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CONTRIBUTION OF TEACHER PERFORMANCE TO STUDENT LEARNING MOTIVATION AT SDIT DARUT TAUBAH PANCORAN, SOUTH JAKARTA

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Performance, Teachers, Motivation, Learning

ABSTRACTS

Purpose: This study aims to identify the contribution of teacher performance to student learning motivation at SDIT Darut Taubah Pancoran, South Jakarta. **Method:** The research uses a descriptive qualitative approach, with data collection through interviews, observations, and document analysis. Data sources include the school principal, teachers, students, and relevant documents such as student data, attendance records, and assessments. **Result:** The results show that teacher performance in enhancing student learning motivation has not been optimized. This is due to a lack of lesson planning, less varied teaching methods, and inconsistent assessments. However, supportive factors such as the teacher's strong personality, care for students, and professional development activities play a role in boosting student motivation. In contrast, inhibiting factors include poor communication between the principal and teachers, inadequate teaching resources, and a less supportive family environment. **Conclusion:** This study reveals the crucial role of teachers in fostering student motivation, emphasizing the need for improvements in lesson planning, teaching implementation, and stronger support from all parties, including families and school management.

A. INTRODUCTION

The amendment of Law No. 2 of 1989 to Law No. 20 of 2003 concerning the national education system which is followed by the implementation of policies in the implementation of quality basic education, is an effort to prepare quality Indonesian human resources (HR) through the implementation of quality education (Marzuki and Winario 2021; Nurokhim 2017). This is part of the solution to face challenges and competition in the global era by producing Human Resources (HR) who are competent in their fields, namely smart in science and technology and have good morals (Susilo and Sarkowi 2018; Dacholfany 2017).

A quality education process is a quality learning process (Kodrat 2019). Quality educational output is graduates who have the required competencies (Zamroji 2020). The outcome of quality education is graduates who are able to continue to higher education or be absorbed into the business world or the industrial world (Tim Dosen Administrasi Pendidikan Universitas Pendidikan Indonesia 2011, p. 288).

Quality improvement is the dream of all countries in organizing their education (Agustina, Ramli, and Syamsudduha 2020). Efforts to improve quality are not easy. Improving quality requires a mental formulation of what to improve, selecting the parts that customers need, and producing the most superior activity products among similar products (Dhuhani 2017). Therefore, improving quality requires new ideas that come from intelligent minds, always contain a different meaning than the previous one, produce more perfect parts, make it easier so that they are more in demand (Makawimbang 2011, 42).

In order to realize an ideal school as above, the main key lies in quality human resources, and supported by quality management as well (Pujiharti 2019). For this reason, schools must carry out strategies that start from the planning process followed by a maximum human resource management system (Akhmad 2020). In this context, human resource management (HRM) has a strategic role in raising the image and competitiveness of schools under such strict national education regulations (Widiansyah 2018).

Human resources play a very important role in determining the progress of institutions and even a country (Susan 2019). Although the country has very abundant natural resources, if it is not supported or supported by quality human resources, the country will not be able to progress (Sabawaihi, Jannah, and Nugroho 2019).

Human resources are resources that have a special position compared to other sources (Purwaningsih 2019). Human resources are able to survive because they have managerial competence, namely the ability to formulate visions and strategies as well as the ability to acquire and mobilize other resources in order to realize the vision and implement change strategies (Purwaningsih 2019). Thus, the element of human resources is the only element in the organization that has the dynamics to develop when acquiring knowledge and development from its environment.

In terms of manpower (HR), the low quality of human resources is a fundamental problem that can hinder the development and development of the national economy (Dewi and Primayana 2019). Therefore, quality human resources are needed who have the will and ability to constantly improve their quality continuously and continuously (Mulyasa 2007, p. 4).

In advancing the school, the most important human resource management is from the educator factor, by having competent educators in their fields, they will be

able to make a very useful contribution to the sustainability/progress of a school. Quality can also be seen how schools through their teachers can carry out their duties as educators, teachers, supervisors and trainers in accordance with the demands of the curriculum that have been set by standards in the local and national context. Quality is also determined by the inputs, processes, and outputs in the school (Siahaan and others 2006, p. 121).

