

The Effect of Teacher Performance on Learning Outcomes of Grade VI Students of State Elementary School 070979 Sifalaete Gunungsitoli City

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ABSTRACT

This study aims to determine the effect of teacher performance on the learning outcomes of sixth-grade students at SDN 070979 Sifalaete, Gunungsitoli City. The research method used is a quantitative method. Data were collected through teacher performance questionnaires and student learning outcomes questionnaires along with field documentation. Data analysis used simple linear regression. The results showed that teacher performance had a positive and significant effect on student learning outcomes, with a coefficient of determination (R^2) of 74.4%, which means that teacher performance contributed 74.4% to changes in student learning outcomes, while the rest was influenced by other factors. Thus, the better the teacher performance, the higher the student learning outcomes.

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1. INTRODUCTION

Education plays a vital role in shaping the quality of human resources who are competitive, adaptive, and innovative in facing the challenges of globalization. The success of education is strongly determined by the role of teachers as the primary agents in the teaching and learning process. Teachers are not only responsible for delivering knowledge but also for guiding, motivating, and shaping students' character (Rohman et al., 2023). Their performance becomes a key determinant of students' academic achievement, particularly at the elementary school level where students are in a critical stage of cognitive, affective, and psychomotor development.

Teacher performance is reflected in their ability to prepare lesson plans, implement effective learning strategies, manage classrooms, and evaluate learning outcomes objectively. A teacher with strong performance is able to create a conducive learning environment, encourage active participation, and motivate students to achieve their maximum potential. Conversely, poor teacher performance often results in monotonous teaching, low student engagement, and ultimately, unsatisfactory learning outcomes (Siswanto & Yuliana, 2022).

Research has consistently shown a positive correlation between teacher performance and student learning outcomes. For instance, teachers who demonstrate mastery of teaching materials, apply varied learning methods, and maintain effective communication with students significantly contribute to improved student achievement. Such performance not only affects students' cognitive understanding but also builds motivation, discipline, and learning habits that are essential for lifelong education (Al-Jubouri, 2023).

In the context of elementary schools, teacher performance is even more crucial because it establishes the foundation for further education. At this level, students need intensive guidance and motivation to develop basic knowledge and skills. A teacher's ability to design creative learning activities, apply innovative teaching methods, and address the diverse learning styles of students will significantly affect their success (Coffie et al., 2023).

However, challenges remain in many schools, especially in regions with limited educational resources. Observations at SDN 070979 Sifalaete in Gunungsitoli City show that student achievement in several subjects is still relatively low. A considerable number of students fail to meet the Minimum Mastery Criteria (KKM), which raises concerns regarding the effectiveness of teacher performance in delivering quality education. Several factors influence teacher performance, including mastery of teaching materials, creativity in applying varied methods, and communication skills. Teachers who rely solely on textbooks and monotonous lectures tend to reduce students' interest in learning (Salman et al., 2023). On the other hand, teachers who employ innovative approaches such as discussions, games, projects, or the use of technology can foster enthusiasm and active participation in the classroom.

The problem identified in SDN 070979 Sifalaete is that some teachers still struggle with lesson preparation, have limited variation in teaching strategies, and lack effective communication with students. These conditions directly impact student performance, as shown by the high percentage of students who scored below the KKM in several subjects. Efforts to improve student learning outcomes require a focus on enhancing teacher performance. Teachers must be encouraged to improve their mastery of subject matter, diversify their teaching methods, and strengthen their communication skills in order to facilitate more effective learning. In this regard, the performance of teachers is not only a professional responsibility but also a crucial factor in shaping the future quality of education (Prabhu & Srivastava, 2023).

Based on this background, the study entitled "The Effect of Teacher Performance on Learning Outcomes of Grade VI Students of State Elementary School 070979 Sifalaete Gunungsitoli City" was conducted. The study aims to analyze the extent to which teacher performance influences student learning outcomes and to provide insights for improving the quality of teaching at the elementary school level. This research is also expected to contribute to the development of strategies for improving teacher professionalism. It emphasizes the importance of professional development, continuous supervision, and effective evaluation systems that can encourage teachers to perform optimally. By understanding the effect of teacher performance on student achievement, schools can formulate policies and practices that strengthen the quality of learning (Saputra et al., 2025).

