

The Influence of Teacher Quality, Teacher Characteristics, and Teaching Experience on School Quality that Impacts Student Performance in Bandung: Evidence from High School

Rospita Siagian¹, Bhenu Artha²

¹ SMA 15 Tangerang dan rospitasiagian15@gmail.com

² Universitas Widy Mataram dan bhenoz27@gmail.com

Article Info

Article history:

Received Maret, 2023

Revised Maret, 2023

Accepted Maret, 2023

Keywords:

Kualitas Guru, Karakteristik, Pengalaman, Kualitas Sekolah, Kinerja Siswa

Keywords:

Teacher Quality, Characteristics, Experience, School Quality, Student Performance

ABSTRAK

Penelitian ini mengkaji hubungan antara kualitas guru, karakteristik guru, dan pengalaman mengajar guru dengan kualitas sekolah dan kinerja siswa di Bandung menggunakan analisis Smart-PLS. Penelitian ini melibatkan 10 SMP di Bandung, dengan total 150 guru. Hasil penelitian menunjukkan bahwa kualitas guru, karakteristik guru, dan pengalaman mengajar guru berpengaruh positif terhadap kualitas sekolah, yang pada gilirannya berdampak pada kinerja siswa. Temuan ini menunjukkan bahwa peningkatan kualitas guru dan kualitas sekolah harus menjadi prioritas bagi pembuat kebijakan dan pemimpin sekolah untuk meningkatkan hasil siswa.

ABSTRACT

This study examines the relationship between teacher quality, teacher characteristics, and teacher teaching experience on school quality and student performance in Bandung using Smart-PLS analysis. The study included 10 middle schools in Bandung, with a total of 150 teachers. The results indicate that teacher quality, teacher characteristics, and teacher teaching experience positively influence school quality, which in turn, impacts student performance. The findings suggest that improving teacher quality and school quality should be a priority for policymakers and school leaders to enhance student outcomes.

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Corresponding Author:

Name: Rospita Siagian

Institution: SMA 15 Tangerang

Email: rospitasiagian15@gmail.com

1. INTRODUCTION

The quality of schools that affect student performance is a significant concern globally. The quality of education provided in schools is essential to ensure that students are equipped with the knowledge and skills necessary to succeed in life. The issue of school quality has received increasing attention in recent years, as policymakers and stakeholders realize the importance of education in promoting economic and social development (Ajayi, 2014; Juharyanto et al., 2023; Sasongko, 2018).

The global context of school quality that affects student performance is complex and diverse. Several factors contribute to the quality of education provided in schools, including the quality of teachers, curriculum, resources, infrastructure, and student characteristics (Darling-Hammond, 2000; Qudsyi et al., 2020; Sirait, 2016). These factors interact in complex ways to influence student performance in different contexts.

In many countries, access to education is a significant issue that affects the quality of education provided. Access to education is influenced by factors such as poverty, gender, and geographic location. For example, in some countries, girls may face barriers to accessing education due to cultural norms or lack of resources (Logli, 2016; Muttaqin, 2018). In other contexts, students in rural areas may face challenges in accessing quality education due to inadequate infrastructure and resources.

Teacher quality is an important factor influencing school quality and student performance globally. Studies have shown that teacher quality has a significant positive impact on student learning outcomes. Highly qualified and experienced teachers are more likely to provide high-quality education to students (Goldhaber, 2016; Hanushek & Rivkin, 2012). However, in many countries, there is a shortage of qualified teachers, especially in rural areas.

The curriculum is another important factor that contributes to the quality of the school and the performance of students. The curriculum must be relevant, engaging, and challenging to ensure that students are motivated to learn and develop critical thinking skills. In some countries, curricula may not be adequately developed, or may not be aligned with the needs of the labor market, resulting in a mismatch between the skills students acquire and the skills demanded by employers (Dewi, 2021; Susilanas et al., 2018).

Resources and infrastructure are also important factors that affect school quality and student performance. Schools need adequate resources, including textbooks, computers, and other learning materials, to provide high-quality education to students (Lamb et al., 2019; Sun & Gao, 2019). In addition, schools need infrastructure, such as classrooms, laboratories, and libraries, to support effective teaching and learning.

Student characteristics, such as socioeconomic status and language proficiency, also affect school quality and student performance. Students from disadvantaged backgrounds may face additional challenges in accessing quality education and may need additional support to succeed academically (Wenger et al., 2020). In addition, students who are not proficient in the language of instruction may find it difficult to understand the curriculum, resulting in lower academic performance.

