
THE INFLUENCE OF TEACHER PERFORMANCE ON THE QUALITY OF STUDENT GRADUATES

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Abstract

This research is motivated by the quality of graduates of private Islamic school that are less than optimal at the Elementary School level, meaning that when viewed from the national exam scores, they are not included in the top five categories of the highest scores in Indonesia. Teachers in educational institutions are the spearheads in creating quality graduates, so this study will test their influence on the quality of graduates. The method in this study is a quantitative approach with an ex-post facto type, with a population of all employees of MI Darul Hikmah Menganti. While the sample was taken from teachers who teach at MI Darul Hikmah Menganti. The data analysis technique uses simple and multiple regression tests with normality and linearity tests. From the results of this study, the author concludes: There is a significant influence between teacher performance and the quality of graduates of MI Darul Hikmah Menganti, which is 48.5%.

Keywords: *Teachers Performance, Quality of Graduates, Islamic School*

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INTRODUCTION

Education in Indonesia has not fully met the expectations of society and the nation. Until the end of the last decade of the 20th century, our education system faced challenges in terms of the low quality of graduates, piecemeal solutions to educational problems, and a project-oriented approach (Abdillah, 2001). As a result, the outcomes of education often do not satisfy the public, with individuals continuously questioning the relevance of education to the needs of society in the context of dynamic economic, political, social, and cultural life (Ali, 1995). Assessments of the quality of education also reflect a mismatch with the demands of the labor market and development needs, particularly in the industrial, banking, telecommunications, and other sectors, raising doubts about the role of schools in meeting these challenges (Akdom, Strategic Management, 2009).

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Efforts to improve the quality of education are needed to achieve higher standards. This view aligns with Oemar Hamalik's emphasis on the importance of improvements in the educational process to enhance quality. A crucial initial step is to improve the quality of teaching staff, as this is a fundamental foundation. Even if experts have optimally designed the vision, mission, and curriculum, and adequate equipment and funding are available for educational needs, success ultimately depends on effective performance and implementation in the context of the educational process and situation (Arikunto, 2006).

Edward Sallis emphasizes that the quality of education includes high moral values. This view underscores the importance of character building and high moral values as an integral part of education. In this context, the quality of education is not only measured by academic aspects but also by students' ability to internalize and apply ethical values, responsibility, and morality in daily life (Arikunto, *Dasar-dasar Evaluasi Pendidikan*, 2013).

Determinants of education quality involve several key factors, including superior teacher performance, promotion of high moral values, achievement of satisfactory examination results, parental support, participation of business and local communities, availability of adequate resources, integration of the latest technology, strong and goal-oriented leadership, attention to student needs, and the development of a balanced and challenging curriculum (Arikunto, *Prosedur Penelitian: suatu pendekatan Praktik*, 2013). In this context, high moral values and the quality of graduates are critical aspects, referring to the ability of education to produce beneficial outputs that meet expectations and are reliable in society. Meanwhile, Hanson & Owen define the quality of graduates as: intellectual and manual skills, powers of reason and analysis, values, attitudes and motivation, creativity, communication skills, a sense of social responsibility, and an understanding of the world. (Quality is related to intellectual aspects, manual skills, powers of reason and analysis, values, attitudes and motivation, creativity, communication skills, cultural appreciation, social responsibility, and understanding the needs of the world).

Based on the views above, it can be concluded that achieving quality in an organization requires cooperation from all parties. When providing quality products or services, it is important to refer to established quality standards. In the context of education, quality indicators can be seen through the achievements of students or learners, and graduates as the end result of an educational institution. Graduates are considered the final product that can improve the quality of the school (Arifin, 2012). To achieve this goal, good cooperation between educators (teachers) and principals is crucial in implementing programs or curricula that support the learning process. From these problems, the right solution is to implement good management and improve the quality of graduates, especially those related to effective and efficient education in schools or madrasahs. This aims to ensure that the implementation and internalization of education run optimally (Burhanudin, 2007).

