

# The Influence of Sekolah Penggerak and Teacher Performance on the Quality of Elementary School Graduates

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## ABSTRAK

Terdapat sekolah yang lulusannya rendah bahkan banyak sekolah juga yang saat ini tutup tidak melaksanakan kegiatan belajar hal ini dipengaruhi oleh penggerak sekolah dan kinerja guru yang kurang serta komite sekolah, biaya dan perilaku organisasi di sekolah, efektifitas sekolah juga mempengaruhi kegiatan proses belajar disekolah serta mutu lulusan juga. Penelitian ini bertujuan untuk menganalisis pengaruh dari Sekolah Penggerak dan Kinerja Guru terhadap Mutu Lulusan di Sekolah Dasar. Metode penelitian yang digunakan adalah angket, yang diberikan kepada tenaga guru sebagai populasi dengan sejumlah pernyataan yang disediakan. Data dianalisis secara statistik menggunakan metode deskriptif, regresi linier sederhana, dan regresi linier berganda. Hasilnya menunjukkan bahwa variabel Sekolah Penggerak dan Kinerja Guru secara terpisah maupun bersama-sama berpengaruh secara signifikan terhadap variabel Mutu Lulusan. Sekolah Penggerak memiliki tujuan untuk meningkatkan kualitas pembelajaran di sekolah dan mendorong adopsi inovasi dalam bidang pendidikan. Program Sekolah Penggerak sangat membutuhkan Kinerja guru yang memiliki tugas penting dan menentukan kualitas pembelajaran dan mutu lulusan. Kinerja guru diharapkan akan memberi dampak pada kinerja lembaga pendidikan dan dapat menghasilkan mutu lulusan yang berkualitas.

## ABSTRACT

Sekolah penggerak aims to improve the quality of learning in schools and encourage the adoption of innovations in education. The program of Sekolah penggerak needs the performance of teachers who have important tasks and determine the quality of learning and the quality of graduates. Teacher performance will likely have an impact on the performance of educational institutions and can produce quality graduates. In this study, the variables that are the focus of research as regressors are Sekolah penggerak and Teacher Performance. This study aims to analyze the effect of Sekolah Penggerak and Teacher Performance on the Quality of Graduates in Elementary Schools. The research method used was a questionnaire given to teachers as a population with several statements provided. Data were analyzed statistically using descriptive methods, simple linear regression, and multiple linear regression. The results show that Sekolah penggerak and Teacher Performance significantly affect the Quality of Graduates variable.

## 1. INTRODUCTION

Education is a determinant for the birth of future generations if quality education will give birth to quality generations. One of the creative and innovative programs from the government program is the Sekolah Penggerak Program which focuses on increasing the academic achievement of all students by creating a Pancasila Student Profile which includes skills and character, starting with strengthening quality human resources (Nurasiah et al., 2022; Rahayuningsih, S., & Rijanto, 2022). The main objective of the Sekolah Penggerak is to improve the quality of learning in schools and encourage the adoption of innovations in education (Marliyani & Iskandar, 2022; Nurashiah Iis, Marini Arita, Nafiah Maratun, 2022). Sekolah Penggerak Program emphasizes the importance of school principals' and teachers' professional performance to produce quality education and graduates (Desianti, L. C., & Rahayuningsih, 2022; Sarlin Patilima, 2021). Sekolah Penggerak is a long-term systemized educational community movement (Mujazi

et al., 2020; Rachmawati et al., 2022). The benefits for the local government are improving the ability of school human resources, making learning more interesting and fun, and being able to stimulate other schools. Within three school years, improve the quality of educational outcomes, improve the skills of school principals and teaching staff, and accelerate school digitization, so there is an opportunity to become a driver of change for other schools.

However, there are still schools with low graduates, and even many currently closed schools still need to carry out learning activities. Sekolah Penggerak and poor teacher performance, school committees, costs, and organizational behavior influence it. Sekolah Penggerak is an example of a quality education unit that focuses on improving student learning outcomes as a whole to create a Pancasila student profile which includes improving students' abilities and character (Moewardi et al., 2020; Ramadhani & Kardoyo, 2019). So it takes driving resources, including the teacher, as a locomotive in implementing educational programs. Teacher performance is a determinant in teaching and learning activities because it deals directly with students. Teachers must demonstrate their teaching and learning skills with students to achieve the desired educational goals. Teacher performance is when the teacher can carry out his duties and functions at school and direct quality learning activities (Djuhartono et al., 2021; Utami & Putra, 2020). Good teacher performance and continuous improvement is the goal of every educational institution because they will have a direct impact on improving the performance of educational institutions as a whole, so efforts to improve teacher performance must be of particular concern because of the central role of teacher performance in producing quality graduates and the quality of educational institutions.