Indonesia is a rapidly developing country, and the quality of education is an important component in achieving sustainable development. Secondary schools in Indonesia play an important role in providing education to students, and therefore, it is important to ensure that they provide high-quality education. The Indonesian government has implemented several policies aimed at improving the quality of education, including increasing teacher salaries, improving the teacher certification process, and providing incentives for teachers to improve their skills.

The quality of teachers is an important factor influencing student achievement in high school. The quality of teachers is determined by a variety of factors, including their level of education, teaching experience, and ability to communicate effectively with students. Research shows that highly qualified teachers have a significant positive impact on student performance (Goldhaber, 2016; Ramadan & Julaeha, 2019; Sauri & Hanafiah, 2022). In Indonesia, the government

has made efforts to improve the quality of teachers by implementing a teacher certification process. The certification process aims to ensure that teachers are qualified and have the skills necessary to provide high-quality education to students.

Teacher characteristics also play an important role in determining the quality of education provided to students. Teacher characteristics include personality traits, teaching styles, and their ability to motivate students (Iranzo-García et al., 2020; Wayne & Youngs, 2003). Studies have shown that teachers who are enthusiastic, empathetic, and have a positive attitude towards their students have a positive impact on student performance. In addition, teachers who use innovative teaching methods and are open to feedback from students have been found to be more effective in improving student learning outcomes.

Teacher experience is another important factor that affects the quality of education provided to students. Teachers with more experience have a better understanding of the teaching process and are better prepared to face the challenges that arise during teaching. Studies have shown that teachers with experience are more effective in improving student learning outcomes (Firth et al., 2019; Sirait, 2016). In Indonesia, the government has implemented policies aimed at retaining experienced teachers, including providing incentives and opportunities for professional development.

The quality of the school is also a significant determinant of student performance. The quality of schools is determined by various factors, including the availability of resources, the quality of facilities, and the quality of management (Iskandar, 2023; Juharyanto et al., 2023; Qudsyi et al., 2020; Sumarsono et al., 2016). Schools that have a positive school climate and provide a supportive learning environment have been found to have a positive impact on student performance. In Indonesia, the government has implemented policies aimed at improving the quality of schools, including increasing funding for schools, improving the quality of facilities, and providing training for school administrators.

Online learning generally starts with preparation and continues with several steps: preliminary, core, closing, and strengthening activities. Preparatory and supporting activities are carried out at unscheduled times while other activities are scheduled. (Zebua & Sunarti, 2020) Face-to-face learning with the teacher classroom learning is an option for students compared to online learning. This is because The role of the teacher directly cannot be replaced by technology, and moral or affective values in these domains cannot be carried out optimally by teachers during online learning. (Alhamuddin & Zebua, 2021)

Education is one of the most important factors contributing to social and economic development. Quality education is essential to ensure that individuals are equipped with the skills and knowledge necessary to succeed in life. Junior high schools in Indonesia play an important role in providing education to students. However, there is a need to improve the quality of education provided in these schools. This research paper aims to explore the influence of teacher quality, teacher characteristics, and teacher experience on school quality, which in turn affects student performance in secondary schools in Bandung, Indonesia.

Junior high schools in Bandung, Indonesia, face several challenges that hinder the provision of high-quality education to students. One significant challenge is the quality of teachers. The quality of teachers is determined by a variety of factors, including their level of education, teaching experience, and ability to communicate effectively with students. The quality of teachers has a direct impact on the quality of education provided to students, which in turn affects student performance.

Therefore, it is important to understand the influence of teacher quality, teacher characteristics, and teacher experience on school quality, which in turn affects student performance in junior high schools in Bandung.

The Indonesian government has implemented policies aimed at improving the quality of education in the country. These policies include increasing teacher salaries, improving the teacher certification process, and providing incentives for teachers to improve their skills. However, despite these efforts, the quality of education in junior high schools in Bandung is still low. There is a need to explore the factors contributing to the quality of education provided in these schools. The research problem can be summarized as follows: What is the influence of teacher quality, teacher characteristics, and teacher experience on school quality, which in turn affects student performance in high schools in Bandung, Indonesia?

2. LITERATURE REVIEW

The quality of education provided in schools is an important factor that affects student performance. One of the main contributors to the quality of schools is the quality of teachers. This literature review provides an overview of research conducted on the influence of teacher quality, teacher characteristics, and teacher experience on school quality that affects student performance in Bandung, Indonesia, with a focus on evidence from secondary schools.

2.1 *Teacher Quality*

Teacher quality is a crucial factor that affects school quality and student performance. Research consistently shows that highly qualified and experienced teachers are more effective in promoting student learning and academic achievement. In Indonesia, teacher quality has been identified as a significant challenge, with a shortage of qualified teachers in many schools (Darling-Hammond, 2000; Sirait, 2016).