Human Resource Management in order to improve the quality of education is very important. This is considering that in an organization or educational institution, it can progress and develop with the support of human resources. Therefore, every educational institution or organization that wants to develop, must pay attention to human resources and manage them well, in order to create quality education. The success of education in schools is highly determined by the success of the principal in managing the education personnel available in the school. In this case, increasing productivity and work performance can be done by improving the behavior of education staff or human resources in schools through the application of various personnel management concepts and techniques. In human resource management, school principals are the key to success in achieving quality education. School principals are required to always strive to foster and develop human resources or educators to create quality education (Amtu 2011, p. 27–29).

The learning process will take place well if it is supported by teachers who have high competence and performance because teachers are the spearhead and foremost implementers of children's education at school, and as the bearer of the curriculum. Teachers who have good performance will be able to foster better student enthusiasm and motivation to learn, which in the end will be able to improve the quality of learning.

To realize the goals of national education, it is necessary to integrate all components in education, one of which is to motivate student learning. This is also expressed by (Hamdu & Agustina, 2011) One of the factors that affect student achievement is motivation. With motivation, students will study harder, tenacious, diligent and have full concentration in the learning process. Motivation in learning is one of the things that needs to be awakened in learning efforts at school. According to Slameto (2010, p. 181) students' learning motivation can be divided into two, namely internal motivation and external motivation. Internal motivation arises due to internal factors, namely physical factors, psychological factors and fatigue factors, while external motivation arises due to external factors, especially from the family, school and community environment. In learning activities, the external factor in school that is able to affect students' learning motivation is teacher performance.

There are various limitations that exist in researchers, so this study is only limited to the influence of teacher performance on student learning motivation is limited to teacher performance and student learning motivation of SDIT Darut Taubah Pancoran South Jakarta.

Closely related to the contribution of teacher performance to student learning motivation, the author received information that SDIT Darut Taubah which is located on Jalan Rawajati Timur II No. 70 Rt. 003 Rw. 08 Rawajati Village, Pancoran District, South Jakarta, Based on the limitation of the above problem, the following problems can be formulated: How is the performance of teachers at SDIT Darut Taubah? What is the learning motivation of SDIT Darut Taubah students? How much does teacher

performance contribute to the learning motivation of SDIT Darut Taubah students in the 2022-2023 school year?

In accordance with the formulation of the problem above, this study aims to uncover: (1) teacher performance at SDIT Darut Taubah; (2) Learning motivation of SDIT Darut Taubah students; and (3) The contribution of teacher performance to the learning motivation of SDIT Darut Taubah students.

The results of this research are expected to have two main benefits, namely (1) theoretically it is expected to contribute to the development of education in general; (2) Practically, the results of the research are expected to provide benefits for several parties, namely teachers and schools. Teachers in the field of PAI in particular and teachers in other fields of study in general can be a reference in the learning process and in order to improve performance. For schools, the results of this research are expected to be used as input in efforts to coach and develop teachers effectively so as to support the achievement of educational program goals.

Teacher Performance

Yelipele, Ibrahim, and Mustajab (2024) emphasized that teacher performance is a multifaceted concept that is influenced by various factors, including competence, motivation, leadership, and organizational culture. Teacher effectiveness plays a crucial role in achieving educational goals and improving student learning outcomes. Research has identified a number of key factors and strategies that can significantly improve teacher performance.

Competence is one of the dominant factors in determining teacher performance. According to Yelipele, Ibrahim, and Mustajab (2024), competencies include knowledge, skills, and abilities that can be developed through targeted training and development programs. This competency has a substantial influence compared to motivation and experience in influencing teacher performance. In addition, work motivation, as discussed by Hermawan et.al (2023), also plays an important role in increasing teacher involvement in the teaching and learning process, which contributes positively to the educational environment. Work experience, on the other hand, provides practical insights and skills that improve teaching effectiveness over time (Yelipele, Ibrahim, and Mustajab 2024).