Solutions related to schools as drivers and teacher performance must provide good and quality graduates, one of which is by implementing the Guidelines for the Implementation of the Sekolah Penggerak Program regulated in the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 1177/M/2020. The Sekolah Penggerak Program is a model of a quality education unit that the Ministry of Education, Culture, Research, and Technology has compiled. Sekolah Penggerak Program is a program created by the Ministry of Education, Culture, Research, and Technology, which aims to create Sekolah Penggerak that focuses on developing student learning outcomes holistically (Marliyani & Iskandar, 2022; Nurasiah et al., 2022). The main objective of this program is to achieve a Pancasila student profile that includes competency and character development. This program begins with improving the quality of human resources, starting with qualified principals and teachers (Sanjaya et al., 2019). School leadership must reflect on school work units, especially teachers, as the spearhead of student success in achieving the best graduates through the grades obtained (Mamun & Wasliman, 2020). Sekolah Penggerak requires high teacher performance, so the government is expected to be able to carry out the Sekolah Penggerak program with systematic, constructive, and sustainable supervision to produce quality education, learning processes, and quality graduates (Nurasiah et al., 2022; Rizal et al., 2022). The Sekolah Penggerak Program is expected to be implemented in stages and integrated with the education community so that all schools in Indonesia can become Sekolah Penggerak. It is necessary to have a clear focus in implementing this program to achieve this goal.

Previous research explained that teacher competency improvement strategy policies also affect the quality of good graduates for students. Participatory school leadership is also crucial for school principals and teachers to be the best graduates (Ismail & Anwar, 2021; Jaelani, 2020). Sekolah Penggerak is a type of school that focuses on developing student learning outcomes (Rahayuningsih, S., & Rijanto, 2022). According to research results, Sekolah Penggerak has a curriculum that can increase students' motivation to learn (Javanisa, A., Fauziyah, F. F., Melani, R., & Rouf, 2022). The Mobilization School curriculum has an impact on students' learning motivation. Sekolah Penggerak focuses its development on achieving student learning outcomes as a whole. It can be achieved by realizing the Pancasila Student Profile, which includes knowledge skills (literacy and numeracy) and character. The first step in achieving this is to strengthen the excellence of Human Resources (Patilima, 2022). Sekolah Penggerak innovates in improving quality education (Ritonga, A. A., Lubis, Y. W., Masitha, S., & Harahap, 2022). Management of learning by paying special attention to each characteristic of each student, which is directed at the profile of Pancasila students (Desianti, L. C., & Rahayuningsih, 2022; Setiawan, 2019). This study aimed to analyze the impact or influence of the Sekolah Penggerak and teacher performance on the quality of graduates partially and simultaneously in elementary schools in Sukabumi. With this research, the management of educational institutions can obtain information regarding the impact of the Sekolah Penggerak and teacher performance on the quality of graduates so that the management of Educational Institutions can determine whether it is necessary to improve the Driving Schools program only or only Teacher Performance or the Sekolah Penggerak and Teacher Performance programs simultaneously in the context of improving the Quality of Graduates.

## 2. METHOD

This research method utilizes a quantitative causality design, which is a design that explores the causal relationship between one variable and another, according to the definition (Sugiyono, 2017). This study aims to conduct statistical tests to test hypotheses regarding the effect of one or several variables on other variables. This research aims to achieve the goal of the survey method used in this study by distributing questionnaires to the teacher population. The collected data were then analyzed statistically using descriptive methods, simple linear regression, and multiple linear regression to obtain partial findings. Sekolah Penggerak's variable significantly influenced the Quality of Graduates variable. The teacher Performance Variable also partially significantly influences the Quality of Graduates variable. When viewed together, the Sekolah Penggerak and Teacher Performance variables strongly and substantially affect the Quality of Graduates variable. The operational definition consists of variable and operational. This study used measurements on the variables studied using research instruments. In this study, there are three focus variables which include; Sekolah Penggerak (X1) and Teacher Performance (X2), as well as the Quality of Graduates (Y), which an ordinal scale will measure. The variable measurement scale is used with the ordinal scale method. This method is used to measure variables that not only consist of categories but also consider the rank of the construct being measured, as stated (sugiyono, 2014). This study uses a Likert scale to measure the attitudes and opinions of existing respondents.

