Primary School Teacher Performance in Creating Quality Learning

RAZEF ZULKARNAIN[1*], NELLITAWATI[2], HADIYANTO[3], HANIF ALKADRI[4], AND WIDIAWATI[5]

Abstract

This research aimed to determine the performance of the primary school teachers in realizing quality learning. The research method used was a quantitative method with correlational descriptive techniques. The research was carried out in the state primary schools in the *Kamang Baru* district with the research sample of 105 respondents. Research data were collected by using a Likert scale questionnaire consisting of the five alternative answers. The data analysis technique used was descriptive analysis by finding the average score, calculating percentages, and setting achievement criteria. Results showed that the teacher's performance was in a good category. It means that teachers have performed well in realizing quality learning. The results imply the need for continuous improvement and development of teacher performance.

[1*] Universitas Negeri Padang, Jambi, Indonesia, Corresponding author: razefzulkarnain@gmail.com
[2,3,4,5] Universitas Negeri Padang, Jambi, Indonesia

Introduction

One of society's demands and hopes in the era of globalization is that the quality of education can be taken seriously. The quality of education assessed based on student learning outcomes is largely determined by teachers, especially 34% in developing countries and 36% in industrial countries (Sholeha et al., 2023). The quality of education is a pillar for developing human resources where the future of the nation lies in the existence of quality education in the present (Yumnah et al., 2023). Various factors influence the success of educational goals, including teachers, students, facilities and infrastructure, environment, and curriculum. Of these various factors, teachers have a paramount position without ignoring other supporting factors. Many efforts have been made by the government, education services, and stakeholders to evaluate, improve, and enhance the quality of teachers and education. However, these efforts will be in vain without the support of the teacher's role (Nur'aini & Ruslau, 2023). Improving the quality of education must start with teachers and end with teachers (Mardianton et al., 2023).

The success of school reform is largely determined by teachers because teachers are learning leaders, facilitators, and at the same time the center of learning initiatives (Abdurakhman & Rusli, 2015; Fitri et al., 2022). Teachers are human resources that are considered essential (Kartiko et al., 2023). The activities carried out by teachers greatly influence the implementation of the learning process because teachers, in their various activities, become leaders and mentors in the class (Inah, 2015; Sarifudin, 2019).

Teachers are one component of the educational process, which plays a role in human resources. A teacher has a role and duty as a shaper of a child's personality, morals, thought patterns, and morals (Jannah, 2019; Miswar, 2021). The teachers and education personnel are one of the resources in schools. Their performance plays an essential role in achieving school goals (Toto et al., 2019). Teachers are necessary for creating quality human resources and being the spearhead of the learning process success and quality results (Nur'aini & Ruslau, 2023). A teacher is a person who plays an essential role in managing the classroom and structuring learning to create an education (Palobo et al., 2021).

Teachers as educators are the most determining component because it is in the hands of teachers that the curriculum, learning resources, facilities, infrastructure, and learning climate become meaningful for the students' lives. The teachers are the most determining component in the education system, which must receive central, first and foremost attention. This figure will always be in the strategic spotlight when talking about educational issues because teachers are always related to any component of the education system (Pandipa, 2020).

Teachers are one of the determining factors for the high and low quality of educational outcomes, so every effort to improve the quality of education needs to pay great attention to improving teacher performance. The teachers need to have performance that can provide and realize the hopes and desires of all parties, especially the general public that trusts the schools and teachers in developing students since teacher performance is the paramount input in education (Nadeem et al., 2011).

The teacher's performance is the work that results in the quality and quantity achieved by a teacher in carrying out his duties according to the responsibilities given to him (Asmarani et al., 2021; Lutfah et al., 2019). In assessing teacher performance, the teacher performance

has five dimensions: quality of work, speed/accuracy of work, initiative in work, and ability to communicate work (Sarimaya, 2008). Therefore, teachers with high performance will be able to carry out quality learning through appropriate means methods, and strategies that enable a student to understand what the teacher teaches. Teachers who have high performance will be reflected in the quality of the work they carry out, meaning that teachers can teach with full quality according to standards in every implementation of their duties, from planning and implementing to evaluating learning. Apart from that, high-performing teachers will also be reflected in their level of initiative, where the teacher will take the initiative to utilize everything available to improve the quality of learning and strive to ensure that teaching and learning interestingly take place and inspire students to participate in learning. High-performing teachers will ensure that learning occurs smoothly and will raise the teaching standard. Teachers with high performance are to communicate learning in an interesting.

