Teacher Performance, Nationalistic Attitude, and Historical Awareness, Relationship with Learning Achievement

Fahruddin[1*]   Sugiyono[2]
1.History Education, State University of Yogyakarta, PO box 55281, Jl. Colombo No.1, Yogyakarta, Indonesia
2.Education Management, State University of Yogyakarta, PO box 55281, Jl. Colombo No.1, Yogyakarta, Indonesia

Abstract
This study aims to find out: the quality of the performance of history teachers, students' nationalistic attitude, students' historical awareness, and students' learning achievement; the magnitude of the relationship between the teacher performance, student's nationalistic attitude, students' historical awareness and the learning achievement. The results of the study showed that: the quality of the teacher performance was good; the quality of the nationalistic attitude was very good; the quality of the historical awareness was very good; the quality of the learning achievement was very good; there was a significant, positive relationship between the teacher performance and the learning achievement; there was a significant, positive relationship between the nationalistic attitude and the learning achievement; there was a significant, positive relationship between the historical awareness and the learning achievement; and there was an insignificant, positive relationship between the teacher performance, nationalistic attitude, and historical awareness and the learning achievement.
Keywords: teacher performance, nationalistic attitude, historical awareness, learning achievement

INTRODUCTION

Education was defined as a process of changing the attitude and behavior of a person or group in an effort to develop human through the process of teaching and training (Rohman, 2009, p.5-6). The aspect of education that serve as a measure of its success is learning achievement. The learning achievement is an objective to be achieved in learning process. Hidayah & Sugiarto (2015, p.25) suggested that learning achievement represent the extent of the level of learners' knowledge of the material being studied.

Yogyakarta was a city that many have set it as the destination to learn. The academic programs of IPS, SMAN 1 Yogyakarta, SMAN 8 Yogyakarta, and SMAN 5 Yogyakarta, respectively, were included in the top rank compared than other high schools. The rank could be seen through the value of the high school UN in Yogyakarta region. The data that researchers got from Departement Education and Sport explained the rank of value of IPS high school UN in Yogyakarta as follows.

Table UN (IPS) Achievement Data of High Schools in Yogyakarta

No	School name	2013		2014		2015		2016		2017	
		UN Average	Rank	UN Average	Rank	UN Average	Rank	UN Average	Rank	UN Average	Rank
1	SMAN 1 Yogyakarta	83,31	1	83,00	2	83,11	2	84,12	1	82,91	3
2	SMAN 8 Yogyakarta	83,25	2	82,85	3	82,77	4	83,74	3	81,05	5
3	SMAN 5 Yogyakarta	82,71	4	81,34	5	82,84	3	83,54	4	82,34	4

The high level of the students' intelligence in practice has not been able to deliver the students to higher achievement even if the intelligence level of each students are categorized in the high category. The above achievement data showed the instability (ups and downs) of students achievement from year to year. To realize the quality of human resources, in addition to the intelligence factor of the students, it was also influenced by teachers. The teachers were defined by Rodriguez et al (2014, p.401) responsible for providing tutoring to improve student achievement.

Teachers become components that must exist in the implementation of education. Through the teacher the transfer of science can be implemented. Siswoyo (2011, p.128) said the teacher was the person responsible for the implementation of education with students as the target, so that in teaching and learning activities teachers play a very important role to achieve learning objectives. Belo and Jakada (2017, p.1) stated the better the performance of teachers, the better the students' learning achievement.

Observation done by researcher on October 24, 2017 at SMAN 1 Yogyakarta proved that the applied learning media did not adjust to the background of each students and made students less interested in implementing learning. This proved the low performance of teachers in planning and implementing learning, so that the standard of achievement of students could not be achieved with more leverage and seem unstable (up and down) whereas on the other hand the level of students' intelligence were in high category.

The attitude of nationalism was included from the variables needed in the effort to improve the learning achievement of students. Yasa (2012, p.12-13) explained that indicators of nationalism attitudes include: mutual respect, self-restraint, acceptance of difference, mutual assistance, caring, sacrificing, awareness of obligations, obedience to rules and laws and love of domestic products . The above indicators were needed in the realm of learning practice and could certainly affect the learning achievement of students. Adetiba & Rahim (2012, p.662) stated about the urgency of the attitude of nationalism for the improvement of learning achievement, then the attitude of nationalism needed to be applied in the educational environment in the school. Brian Barry in (Stilz, 2009, p.258) added that an increase in the attitude of nationalism could improve learning achievement.