The population can be interpreted as an area of generalization referring to subjects or research objects determined by the researcher, who have a certain number and characteristics, and from there, conclusions can be drawn based on the research results. This study's population consisted of 49 elementary school teachers in Sukabumi. The sample is part of the number and characteristics of the population taken for research (Sugiyono, 2018). In this study, the sampling technique used was saturated sampling. All members of the population were used as samples. Research often does this when it wants to make very accurate generalizations with very small margins of error. In this study, the population consisted of 49 people. In this study, data were analyzed using the SPSS version 26 program. There were several stages in data processing, validity test, reliability test, normality test, multicollinearity test, heteroscedasticity test, simple and multiple regression analysis, t-test, f test, and coefficient test determination.

## 3. RESULT AND DISCUSSION

### Result

The main requirement for an instrument to be feasible as a tool for collecting research data is the validity of the data in the research. The validity of research data can be interpreted if the  $r$ -calculated value in the product-moment correlation is greater than the  $r$ -table value. The questionnaire items are considered valid, while if the  $r$  calculated value is less than the product-moment correlation table  $r$  value, then the questionnaire items are considered invalid ". The formula for finding the degrees of freedom is to reduce the number of respondents ( $n$ ) by 2 ( $n-2$ ). In this study, the number of respondents was 49 - 2, as many as 47. If we look at the product moment  $r$  table value distribution at 5% significance for 47 numbers, there is an  $r$  table value of 0.288. All the calculated  $r$  values for the variables X1 (Sekolah Penggerak), X2 (Teacher Performance), and Y (Graduate Quality) show a number that is greater than the number in the  $r$  table in the results of the validity test. Therefore, the results of the validity test show that the variables X1, X2, and Y are valid.

**Table 1.** Items Total Correlation (X1, X2, Y)

	<b>Total Correlation</b>	<b>Valid</b>		<b>Total Correlation</b>	<b>Valid</b>		<b>Total Correlation</b>	<b>Valid</b>
X1.1	0.740	valid	X2.1	.726	valid	Y.1	0.744	valid
X1.2	0.754	valid	X2.2	.666	valid	Y.2	0.720	valid
X1.3	0.671	valid	X2.3	.618	valid	Y.3	0.711	valid
X1.4	0.710	valid	X2.4	.619	valid	Y.4	0.657	valid
X1.5	0.665	valid	X2.5	.742	valid	Y.5	0.752	valid
X1.6	0.708	valid	X2.6	.781	valid			

The reliability test requirements are that the questionnaire questions must be valid. In this study, Cronbach's alpha method was used to test reliability. Reliability is a tool for measuring a questionnaire

that indicates the variable or constructs to be studied (Ghozali, 2015). A questionnaire item is considered reliable if Cronbach's alpha value is  $> 0.7$  and is considered unreliable if Cronbach's alpha value is  $< 0.7$ . The results of the reliability test are presented in Table 2.

