05$. Based on these results it was revealed that each independent variable and the dependent variable had a linear relationship.

2) Multicollinearity Test

The multicollinearity test displays the output presented in the following table.

Table 6. Multicollinearity Test Results

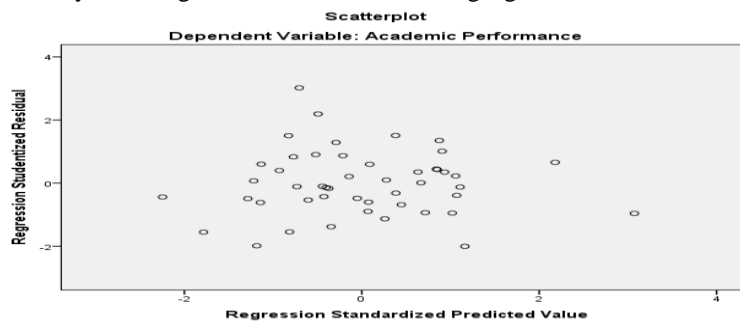
Model		Collinearity Statistics	
		tolerance	VIF
1	(Constant)		
	Teacher Performance (XI)	,696	1,436
	Learning Media (X2)	,739	1.353
	Parental Control (X3)	,696	1,436

Source: (Data Processed Results, 2023)

Based on table 6, it is known that the VIF value of the teacher performance variable (XI) is $1.436 < 10$ and the Tolerance value is $0.696 > 0.10$. Then, the VIF value of the learning media variable (X2) is $1.353 < 10$ and the Tolerance value is $0.739 > 0.10$. Furthermore, the VIF value of the parental control variable (X3) is $1.436 < 10$ and the Tolerance value is $0.696 > 0.10$. So it can be stated that the data does not have multicollinearity.

3) Heteroscedasticity Test

The output heteroscedasticity test image is shown in the following figure.



Graph 1. Heteroscedasticity Test Results

From the results of graph 1, it shows that no clear pattern is found, and the points are scattered above and below the number 0 on the Y axis, it can be said that heteroscedasticity does not occur.

c) Multiple Linear Regression Analysis

Table 7. Multiple Regression Test Results

Free Variables	Dependent variable	Constants (a)	Unstandardized Coefficients(b)
Teacher Performance (X1)	<i>Academic Performance</i>	10,650	0.318
Learning Media (X2)			0.218
Parental Control (X3)			0.206

Source: (Results of Data Processing, 2023)

Based on the output shown in table 7, a multiple linear regression equation is obtained, namely: $Y = 10.650 + 0.318 X1 + 0.218 X2 + 0.206 X3 + e$. So it can be concluded that the three variables increased from teacher performance by 0.318, the use of instructional media increased by 0.218 and parental control by 0.206.

d) Correlation Coefficient Test

The correlation test displays the output presented in the following table..

Table 8. Correlation Test Results

Free Variables	Dependent variable	R
Teacher Performance (X1)	<i>Academic Performance</i>	0.581
Learning Media (X2)		0.537
Parental Control (X3)		0.575

Source: (Data Processed Results, 2023)

Based on the results of these calculations entered at intervals of 0.40-0.599, it can be said that the level of strength of the relationship between teacher performance, use of instructional media and parental control over student academic performance has a moderate level of correlation.

e) Hypothesis testing

1) t test (Partial)

Table 9. Test Results t

Free Variables	Dependent variable	Significance	Information
Teacher Performance (X1)	<i>Academic Performance</i>	0.018	H1 is accepted
Learning Media (X2)		0.039	H2 is accepted
Parental Control (X3)		0.022	H3 is accepted

Source: (Data Processed Results, 2023)

From table 9, it displays the result data if the significance value is <0.05 then the hypothesis is accepted. teacher performance variable (X1) with a sig. $0.018 < 0.05$ meaning hypothesis accepted. Learning media variable (X2) with sig. $0.039 < 0.05$ meaning hypothesis accepted. Parental control variable (X3) with sig. $0.022 < 0.05$ meaning hypothesis accepted. This means that teacher performance, use of instructional media and parental control affect student academic performance.