However, based on the preliminary research by interviewing some teachers at several state primary schools in *Kamang Baru* District, Sijunjung Regency, some information was obtained that teachers' performance was not optimal in carrying out their duties professionally. It can be seen based on some facts that were:

- From the aspect of work quality, there are still teachers who have not prepared all components of the syllabus and lesson plans by the rules contained in the applicable curriculum. Apart from that, around 35% of the lesson plans written by teachers are used as guidelines for learning, while the rest as administrative equipment for learning.

- From the aspect of work quantity, there are still many teachers who have not been able to complete the work according to the specified time limit, for example when preparing RPPs at the beginning of the semester, teachers only prepare RPPs for 2 or 3 meetings, while the next meeting has not been completed.

- From the aspect of accuracy and speed of work, there are still many teachers, or around 50% of teachers who teach according to the effective learning hours that have been allocated at the start of the semester.

- From the aspect of work initiative, there are still many teachers who do not have the initiative in the learning process, where many teachers find that carrying out learning is still done through monotonous ways and methods and strategies, which make students sometimes bored of learning. Apart from that, there is a lack of teacher desire to develop their learning tools. The tendency is that some teachers still use old learning tools without adjusting first to the new learning tools,

- From the communication aspect, there are still teachers who cannot communicate learning in an easily digested or understood language by students. The teacher's communicative ability in implementing learning material is still not optimal.

The high performance possessed by a teacher will cause the teacher to be more passionate and enthusiastic in carrying out his duties as an educator. It will have a good impact on the school. It is an essential thing to help achieve the goals planned by the school. The poor performance not only impacts the teacher's work results but also impacts the student learning outcomes. Considering the very strategic position of teachers in determining the quality of education because they have direct contact with students, it can be emphasized that teacher performance is beneficial to create quality learning that will improve student learning outcomes. Therefore, the focus of the problem in this research is teacher performance.

Literature Review

A teacher needs to have a performance that can provide and realize the hopes and desires of all parties, especially the community, which trusts schools and teachers to develop students. Teacher performance is an essential requirement to achieve educational success (Sari, 2019). Teacher performance shows the activities of teachers in carrying out their duties and obligations as educators in schools (Hartiwi et al., 2020). Teachers are one of the determinants of educational success because teachers have direct contact with students to guide them so that students can be successful according to the predetermined graduate achievements. Therefore, teacher performance must be improved (Wahyudi, 2018). Teacher performance is a behavior or response that provides results that the teacher has achieved as measured by the competency specifications that teachers must have (Afandi et al., 2021). Teacher performance is the teacher's ability to carry out tasks in learning activities. Teachers must demonstrate actions that can improve student achievement and provide guidance (Kartini et al., 2020).

Teachers' performance plays a crucial role in the effective functioning of an organization, particularly schools. According to Andrian et al. (2018), schools perform well when teachers perform well. In this context, teacher performance refers to the outcome of their efforts to achieve the organization's goals. It encompasses various educational, personality, professional, and social competence criteria.

Educators are deemed inadequate when they need more proficiency in these four key areas necessary to fulfill the teaching tasks required by schools. Therefore, the development of teacher performance is essential for cultivating qualified educators. Through exemplary and optimal performance, teachers can contribute to creating high-quality human resources, consequently enhancing the school's overall quality.

The quality of education is intricately linked to the effectiveness of teachers' performance (Rodgers et al., 2019). Teachers, being inherently social beings, have specific needs that must be met to ensure optimal performance. The workplace environment and professional leadership play crucial roles in shaping a teacher's cognitive abilities and performance capabilities. When provided with conducive conditions such as a supportive work environment, recognition of good work, a strong sense of responsibility, and collaborative teamwork, teachers are poised to enhance their performance. Furthermore, factors such as maintaining good physical and mental health, adequate infrastructure, and efficient organizational management processes within schools can also contribute to creating an environment where teachers can effectively facilitate the teaching and learning process and inspire students to embrace their responsibilities eagerly (Rustan et al., 2022).

Students' learning outcomes, particularly in urban areas, are significantly influenced by the quality of their teachers (Kim et al., 2019). It underscores the critical importance of investing in improving and developing teacher performance to ensure positive student educational outcomes. The significance of teacher performance lies in its reflection on the quality of teachers, which, as asserted by Ambussaidi and Yang (2019), directly correlates with student achievement. Student achievement is vital as it represents a crucial measure for attaining quality education (Darling-Hammond, 2000).