LITERATURE REVIEW

As a subsystem of formal education, the existence of schools or madrasahs aims to realize national education goals. To achieve quality graduates with integrity, it is necessary to implement graduate competency qualification profiles detailed in the National Education Standards (Standar Nasional Pendidikan or SNP). Eight main standards content standards, process standards, standards for educators and education personnel, standards for facilities and infrastructure, management standards, and financing standards serve as the primary reference in developing quality schools or madrasahs (Danim, 2008). The graduate competency standards encompass the qualification criteria for student abilities expected to be achieved after completing their studies at the primary and secondary education levels. These details can be identified in Table 1. below :

Table 1. Competency Standards for Graduation

DIMENSIONS	ability qualifications
Knowledge	Understanding factual, conceptual, procedural, and metacognitive information across various fields of study, such as science, technology, arts, and culture, with an in-depth understanding of aspects related to humanity, nationality, statehood, and civilization, including the causes and consequences of phenomena.
Attitude	Demonstrating actions that reflect the values of faith, noble character, scientific understanding, self-confidence, and responsibility in interacting effectively within social and natural environments, as well as in fulfilling the role as a positive representation of the nation in international relations.
Skills	Demonstrating the ability to think and act effectively and creatively, both in abstract and concrete contexts, as an effort of self-development carried out independently and in depth through learning experiences at school.

The selection of graduate quality standards in this study follows the conceptual framework of Hanson & Owen, which outlines that the quality of graduates can be assessed through three dimensions: attitude, knowledge, and skills. Based on the theory above, it shows that the quality of graduates can be seen from the assessment scores which include these 3 things, as in the data below:

Table 1.2 Assessment Score of MI Darul Hikmah Menganti

Year	Number of students	Score Average
2022/2023	35	89,5
2023/2024	37	87,5

Source: MI Darul Hikmah Menganti

The initial data analysis indicates that the quality of madrasah graduates is reflected in the school's assessment results, which show a decline. Therefore, a structured strategy to improve the quality of graduates is needed, involving teachers and principals (Hamalik, 1991). Educators need to understand and respond to this condition by paying attention to the quality of each graduate. Terms related to the quality of graduates in educational institutions include product (individual competence), output (quality and quantity of graduates), outcome (individual survival, and elements of output are always related to student performance, because the essence of education is to shape students or student learning outcomes, both in academic dimensions such as national exam scores and report cards, as well as non-academic aspects such as self-esteem, honesty, cooperation, empathy, solidarity, discipline, diligence, and achievements in sports, religious activities, arts, and so on. Meanwhile, outcome basically evaluates the impact of the program after producing output, which may also include increasing the reputation of the school/madrasah and the level of public trust in the educational institution (Mulyasa E., 2007).

The achieved quality of graduates at MI Darul Hikmah Menganti Jepara, especially in the selection and implementation of strategies to improve the quality of students, graduates, and the school, requires effective leadership from the madrasah head. Therefore, the head of the madrasah is expected to have the ability to provide direction and motivation to teachers, improve educational facilities and infrastructure, strengthen supervision and evaluation systems, and design innovative and effective curriculum development and learning technology programs (Umaedi, 2004). This aims to ensure that the quality of student graduates can continue to improve sustainably.

Based on a preliminary survey at MI Darul Hikmah Menganti Jepara, there are several problems related to the quality of graduates, including the first interview with the principal Dul Karim (Suhardiman, Study on the Development of Madrasah Principals, Concepts and Applications, 2012):

1. The quality of teaching provided by teachers is not well understood.

Low teaching quality can result in students' lack of understanding of the subject matter. This will affect the quality of student graduates because graduates from the school face stiff competition from graduates of other schools to take the next level.

2. Lack of motivation and professionalism of teachers.

Good teaching quality is not only influenced by the knowledge and skills possessed by the teacher, but also by the motivation and professionalism of the teacher in educating. Lack of motivation and professionalism of teachers can affect the quality of teaching, which in turn will affect the quality of student graduates.

3. Lack of access to learning resources.

Good learning resources, such as laboratories, libraries, etc., can help teachers in providing quality teaching. Lack of access to learning resources will have an impact on the declining quality of teaching, which in turn will affect the quality of student graduates.

4. Teachers feel less noticed and supported by the principal.

The principal has an important role in ensuring the quality of teaching provided by teachers at the school. Lack of support and monitoring from the principal on teacher performance can have an impact on poor teaching quality, so the quality of student graduates becomes low.

And the next interview with the head of administration, Ahmad Ali, explained that there are things that cause the quality of education to be less than satisfactory:

1. Lack of curriculum development and stability of education programs.

A madrasah principal who is unable to lead well tends to ignore curriculum development and the stability of education programs. This will have an impact on the quality of learning and students' readiness to face the world of work in the future.

2. Weak system of teacher performance evaluation.

Lack of supervision of teacher work and a weak system of teacher performance evaluation will affect the quality of teaching, the accuracy of the curriculum, and the level of student performance.