2) F Test (Simultaneous)

Table 10. F Test Results

Free Variables	Dependent variable	F	Sig.	Information
Teacher Performance (X1)	<i>Academic Performance</i>	14,630	0.000	H4 is accepted.
Learning Media (X2)				
Parental Control (X3)				

Source: (Data Processed Results, 2023)

Based on the output, the sig. for the influence of teacher performance (X1), use of instructional media (X2), and parental control (X3) the magnitude is $0.000 < 0.05$ and the calculated F value is $14.630 > F$ table 2.82 simultaneously on student academic performance (Y). So this means that variables X1, X2, and X3 have a simultaneous (simultaneous) effect on variable Y.

3) Determination Coefficient Test

Table 11. Test Results for the Coefficient of Determination

Free Variables	Dependent variable	R Square	Adjusted R Square	std. Error of the Estimate
Teacher Performance (X1)	Academic Performance	0.499	0.465	3.40079
Learning Media (X2)				
Parental Control (X3)				

Source: (Results of Data Processing, 2023)

Based on the output of table 11, the Adjusted R Square value is obtained with a magnitude of 0.465, this means that the value of the influence of the percentage contribution of the teacher performance variable (X1), use of learning media (X2), and parental control (X3) on student academic performance (Y) is a magnitude of 46.5%. While the others, namely 53.5%, are influenced by variables that are not present in this research.

4.1 The Effect of Teacher Performance on Student Academic Performance

The results of this research explain that teacher performance has a positive and significant effect on student academic performance. The ability of a teacher at SMAN 4 Maros in planning, preparing material and conveying it to students quite well makes students' academic performance increase. There are many things that need to be considered such as what methods are suitable for use according to student characteristics and how to manage classes appropriately so that students feel interested in a stage of learning in class. Thus, good learning management by the teacher will also have an impact on the achievement of his performance. Therefore, basically the teacher must be able to manage learning both inside and outside the classroom (Arnubi et al., 2021). The method used by the economics teacher is the lecture method and also sometimes holds discussions between the teacher and students. Educators also convey material in a clear voice and provide opportunities for students to ask questions regarding the material. Giving material is not too focused on lesson plans but pays more attention to the situation by seeing whether the learning model is relevant to what students need. The development of potential educator resources needs to always grow so that their functions can be carried out in a professional manner. Not only that, the effects of rapid change motivate educators to keep learning to adapt to developing science and technology and the mobility of society (Pido et al., 2023). Competency mastery is necessary because it has a mission to obtain a good output from the teaching stage, not only adequate room facilities needed, appropriate curriculum, appropriate teaching procedures but also the need for educators who perform well and are reliable in every aspect in order to achieve the highest quality of education.

To measure a teacher's performance can be done if the learning objectives are achieved in accordance with what has been previously designed. Teacher performance is the center of attention in joint learning activities with students, superior students are produced from adequate quality educator performance because the teacher wants to make adjustments to the changes that are present in the field of learning, insight, and technology. So that increased learning innovation can be followed by students (Krisnayanti & Wijaya, 2022). Teachers must be able to know how to use technology in accordance with the current digital era. Educators must make learning models and strategies according to the personalities of students in their schools (Revelation et al., 2021). Other research also found a significance value of 0.000 or < 0.05 . Furthermore, teacher performance also has a positive effect on the academic performance of high school students in Makassar City. This is evidenced by the P-Value of $0.040 < 0.050$. This value shows that the teacher's performance is such as quality of work, accuracy in carrying out assignments, initiative in work, and work skills. Teacher performance influences student achievement and contributes to the academic performance of high school students in Makassar City (Yusran, 2022).

4.2 The Effect of Using Learning Media on Students' Academic Performance

The results of this research explain that the use of instructional media has a positive and significant effect on student academic performance. In teaching and learning activities, educators, especially economics teachers at SMAN 4 Maros, use a variety of learning media. There are 2 teaching media used in the economics learning process, namely conventional and digital. The conventional learning media used are textbooks, modules, LKS (student worksheets). While the digital media used are e-module learning media, PPT, and the

latest smartschool. From these media students prefer to learn using digital media. Because these media can make learning activities interactive, faster and easier to access the information, and make students interested and enthusiastic in learning(Widyaningrum et al., 2023).

