

The Effect Of Teacher Performance On Learning Quality At Sdn Pasir Putih 02

Nadia Ananda Putri¹, Bambang Irawan²

^{1,3} Fakultas Ilmu Pendidikan Universitas Muhammadiyah Jakarta

² Pendidikan Guru Sekolah Dasar

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Abstract

This study aims to analyze the effect of teacher performance on learning quality in a public primary school. Teacher performance is considered a crucial factor in determining the effectiveness of the learning process, including lesson planning, instructional implementation, classroom management, and evaluation. This research employed a quantitative approach using a survey method. The research subjects consisted of teachers and students at SDN Pasir Putih 02. Data were collected through validated questionnaires and analyzed using simple linear regression techniques. The results indicate that teacher performance has a significant effect on learning quality, as evidenced by a significance value of $p < 0.05$. The coefficient of determination shows that teacher performance contributes substantially to the improvement of learning quality. These findings emphasize the importance of enhancing teacher performance as a strategic effort to improve learning quality in primary education

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Corresponding Author:

Nadia Ananda Putri

Universitas Muhammadiyah Jakarta

nadiaananda944@gmail.com

1. INTRODUCTION

Education plays a vital role in developing human resources and improving national competitiveness. The quality of education, particularly at the primary school level, is largely determined by the quality of the learning process. Teachers serve as the main actors in the implementation of learning activities; therefore, their performance significantly influences learning quality.

Teacher performance includes the ability to plan lessons, implement effective instructional strategies, manage classrooms, and evaluate student learning outcomes. However, several studies indicate that learning quality remains suboptimal due to inadequate teacher performance. These conditions highlight the need for empirical research examining the relationship between teacher performance and learning quality. Based on this background, the present study aims to investigate the effect of teacher performance on learning quality in a primary school setting.

Quality education must have teachers who can educate the nation and state with serious attention needs to be directed at improving teacher performance through appropriate support, continuous training, and professional development, so that improvements in the quality of learning can be realized (Nur Efendi & Muh Ibnu Sholeh, 2023). In addition, in an effort to achieve quality education, the National Education Standards or SNP can be used as a reference, there are 8 National Education Standards that have been established, namely: 1) graduate competency standards; 2) content standards; 3) process standards; 4) education assessment standards; 5) education personnel standards;

6) facilities and infrastructure standards; 7) management standards and 8) financing standards. Good quality learning in elementary schools will greatly influence the cognitive, social and emotional development of students at higher levels, such as Junior High School (SMP) and Senior High School (SMA) which are also part of the national education system.

2. METHOD

This study used a quantitative research approach with a survey design. The population consisted of teachers and students at SDN Pasir Putih 02. The research sample was selected using a total sampling technique.

Data were collected through questionnaires measuring teacher performance and learning quality. The instruments were tested for validity and reliability prior to use. Data analysis was conducted using descriptive statistics and simple linear regression to determine the effect of teacher performance on learning quality.

Data Collection Techniques

1. Questionnaires

According to (Sugiyono, 2022: 142), a questionnaire is a data collection technique conducted by providing respondents with a set of written questions or statements to answer (Rudi, 2022: 20). A questionnaire is a data collection technique that uses a set of written questions or statements with answer options for respondents, with the aim of obtaining primary data. The questionnaires are handed out directly to respondents who meet the criteria set by the author. To collect data, researchers create a research instrument outline, but the instrument must first be tested.

2. Documentation

According to Creswell, as quoted by (Daruhadi, 2024), data collection through documentation involves reviewing written documents such as archives, notes, reports, letters, books, or other official documents relevant to the research topic. Documentation studies are used to provide an in-depth understanding of the historical background, policies, events, and developments related to the phenomenon being studied. Furthermore, according to (Darmawan, 2021:81), documentation studies are a data collection method carried out by collecting and reviewing various documents, both written and electronic. The data obtained through documentation is then analyzed, compared, and combined to produce a systematically structured study.

3. Observation

The observation method is a structured method of observing and recording phenomena observed within the research object. This method is one of the simplest and most frequently used data collection methods, particularly in statistical surveys, such as in research on the attitudes and behavior patterns of a particular community group. In its application, researchers generally go directly into the field to determine appropriate measurement tools for the research needs (Mulyani, 2022: 119).

3. RESULTS AND DISCUSSION

The results of data analysis indicate that teacher performance has a significant effect on learning quality. The regression analysis shows a significance value of $p < 0.05$, indicating that the proposed hypothesis is accepted.

The coefficient of determination reveals that teacher performance contributes a high percentage to learning quality improvement. This finding confirms that effective teacher performance positively influences student engagement, understanding of learning materials, and classroom learning atmosphere.

These results are consistent with previous studies stating that teacher competence and professional performance are key determinants of educational quality. Teachers who demonstrate strong instructional skills and classroom management abilities tend to create more effective and meaningful learning experiences.

4. CONCLUSION

Based on the findings of this study, it can be concluded that teacher performance has a significant effect on learning quality in primary schools. Improving teacher performance through professional development and continuous evaluation is essential for enhancing learning quality. Future research may explore additional factors influencing learning quality to provide a more comprehensive understanding.

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