Teacher performance in planning and executing learning activities is a critical factor in accomplishing teaching objectives. The mastery of the learning process constitutes a significant aspect of teachers' duties and responsibilities within the educational framework (Sarimaya, 2008). Teacher performance denotes the execution of tasks by teachers in their roles. The caliber of teacher performance profoundly impacts the effectiveness of the teaching and learning process. The quality of teacher performance plays a pivotal role in determining the success of a lesson, consequently influencing the quality of educational outcomes (Darling-Hammond, 2000; Soetjipto & Kosasi, 1994). Teachers, being the primary individuals directly engaged with students in the educational setting, demonstrate a sense of responsibility in preparing teaching materials, conducting learning activities optimally, and performing evaluations effectively.

Methodology

Research design, site, and participants

This research was quantitative research using descriptive methods to analyze the teacher's performance in implementing learning. Quantitative methods refer to research approaches rooted in the positivist philosophy. These methodologies involve studying specific populations or samples, collecting data through research instruments, and conducting quantitative/statistical data analysis, all with the objective of testing pre-established hypotheses Sugiyono (2012). The population in this research were all teachers with Civil Servant status who taught at state primary schools in *Kamang Baru* District.

The research population was 237 teachers obtained from 40 state primary schools in *Kamang Baru* District. The sample was determined using a proportional stratified random sampling technique. This model sampling technique was chosen so that the population members have an equal opportunity to be selected as a representative sample. The sample size was determined using the Slovin formula so that the sample was 70 people. The population characteristics considered in this sampling are length of service; ≤ 10 and > 10. This teacher's work period is considered in determining the sample because the time someone has worked will be closely related to their performance and provide more experience about how tasks are carried out. The proportion for each work period is <10 years = 45% and ≥10 years = 25%. The sample processing results obtained a total research sample of 105 teachers.

Research instrument

This research consists of one variable, namely teacher performance. Teacher performance referred to in this research is the teacher's ability and success; work results or achievements achieved by a teacher in carrying out the task of carrying out learning tasks that are his responsibility to realize a quality teaching and learning process, which in this research can be seen based on four indicators, namely quality of work, quantity of work, speed/accuracy of work, work initiative and communication skills (Mangkunegara, 2000; Sarimaya, 2008; Setiawan, 2015; Sudarmanto, 2009; Supardi, 2014; Uno, 2012).

The instrument used in this research was a questionnaire prepared using a Likert scale model with five alternative answers, namely Always (A), Often (O), Sometimes (S), Rarely (R), and Never (N). Before using the questionnaire, it was first tested on 30 respondents to determine the validity and reliability of the instrument. The results of the validity test show that using the IBM SPSS Statistics Version 24 program, it was concluded that of the 42 statement items tested, there were three invalid items, namely statement items number 1, 10, and 14. These invalid items were not used because valid items are considered sufficient to measure what is to be measured. The results of the questionnaire reliability test obtained a calculated R-value of 0.925. They are greater than the Cronbach's Alpha reliability coefficient of 0.70 so the questionnaire is reliable. A valid and reliable questionnaire is used as an instrument for collecting data in field research.

Data collection and analysis

Data collection was carried out directly by submitting questionnaires to respondents via Google Forms at a meeting. Filling out the questionnaire was also carried out with the help of the school principal to distribute the questionnaire to selected teachers. The research data is processed by carrying out several steps: 1) tabulating the data, 2) finding the average score and 3) determining criteria. Data description is done by calculating the average score for each question item and calculating the percentage of achievement. The calculation results are then analyzed by comparing the following criteria guidelines:

Table 1. *Achievement classification*

Respondent Achievement Rate (%)	Criteria
90 – 100	Very Good
80 – 89	Good
65 – 79	Enough
55 – 64	Poor
0 – 54	Not Good

Ethical Considerations

In this research, the respondent's identity and the location of the study were completely disguised as a form of research ethics. The respondents in this research provided information after obtaining permission from the school to provide information related to the research data needed. The information obtained from this research is only used for this research.

Findings

The Teacher Performance (Y) variable questionnaire consists of 39 items with the highest point being five and the lowest point being one. The minimum score is 39 (1 x 39), and the maximum score is 195 (5 x 39). The data collecting results from 105 respondents showed that the lowest score was 137 and the highest score was 195. The data processing results obtained an average score of 171.25, mode of 170, median of 173, and standard

deviation of 12.796. To get some complete information about the score obtained for the Teacher Performance variable, you can see the following table.