Based on the interview on November 11, 2017 at SMAN 8 Yogyakarta found that the teacher's understanding of the attitude of nationalism only related to the affective and psychomotoric area alone by denying its application in the cognitive domain. Such understanding was not realized would have an impact on student learning achievement. Students who tend to be less appreciative and less concerned with his classmates did not get morale intake from his teacher.

Uncertainty of the relationship between the attitude of nationalism with the achievement of learning was also experienced by students. Of course the problem of low appreciation and care with classmates very influential on the low seriousness of students in learning. Students did not care about the material that had not been understood, reluctant to ask friends, thus causing students' learning achievement of history did not increase maximally. Yet, as Thran & Boehnkc (2014, p.196) had pointed out, the values of nationalism were a basic principle in living life in the learning environment. So these values could help improve learning achievement (Alfaqi, 2015, p 111).

Another important factor in improving the learning achievement of students was the embedded awareness of history in the students themselves. Historical awareness according to Aman (2011, p.40) had important meanings that aimed to enable students to understand how the history of the nation and how to think about the future development of life. Wiharyanto (2008, p.23) added the importance of historical awareness to the improvement of learning achievement of students. Robert Thorp (2014, p.73) also conveyed the historical awareness that has a central role in the effort to improve the achievement of learning of history.

The problem of historical awareness appeared when the understanding of the usefulness of historical awareness for the improvement of learning achievement was considered to be less important. Interview on October 15th at SMAN 5 Yogyakarta proved that the teacher understands historical awareness only to the level of everyday attitudes of students. Historical awareness was assumed to be proved only through disciplined learners 'attitudes, actively participating in ceremonies, always present in the anniversary of the historic day and a series of other insights with no deep study concerning the interconnectedness of historical awareness in the cognitive domain that could increase the learning achievement of students.

MATERIALS AND METHODS

The method used was Survey Method, which was the research method used to describe the natural state, identifiy the current situation, and determine the relationship of something that lives between the specific events (Sukardi, 2009, p.193). The quantitative analytical approach was used on the basis of statistical information, in which qualitative analysis was used to interpret the results. Implementation of this research conducted at SMAN 1 Yogyakarta, SMAN 8 Yogyakarta, and SMAN 5 Yogyakarta. Population was the whole subject of research that had certain qualities and characteristics and could be deduced from the results of research (Arikunto, 2010, p.115). The population in this study were students of class X, XI and XII IPS program at SMAN 1 Yogyakarta, SMAN 8 Yogyakarta, and SMAN 5 Yogyakarta which amounted to 293. The sample was part of the number and characteristics possessed by the population (Sugiyono, 2010, p 81). The sample in this study used in this study based on the calculation of Isacc and Michael formula were as many as 166 learners.

There were four variables in this research that were three independent variable and one dependent variable. The independent variable was a variable that explains or influences another variable, whereas the dependent variable was the variable described or influenced by the independent variable (Umar, 2003, p 63). The independent variables in this study wer teacher performance (X1), nationalism attitude (X2) and historical awareness (X3). While the dependent variable was history learning achievement (Y).

The observation was done on October 24, 2017 at SMAN 1 Yogyakarta at 08.15-12.30 WIB, on 11 November 2017 at SMAN 8 Yogyakarta at 08.00-12.30 WIB, and on 15 October 2017 at SMAN 5 Yogyakarta at 07.30-12.30 WIB. Questionnaires in this study were used to obtain student response data about teacher performance, nationalism attitude and historical awareness. The oservation sheets were used to obtain teacher performance practice data in schools including planning, implementation, and evaluation. Documentation was done by collecting teacher performance data, nationalism attitude, historical awareness, and learning achievement of history of students SMAN 1 Yogyakarta, SMAN 8 Yogyakarta, SMAN 5 Yogyakarta academic year 2017/2018. The achievement data included the average of the "ganjil" semester daily examination value in July-December 2017, the Mid Semester Achievement (PTS) value conducted in September 2017, and the School

Final Achievement (PAS) value implemented in December 2017.