According to Pujilestari et.al (2023), transformational leadership, which is characterized by intellectual stimulation and inspirational motivation, has a positive impact on teacher performance. This leadership style encourages a supportive environment for teachers to thrive. In addition, organizational culture that includes shared values and norms also plays an important role in supporting teachers' motivation and job satisfaction, which has a positive impact on performance results (Ratnasari et al. 2024).

A conducive work environment is another important factor in optimizing teacher performance. As stated by Ratnasari et al. (2024), an environment that provides adequate resources and a supportive atmosphere helps teachers feel valued and supported. Teamwork and interpersonal communication also play an important role in supporting teacher performance; Effective collaboration and communication allow for a collaborative learning and problem-solving process, which ultimately improves overall performance (Hermawan, Fatih Ghozali, and A. Sayuti 2023). In addition, Lavado-Antonio et al. (2024) show that regular evaluation and supervision of teaching

performance provides a mechanism for reflection and improvement for teachers. Academic supervision that provides structured feedback can improve the planning, implementation, and evaluation of teaching activities (Lindawati 2023).

Hidayat et al. (2023) and Monier Llovio et al. (2023) argue that understanding the broader educational context is also essential in improving teacher performance. Educational reforms, professional development opportunities, and compensation can significantly impact performance. The integration of technology and innovative teaching methods can also strengthen educational outcomes. By understanding these broader factors, comprehensive strategies can be developed to support teacher performance and ultimately improve the quality of education.

Student Learning Motivation

Learning motivation plays an important role in determining students' academic achievement at various levels of education, acting as a driving force that encourages students to be actively involved in the learning process, thereby improving their academic performance. Many studies have documented a positive relationship between learning motivation and academic success, demonstrating the significance of motivation in educational settings. The following are the main aspects of student learning motivation based on relevant research.

High learning motivation is strongly correlated with better academic performance. Students who have high motivation to learn tend to be more diligent, persistent, and enthusiastic in completing academic tasks, especially in subjects such as science (Miranti Entahna Anugeraya et al. 2024). Motivation also encourages students to manage their study time more effectively, which in turn supports optimal academic outcomes (Miranti Entahna Anugeraya et al. 2024).

Learning motivation consists of intrinsic and extrinsic factors. Intrinsic motivation, such as a personal desire to achieve educational goals, is an important driver of student learning success (Nidawati 2024). Meanwhile, external factors, such as support from teachers and the learning environment, also affect students' motivation to be more involved in the learning process (Fendi Ardiansah 2024). Career aspirations and the relevance of subject matter also influence motivation, especially among students studying specific fields such as anatomy (Willoughby et al. 2024).

Learning motivation also has a direct impact on students' ability to regulate themselves in learning activities. Motivated students tend to be more skilled at planning, modeling, and evaluating their own learning activities, which is essential for academic success (Glotova 2024). They also tend to be more proactive, develop initiatives, and show high persistence in achieving educational goals (Nidawati 2024). However, challenges remain in increasing learning motivation among students. Most students show low levels of motivation, which can hinder their academic progress. Efforts need to be made to increase motivation through targeted interventions and active support from educators (Rizki, Ervina, and Handayani 2023). The COVID-19 pandemic has also impacted student motivation, underscoring the importance of adaptive teaching methods that combine online and face-to-face learning to maintain student engagement (Willoughby et al. 2024).

Thus, while high learning motivation tends to correlate with good academic performance, the motivation itself can vary between students. Factors such as personal interests, external pressures, and individual learning styles affect motivation levels.

Therefore, a holistic approach that considers intrinsic and extrinsic factors is indispensable to foster sustainable learning motivation and support the diverse learning needs of students.

B. METHOD

This study employs a qualitative descriptive research design, which is well-suited for exploring the nuances of teacher performance and its impact on student motivation within the context of SDIT Darut Taubah. Qualitative research allows for the in-depth exploration of subjective experiences and perceptions, which are central to understanding the underlying factors influencing teacher performance and student motivation.