Table 2. *Teacher performance variable scores obtained*

| Statistics		
		Teacher performance
N	Valid	105
	Missing	0
Mean		171.25
Median		173.00
Mode		170[a]
Std. Deviation		12.796
Variance		163.746
Range		58
Minimum		137
Maximum		195
Sum		17981

a. Multiple modes exist. The smallest value is shown

Table 3. *Frequency distribution of teacher performance scores*

Class Interval	Real Limit	Midpoints	fo	%fo	Fk	%fk
137-144	136,5-144,5	140,5	2	1,90	105	100,00
145-152	144,4-152,5	148,5	9	8,57	103	98,10
153-160	152,5-160,5	156,5	14	13,33	94	89,52
161-168	160,5-168,5	164,5	13	12,38	80	76,19
169-176	168,5-176,5	172,5	26	24,76	67	63,81
177-184	176,5-184,5	180,5	25	23,81	41	39,05
185-192	184,5-192,5	188,5	14	13,33	16	15,24
193-200	192,5-200,5	196,5	2	1,90	2	1,90
N			105	100		

The table above provided some information that the average score for the Teacher Performance variable is 171.25. From the frequency distribution table above, as many as 26 respondents, or 24.76% of respondents are in the average interval class. Furthermore, as many as 38 respondents or 36.19% of respondents were below the average interval class, and as many as 41 people, or 39.05% of respondents were above the average interval class. Therefore, the number of respondents who are below the average class is greater than those above the average class. Furthermore, Figure 1 below presents some information about the histogram of Teacher Performance.

Figure 1. *Frequency distribution histogram of teacher performance variables*
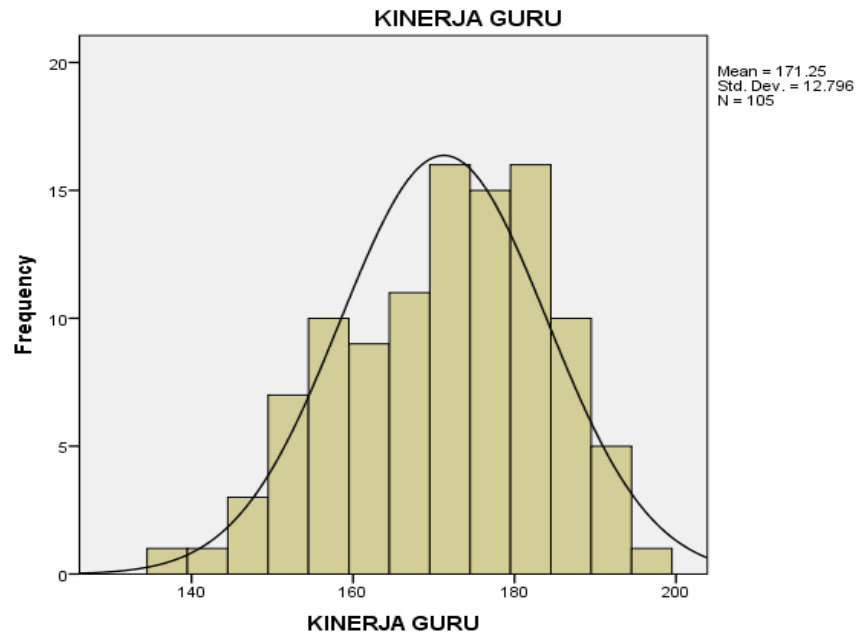
Then, based on the data processing result for the Teacher Performance variable by comparing the average score with the highest score times 100%, namely 171.25 divided by 195 times 100, a score of 87.82% was obtained. This score interpreted that the Teacher Performance variable is in the "good" category. Some detailed information about each aspect/indicator of Teacher Performance can be described below.

Table 4. *Quality of teacher performance in learning*

Variable	Indicator	Number of Items	Total Ideal Score	Total Achievement Average Score	% Achievement Level	Category
Teacher Performance	Work Quality	6	30	26,24	87,46	Good
	Work Quantity	5	25	22,89	91,54	Very Good
	Work Accuracy	9	45	37,89	84,19	Good
	Work Initiative	10	50	42,37	84,74	Good
	Communication skills	9	45	41,87	93,04	Very Good
	Average	39	195	171,25	87,82	Good

The table above provides some information that teacher performance for work quality indicators is at an achievement level of 87.46% (good category). Meanwhile, the work quality indicator is at 91.54% in the very good category. Speed/Accuracy is at an achievement level

of 84.19% in the good category. The work initiative indicator is at an achievement level of 84.74% in the good category and the communication skills indicator is in the very good category with an achievement percentage of 93.04%. Based on these achievements, the teachers have a good (high) level of performance.