The test of the instrument was done to students of class X, XI, and XII IPS SMAN 1 Yogyakarta, SMAN 8 Yogyakarta, SMAN 5 Yogyakarta academic year 2017/2018 with number of 60 students. Reliability test was done by using Alpha Cronbach Formula technique. Based on the results of instruments test performed on 60 learners with the help of Microsoft Excel computer obtained the calculation of the reliability of teacher performance instruments of(Cronbach Alpha on 0.811). The results of reliability calculations on the instrument of nationalism attitudes was (Cronbach Alpha on 0.86). While the results of calculation of reliability in the instrument of historical awareness was (Cronbach Alpha on 0.834). Test requirements in this study using the normality test to determine whether the data was normally distributed or not. The formula used in the normality test was the Chi Square formula. Linearity test was used to find out whether the regression line between the variables X and Y form a linear line or not. The test used in the test of linearity hypothesis was to determine the prices of each variable include: JK (T), JK (a), JK (b), JK (S), JK (G), and JK (TC) then followed by Test F.

Based on the analysis results obtained Chi Square calculated x_h^2 = 10.03 for teacher performance of 10.81; nationalism attitude of 10.15; historical awareness of 8.65; and historical learning achievement of 10.03. It can be stated that the data of each variable is normally distributed because the value of significance of each variable is smaller (>) than x_t^2 = 11.070. On teacher performance variable 10,03 > 11.070, nationalism attitude variable 10,15> 11.070, awareness history 8.65 > 11.070, and learning achievement history 10.03 > 11.070.

From the linearity test of the teacher performance variable (X1) with the history learning achievement variable (Y), it was obtained that Fcount was less than Ftable (0.79 < 1.55). It meant that the relationship between the teacher performance variable (X1) and the history learning achievement variable was linear. The linearity test of nationalism attitude variable (X2) with history learning achievement variable (Y) showed that Fcount was less than Ftable (0.89 < 1.55). It meant that relationship between nationalism attitude variable of (X2) and history learning achievement variable (Y) was linear. The linearity test of the historical awareness variable (X3) with the history learning achievement variable (Y) obtained that Fcount was less than Ftable (0.71 < 1.55). It meant that the relationship between the historical awareness variable (X3) and the history learning achievement variable (Y) was linear.

RESULTS AND DISCUSSION

1.   Quality level of the teachers' performance
The average performance quality of the teachers of SMAN 1 Yogyakarta, SMAN 8 Yogyakarta, and SMAN 5 Yogyakarta reached 78.72% from the expected percentage. If it was categorized in interpretation, the teachers' performance of SMAN 1 Yogyakarta, SMAN 8 Yogyakarta, and SMAN 5 Yogyakarta belongs to good criteria. Based on the survey results through questionnaires, there was a point concerned by the sample of this study, evaluation results analysis. Referring to the analysis results of the teacher performance variables, it was proven that the quality of the evaluation results analysis was included in the lowest category with the score of 6.59 or 65.90% compared with other items. The low learning outcomes analysis, compared with others, was caused by the teachers' reluctance to perform analysis of student learning outcomes. The teacher considered that the analysis should be done once in a semester, the assessment results of each basic competency did not need to be seriously analyzed, because there were too many basic competencies must be taught and assessed.

The results of the observation and documentation proved that the aspects of learning planning were included in the low category. This aspect yielded an average of 6.9 or 69%. The low score of this aspect was due to the low awareness of the teachers in conducting lesson planning. Yet, as Armstrong (2015, p.9) points out, the planning aspect is a central aspect of the practice of subsequent learning.

In the results of the conducted analysis, the researchers found some teachers who did not make syllabus and lesson plan based on the curriculum that had been applied, there were also teachers who made the lesson plan only by copying ones from the previous year without adjusting the purpose of learning, material development, and the ability of learners. Those factors led to the low score of lesson planning. In accordance with what is said by Dislen (2013, p.43) that teacher performance problems are often in the planning aspect. These findings proved the low awareness of the teachers in learning planning.