Economics teachers choose learning media based on learning objectives, determine suitable media to be used in conveying teaching materials to be conveyed to students but also need to better understand the characteristics of the various learning media and be skilled in using them. A teacher needs to recognize what kind of media students need. The teacher must also choose the media according to the development of students. The teacher tries to use a variety of learning media in each class meeting. The success or failure of the teacher in creating an effective learning and the media makes students understand quickly seen from how they respond based on the interactions that occur between teachers and students.Learning media used by teachers further simplify understanding and enable significant knowledge transfer(Adenle & Ughelu, 2019).

The media has a very significant role in the economic learning stage. This is because in addition to students needing explanations from a teacher in a conventional way, students also need a means to be able to hone the skills they have when the media is used. Likewise for students who have different learning styles, where sometimes there is a mismatch between learning styles and the learning methods applied by the teacher so that the learning process of students faces difficulties. So from that it is hoped that the function of learning media can facilitate students in the learning process. Then students' understanding of the material is not only from the teacher's presentation but can learn independently(Aghni, 2018).

This research is related to the results of a study where it is known that learning media influences the academic performance of students in the field of Integrated Social Studies class VIII SMP Negeri 1 Bulango Utara. This is proven by the tcount value obtained, which is 2.966, which means it is greater than the ttable 2.04227 and the sig value. 0.006 which means less than 0.05, and the regression coefficient value of the Learning Media variable is 58.7%. These results mean the emergence of motivation, students will be encouraged to learn to achieve goals and objectives because they believe in and are aware of the goodness of the interests and benefits of learning(Mohammad et al., 2023).

The results of this research are also the same as this research which reveals fromtest the significance of learning media variables at MAN 1 Musi Banyuasin obtained t count (5.291) > t table (1.9876), where the t count is greater than t table, and the sig.(Yuliansih et al., 2021).On the other hand, this research is relevant to research which states that with the output results it can be seen that the resulting correlation value is 0.467 or 46.7%. This is stated by the impact of online learning media on student academic performance. This is reinforced by the same correlation coefficient value of 46.7%. This means that there is an influence of online learning media on student academic performance(Nadiah & Nabilah, 2023).

4.3 The Effect of Parental Control on Students' Academic Performance

The results of this research explain that parental control has a positive and significant effect on student academic performance. The form of parental guidance to students at SMAN 4 Maros is like parents motivating their children to study by advising and reminding them to study. Learning motivation is needed to improve children's academic performance which is done by providing guidance and giving advice to children so that their learning achievement increases (Bilik et al., 2020). When a student is motivated, he is responsible for his attitude and gains greater commitment in the activities entrusted with, placing more emphasis on developing skills in the learning process(Marcillo-Bravo & Reyes-meza, 2022).The facilities that parents provide in full make children feel comfortable in learning, the emergence of great enthusiasm, high motivation to obtain high and superior grades and study diligently(Budiati & Muhadi, 2022).

The form of parental supervision is how time can be controlled properly and learning methods at home, how can parents limit the excessive use of mobile phones for their children. Children are intended to be more focused when carrying out learning activities and the attention that is poured out from parents. Parents who are not lacking in attention, for example spending time studying with children at home, make children more diligent and more enthusiastic. parents in meeting basic needs, academic communication, decision making, structural development and maintenance, presenting a pleasant learning environment at home, and providing sufficient learning resources to statistically influence student academic performance(Mugumya et al., 2023).

Parental involvement is defined in terms of social support, emotional support, and financial support(Yieng et al., 2019). Then, looking at the current situation at the school, there is still a lack of parents providing private tutors for their children with the aim of increasing understanding regarding learning materials, especially economics subjects, due to the large costs that must be incurred. The link between parental support and children's education cannot be separated from the economic situation of the family. This means that if the family's economic status is high, parents will be able to provide additional tutoring outside of school, such as economics courses or online courses, which currently offer very attractive online tutoring platforms, such as the teacher's room, Quipper, Zenius, etc. This makes these conditions also affect the academic performance of students at school.

Usually it is true that if the parents come from affluent families, then the child has a great opportunity to optimally develop his talents and skills, namely with proper facilities. Then, to appreciate the seriousness of the children in learning, it turns out that many of them are also given gifts by their parents to increase the enthusiasm and motivation of these children to maintain their achievements. Motivational encouragement from parents to make children maintain or even improve can be applied by praising and buying gifts when children get proud achievements (Nguyễn, 2017).