Discussion

The descriptive analysis results show that the primary school teacher's performance in *Kamang Baru* District, Sijunjung Regency is in the good category with an achievement percentage of 87.82%. The teacher performance indicator that has the highest level of achievement is communication skills with an achievement percentage of 93.037% in the very good category. It means that teachers in primary schools throughout *Kamang Baru* District, Sijunjung Regency already have very good communication skills in learning. In terms of communication skills, teachers have been able to guide students communicatively, use polite and friendly language towards students, and convey lesson material in language that is easy to understand accompanied by supportive voice intonations. Teacher communication skills are important for a teacher in the delivery of education to students (Khan et al., 2017). Teacher communication is providing some information, messages, ideas, thoughts, and feelings to students with the intention that students participate, which in the end, the information, messages, ideas, thoughts, and feelings become shared property between communicators and communication (Syukran, 2017). Teacher communication is a teacher who can optimally actualize all the abilities he has to develop and educate students well.

Meanwhile, the indicator with the lowest level of achievement is the work speed/accuracy indicator with an achievement percentage of 84.743% in the good category. This achievement means that the teacher performance in terms of work speed is good, but still needs to be improved because the teacher work speed indicator in primary schools in *Kamang Baru* District, *Sijunjung* Regency is the lowest achievement. The use of time at work is an indicator for measuring a teacher's performance. Therefore, if the teacher performs well, he will be able to complete any work assigned according to the time allocated. From the description above, time has an essential role in carrying out the duties of a teacher. If you use your time correctly, you will save a lot of energy in carrying out various activities. Employees are required to complete their tasks according to a predetermined schedule (Thoha, 2012). An employee who can use his time to complete his work well will save energy and time in carrying out various activities. Timeliness is the level of activity completed at the start of the stated time, seen from the point of coordination with output results and maximizing the time available for other activities (Robbin, 2006). It can be used as a benchmark for an employee's performance because accuracy in carrying out work tasks is one of the factors that supports the smoothness of the employee's performance process. Speed (cycle time) shows the time needed to progress from one point to another (Meyer, 1993). Meanwhile, two other teacher performance indicators examined in this research are in a good category, namely the work quality indicator, with an achievement level of 87.46%, and the work initiative indicator, with an achievement level of 84.743%. Other indicators are in a good category, namely work quantity with an achievement percentage of 91.54%.

The teacher's work quality is at a percentage of 87.46% in the good category. This achievement means that the teacher has a high quality of work. It means that the teacher has worked by the work standards set at the school. Quality can be said to be the totality of the appearance and characteristics of a product or service that tries hard with all its ability to satisfy definite needs (Meyer, 1993). The quality of performance can be viewed from: 1) Work performance, 2) Mastery of material, 3) Mastery of professional teaching and education, 4) Mastery of ways of adapting, and 5) Personality to carry out their duties properly (Saondi & Suherman, 2012). This opinion interprets that quality is the result of work from the aspects of good value, bad implementation, or completion of the work. Determining implementation in terms of quality is very much determined by the attitude of the worker. Attitude here is not only determined by work discipline but also determined by the knowledge, skills, and competencies concerned. Besides that, it is also determined by external factors such as salary, promotions, and so on. From the opinion above, the difference between the quality and quantity of work results. Where quantity can be calculated but quality is largely shown by the attitude of the job.

The work initiatives of primary school teachers in *Kamang Baru* District, *Sijunjung* Regency are in a good category at 84.743%. This achievement shows that the teacher already has the initiative to implement learning. Someone can be said to have high performance if they have high initiative in their duties, initiative is closely related to creativity in the form of ideas for planning something related to organizational goals. The initiative is something that grows within employees without orders from leaders, colleagues, or other people, such as ideas and creations that provide benefits to the work they do (Ermita & Anisah, 2013). Teachers in the organization are the driving force for progress, which will ultimately influence performance. The initiative is an employee's ability to make decisions, steps, or actions necessary to carry out basic tasks without waiting for orders and guidance from other management (Gusman, 2020). Based on the opinion above, it can be concluded that initiative is a person's ability to do something without waiting for orders first by improving and increasing the work results by creating new opportunities and ideas.

Work quantity with an achievement percentage of 91.54%. The quantity is an aspect of performance assessment that describes the amount of work results within a time limit. Work quantity is the amount of work that can be completed by the teacher within a predetermined time. If the amount of work a teacher can complete increases, the better the resulting performance will be. The quantity of work can also be seen from how long teachers can work in one day. A teacher who always tries to complete the tasks given shows that he cares about the responsibilities he has been given.