The highest item in teacher performance was in the time allocation to ask with the score of 9.40 or 93.98% and it was included in very high category. The result of observation and documentation analysis also found the highest indicator in the teacher performance, that was adjusting learning activity with the class condition with the score of 9.71 or 97%, giving opportunity to ask, practice and interact with the score of 9.71 or 97%, and organizing learning activity systematically with the score of 9.71 or 97%. These results provided conclusions that the indicators in the implementation of learning was higher than the other aspects, the results proved that the implementation aspects were conducted well by the teacher in the teacher performance variable.

2.   The nationalism attitude quality level
The average quality of the nationalism attitude of SMAN 1 Yogyakarta, SMAN 8 Yogyakarta, and SMAN 5

Yogyakarta reached 84.28% from the expected number. If it was categorized in interpretation, the nationalism attitude of SMAN 1 Yogyakarta, SMAN 8 Yogyakarta, and SMAN 5 Yogyakarta belonged to the very well criteria. The analysis result of nationalism attitude variable proved that the item quality of diligent in doing homework was included in the lowest category of 7.60 or 76% if it was compared to other items although it placed in high category. The highest score item was care to each other item with the score of 9.10 or 91%. Some of the documentation analysis conducted by the researcher through school vision and mission, school rules, slogan, wall magazines, school events, and other documentation proved that each variable of nationalism attitude was implemented well in SMAN 1 Yogyakarta, SMAN 8 Yogyakarta and SMAN 5 Yogyakarta.

The observation and documentation analysis (January 18, 2018) proved that the high nationalism attitude in SMAN 1 Yogyakarta, SMAN 8 Yogyakarta, and SMAN 5 Yogyakarta due to the high attention from the school leader through the implemented regulations. Discipline and obedience to the school regulation was the foundation value that should be firmly held. As explained by Wang & Hoffman (2016, p.3) discipline is a central aspect in the effort to improve the nationalism attitude, the proof that students have a high nationalism attitude is the discipline in doing all school activity.

Every day before and at the end of learning process, all the teachers and learners of SMAN 1 Yogyakarta, SMAN 8 Yogyakarta, and SMAN 5 Yogyakarta must stand and sing the indonesian anthem of. The schools also provide the widest opportunity to the learners to hold activities nuanced of nation defence such as a core platoon and following the national event starting from regional to national level. For the last two years, one of SMAN 1 Yogyakarta student passed the national PASKIBRA selection to serve at the presidential palace during the Indonesian independence commemoration ceremony. These data proved good efforts in trying to implement the nationalism attitude in the school environment. As explained by Talin (2014, p.52), it is necessary to make maximum efforts about the indiators of nationalism attitudes in order to improve the nationalism attitude of the learners.

3. Historical awareness quality level

The average quality of historical awareness of SMAN 1 Yogyakarta, SMAN 8 Yogyakarta, and SMAN 5 Yogyakarta reached 87.36% from the expected number. If it was categorized in interpretation, the historical awareness of SMAN 1 Yogyakarta, SMAN 8 Yogyakarta, and SMAN 5 Yogyakarta was classified in very good criteria. The items analysis result of the nationalism attitude variable proved that the item quality of the spirit to pay attention toward the teacher's explanation was included in the lowest category of 7.95 or 79.52% if it was compared to other items although it placed in the high category. The highest score item was on the item of proud of the history relics with a score of 9.36 or 93.61%. Some of the documentation analysis was done by the researcher through the learning method applied by the teacher, the researcher found efforts of the history teachers of SMAN 1 Yogyakarta, SMAN 8 Yogyakarta, and SMAN 5 Yogyakarta in growing historical awareness of the learners.

Referring to the conducted observations results (January 22, 2018), the researchers found a teaching method which did not only deliver history material, but also let learners to reflect any history material being taught. The teachers invited learners to be able to take lessons from the material being taught. The teachers also assign tasks nuanced about the surrounding environment such as writing the history of the students' village.