**Table 2.** Reliability Statistics X1, X2 and Y

Cronbach's Alpha	N of Items
0.800	X1= 6
0.785	X2= 6
0.763	Y= 5

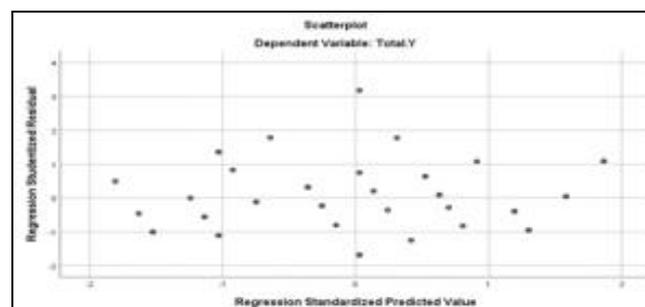
Based on the statistical analysis results and Cronbach's Alpha output in Table 2. Reliability Statistics shows that all questions from the variables X1 (Sekolah Penggerak), X2 (Teacher Performance), and Y (Graduate Quality) are 17 questions. It can be concluded that all questions are considered reliable because the value of Cronbach's alpha for all questions exceeds 0.7. The Kolmogorov-Smirnov theory aims to perform a normality test and determine whether the residual values have a normal distribution. In the normality test, the decision basis used is a significant value where if the value is greater than 0.05, it can be concluded that the residual value has a normal distribution, while if the value is less than 0.05, it can be concluded that the residual value does not have a normal distribution. Kolmogorov-Smirnov One-Sample test results, Asymp.Sig. (2-tailed) is 0.200, which is greater than 0.05. Therefore, it can be concluded that the residual values have a normal distribution.

In a good regression model, there will be no intercorrelation between the independent variables, which shows no signs of multicollinearity. To test the multicollinearity of the regression equation that evaluates the effect of X1 (Sekolah Penggerak) and X2 (Teacher Performance) on Y (Quality of Graduates), the Tolerance and VIF methods are used. Based on the test results, if the tolerance value exceeds 0.10, there are no signs of a multicollinearity problem. On the other hand, when the VIF value is less than 10.00, there is no indication of a multicollinearity problem. The results of the multicollinearity test are in Table 4.

**Table 4.** Coefficients

Model		Unstand. Coefficients		Stand. Coeff	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	Constant	0.355	0.579		0.613	0.543		
	Total.X1	0.598	0.073	0.722	8.234	0.000	0.101	9.860
	Total.X2	0.225	0.073	0.271	3.088	0.003	0.101	9.860

The results in Table 4 show that the coefficient in this study shows a tolerance value of 0.101, greater than 0.10, and a VIF value of 9.860, less than 10.00. Therefore, it can be concluded that there is no multicollinearity problem in the data in Table 4. The heteroscedasticity test on the model can use the Scatterplot in SPSS version 26. The absence of Heteroscedasticity can be identified through the characteristics of the data points evenly distributed above and below the number 0 (zero). The data points do not only collect above or below the number 0 (zero), the distribution of data points does not form a widening and narrowing wave pattern, and there is no pattern in the distribution of data points. The data processed in this study showed no signs of Heteroscedasticity, as shown in Figure 1.



**Figure 1.** Scatterplot

An alternative to detecting symptoms of Heteroscedasticity is to perform the Glejser test. This method uses the decision that no heteroscedasticity occurs when the significance value (Sig) between the independent variables and the absolute residual is less than 0.05. In this study, it was found that the variable X1 (Sekolah Penggerak) had a significance value (Sig) of 0.759 which was greater than 0.05, and the significance value of X2 (Teacher Performance) had a significance value of 0.647 greater than 0.05. So it can be concluded that there are no Heteroscedasticity symptoms in variables X1 (Sekolah Penggerak) and X2 (Teacher Performance) because the significance value of both does not indicate a Heteroscedasticity problem. Multiple regression analysis with the enter method aims to understand whether there is a significant effect of two or more independent variables (X) on the dependent variable (Y). Certain tests are required. This study uses two types of testing, partial testing with the t-test and simultaneous testing using the f-test. To determine how much influence the variable (X) has on the variable (Y) simultaneously, we can test the coefficient of determination. In addition, a hypothesis can be formulated that states an influence from variable (X) on variable (Y), individually and together.

The first hypothesis states that variable X1 (Sekolah Penggerak) influences variable Y (Quality of Graduates). The second hypothesis states that variable X2 (Teacher Performance) influences variable Y (Quality of Graduates). The third hypothesis states that variables X1 (Sekolah Penggerak) and X2 (Teacher Performance) together influence variable Y (Quality of Graduates). If you use a 95% confidence level with a significance value of 0.05, you can do a t-test. Suppose the significance value (Sig) is less than 0.05 or the calculated t value is greater than the t table value. In that case, there is a significant influence between the variables X and Y. However, suppose the Sig value is greater than 0.05, or the calculated t value is smaller than the t table value. In that case, there is no significant effect between the X and Y variables. The t table value can be calculated using  $t(a/2; n-k-1) = t(0.025; 46) = 2.013$ . In addition, an f test can also be carried out, where if the Sig value is less than 0.05 or the calculated f is greater than the f table, then there is a significant simultaneous effect between the X and Y variables. However, if the Sig value is greater than 0.05 or the f count is less than the f table, the variables X and Y do not have a significant effect. The results of the f table obtained are 3, 18. Testing the H1 and H2 hypotheses with the t-test is presented in Table 6.