Of the five teacher performance indicators examined in the research, it turns out that three of the five indicators are in a good category, while the other two indicators are in the very good category. It means that the performance of primary school teachers in *Kamang Baru* District, *Sijunjung* Regency is generally high, and have been able to demonstrate the quality of work, quantity of work, high-speed work, and high initiative in work, as well as having excellent communication skills. Therefore, the performance of primary school teachers throughout *Kamang Baru* District, *Sijunjung* Regency still needs to be maintained, developed, and improved continuously so that working with high performance can become the inherent blood and culture in every teacher.

Increasing success and providing a quality educational experience for all students is the most significant result expected from schools for a long time (Rizal, 2019). Teacher performance is paramount in achieving school goals. Teacher performance is not only shown by work results but also by behavior at work, starting from learning planning, implementing learning in class, and the evaluation process or assessment of student learning outcomes (Anggrayni et al., 2018). Teacher performance can be interpreted as a condition that shows a teacher's ability to carry out their duties and describes the actions displayed by the teacher during the learning process (Rizal, 2019). The success of an organization depends on the quality of its human resources, both at the leadership level and the staff as their subordinates. Leaders who always anticipate change might take advantage of all opportunities, such as paying attention to the work environment, motivating subordinates to achieve good performance levels, correcting poor performance, and pushing the organization towards its targets (goals) (Mukhtar, 2018). Teacher performance will have an impact on school effectiveness (Nurkhin et al., 2022; Özgenel & Mert, 2019).

Conclusions and Recommendations

The performance of primary school teachers in *Kamang Baru* District, *Sijunjung* Regency is generally good where most teachers already have good and excellent abilities in learning, starting from the aspects of work quality, quantity, speed/accuracy, work initiative, and communication skills. However, the indicator of work speed/accuracy as the indicator with the lowest level of achievement needs further improvement, as well as increasing the competence and ability of teachers to carry out work correctly and quickly. This research implies that every educational unit must pay attention to the level of teacher performance as one of the aspects that determine the quality of learning in schools. Continuous improvement with a strategic plan and comprehensive and committed evaluation is one way to improve teacher performance, which will have a subsequent impact on improving the quality of education.

Declaration of Conflicting Interests

The authors declared no potential conflicts of interest.

References

Abdurakhman, O., & Rusli, R. K. (2015). Teori belajar dan pembelajaran Learning theory. *DIDAKTIKA TAUHIDI: Jurnal Pendidikan Guru Sekolah Dasar*, *2*(1), 1-28.

Afandi, M., Wahyuningsih, S., & Mayasari, L. I. (2021). Does elementary school teacher's performance matter. *Jurnal Cakrawala Pendidikan*, *40*(1), 242–252.

Ambussaidi, I., & Yang, Y. F. (2019). The impact of mathematics teacher quality on student achievement in Oman and Taiwan. *International Journal of Education and Learning, 1*(2), 50–62.

Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The influence of transformational leadership and work motivation on teachers' performance. *International Journal of Scientific & Technology Research, 7*(7), 19-29.

Anggrayni, D., Sawiji, H., & Susantiningrum, S. (2018). Pengaruh motivasi kerja dan lingkungan kerja terhadap kinerja guru SMK Pancasila 6 Jatisrono Kecamatan Jatisrono Kabupaten Wonogiri

(The influence of work motivation and work environment on teacher performance at Pancasila 6 Jatisrono Vocational School, Jatisrono District, Wonogiri Regency). *JIKAP (Jurnal Informasi Dan Komunikasi Administrasi Perkantoran)*, *2*(2), 41-49.

Asmarani, A., Sukarno, S., & El Widdah, M. (2021). The relationship of professional competence with teacher work productivity in Madrasah Aliyah. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, *6*(2), 220–235.

Darling-Hammond, L. (2000). Teacher quality and student achievement. *Education Policy Analysis Archives*, *8*, 1-1.

Ermita, E., & Anisah, A. (2013). Pembinaan dan kinerja guru Sekolah Menengah Atas Negeri (SMAN) (Development and performance of State Senior High School (SMAN teachers). *Pedagogi: Jurnal Ilmu Pendidikan*, *13*(2), 81–92.

Fitri, A., Auzar, A., & Burhanuddin, D. (2022). Pengaruh supervisi akademik kepala sekolah dan motivasi kerja terhadap kinerja guru TK Kecamatan Tampan Kota Pekanbaru (The influence of the principal's academic supervision and work motivation on the performance of kindergarten teachers in Tampan District, Pekanbaru City.). *Jurnal JUMPED (Jurnal Manajemen Pendidikan)*, *10*(1), 1–8.