Furthermore, the results of this study will enrich the body of knowledge in educational management, particularly in the area of teacher performance evaluation and its impact on learning outcomes. This provides a theoretical contribution for future research and a practical contribution for policymakers, schools, and educators. The problem formulation of this study includes three key questions: (1) Is teacher performance at SDN 070979 Sifalaete categorized as good? (2) Do Grade VI students achieve the Minimum Mastery Criteria (KKM)? (3) Is there a significant effect of teacher performance on students' learning outcomes? These questions guide the research framework and analysis (Atiku et al., 2023).

Accordingly, the objectives of this study are to determine whether teacher performance is categorized as good, to identify whether students' learning outcomes meet the required standards, and to analyze the significant effect of teacher performance on learning outcomes. The significance of the study lies not only in its theoretical contribution to educational research but also in its practical benefits for schools, teachers, and future researchers. The findings are expected to provide evidence-based recommendations for improving the quality of teaching and learning at elementary schools. Therefore, the study of teacher performance and its impact on student learning outcomes is an urgent and relevant topic. It emphasizes that quality education can only be achieved if teachers, as the front-liners of education, consistently demonstrate professional performance that supports the holistic development of students.

2. RESEARCH METHOD

This study employed a quantitative research method with an explanatory approach, aiming to determine the effect of teacher performance on the learning outcomes of Grade VI students at SDN 070979 Sifalaete, Gunungsitoli City. The quantitative method was chosen because it allows measurement of the relationship between variables using statistical analysis, ensuring objectivity and accuracy in assessing the influence of teacher performance on student achievement (Maulidiah et al., 2023). The independent variable in this study was teacher performance (X), while the dependent variable was student learning outcomes (Y).

The population in this research consisted of all Grade VI students at SDN 070979 Sifalaete during the academic year 2024/2025, totaling 35 students. Given the manageable size, the entire population was used as the research sample through a saturated sampling technique. Data were collected using structured questionnaires to measure teacher performance and student learning outcomes, complemented by school documentation such as students' final grades (Halawa, Anggraini, et al., 2023). The instruments were tested for validity and reliability to ensure their accuracy and consistency in measuring the research variables.

For data analysis, the study applied several statistical techniques, including validity and reliability tests, classical assumption tests (normality, heteroscedasticity, and autocorrelation), correlation analysis, and simple linear regression analysis. The regression model was used to test the significance of the effect of teacher performance on learning outcomes. Hypothesis testing was carried out using the t-test at a significance level of 5% ($\alpha = 0.05$). The coefficient of determination (R^2) was also calculated to measure the proportion of variance in student learning outcomes explained by teacher performance (Halawa, Sridadi, et al., 2023). This rigorous analysis provided strong evidence regarding the relationship between teacher performance and student achievement.

3. RESULTS AND DISCUSSIONS

The findings of this study reveal that teacher performance at SDN 070979 Sifalaete is generally categorized as good, although there are still aspects that require improvement. Based on the results of the questionnaire distributed to students, most of the responses indicated that teachers demonstrated responsibility, preparation, and effective communication in teaching. Teachers were reported to come to class prepared, manage the classroom environment effectively, and provide explanations in ways that were easy for students to understand. This suggests that the majority of teachers fulfilled their professional responsibilities in line with the standards of effective teaching performance (Stark et al., 2022).

Regarding the variable of student learning outcomes, the analysis of students' final grades showed that the average level of achievement was moderately high, with a majority of students meeting the Minimum Mastery Criteria (KKM). However, a significant portion of students around 40% still scored below the KKM in core subjects such as Mathematics, Natural Sciences, and Social Sciences. This finding indicates that while teacher performance contributes positively to student learning, there are other influencing factors beyond teacher performance that affect students' achievement (Howell et al., 2022).

The results of the validity test of the research instrument demonstrated that all items measuring teacher performance and student learning outcomes were valid, as the correlation values exceeded the critical r-table value. Similarly, the reliability test using Cronbach's Alpha produced coefficients above 0.7, indicating that the instruments used in this study were reliable and consistent for data collection. These results confirm that the data obtained are robust and can be further analyzed statistically (Rachma, 2024).

The classical assumption tests conducted showed that the data met the requirements for regression analysis. The normality test using the Liliefors method indicated that the data were normally distributed with a significance value greater than 0.05. The heteroscedasticity test revealed no indication of variance inequality in the residuals, while the autocorrelation test confirmed that there was no correlation between residuals. These results demonstrate that the data satisfy the assumptions required for valid regression analysis (Badarai et al., 2023).