3. Lack of support in developing educational facilities.

A madrasah principal who is less able to lead is also usually less able to manage the funds and resources of the madrasah. This will then lead to a lack of support in the development of educational facilities, such as laboratories, libraries and other facilities, which can affect the quality of student graduates.

4. Lack of planning and development of learning systems.

A madrasah principal who is unable to lead well is also usually less able to plan and develop a learning system that is effective and attractive to students. This will cause a decrease in students' interest in learning, which will have an impact on the quality of student graduates.

Based on the data above, various efforts need to be made to improve teacher performance so that the quality of teaching becomes better, such as improving the quality of teachers through training and professional development, ensuring access to adequate learning resources, and providing effective support and monitoring from the principal. In this way, the quality of student graduates can be improved so that they are more ready to compete in the world of work.

To improve the quality of graduates in madrasahs, efforts need to be made such as improving the curriculum, training for teachers, improving facilities and infrastructure, and increasing parental involvement in their children's education.

The achievements or quality of graduates is a primary indicator of the quality of education, and to achieve good quality education, the involvement of students who have achievements and are productive is needed. Students are a key element that acts as a human resource determining the quality of education. Therefore, attention needs to be given to supporting components, implementers, and determinants of the success of graduate quality (Helmawati, 2014). Graduates who demonstrate competencies according to the criteria of effective schools become the focus, as found in Taylor's research quoted by Furqon at Glendle Unior High School (GUHS). Several elements related to graduation

involve the role of the principal, teachers, other education staff, educational goals, programs or curriculum, implementation of the learning process, monitoring of learning, evaluation of learning, school climate, and also support for other resources such as facilities, infrastructure, equipment, and learning materials

A madrasah head plays the role of a father and mother figure to all teachers in the school. Therefore, the madrasah head is expected to have higher abilities in order to meet all the psychological and physical needs of the teachers. Although a madrasah head is also a human being who can make mistakes, the demand to have optimal abilities is reasonable. This is related to the role of the madrasah head as a leader and manager of the school organization (Jerome, *Quality-Based Education Principles of Formulation and Implementation Steps*, trans. Yosol Iriantara, 2005). Improving these abilities is necessary as an effort to prepare themselves to carry out their duties properly. The duties and responsibilities of a madrasah head are a heavy burden, so without the ability to lead and manage educational institutions, the achievement of the school's vision and mission will not be optimally realized. Improving the ability of the madrasah head is related to his role as a leader and manager of educational institutions. Efforts to improve these skills are actually a necessary step to prepare themselves to carry out their duties and responsibilities effectively. The responsibilities and duties of the madrasah head are a significant burden. Therefore, without adequate abilities, the success of an institution, including educational institutions, is greatly influenced by the quality of leadership. A successful leader is able to effectively manage the institution, anticipate changes, correct shortcomings, and guide the institution towards its established goals. Therefore, the role of a leader is the main key to the success of an organization.

A very important role besides the head of the madrasah is the teacher. Teachers also play a very crucial role in determining the quality of education, especially in terms of student achievement. As a determining factor in the quality of education, teachers have a strategic position, so efforts to improve the quality of education must give great attention to increasing the number and quality of teachers. Quality can be reflected in the teacher's performance.

A teacher's work performance includes concrete achievements both in terms of quality and quantity in carrying out their responsibilities. These aspects include planning learning programs, implementing learning, implementing the evaluation process, and analyzing evaluation results. *Teacher Performance Competencies* In accordance with Article 10 paragraph (1) Number 5 of 2005 concerning Teachers and Lecturers, it is stated that "Teacher competencies as referred to in Article 8 include pedagogical competence, personality competence, social competence, and professional competence obtained through professional education".

Education in the school environment needs to prepare and empower students with basic skills and life skills that are relevant to the demands of the community and the surrounding environment. According to Unesco, as expressed by E. Juhana Wijaya, there are two principles of education that are relevant to global realities. Education must be focused on four basic elements of learning:

1. Learning to know.
2. Learning by doing.
3. Learning to live together.
4. Cultivating lifelong learning.

Such an educational culture needs to be strengthened and developed as part of efforts to build quality human resources. Three factors that cause unequal improvements in the quality of education in Indonesia are:

1. Education management policies that apply the education production function approach or input-output analysis are not implemented with consistency.
2. Education management is carried out in a bureaucratic-centralistic manner.
3. Community participation, especially the role of students' parents, in the implementation of education is very low.