Data Sources

The data for this study were obtained from multiple sources to ensure a comprehensive understanding of the research context. These include:

- **Key informants**: Teachers, school principals, and students at SDIT Darut Taubah, South Jakarta.
- **Documents**: School records, including teacher and student data, attendance logs, infrastructure details, student assessment sheets, and records of extracurricular activities such as educational games.

Data Collection Techniques

Data were collected using the following methods:

1. **Direct Observation**: Observations of teacher-student interactions and classroom dynamics were conducted to gain insights into the practical aspects of teaching and learning processes.
2. **Structured Interviews**: Semi-structured interviews were conducted with teachers, the principal, and selected students to gather their perspectives on teacher performance and the motivational factors affecting students. Interview protocols were developed to ensure consistency across all interviews.
3. **Documentation**: Relevant documents such as attendance records, teaching materials, and student assessments were analyzed to support and triangulate findings from interviews and observations.

Research Instruments

The primary instruments for data collection were:

- **The Researchers**: The researchers played a central role in collecting and analyzing data, applying observational techniques, and conducting interviews.
- **Observation Guidelines**: A detailed checklist was used to ensure consistency during classroom observations.
- **Interview Guidelines**: A structured set of interview questions was developed to guide conversations with teachers, the principal, and students, allowing for comparative analysis across different informants.
- **Document Analysis Protocols**: A framework for document review was employed to assess the comprehensiveness and quality of educational records and materials.

Data Analysis Procedures

The data were analyzed using a multi-step qualitative analysis process to ensure validity and reliability:

1. **Data Collection**: Data were systematically gathered from all identified sources, ensuring a diverse representation of perspectives.
2. **Data Reduction**: Initial raw data were organized and coded into meaningful categories to streamline analysis.
3. **Data Verification**: To ensure the credibility of the findings, data were triangulated by cross-checking information from interviews, observations, and document reviews. This helped to validate the findings and reduce bias.
4. **Conclusion Drawing**: After data verification, the final step involved synthesizing the findings into key conclusions regarding teacher performance and its contribution to student motivation.

Ensuring Validity and Reliability

The validity of the research findings was ensured through several mechanisms:

- **Triangulation**: Using multiple data collection methods (interviews, observations, and document analysis) provided a more robust and balanced understanding of the phenomena being studied.
- **Repeated Checks and Cross-Checks**: The researchers conducted follow-up interviews and verification steps to ensure the accuracy of the data.
- **Peer Review**: Parts of the data analysis process were subject to peer review to enhance the reliability of the conclusions drawn.

C. RESULT AND DISCUSSION

Teachers' Performance in Increasing Children's Learning Motivation at SDIT Darut Taubah South Jakarta

Teacher performance at SDIT Darut Taubah can be analyzed from several indicators, namely learning program design, learning implementation, and evaluation of student learning outcomes. The results of the interview with the principal, Sri Widianto, showed that the teacher attendance rate was quite good, with the arrival time at 06.00 and the departure time at 15.30. However, not all teachers show up on time; Some were present from 06.30 to 07.00, which had an impact on the implementation of the school's flagship program, namely Silaturahim Pagi. In the task of designing learning programs, teachers are required to be creative and innovative, and are expected to master the material taught. In addition, teachers need to assess student development even though there are still those who have not consistently done so (Widianto 2022).

An interview with the class teacher, Nur Arista, revealed that teachers try to prepare administration and master learning materials, although not all teachers do it optimally. The pattern of communication between teachers is carried out through weekly meetings, while communication with students occurs during recess and play activities, which allows teachers to actively accompany students (Arista 2022). Tiara said that administrative preparations and teaching modules are carried out at the beginning of each semester, but there are differences in the mastery of the material among teachers. The learning methods used by teachers tend to be expositive, which is considered less varied so that it is not optimal in increasing student learning motivation (Tiara 2022).