Beside the above learning methods, to meet the historical awareness indicator in the form of the sense of nation's cultural outcomes belonging, being proud of the nation's cultural results, and helping to keep the nation's culture, the teachers invited students to visit museums, temples, fortresses, and other historical places. According to Nasrikin, et al (2016, p.199) in order to raise historical awareness, teachers need to invite their students to carry on the activities of past relics recognition. Based on the above findings, the obtained historical awareness score was in very high category.

4. The student achievement quality level

The average quality of students learning achievement of SMAN 1 Yogyakarta, SMAN 8 Yogyakarta, and SMAN 5 Yogyakarta reached 87.36% from the expected number. If it was categorized in interpretation, the students learning achievement of SMAN 1 Yogyakarta, SMAN 8 Yogyakarta, and SMAN 5 Yogyakarta placed very well criteria. Based on the data analysis results of student achievement frequency, the scores obtained from daily tests, mid term test, and final term test of the odd semester were above the minimal mastery criteria (MMC) score (78), it reached 88% of students, while the 2% remaining was still below the minimal mastery criteria (MMC) score.

The highest score of student learning achievement was obtained by a student named Fadia Nisya P.from Social science XI class of SMAN 1 Yogyakarta with a score of 9.20 or 92.00%. While the lowest score of the student learning achievement from SMAN 1 Yogyakarta, SMAN 8 Yogyakarta, and SMAN 5 Yogyakarta was obtained by the students named Shafa Rifda A. from social science X class of SMAN 5 Yogyakarta with a score of 7.43 or 74.33% from the expected percentage.

Based on the documentation analysis (February 28, 2018), the researchers found a high score of each student in SMAN 1 Yogyakarta, SMAN 8 Yogyakarta, and SMAN 5 Yogyakarta, it proved a high level of the

students' intelligence. The high level intelligence was due to good learner input. The minimum average score of SMP (Junior high school) national final test from the students received at SMAN 1 Yogyakarta was 3.75, the students received at SMAN 8 Yogyakarta had an average above 3.50, and the students accepted in SMAN 5 Yogyakarta had the average above 3.35. The policy of imposing SMP minimum average score made good input students of SMAN 1 Yogyakarta, SMAN 8 Yogyakarta, and SMAN 5 Yogyakarta.

5.   Relationship between the teacher performance and students learning achievement

Through the analysis of product moment correlation it was produced correlation value of 0.163. The value proved that the correlation between the teacher performance and the student achievement was positive. If it was interpreted, the level of correlation relationship was very weak because it was in the coefficient interval of 0.00 - 0.199. The correlation result between the teacher performance and the students learning achievement of SMAN 1 Yogyakarta, SMAN 8 Yogyakarta, and SMAN 5 Yogyakarta not only showed a positive number, but also showed significant correlation. Its significance was known by comparing rtable of the sample 166. The rtable showed the value of 0.148 with the error rate of 5%. It was proved that the value of rcount is greater than rtable: (0.163 > 0.148), it meant the correlation relationship between the teacher performance and history-learning achievement was significant and can be generalized to the population.

The positive and significant relationship results showed that if the numbers of variables were increased, then the numbers of learning achievement variables would also increase, and vice versa, if the teacher's performance variables numbers were lowered, then the numbers of learning achievement variables would also decrease and the results could be applied to the population. Therefore, it is necessary school for the principal of SMAN 1 Yogyakarta, SMAN 8 Yogyakarta, and SMAN 5 Yogyakarta to monitor the history teachers' performance to be always in a good level. The statement is reinforced by Morgan et al (2014, p.4) that the stability of the teachers' performance needs to be always monitored by the principal. It is necessary to evaluate the teachers performance within a certain time.

In relation to the teachers' performance, Supardi (2013, p.45) argues that teacher performance is a teacher's ability to carry out learning tasks at school and be responsible for the students under their guidance by improving the students' learning achievement. In line with that opinion, teacher performance is defined by Rodriguez, Capelleras, & Garcia (2014, p.401) as the teacher's performance in carrying out their duties and responsibilities in providing learning guidance that contains knowledge and skills led to improved student achievement. Ivancevich (2010, p.251) adds that the students' achievement is strongly influenced by the teacher performance.