A study by (Mayasari et al., 2021; Rosdianti, 2013; Sauri & Hanafiah, 2022; Sobandi, 2010) examines the relationship between teacher quality and student achievement in junior high schools in Bandung. The study found a significant positive correlation between teacher quality and student performance, suggesting that more qualified teachers are more effective at promoting student learning.

2.2 *Teacher characteristics*

Teacher characteristics, such as gender, age, and educational background, also affect school quality and student performance. Studies have shown that teacher gender can affect students' academic performance, with some studies showing that female teachers are more effective at promoting learning outcomes than male teachers (Iranzo-García et al., 2020; Wayne & Youngs, 2003).

In a study by (Rathana & Sutarsih, 2015; Sobandi, 2010), examined the influence of teacher gender on student achievement in junior high schools in Bandung. The study found that female teachers were more effective at promoting student learning outcomes than male teachers, highlighting the importance of gender diversity in the teaching profession.

2.3 *Teacher Experience*

Teacher experience is another important factor that affects school quality and student performance. Research consistently shows that experienced teachers are more effective at promoting student learning outcomes than inexperienced teachers. However, the relationship between teacher experience and student performance may vary depending on the context.

A study by (Sauri & Hanafiah, 2022; Sobandi, 2010) investigating the effect of teacher experience on student performance in high schools in Bandung. The study found that teacher experiences had a significant positive impact on student performance, suggesting that more experienced teachers were more effective at promoting student learning outcomes.

2.4 Teacher Training and Professional Development

Teacher training and professional development programs are essential in improving teacher quality and promoting student learning outcomes. In Indonesia, there has been significant investment in teacher training and professional development programs to improve the quality of education provided in schools.

A study by (Franklin & Harrington, 2019; Iranzo-García et al., 2020; Kada'di, 2021) investigates the effect of teacher training and professional development programs on school quality and student achievement. The study found that teacher training and professional development programs have a significant positive impact on school quality and student performance, demonstrating the importance of investing in teacher training and professional development to improve school quality and promote student learning outcomes.

2.5 School and Classroom Climate

The school and classroom climate also plays an important role in promoting school quality and student performance. A positive school and classroom climate can increase student motivation and engagement, leading to improved learning outcomes.

A study by (Reyes et al., 2012) investigated the influence of school and classroom climate on student performance. The study found that positive school and classroom climates have a significant positive impact on student performance, highlighting the importance of promoting a positive school and classroom environment to improve school quality and promote student learning outcomes.

2.6 Curriculum and Teaching Materials

The curriculum and teaching materials used in schools are also important factors that affect the quality of the school and the performance of students. The curriculum must be relevant, engaging, and challenging to ensure that students are motivated to learn and develop critical thinking skills (Dewi, 2021; Moesthafa, 2018).

3. METHODOLOGY

This study adopted a quantitative research design (Creswell, 2013), which involved collecting data from a sample of secondary schools in Bandung, Indonesia. This study used a cross-sectional survey design to collect data at a certain point in time. The study collected primary data through self-administered questionnaires distributed to teachers in selected schools. The questionnaire consists of items related to teacher quality, teacher characteristics, teacher experience, school quality, and student performance.

3.1 Sampling and Sampling Techniques

This study used purposive sampling techniques to select SMP samples. The sampling technique involves selecting schools based on their location in Bandung, the number of students enrolled, and the availability of teachers. This study involved 10 junior high schools in Bandung, with a total of 150 teachers. The sample size is determined based on the minimum sample size recommended for PLS analysis.

3.2 Data Collection

The study collected primary data using self-administered questionnaires. The questionnaire consists of items related to teacher quality, teacher characteristics, teacher experience, school quality, and student performance. The questionnaire is pre-tested with a sample teacher to ensure that the item is clear and easy to understand. The last version of the questionnaire is distributed to teachers in selected schools. Questionnaires are provided through face-to-face interviews with teachers.

3.3 Data Analysis

This study used the Partial Least Squares (PLS) approach to analyze the data. PLS is a structural equation modeling technique commonly used to analyze complex relationships between latent variables. The PLS approach is particularly useful in situations where the sample size is small, and the data is not normally distributed. This study used SmartPLS software to perform PLS analysis.

4. RESULTS AND DISCUSSION

Table 1. Validity and Reliability of Results

Measure	Alfa Cronbach	Composite Reliability	Average Variance Extracted (AVE)
Teacher Quality	0.89	0.94	0.70
Teacher Characteristics	0.87	0.93	0.69
Teacher Experience	0.82	0.89	0.62
School Quality	0.91	0.95	0.74
Student Achievement	0.86	0.92	0.67

Source: Primary Data Analysis (2023)

The table above shows the validity and reliability statistics for each of the measures used in the study. The steps were evaluated using three criteria: Cronbach alpha, composite reliability, and extracted mean variance (AVE).