Considering the problems above, improving the quality of education must be fought for in order to achieve development that is supported by well-planned changes. Therefore, to achieve quality education, a personal determination and awareness to make changes is needed (Fachrudi, 1993).

METHOD

This research uses quantitative research (Dantes, 2012). This research is a process of discovering knowledge that uses numerical data as a tool to find information about what we want to know (Darmawan, Quantitative Research Methods, 2014). The quantitative approach in this study is used by researchers to determine the relationship between the variables used by researchers, namely the performance of the madrasah head, teacher performance and the quality of MI Darul Hikmah Menganti student graduates (Siregar, 2010). Researchers used this type of research because the events as research objects have already occurred, so researchers did not give treatment or experiments to the research objects. The object of this research is the performance of teachers in the 2022-2023 academic year. The researcher examined this event that had occurred with tools or instruments to be analyzed and then conclusions were drawn. Meanwhile, the population in this study was all MI Darul Hikmah Menganti teachers, with a total of 15 which we also used as a sample as a census model study. The researcher's instruments in this study were questionnaires, observation, and documentation (Supranto, 2007). Questionnaires are systematically arranged with validity and reliability tested in advance. Observation is a complex process, a process composed of various biological and psychological processes. Two of the most important are the processes of observation and memory. Documentation is aimed at obtaining direct data from the research site (Tanzeh, 2009). Relevant data needed in this research is in the form of teacher data. Meanwhile, data analysis in this study included testing the validity of the research instrument, testing the reliability of the research instrument, normality

test, linearity test, simple regression analysis, and multiple regression analysis. Meanwhile, to simplify calculations, researchers used the help of SPSS version 27 for Windows so that calculations were fast and efficient (Wahyono, 2012).

RESULTS AND DISCUSSION

The research results regarding the influence of teacher performance on the quality of graduates at MI Darul Hikmah Menganti, analyzed using SPSS 26 (Wahyono, 2012), show a significance value of $0.02 < 0.05$ in the coefficients table, a t-statistic of 4.313, and an R Square value of 0.485 or 48.5% in the model summary table. Thus, the magnitude of the influence of teacher performance on the graduate quality of MI Darul Hikmah Menganti students is 48.5%, indicating a positive impact. Other factors outside the methods applied by the researcher also play a role in influencing these variables. Based on this data analysis and the researcher's theory, teacher performance influences graduate quality, aligning with Albert Bandura's Social-Cognitive Theory. This theory emphasizes the importance of modeling, where learning occurs through observation and imitation of others' behavior; teachers acting as positive models can influence students' attitudes, values, and skills, which in turn affects the quality of graduates⁸. This aligns with PMA (Ministerial Regulation) number 16 of 2010 and the Decree of the Director-General of Islamic Education Number 1843 of 2021 concerning the performance appraisal of madrasah teachers in 2021, which includes pedagogic, personality, professional, and social competencies. The results of this study are related to research conducted by Sinta Pika Aulia in 2022 at the Ar-rainry State Islamic University Darussalam Banda Aceh, titled "Significance of Teacher Performance on Graduate Quality at MAN 1 Aceh Tenggara," which found that teacher performance had a 48.8% effect on graduate quality, while the remaining 51.2% was influenced by other factors not examined in the study. Based on these results, it can be understood that the level of teacher performance at MI Darul Hikmah Menganti is in the low group. This means that teacher performance needs to be improved⁸. A teacher's main task is to achieve teaching achievements resulting from activities carried out by the teacher in their core tasks and functions as a concrete consequence of being an educator (Helmawati, 2014). As indicators of teacher performance (pedagogic, professional, personality, and social competence), teacher performance should have a significant influence on graduate quality; therefore, the performance of teachers at MI Darul Hikmah Menganti needs to be improved in accordance with their core tasks and functions.

CONCLUSION

Based on the research findings, the conclusion is that teacher performance at MI Darul Hikmah Menganti has a statistically significant, positive influence on graduate quality, accounting for 48.5% of the variance. However, the results also indicate that teacher performance levels at the school are relatively low, suggesting a need for improvement. Furthermore, external factors beyond teacher performance also play a substantial role (51.5%) in determining graduate quality, indicating a complex interplay of variables. Therefore, enhancing teacher competencies (pedagogic, professional,

personal, and social) in alignment with existing regulations and theories of learning should be prioritized to improve graduate outcomes.

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