**Table 6. Coefficients Variable Total Y**

Model		Unstand Coeffi		Std. Coef	t	Sig.	Coll. Statist.	
		B	Std. Error	Beta			Toleranc	VIF
1	Con	0.355	0.579		0.613	0.543		
	Tot X1	0.598	0.073	0.722	8.234	0.000	0.101	9.860
	Tot X2	0.225	0.073	0.271	3.088	0.003	0.101	9.860

Based on the analysis results, it can be concluded that the Sekolah Penggerak variable (X1) significantly influences Teacher Performance (Y). It is reinforced by the significance value (Sig) obtained of 0.000, less than 0.05, and the calculated t value of 8.234, greater than t table 2.013. Therefore, the H1 hypothesis can be accepted. It means there is a significant influence between Sekolah Penggerak (X1) and graduate quality (Y). Based on the research results, it can be concluded that the H2 hypothesis is accepted because the value of Sig. for the effect of variable X2 (Teacher Performance) on variable Y (Quality of Graduates) is 0.003, which is less than 0.05. The t-value of 3.088 is greater than the t-table value of 2.013. It significantly influences variable X2 (Teacher Performance) and Y (Quality of Graduates). Testing the third hypothesis (H3) is presented in Table 7.

**Table 7. ANOVA<sup>a</sup> Total Variables Y**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	215.383	2	107.692	618.884	0.000 <sup>b</sup>
Residual	8.004	46	0.174		
<b>Total</b>	<b>223.388</b>	<b>48</b>			

Based on Table 7 of the ANOVA listed above, information is obtained that the significance value for the influence of X1 (Sekolah Penggerak) and X2 (Teacher Performance) together on Y (Graduate Quality) is 0.000, which is less than 0.05. In this study, the calculated f value was 618.884, greater than the table f value of 3.18. From these results, it can be concluded that hypothesis H3 is accepted, which indicates a

simultaneous effect of variables X1 (Sekolah Penggerak) and X2 (Teacher Performance) on variable Y (Quality of Graduates). The results of the coefficient of determination are presented in [Table 8](#).

**Table 8. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.982	0.964	0.963	0.417

The coefficient of determination aims to obtain information about how much influence the independent variables X1 (Sekolah Penggerak) and X2 (Teacher Performance) together have on the dependent variable Y (Quality of Graduates) so that the percentage influence can be calculated. Based on the results of the output given, it can be concluded that the coefficient of determination (R Square) is 0.964. It can be interpreted that together, variable X1 (Sekolah Penggerak) and variable X2 (Teacher Performance) have an effect of 96.4% on variable Y (Quality of Graduates).

## Discussion

Sekolah Penggerak and Teacher Performance partially show a significant positive impact on Graduate Quality and simultaneously a significant positive influence on Graduate Quality. It indicates that the Teacher Mobilization and Sekolah Penggerak program has the power to improve the quality of graduates. The results of this study indicate that the Sekolah Penggerak program has the goal of developing the potential and improving student academic performance comprehensively to create an ideal student image by Pancasila values, which includes improving the quality of the abilities and character of students supported by the influence of good teacher performance which has an impact on quality improvement of graduates (Lalupanda, 2019; Nurtaniati, 2018). Awareness of the quality of good graduates can make educational programs successful, so the teaching profession must be a concern of the government, which includes increasing competency, appreciation, and welfare so that education programs on a national scale can achieve and have high competitiveness at the international level (Kartini & Kristiawan, 2019; Minsih & D, 2018). The meaning of this research is that the synergy between the government as a policyholder and educational practitioners who are harmonious, conducive, prosperous, and constructive will foster teacher competence and performance and educational achievements that are productive, flexible, superior, and have broad benefits.