Correlation analysis showed a strong positive relationship between teacher performance and student learning outcomes. The correlation coefficient was found to be 0.756, indicating that

improvements in teacher performance are associated with significant increases in student achievement. This suggests that students who are taught by teachers with better performance tend to demonstrate higher levels of academic success compared to those taught by teachers with weaker performance.

The regression analysis further confirmed the relationship between the two variables. The regression equation obtained was $Y = 8.743 + 0.812X$, meaning that every one-unit increase in teacher performance results in an increase of 0.812 units in student learning outcomes. This model demonstrates that teacher performance has a direct and measurable influence on the academic achievements of students. The coefficient of determination (R^2) was calculated at 0.744, indicating that teacher performance accounts for 74.4% of the variation in student learning outcomes, while the remaining 25.6% is influenced by other factors not examined in this study, such as student motivation, parental support, peer influence, and availability of learning resources. This high percentage demonstrates the critical role of teacher performance in shaping learning achievement at the elementary school level.

The results of the hypothesis test using the t-test revealed that the calculated t-value of 6.113 exceeded the t-table value of 2.048 at a significance level of 5%. This means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, confirming that teacher performance has a significant effect on student learning outcomes. The significance value (p-value) obtained was below 0.05, further validating the conclusion.

Based on these results, it can be concluded that students' success in achieving academic standards is strongly determined by the performance of their teachers. The better the preparation, teaching strategies, classroom management, and evaluation methods implemented by teachers, the more likely students are to achieve the desired learning outcomes. This highlights the importance of continuous teacher development and professional training to ensure consistent improvements in performance. Overall, the research findings emphasize that teacher performance is a key determinant of academic success at SDN 070979 Sifalaete. While there are still students who do not meet the KKM, the significant contribution of teacher performance shows that strengthening this factor can substantially improve the quality of learning outcomes. Thus, enhancing teacher competence through ongoing training, effective supervision, and support systems is essential to achieving better educational outcomes in elementary schools.

4. DISCUSSION

The findings of this study confirm that teacher performance significantly affects the learning outcomes of Grade VI students at SDN 070979 Sifalaete, Gunungsitoli City. This result is in line with the theoretical framework which emphasizes that teachers are the central figures in the teaching and learning process (Siagian et al., 2022). As facilitators, motivators, and evaluators, their performance shapes the quality of student engagement, comprehension, and achievement. The regression analysis, showing that 74.4% of learning outcomes are explained by teacher performance, underlines the strong influence teachers have in the educational process.

One important aspect revealed in this study is that effective lesson preparation contributes greatly to students' success. Teachers who entered class with well-prepared materials and structured lesson plans managed to maintain students' focus and guide them systematically through the learning process. This finding corresponds with (Pant et al., 2024), who argues that planning is a fundamental indicator of teacher performance because it lays the groundwork for successful learning outcomes. Without preparation, teaching risks becoming monotonous and unstructured, which negatively affects student performance (Sapu et al., 2023).

Classroom management also emerged as a critical component of teacher performance that influences student learning. The study found that teachers who were able to maintain discipline, organize seating arrangements, and create a conducive environment succeeded in fostering active participation and reducing distractions. This is consistent with the view of (Armadan et al., 2023), who emphasize that classroom management is a central indicator of teacher competence in ensuring that learning activities run smoothly and effectively.

The use of varied and innovative teaching strategies was another determining factor. Students reported that they learned better when teachers applied interactive methods such as

discussions, question-and-answer sessions, or games rather than relying solely on lectures. This aligns with the findings of (Wahdini Siregar et al., 2025), which highlight that monotonous teaching reduces student motivation, while innovative approaches stimulate curiosity and encourage deeper understanding. The implication is that teacher creativity is crucial in improving student achievement.

Effective communication between teachers and students also played a vital role in determining learning outcomes. Teachers who explained concepts clearly, used language appropriate to students' cognitive levels, and provided constructive feedback were more successful in helping students master the material. This supports (Gull et al., 2022), who describe teachers as role models whose words and actions are influential in shaping students' attitudes and academic performance.

In terms of student learning outcomes, the study showed that although the majority of students achieved the Minimum Mastery Criteria (KKM), 40% still fell below the required standard in several subjects. This highlights that while teacher performance is a dominant factor, it is not the only determinant. Factors such as student motivation, parental involvement, peer influence, and availability of resources also contribute to academic achievement. This finding resonates with (Prabhu & Srivastava, 2023), who explain that learning outcomes are shaped by both internal and external factors beyond teacher control.