Gusman, H. E. (2020). Hubungan gaya kepemimpinan kepala sekolah dengan kinerja guru di SMP N Kecamatan Palembayan Kabupaten Agam (The relationship between the principal's leadership style and teacher performance at SMP N Palembayan District, Agam Regency). *Jurnal Bahana Manajemen Pendidikan*, *2*(1), 293–301.

Hartiwi, H., Kozlova, A. Y., & Masitoh, F. (2020). The effect of certified teachers and principal leadership toward teachers' performance. *International Journal of Educational Review*, *2*(1), 70–88.

Inah, E. N. (2015). Peran komunikasi dalam interaksi guru dan siswa (The role of communication in teacher and student interaction). *Al-TA'DIB: Jurnal Kajian Ilmu Kependidikan*, *8*(2), 150–167.

Jannah, M. (2019). Peranan guru dalam pembinaan akhlak mulia peserta didik (Studi kasus di MIS Darul Ulum, Madin Sulamul Ulum dan TPA Az-Zahra Desa Papuyuan) (The role of teachers in developing students' noble morals (Case study at MIS Darul Ulum, Madin Sulamul Ulum and TPA Az-Zahra Papuyuan Village)). *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 3(2), 137–166.

Kartiko, A., Wibowo, G. A., Van Gobel, L., Wijayanto, A., & Saputra, N. (2023). Improving teacher job satisfaction through organizational commitment and organizational citizenship behavior in the digitalization era. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, *8*(2), 315–327.

Kartini, D., Kristiawan, M., Fitria, H., Negeri, S., & Sugihan, M. (2020). The influence of principal's leadership, academic supervision, and professional competence toward teachers' performance. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, *20*(1), 156–164.

Khan, A., Khan, S., Zia-Ul-Islam, S., & Khan, M. (2017). Communication skills of a teacher and its role in the development of the students' academic success. *Journal of Education and Practice*, *8*(1), 18–21.

Kim, L. E., Jörg, V., & Klassen, R. M. (2019). A meta-analysis of the effects of teacher personality on teacher effectiveness and burnout. *Educational Psychology Review*, *31*, 163-195.

Lutfah, A., Hariyati, N., & Handayaningrum, W. (2019). Improved teacher performance through work culture and environment. *International Journal for Educational and Vocational Studies*, *1*(8), 859–863.

Mardianton, M., Nellitawati, N., & Widiawati, W. (2023). The impacts of work motivation on elementary school teachers' performance. *Indonesian Research Journal in Education| IRJE|*, *7*(1), 268–279.

Meyer, C. (1993). *Fast cycle time: How to align purpose, strategy, and structure for speed.* Simon and Schuster.

Miswar, M. (2021). Pembentukan kepribadian akhlak islami siswa Sekolah Dasar (Formation of Islamic moral personality of elementary school students). *Bunayya: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, *2*(2), 100–114.

Nadeem, M., Rana, M. S., Lone, A. H., Maqbool, S., Naz, K., & Ali, A. (2011). Teacher's competencies and factors affecting the performance of female teachers in Bahawalpur (Southern Punjab) Pakistan. *International Journal of Business and Social Science*, *2*(19), 217–222.

Nur'aini, K. D., & Ruslau, M. F. V. (2023). Persepsi siswa terhadap kinerja guru matematika pada kompetensi profesional (Student perceptions of mathematics teacher performance on professional competence). *Mathema: Jurnal Pendidikan Matematika*, *5*(1), 30–41.

Nurkhin, A., Mukhibad, H., Saputro, I. H., & Pramono, D. (2022). Analysis of the principal's performance during Covid-19 pandemic: It's impact on teacher's performance. *Pegem Journal of Education and Instruction*, *13*(1), 50–59.

Özgenel, M., & Mert, P. (2019). The role of teacher performance in school effectiveness. *International Journal of Education Technology and Scientific Researches (IJETSAR)*, *4*(10), 417-434.

Palobo, M., Tembang, Y., Pagiling, S. L., & Nur'Aini, K. D. (2021). Identification of math teacher's capabilities in classroom action research. *Journal of Physics: Conference Series*, *1806*(1), 12077.

Pandipa, A. K. H. (2020). Kinerja guru dalam meningkatkan mutu pendidikan di SMA Negeri 1 Lore Utara. *Jurnal Ilmiah Administratie*, *12*(1), 1–9.