Based on the description above, performance is a work achievement obtained based on authority and responsibility in the assigned field to achieve the agreed goals. Performance is also the achievement of a teacher in teaching and learning activities, which includes knowledge, skills, and good attitudes so that students can understand, explain and practice in their lives. Understanding teacher performance indicators is needed to understand the stages that must be fulfilled and implemented properly. Indicators of a teacher's performance include the quality of work, the number and variety of assignments, and the efficient use of time. The standard process includes planning, implementing, evaluating, and supervising the learning process in Elementary and Secondary Education Units. Assessment of teacher performance in learning activities is based on three indicators: planning the learning process, implementing the learning process, and evaluating learning outcomes carried out by the teacher to measure the achievement of student competence, making progress reports on learning outcomes, and improving the learning process. The quality of education at the national level depends on the quality of teachers as task executors (Saputra, E., & Danim, 2020). Therefore, teachers must have professionalism and quality performance to improve the quality of the younger generation. Thus, Indonesia can become a nation that is smart and able to face challenges in the future.

Based on the research results, the teacher's performance is very important because it will determine the success of educational institutions and the quality of their graduates. Teachers must have high competence to be professional, innovative, productive, and highly competitive (Muspawi, 2021). Four factors can determine performance: environmental conditions, individual behavior, organizational behavior, and work behavior. Teachers are required to have complete abilities and good performance in learning. Competence in developing teacher professionalism in the duties and functions of self-adaptation to changes and developments in science and technology (Slameto, Sulasmono, B. S., & Wardani, 2017). Teachers with professional skills can fulfill their school duties and responsibilities (Emda, 2017). The quality of quality graduates is the goal of the output expected by the school, students, and parents of students. The quality of graduates as a reference is students who have knowledge, skills, and attitude skills. The quality of graduates that are expected to show excellence in quality of graduates to students, especially in elementary schools, three dimensions need attention, attitudes, knowledge, and skills. Several indicators in this dimension include obtaining the highest score in the national exam, foreign

language skills, understanding of science and technology developments, and integrating knowledge to develop self-readiness through continuous education.

The quality of graduates is the impact of the ability to manage the potential of the resources they have to the maximum so that the spearhead of the learning process, teachers with quality performance, is an important factor in producing quality graduates. The quality of a person's graduation will be affected by the ability of an institution to optimally manage all potential, including educational staff, students, educational facilities, learning processes, finances, and relations with the community (Suryana, Y., & Ismi, 2019). Good quality education can provide students with a strong foundation of knowledge, including good knowledge, skills, and attitudes so that students can understand and apply basic concepts in their life activities. Furthermore, it requires empowering students' skills through work experience and personality development to strengthen the mentality in responding to changing times. The existence of a Sekolah Penggerak and good Teacher Performance will make the School Education environment and learning process run according to the program or at a minimum standard. Thus, the Quality of Graduates is expected to be high quality and competitive.

The findings of this study through the regression test showed that the Sekolah Penggerak variable significantly affects the Quality of Graduates. Teacher performance significantly affects graduates' quality (Maksori, 2021; Sarlin Patilima, 2021). Lack of understanding of the leadership model of a competent Sekolah Penggerak is still a challenge in achieving goals (Aprilina Tarigan, 2020; Rahayuningsih & Rijanto, 2022). There still needs to be more focus on studies on the effectiveness of the Sekolah Penggerak program in improving the quality of education (Mariana, 2021). Changes must go through stages (unfreezing, moving, and refreezing), and quality is related to expectations and customer needs that have established standards. These findings play an important role in improving graduates' quality where the role of the Sekolah Penggerak and Teacher Performance is so significant. However, several aspects still need to be studied in more depth and taken as input to improve quality in the future, especially in implementation problems in the field which are very related to situations and circumstances. as well as human resources. It takes fast adaptation of educated human resources to respond to the world of education, especially with the development of science and technology.

#### 4. CONCLUSION

Sekolah Penggerak has partially proven to have a significant effect because of its significant value to the Quality of Graduates. Teacher performance is partially proven to have a significant effect because the significance value is less than the specified significance level. Thus, it can be concluded that the effect is statistically significant on the Quality of Graduates. Sekolah Penggerak and Teacher Performance simultaneously have a significant effect on the value of the quality of graduates. It shows that the Sekolah Penggerak and Teacher Performance partially and simultaneously can significantly influence the Quality of Graduates with a very influential determination value.

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