Nevertheless, the statistical evidence from the correlation and regression tests indicates that teacher performance remains the single most important predictor of student success in this context. The strong correlation coefficient of 0.756 suggests that the better teachers perform, the greater the likelihood that students will achieve higher results. This emphasizes the urgent need for schools and policymakers to invest in teacher professional development as a strategy to raise educational quality (Prabhu & Srivastava, 2023).

Another significant discussion point is that teacher performance has both direct and indirect effects on learning outcomes. Directly, teachers influence student understanding through clear explanations, relevant examples, and appropriate exercises. Indirectly, teachers influence motivation, discipline, and students' attitudes towards learning. These non-cognitive aspects are often overlooked, yet they are fundamental for long-term academic success. Thus, teacher performance should be evaluated not only by students' test scores but also by their ability to foster motivation and character building (Rohman et al., 2022).

The finding that teacher performance explains 74.4% of learning outcomes is consistent with previous research such as (Gull et al., 2022), which also identified a strong relationship between teacher quality and student performance at the elementary school level. This consistency across studies strengthens the validity of the conclusion that teacher performance is a cornerstone of effective education, particularly in foundational learning stages.

The remaining 25.6% of variance explained by other factors suggests that further studies are necessary to explore variables such as school facilities, parental support, and student learning styles. These factors, when combined with teacher performance, may provide a more comprehensive understanding of what determines student achievement. Hence, future research should adopt a multi-variable approach to broaden the scope of analysis. This study also highlights the importance of continuous evaluation of teacher performance. Regular monitoring, feedback, and professional training programs are crucial in ensuring that teachers maintain and improve their competence. As supported by (Sapu et al., 2023), performance appraisal should not only serve as a tool for accountability but also as a means for professional growth, enabling teachers to adapt to changing educational demands.

In practice, improving teacher performance requires collaboration among schools, local education authorities, and the government. Providing opportunities for teachers to attend workshops, participate in peer discussions, and engage in reflective practices can help them develop innovative teaching methods. Furthermore, schools must create supportive environments that recognize and reward teacher efforts, as motivation is a key internal factor influencing performance. The findings also imply that teacher performance improvement should focus on strengthening the four main competencies: pedagogical, professional, social, and personal (Ndruru et al., 2025). Pedagogical competence ensures effective lesson delivery, professional competence guarantees mastery of the subject matter, social competence enables good communication with students and colleagues, and

personal competence provides role-model qualities. Integrating these competencies leads to holistic teacher performance that benefits student learning comprehensively.

Finally, this study contributes to the broader discourse on educational quality by showing empirical evidence of the central role of teachers. Improving infrastructure and curriculum will not be sufficient without parallel improvements in teacher performance. As frontline implementers of curriculum, teachers are the key agents of change in education. Therefore, any effort to enhance learning outcomes must prioritize teacher development as its core strategy. In conclusion, the discussion emphasizes that the better the performance of teachers, the higher the learning outcomes of students (Halawa, Anggraini, et al., 2023). Teacher preparation, creativity, classroom management, and communication collectively form a performance package that significantly contributes to student achievement. However, complementary support systems are necessary to address other influencing factors. By strengthening teacher performance alongside external supports, schools can ensure that students reach their full potential.

5. CONCLUSION

This study concludes that teacher performance has a significant and positive effect on the learning outcomes of Grade VI students at SDN 070979 Sifalaete, Gunungsitoli City. The findings revealed that teacher performance explained 74.4% of the variance in students' achievement, highlighting the crucial role of teachers in lesson preparation, classroom management, instructional strategies, and evaluation. The better the performance demonstrated by teachers, the higher the academic outcomes attained by students. However, other factors such as student motivation, parental involvement, and learning resources also influence student achievement. It is therefore recommended that schools and education authorities continuously enhance teacher competence through professional training, supervision, and development programs, while simultaneously addressing external factors to ensure comprehensive improvements in educational quality. The researcher expresses sincere gratitude to the principal, teachers, and students of SDN 070979 Sifalaete, Gunungsitoli City, for their valuable cooperation and participation in this study. Special thanks are also extended to the academic supervisor for guidance and constructive feedback, as well as to family, friends, and colleagues for their continuous encouragement and support throughout the research and writing process.

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