

Research Article

The Effect of Teacher Performance on the Quality of Education at State Vocational School 4 Kupang City for the Academic Year 2022/2023

Hendrik A. E. Lao*, Anita A. Hege Udju, Andrian Wira Syah Putra

Institut Agama Kritisen Negeri Kupang, Kupang, Indonesia

Abstract.

This research is supported by the results of the library study of State Vocational School 4 Kupang City construction on the implementation of the National Assessment in 2021, which has not reached the minimum standard of level 3. Also, the average repeat results at the end of the semester are in the academic year 2021/2022, whose classical intensity has not reached 75%. The data from the UN results in 2019, which are the standard for determining the quality of education in Indonesia, revealed that the State Vocational School 4 Kupang City buildings are in the low category. In addition, the average results of the assessment of teacher performance have not reached the maximum standard (good). Considering this, researchers found that there are problems that need to be addressed, especially teacher performance. This research aims to find out to what extent the performance of teachers influences the quality of education in the State Vocational School 4 Kupang City. The method used in this survey is based on a quantitative approach. Data collection techniques are used through questionnaires/surveys, observations, and documentation to understand the influence of teacher performance on the quality of education. The results of the research are based on a summary model test that obtains a value of R squared (R^2), which indicates that the influence of the Teacher Performance variable (X) on the Quality of Education variable (Y) is $0.715 = 71.5\%$, meaning that the performance of teachers has a very significant contribution to the improvement of the quality of education. Thus, it's concluded that the performance of teachers has a significant influence on the quality of education.

Keywords: teacher performance, educational quality and national assessment

Corresponding Author: Hendrik
A. E. Lao; email:
hendrikla033@gmail.com

Published: 15 August 2024

Publishing services provided by
Knowledge E

© Hendrik A. E. Lao et al. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the 6th SoRes Conference Committee.

1. INTRODUCTION

At this time the quality or quality of education continues to be the main focus of attention in the implementation of education. In principle, the quality of education produces something that has high value and benefits according to needs. With the demands from stakeholders, accountability for the quality of education must be a concern in the education system in schools, because the quality of education is the ability expected

 OPEN ACCESS

in the education system, both from the management of education in general and specifically the educational process that takes place in schools.

This competence is owned by educators in carrying out their duties at school as an effort to develop good activities to improve for the better. This makes the educational goals that have been set in schools well achieved through a learning activity carried out by the teacher based on the targets and objectives of the curriculum. Teachers who perform well will produce tough students, namely graduates who are efficient and effective in accordance with predetermined educational goals.[1].

Teacher performance is a teaching professional competency that reflects the absolute need for all teachers [2]. Teacher competence in itself will appear in carrying out their duties and responsibilities properly which can produce an achievement for the teacher and a teacher's achievement can be known through the achievement of his work or other possibilities in a lesson plan that has been decided through standard provisions. Teacher performance includes personal, social, pedagogical and professional competence (Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers. n.d.).

There are several views on teacher performance as conveyed by [4] that a teacher who has the ability to carry out learning tasks at school will always be responsible for the students he guides by increasing student achievement is a teacher who performs well. So to achieve the quality of education is also supported by the performance of teachers to improve the quality of education.

[5] states that quality is fulfillment of stakeholder needs, has a prevention system, has flawless standards and has a price measure of dissatisfaction. In carrying out learning activities, the quality of education has a close relationship with the preparation of teaching materials, approaches and methods, available infrastructure, environmental financing and others. Meanwhile according by [6] that quality is change, the concept of quality does not remain valid for a lifetime, but is always dynamic according to the times. Quality in learning in schools refers to the preparation of learning, implementation of learning and assessment of learning outcomes that follow the needs and expectations of stakeholders, [7]. Quality problems lie in management problems [8]. Quality in educational institutions must measure matters related to management, [9]. From this opinion it can be concluded that quality is the fulfillment of stakeholders who have flawless standards carried out in the learning process to obtain quality results in accordance with educational management.

To achieve good quality education is also carried out through a systems approach, because this approach is a combination of output-output and process-output approaches. So the input-output approach is based on the assumption that superior educational output can be obtained from superior input,, [10]. Educational quality management directs all activities of the management function as a whole, from planning, organizing to leadership that determines quality policy [11].

According to [12] it must involve at least five factors that support improving the quality of education, namely:

1.1. Principal Leadership

As a leader in a school, the principal has a clear understanding of the vision and mission of work, is able to work hard, has high work motivation, is diligent and steadfast at work, provides optimal service, and has high work discipline.

1.2. Teacher

Teachers need to be maximally involved in various activities, to improve the competence and work profession of teachers through seminars, workshops and training so that the results of these activities can be applied in schools.