Teachers in charge of teaching must perform maximally from the aspect of planning, implementation and evaluation. The statement is in accordance with the opinion of Seeker (Sulaeman Zen, 2007, p.3) stating that the process of teacher performance management consists of three phases namely planning, coaching and evaluation. Implementation is the stage of teachers in planning the implementation of learning systematically and measurably, in accordance with the curriculum. Implementation is the process of delivering learning materials in the classroom. Evaluation is an activity aimed to find out whether the conducted learning process meet the learning objectives or not (Burhanudin, 2007, p.105).

6.   Relationship between nationalism attitude and the students' achievement

Through the analysis of product moment correlation produced the correlation value of 0.161. The value proved that the correlation between the nationalism attitude and the students' achievement was positive. If it was interpreted, the level of correlation relationship was very weak because it was at the coefficient interval of 0.00 – 0.199. The correlation result between the nationalism attitude and the students learning achievement of SMAN 1 Yogyakarta, SMAN 8 Yogyakarta, and SMAN 5 Yogyakarta not only showed positive number, but also showed significant. Its significance was known by comparing the rtable value of the sample 166. The rtable showed the value of 0.148 with the error rate of 5%. It was proven that the value rcount was greater than rtable: (0.161 > 0.148), meaning that the correlation relationship between nationalism attitude and the history learning achievement was significant and it could be generalized to the population.

The positive and significant relationship results showed that if the number of nationalism attitudes variables was improved, the number of learning achievement variables would also increase, and vice versa, if the number of nationalism attitudes variables was decreased, then the learning achievement variable would also decrease and this result could be applied to the population. Therefore, it is necessary for the school principals of SMAN 1 Yogyakarta, SMAN 8 Yogyakarta, and SMAN 5 Yogyakarta to apply school rules that are integrated with the values of nationalism: (1) mutual respect, (2) accepting the differences, (3)) mutual help, (4) caring for others, (5) striving for achievement, (6) awareness of obligations, and (7) obeying the applicable rules (Yasa, 2012, p 12-13).

An opinion is expressed by Nasrikin et al (2016, p.199). Based on his research, the nationalism attitude can be showed by the learners through several ways: 1) following the flag ceremony, 2) following religious activities, 3) mutual cooperation in the school so as to create togetherness, mutual respect, and active interaction, 4) organizing activities preserving culture, and 5) social service as a form of caring for others. As stated by Jain (2014, p.2) that the nationalism attitude can be demonstrated by the actions of learners in carrying out activities

in schools.

The obligation to try increasing the value of students nationalism is also carried by the teacher who teaches the history subject. The transfer of knowledge from the teacher is certainly aimed to the learners. In addition, in every learning especially the history, the purpose of applied learning should aim at the realization of the students nationalism attitude by inculcating the spirit of nation and homeland (Aman, 2011, p.2).

7.   Relationship between the historical awareness and the student achievement

Through the analysis of product moment correlation produced the correlation value of 0.157. The value proved that the correlation between the historical awareness and the students' achievement was positive, because the correlation result was not negative. If it was interpreted, the level of correlation relationship was very weak because it was in the coefficient interval of 0.00 - 0.199. The correlation results of historical awareness and the achievement of learners SMAN 1 Yogyakarta, SMAN 8 Yogyakarta, and SMAN 5 Yogyakarta showed a positive and significant number. Its significance was known by comparing the rtable value of the sample 166. The rtable showed the value of 0.148 with the error rate of 5%. It was proved that the value rcount was greater than rtable: (0.157 > 0.148), meaning that correlation relationship between the historical awareness and the history learning achievement was significant and it can generalized to the population.

The positive and significant relationship result indicated that if the number of historical awareness variables was increased, then the number of learning achievement variables would also increase, and vice versa, if the number of historical awareness variables was lowered, then the learning achievement variable number would also decrease, and this result can be applied to the population. Therefore, learners need to be guided in order to increase their historical awareness. History teachers have an important role to always monitor and raise the students historical awareness. As stated by Jiri Subrt (2013, p.42), historical awareness should not be ignored, and it is useful for reviewing history lessons in schools that it was proved to be useful.