Observations and interviews also show that students' motivation to learn has not been maximized. Although some students are able to understand the material well, there are still those who need the teacher's help in completing assignments. Teachers

are expected to be more innovative in designing learning to be more meaningful and encourage student potential optimally. Students' motivation to learn can be seen from their participation in learning, but differences in material mastery and monotonous teaching methods are challenges that must be improved.

To improve teacher performance, the principal opens communication channels through weekly evaluation meetings, provides work guidelines, and provides promotions for outstanding teachers. Teachers who have professional performance are characterized by their ability to design learning programs, carry out learning, and assess learning outcomes. Efforts to improve the quality of education can be seen from the improvement of teachers' performance and competence in carrying out the learning process.

Supporting and inhibiting factors for teacher performance in increasing children's learning motivation at SDIT Darut Taubah

In an effort to increase student learning motivation, teacher performance is influenced by several supporting and inhibiting factors that are interrelated. This study, conducted through observation, interviews, and document analysis at SDIT Darut Taubah Pancoran South Jakarta, identified these factors based on the teachers' experiences in the school environment.

During the observation, it was found that the teacher's strong and adaptive personality to the work environment, as well as good interaction with fellow colleagues, became the main supporting factors. The teacher's attentive, compassionate, patient, fair, and pleasant personality contributes greatly to student independence and development. This can be seen from the positive interaction between teachers who are always present and active in school activities.

In addition, interviews with Nur Arista and Tiara revealed that teachers' love for students and the development of students' potential are a driving force for learning. They also mentioned that professional development activities such as seminars and the existence of additional reference book facilities in schools help teachers in improving the quality of learning. The support of school principals in providing opportunities for teachers to participate in educational seminars is also one of the factors that encourage the improvement of teaching quality. On the other hand, there are also inhibiting factors that have an impact on teacher performance. Based on observations and interviews, one of the main obstacles is the lack of active communication between the principal and teachers, as well as the limitations of teaching aids and learning media that are not optimal. In addition, some of the teachers at SDIT do not come from the education department, thus posing challenges in teaching methods (Arista 2022; Tiara 2022).

Other factors conveyed by Nur Arista include salaries that are considered inadequate and the completeness of learning media is still limited (Arista 2022). Tiara also added that low student learning motivation, variety of student abilities, and a less supportive family environment are obstacles in themselves. The lack of communication between more experienced teachers and less experienced teachers also worsens the situation, thus hindering the optimization of students' learning motivation (Tiara 2022).

Overall, these supporting and inhibiting factors affect each other's performance in achieving optimal learning goals. To increase student learning motivation, it is necessary to improve supporting factors such as teacher competency development and

procurement of learning media, as well as efforts to overcome inhibiting factors through improved communication and adequate facility support.

D. CONCLUSION

Based on the results of the research and discussion described above, it can be concluded: 1) the performance of teachers in increasing children's learning motivation at SDIT Darut Taubah Pancoran South Jakarta is still considered not optimal because it is not optimal in carrying out their duties and responsibilities in increasing children's learning motivation. These tasks include: a) how teachers design learning programs; b) the implementation of learning and, c) the implementation of learning assessments. As a result of the ineffective performance of teachers, it has a negative impact on increasing children's learning motivation. Children's learning motivation is considered not to have increased to the maximum. This can be seen through the fact that the characteristics of highly motivated children have not fully emerged and children's learning motivation has not developed well in children, and 2) teachers' performance in increasing learning motivation can be influenced by several factors, namely supporting factors and inhibiting factors. Supporting factors such as: a) strong teacher personality; b) the teacher's sense of pleasure to the child; c) the ability of children to develop rapidly and, d) the existence of activities to improve teacher competence. While the inhibiting factors such as: a) lack of communication between the principal and teachers and between teachers about how to increase children's motivation to learn; b) inadequate teaching aids; c) inappropriate teacher salaries; d) teachers who do not meet the qualifications; e) children's learning motivation is still lacking and, f) the family environment is not supportive.

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