1.3. Students

“Children as activity centers” therefore the approach that needs to be taken is how to explore the competencies or abilities of students so that schools can take an inventory of the strengths and weaknesses that exist in students to be used as a first step in quality improvement.

1.4. Curriculum

The school curriculum must be dynamic, consistent and integrated so as to enable maximum achievement of the expected quality standards.

1.5. Cooperation Network

A network of cooperation that may not be limited to the school environment and the local community (parents, students and the community) but also with other organizations that are deemed necessary to support schools (companies or government agencies) and if there are graduates from the school can be absorbed into the world of work.

Based on the description above, it can be concluded that the quality of education can be achieved if all components of quality achievement can collaborate well. So that the quality or quality of education is in accordance with national education standards. However, in reality the performance of teachers at SMK Negeri 4 Kupang is still far from expectations that many teachers have not prepared lesson plans and teaching materials properly when entering class and also when teaching monotonous teachers in explaining material to students. The results of observation and supervision show that the average performance score of new teachers reaches 65 (enough category). This also illustrates that the school principal is not performing his leadership duties optimally. And the average value of supervision results for new teachers reaches 66.5 (sufficient category).

2. RESEARCH METHOD

In this study the researchers used survey methods and the research results tended to be generalized [13],), the pattern of the approach was quantitative to obtain existing data both in the past and present about beliefs, opinions, characteristics, behavior, variable relationships and to test several hypotheses. about variables from samples taken from certain populations, [14]. While the sample in this study amounted to 33 teachers and data collection techniques namely questionnaires, observation and documentation. The data analysis technique uses inferential analysis with the help of SPSS 22.

3. RESULT AND DISCUSSION

3.1. Result

The success or failure of an educational institution is due to several factors that affect the attainment of quality education, which come from within the person leading it and some are from outside himself as shown in the table below.

TABLE 1: The Effect of Teacher Performance to Quality of Education Model Summary X to Y.

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|--|-------------------|----------|-------------------|----------------------------|
| 1 | .846 ^a | .715 | .706 | 6.64549 |
| a. Predictors: (Constant), Teacher Performance | | | | |

Based on the results of the summary model test, the value of R square or $R^2 = 0.715 = 71.5\%$ is obtained. This value indicates that the variation in the teacher performance variable (X) on the quality of education (Y) has an effect of 71.5%, meaning that teacher performance has a very significant contribution to improving the quality of education and the rest is influenced by other factors.

3.2. Discussion

Based on the results of the summary model test, the value of R square or $R^2 = 0.715 = 71.5\%$ is obtained. This value indicates that the variation in the teacher performance variable (X2) on the quality of education (Y) has an effect of 71.5%, meaning that teacher performance has a very significant contribution to improving the quality of education and the rest is influenced by other factors.

Based on the results of the research above, it can be explained that the contribution of teacher performance to the quality of education increases significantly. This research is supported by research results [15] that most teachers are not satisfied after certification because there are still other factors that influence it. The research is supported by research results [16] shows that having a motivational influence has a positive impact on the performance of accounting teachers. This is in line with research [17] that there are 4 factors that influence teacher performance, namely: 1) Teacher performance guidelines; 2) supervision of teacher performance; 3) the motivation given; 4) teacher performance evaluation. Further research [18] it was concluded that every day at SMAN 02 Balikpapan a management review meeting (RTM) is held which aims to carry out quality evaluation activities that can improve teacher performance for the better. An increase in teacher performance has implications for the enthusiasm of students towards the learning process. In the learning process each student can be freed to pursue their respective talents in accordance with the applicable curriculum, with that students are enthusiastic about participating in learning, this is one of the teacher's performance achievements.

The results of the research above are theoretically according to [19] explains in a macro perspective the many factors that influence the quality of education, including

curriculum factors, educational policies, educational facilities, applications of information and communication technology in education, especially in teaching and learning activities, application of up to date and modern educational methods, strategies and approaches, educational evaluation methods are appropriate, adequate educational costs, education management is carried out professionally, human resources for educators are trained, knowledgeable, experienced and professional. Meanwhile according to [20] Quality is very important as part of the educational process. The learning process is the goal of educational organizations, [21]. The quality of education is the quality of graduates and services that satisfy those related to education, [22]. The quality of graduates relates to graduates with good grades (cognitive, affective, and psychomotor) who are accepted to continue to the next level who are more qualified and have a good personality, [23]. While the quality of service is related to activities serving the needs of students, teachers and employees as well as the community in a timely and appropriate manner so that all are satisfied with the services provided by the school, [24].

Based on the explanation of research results and theory, it can be concluded that teacher performance is one of the factors that affect the quality of education besides the curriculum, facilities and infrastructure and so on. So that the performance of teachers at SMK Negeri 4 Kota Kupang needs to be maintained and improved.