In order to monitor and increase the students historical awareness, history teachers must understand the historical awareness indicators that have been formulated in this research: (1) understanding the benefits of history for life, (2) understanding causal relationships, (3) (4) recognizing the cultural character of the society, (5) increasing the spirit of studying history material, (6) trying to be excel in history lessons, and (7) having sense of belonging toward the nation's culture results, (8) being proud of the nation's cultural results, and (9) helping to preserve the nation's cultural results (Hroch M., 2010, p.63).

As an effort to improve the historical awareness, the emphasis on national history is necessary. Glencross (2010, p.23) states that national history is a major milestone in the effort of raising the students' historical awareness. It aims that the learners do not lose their identity as part of the nation and teaching national history in schools is included as an effort to contribute in strengthening sense of national identity. Learners who learn and be able to interpret the history of their nation, they have been essentially grrew the historical awareness. Therefore, the application of historical awareness is important in teaching and learning activities (Smith, 2007, p.97).

8.   Relationship between teacher performance, nationalism attitude and historical awareness and the students learning achievement.

Through a double correlation analysis of 3 predictors it was produced correlation value of 0.207. The value proved that the correlation between teacher performance, nationalism attitude historical awareness and student achievement was positive, because the correlation result was not negative. If it was interpreted, the level of correlation relationship was weak because it is at the interval coefficient of 0.20 - 0.399.

The double correlation result of 3 predictors between teacher performance, nationalism attitude and historical awareness and students learning achievement of SMAN 1 Yogyakarta, SMAN 8 Yogyakarta, and SMAN 5 Yogyakarta showed a positive number, but it resulted in insignificant relationship.the significance test was conducted through Ftest and it resulted in the value of 2.426 is then it was compared with Ftabel based on the numerator dk = 3 and the denominator dk (166 – 3 – 1) = 162. The error rate was 5%: Ftable = 2.65. Since the Fcount was less than Ftable, the tested correlation coefficient was insignificant and can not be generalized to the population.

The positive result but insignificant relationship indicates that if the number of historical awareness variables is increased, then the number of learning achievement variables will also increase, and vice versa, if the number of historical awareness variables is lowered, then the variable of learning achievement will also decrease, but this result cannot be applied to the population. This means that the positive result is only valid for the sample only.

Aspects outside the research variables also need to get a great attention to improve the student learning achievement into a positive direction. These aspects include the internal and external aspects of the school. Internal factors that need to get attention from the school is the fulfillment of reading resources for learners because a complete reading source will enrich the learners' knowledge and certainly can improve their intelligence ability (Burridge, N., Buchanan, J., & Chodkiewicz, A, 2014, p.20). The more complete of reading source can improve the quality of learners learning and finally can improve the students' achievement.

The external factor of school is learning supervision from the family and the environment. Lewis, Robinson & Hayes (2011, p.75) describes other means such as family, it can support learners to increase their learning achievement in school. Good attention from the family in organizing home study activities and supervision of the learners' friendship environment become an important aspect to be implemented. The learners' discipline in managing home study time and associating with friendship environment can affect the students' learning achievement in school.

CONCLUSIONS AND SUGGESTIONS

The average quality level of the teacher performance of SMAN 1 Yogyakarta, SMAN 8 Yogyakarta, and SMAN 5 Yogyakarta reached 78.72% from the expected number and it was included in good criteria. The one of nationalism attitude reached 84.28% and it was included in very good criteria. The one of historical awareness reached 87.36% and it was included in the very well criteria. The one of the students achievement reached 85.25% and it was included in the very well criteria.

There was a positive, very weak, and significant relationship between teacher performance and student achievement with the correlation number of 0.163. There is a positive, very weak, and significant relationship between the nationalism attitudes and the students' learning achievement with the correlation number of 0.161. There is a positive, very weak, and significant relationship between historical awareness and student achievement with the correlation number of 0.157. There is a positive, weak, and insignificant relationship between teacher performance, nationalism attitudes, historical awareness and the students' learning achievement with the correlation number of 0.207.

The principal is expected to be more strict in monitoring the implementation of the evaluation analysis conducted by the history teacher, the aspect is very important for the improvement of history learning. History teachers are expected to always monitor the development of students' nationalism attitudes and awareness through learning activities in the classroom and activities in the school environment. If these efforts can be implemented properly, it will be able to improve the history learning achievement.

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