Rizal, A. S. (2019). Pengaruh motivasi kerja dan kedisiplinan terhadap kinerja guru SMP (The influence of work motivation and discipline on junior high school teacher performance). *Jurnal Ulul Albab*, *23*(1), 15–22.

Robbin, S. P. (2006). *Perilaku organisasi (Organizational actors)*. PT Indeks.

Rustan, R., Aisyah, S., Adiningrat, A. A., Rustam, A., & Anggoro, M. Y. A. R. (2022).Strengthening of marketing information systems and accounting information systems for Micro Small and Medium Enterprises (UMKM) food culinary Makassar. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal), 5*(4), 30580-30585.

Saondi, O., & Suherman, A. (2012). *Etika profesi keguruan (Teaching professional ethics)*. PT Refika Aditama.

Sari, H. P. (2019). Pengaruh kompetensi, motivasi kerja dan insentif terhadap kinerja guru SMA (The influence of competence, work motivation and incentives on high school teacher performance). *Perspektif Ilmu Pendidikan*, *33*(1), 69–78.

Sarimaya, F. (2008). *Sertifikasi guru: Apa, mengapa, bagaimana (Teacher certification: What, why, how)*. Yrama Widya.

Sarifudin, S. (2019). Implementasi supervisi kepala sekolah terhadap kinerja guru dalam upaya meningkatkan kualitas pembelajaran di Madrasah Ibtidaiyah Negeri (MIN) Kota Bogor (Implementation of the principal's supervision of teacher performance to improve the quality of learning in the Madrasah Ibtidaiyah Negeri (Min) Bogor City). *Islamic Management: Jurnal Manajemen Pendidikan Islam*, *2*(01), 49–70.

Sholeha, D., Lubis, N. M., Rifa, A., Ayundari, N. F., Sumayyah, L., & Nasution, I. (2023). Peran supervisi pendidikan dalam meningkatkan mutu pendidikan (The role of educational supervision in improving the quality of education). *PUSTAKA: Jurnal Bahasa dan Pendidikan*, *3*(2), 29–38.

Sugiyono. (2012). *Metode penelitian kuantitatif kualitatif dan R&D (Quantitative, qualitative, and R&D research methods)*. Bandung: Alfabeta.

Syukran, M. (2017). Kemampuan komunikasi guru dalam proses belajar mengajar Bahasa Daerah Kaili Di SDN Inpres 1 Besusu Palu (Teacher communication skills in the teaching and learning process of the Kaili Regional Language at SDN Inpres 1 Besusu Palu). *Kinesik*, *4*(1), 143638.

Thoha, M. (2012). *Perilaku organisasi : Konsep dasar dan aplikasinya (Organizational behavior: Basic concepts and applications)*. Rajawali Pers.

Toto, A. B., Bijang, J., & Kamase, J. (2019). Pengaruh kepemimpinan, lingkungan kerja, disiplin dan pemberian insentif terhadap kinerja guru Madrasah Aliyah (MA) di Kabupaten Maros (The influence of leadership, work environment, discipline and providing incentives on the performance of Madrasah Aliyah (MA) teachers in Maros Regency). *YUME: Journal of Management*, *2*(3), 141-150.

Wahyudi, W. (2018). The influence of emotional intelligence, competence, and work environment on teacher performance of SMP Kemala Bhayangkari Jakarta. *Scientific Journal of Reflection: Economic, Accounting, Management and Business*, *1*(2), 211–220.

Yumnah, S., Iswanto, J., Pebriana, P. H., Fadhillah, F., & Fuad, M. I. (2023). Strategi kepala sekolah dalam mengelola sumber daya guru untuk meningkatkan mutu pendidikan (School principal strategies in managing teacher resources to improve the quality of education). *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, *4*(1), 92–104.

Biographical Notes

RAZEF ZULKARNAIN is a lecturer at Universitas Negeri Padang, Jambi, Indonesia; Corresponding e-mail: razefzulkarnain@gmail.com

NELLITAWATI is a lecturer at Universitas Negeri Padang, Jambi, Indonesia; e-mail: nellitawati@fip.unp.ac.id

HADIYANTO is a lecturer at Universitas Negeri Padang, Jambi, Indonesia; e-mail: hadiyanto@fip.unp.ac.id

HANIF ALKADRI is a lecturer at Universitas Negeri Padang, Jambi, Indonesia; e-mail: hanifalkadri@fip.unp.ac.id

WIDIAWATI is a lecturer at Universitas Negeri Padang, Jambi, Indonesia; e-mail: widiawati@fip.unp.ac.id