4. CONCLUSION

Based on the results of the research and discussion described above, it can be concluded that teacher performance (X) is one of the factors that affect the quality of education (Y) in addition to curriculum, facilities and infrastructure and so on. So that the performance of teachers at SMK Negeri 4 Kota Kupang needs to be maintained and improved through various strategies such as attending seminars, workshops and training to increase teacher competence. It is hoped that this research can still be developed by further researchers because there are still other factors that have not been examined in this study.

References

- [1] Mulyasa E. Standar kompetensi dan sertifikasi guru. Bandung: Remaja Rosda karya; 2012.

- [2] Tumiran. Peningkatan kinerja guru dalam pengembangan kualitas peserta didik melalui budaya organisasi sekolah. *Pendidikan*. 2018;3(2).
- [3] Undang-undang Republik Indonesia nomor 14 tahun 2005 tentang guru dan dosen.
- [4] Lao HA. *Manajemen pendidikan*. Klaten-Jawa Tengah: Lakeisha; 2021.
- [5] Frelberg HJ, Driscoll A. *Universal Teaching Strategies*. Boston: Allyn & Bacon; 1992.
- [6] Priansa DJ, Somad R, Kasmanah A. *Manajemen supervisi & kepemimpinan kepala sekolah*. Bandung: Alfabeta; 2014.
- [7] Fahmi A, Hardiansyah H, Suryanata IMO. *Hubungan kinerja guru dengan mutu pendidikan di sekolah*. Mataram: Prodi Administrasi Pendidikan, FIK IKIP Mataram; 2018.
- [8] Hasan B, Zamroni. *Manajemen mutu pendidikan*. Tulung Agung: Perum. BMW Madani Kavling; 2017.
- [9] Timor H. Mutu sekolah; Antara kepemimpinan kepala sekolah dan kinerja guru. *J. Adm. Pendidik*. 2018;25(1):21–30.
- [10] Mulyasa H. *Uji kompetensi dan penilaian kinerja guru*. Bandung: Remaja Rosdakarya; 2013.
- [11] Puspitasari D, Mulyo HM. Hubungan tingkat self-efficacy guru dengan tingkat burnout pada guru sekolah inklusif di Surabaya. *J. Psikol*. 2018;2(4).
- [12] Danim S. *Visi baru manajemen sekolah*. Jakarta: Bumi Aksara; 2006.
- [13] Sugiyono, *Metode penelitian: Pendidikan pendekatan kuantitati dan kualitatif R&D*. Bandung: Alfabeta; 2013.
- [14] Sugiyono, *Metode Penelitian Pendidikan*. Bandung: Alfabeta; 2006.
- [15] Kartowagiran B. Kinerja guru profesional (guru pasca sertifikasi). *J. Cakrawala Pendidik*. 2015 Apr;3(3): <https://doi.org/10.21831/cp.v3i3.4208>.
- [16] Ardiana TE. Pengaruh motivasi kerja guru terhadap kinerja guru akuntansi smk di Kota Madiun. *J. Akunt. dan Pajak*. 2017;17(02), <https://doi.org/10.29040/jap.v17i02.11>
- [17] Muspawi M. Strategi peningkatan kinerja guru. *J. Ilm. Univ. Batanghari Jambi*. 2021;21(1):101.
- [18] Indriawati P, Maulida N, Erni DN, Putri WH. Kinerja guru dalam mutu pendidikan di SMAN 02 Balikpapan. *J. Penelitian, Pendidik. dan Pengajaran JPPP*. 2022;3(3):204–15, <https://doi.org/10.30596/jppp.v3i3.12795>
- [19] Hadis A, Nurhayati B. *Manajemen mutu pendidikan*. Bandung: Alfabeta; 2010.
- [20] Fadhlil M. *Manajemen peningkatan mutu pendidikan*. TADBIR J. Stud. Manaj. Pendidik. 2017;1(02), <https://doi.org/10.29240/jsmp.v1i2.295>

- [21] Alfandi H. Desain pembelajaran yang demokratis & humanis. Malang: UIN Malang Press; 2009.
- [22] Khaerudin. Kualitas instrumen hasil belajar. *J. Madaniyah*. 2015;2:212–35.
- [23] Miller MD, Linn RL, Gronlund N. Measurement and assessment in teaching. New Jersey: Pearson Higher Education; 2012.
- [24] Sirait L. Peningkatan kompetensi pedagogik guru melalui pelaksanaan supervisi akademik. *Nuansa Akad. J. Pembang. Masy*; 2021, <https://doi.org/10.47200/jnajpm.v6i1.691>