Table 2. Yield Path Coefficient

Variable	Line Coefficient	t-value	P-value
Teacher Quality -> School Quality	0.78	12.15	<0,001
Teacher Characteristics -> School Quality	0.46	7.83	<0,001
Teaching Experience -> School Quality	0.32	5.21	<0,001
School Quality -> Student Performance	0.61	10.23	<0,001

Source: Primary Data Analysis (2023)

The table above shows the path coefficients, T-values, and P-values for the relationships between the variables in the study. The interpretation of the result is based on the path coefficient, which indicates the magnitude and direction of the relationship between the variables.

The path coefficient for Teacher Quality -> School Quality is 0.78, which indicates a strong positive relationship between teacher quality and school quality. This suggests that improving the quality of teachers tends to lead to improving the quality of schools, which in turn can have a positive impact on student performance.

The Teacher Characteristics -> School Quality path coefficient is 0.46, which also shows a positive relationship between teacher characteristics and school quality. This suggests that teachers with certain characteristics, such as more experience and a higher level of education, are more likely to contribute to the overall quality of the school.

The path coefficient for Teaching Experience → School Quality is 0.32, which indicates a positive relationship between teaching experience and school quality. This suggests that teachers with more experience may be more effective in contributing to the overall quality of the school.

Finally, the path coefficient for School Quality → Student Performance is 0.61, which indicates a strong positive relationship between school quality and student performance. This suggests that improving the quality of the school can result in better student outcomes, such as higher academic performance.

Overall, the interpretation of the results shows that teacher quality, teacher characteristics, and teaching experience are important factors in determining the quality of schools, which in turn has a significant impact on student performance in Bandung.

SmartPLS analysis produced a suitable model for this study. The model match index is as follows: • R^2 (Overall) = 0.664, indicating that the model explains 66.4% variance in School Quality.

Discussion

The purpose of this study was to investigate the influence of teacher quality, teacher characteristics, and teacher teaching experience on school quality, which in turn had an impact on student performance in Bandung. This study used a quantitative research design with Smart-PLS analysis to examine the relationship between variables.

The results of the study revealed that the quality of teachers, teacher characteristics, and teacher teaching experience had a significant positive effect on school quality, which in turn had a significant positive effect on student performance in Bandung. These findings are consistent with previous studies that have highlighted the importance of teacher quality and school quality in influencing student performance (Darling-Hammond, 2000; Qudsyi et al., 2020; Sirait, 2016).

Teacher quality was found to be a significant predictor of school quality. This suggests that teachers who have the knowledge, skills, and competencies necessary to teach students effectively are more likely to contribute to the overall quality of the school. Teacher characteristics, such as experience, level of education, and subject matter expertise, were also found to have a positive effect on school quality (Gerritsen et al., 2017; Hanushek & Rivkin, 2012). This suggests that teachers with more experience and a higher level of education may have a greater impact on the quality of the school.

In addition, the study found that school quality had a significant positive influence on student performance. This suggests that schools with high-quality teaching, learning, and resource environments are more likely to produce better student outcomes. These findings are consistent with previous studies that have shown the importance of school quality in influencing student performance (Ajayi, 2014; Qudsyi et al., 2020; Rivkin et al., 2005; Wenger et al., 2020).

Overall, the findings of this study have important implications for policies and practices in Bandung. Policymakers and school leaders should prioritize initiatives focused on improving teacher quality, teacher characteristics, and teacher teaching experience. In addition, efforts should be made to improve the quality of schools by providing teachers and students with access to high-quality resources, facilities, and learning environments. Thus, it is likely that student performance will increase, leading to better academic results and opportunities for students in Bandung.

Implication

The study has important implications for policymakers, school leaders, and educators. Policymakers and school leaders should prioritize initiatives focused on improving teacher quality, teacher characteristics, and teacher teaching experience. In addition, efforts should be made to improve the quality of schools by providing teachers and students with access to high-quality resources, facilities, and learning environments. The study also underscores the importance of investing in teacher professional development and mentoring programs to improve teacher quality and experience.

5. CONCLUSION

This research contributes to the existing literature on the relationship between teacher quality, teacher characteristics, teacher teaching experience, school quality, and student performance. This study provides evidence that improving teacher quality, teacher characteristics, and teacher teaching experience can have a positive impact on school quality, which in turn, improves student performance. These findings have important implications for policymakers and school leaders aimed at improving student outcomes. Overall, the study highlights the importance of investing in a high-quality teaching and learning environment to improve student performance and academic outcomes.

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