The findings of this research are related to research which suggests that parents' attention influences the academic performance of students at SMAN Sungayang District. That is, if parents pay good attention to students, their learning outcomes will be high, conversely if parents pay less attention then their learning outcomes will show a decline. This can be seen through the direct contribution of parental attention to learning outcomes, namely 16.9%. Therefore, parents continue to strive to give maximum attention to their children in the learning process (Fijar et al., 2019).

4.4 The Influence of Teacher Performance, Use of Learning Media and Parental Control Together on Student Academic Performance

The results of this research explain that teacher performance, use of instructional media, and parental control simultaneously influence student academic performance. One component that has an impact on learning outcomes in addition to learning activities is the way students learn both at school and at home. To motivate students to be right in their learning, not only educating teachers are also responsible for guiding the growth and development of children until they reach their respective maturity. Parents must establish intense communication with their children regarding what they feel in order to create harmony in their midst. While parental involvement is related to activities carried out at home to improve children's learning, such as controlling, supporting, good communication and helping with homework, (Erdem & Kaya, 2020).

Then, learning media also influence learning outcomes. In an education, learning does not only rely on what is in the classroom but also explores the various learning resources needed (Gunadi et al., 2022). To improve student academic performance, in addition to learning activities, it is necessary to emphasize the existence of good learning media. Learning media is an intermediary whose use is so that information is conveyed with the aim of stimulating students to learn. Teachers and students hope that the existence of learning media can facilitate the teaching process, because learning media makes space and time limitations overcome in learning (Namsa et al., 2023).

Besides that, educators provide media for learning to students, so that students' academic performance is high so that encouragement can arise in direction, good understanding, so that these students will have better learning outcomes (Telaumbanua, 2022). The increasing role of learning media requires the role of the teacher to have qualified literacy technology skills (Hersan et al., 2022). Because if educators are good at choosing educational technology that matches what students need and want. So, educators know how to use appropriate technology and learning strategies, which of course can achieve the effectiveness of the learning process.

Parents take part in helping to shape and develop children's character. However, there are still parents who fully believe in schools to be able to instill character and academic education in students without considering the child's development (Nabilah & Pusposari, 2022). The main task of the family for education is to lay the foundation for moral education and by living a religious life in which the character of the child is largely influenced by his parents. If parents always motivate their children, they will be able to produce high achieving children and make their parents happy (Iswan et al., 2022).

The variables of teacher performance, school environment and learning media have a joint effect on the Academic Performance variable of Tapango State Vocational High School students, Polewali Mandar Regency. There is an influence between the independent variable (X) simultaneously on the dependent variable (Y), namely the sig. the F test is 0.001 at the sig. 0.05. This value is less than 0.05 which indicates that all independent variables, namely teacher performance, school environment, and learning media simultaneously have an impact on the dependent variable, namely student academic performance at Tapango State Vocational School, Polewali Mandar Regency (Syarifuddin et al., 2023).

V. CONCLUSION

Based on the data obtained from the results of the analysis that has been carried out, the researchers concluded that first, in fact, there is an influence of teacher performance variables on student academic performance (Y). This is evidenced by the sig. $0.018 < 0.05$. This means that the better the performance of teachers, the academic performance of students also increases. Second, there is the influence of the variable use of instructional media on student academic performance (Y). This is indicated by the sig value. $0.039 < 0.05$. This means that the more creative and varied the learning media used, the student's academic performance also increases. Third, there is the influence of parental control variables on student academic performance (Y). This is indicated by the sig value. $0.022 < 0.05$. This means that the better the control of parents over their children,

the better the academic performance of these students. Fourth, there is an effect of teacher performance (X1), use of instructional media (X2), and parental control (X3) of $0.000 < 0.05$ and the calculated F value of $14.630 > F$ table 2.82 simultaneously on student academic performance (Y). With a coefficient of determination of 46.5%.

VI. SUGGESTION

Researchers suggest that improving teacher performance can be done with soft skill training, attending seminars that can educate, learn knowledge about methods, strategies, and the application of appropriate learning media in utilizing technology and parents who always support their children's activities as long as what is done is positive. In addition, for future researchers to examine the variables separately in order to develop and explore theories related to this research. Because in this research it is only described in general terms, so it is less efficient.

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