The Contribution of Teacher Mobilizers in Improving the Quality of Primary School Exam Results in 2023 in Language and Mathematics in Banten Province

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ABSTRACT: This study aims to analyze the contribution of teacher movers in improving the quality of primary school exam results in 2023 in Language and Mathematics subjects in Banten Province. The type of research used is quantitative research with a descriptive approach. The object of this research was elementary schools in Banten Province that took the exam in Language and Mathematics subjects in 2023, totaling 13. The research subjects were principals and students—data collection techniques with questionnaires and documentation. The analysis technique used was simple regression analysis and correlation. The results showed that 1) Lead teachers have a significant contribution in improving the quality of primary school exam results in Language and Mathematics subjects in Banten Province, and 2) Lead teachers directly influence students' performance in examinations, both in Language and Mathematics subjects.

KEYWORDS: learning outcomes, quality, quality improvement, driving teachers

INTRODUCTION

Banten Province is located in the western part of Java Island, Indonesia, and has various educational characteristics. The following is an overview of the condition of education in Banten Province: Banten Province has several primary schools (SD) spread across the various districts and cities in the region. This number may vary yearly, depending on population growth and educational needs. The number of students in primary schools in Banten Province is also quite significant, reflecting the population of school-age children in the region. This number can also be affected by demographic and socioeconomic factors. Student participation rates in primary education in Banten Province generally reflect local government efforts to improve education accessibility. Although there have been improvements in education accessibility, challenges such as access to schools, especially in rural areas, are still a concern. The graduation rate of students from primary school in Banten Province is also essential to note. Although national policies endeavor to improve graduation rates, several factors, such as teaching quality, curriculum, and educational support, can affect student graduation rates.

Environmental factors that affect education include economic factors. Household economic levels can affect the accessibility of education, such as school fees, books, and uniforms. Assistance programs such as scholarships or social assistance programs can help overcome these economic barriers. Social Factors: Social aspects such as culture, values, and social norms in Banten society can also affect education. These may include family support for education, gender roles in education access, and social norms related to education. Infrastructure Factors: The availability of educational infrastructure, such as school buildings, supporting facilities, and transport access to schools, may affect the accessibility and quality of education in Banten Province. Adequate infrastructure development, especially in rural areas, can help education. Thus, the condition of education in Banten Province covers various aspects, including accessibility, quality, and environmental factors that affect primary education. Continuous efforts are needed to improve the quality and accessibility of education so that every child in Banten Province has an equal opportunity to obtain a quality education.

The role of a teacher in the concept of a mobilizing teacher refers to a teacher who has a unique role in driving positive changes in learning practices at school. The lead teacher is not only a leader in the classroom but also an agent of change who influences the school culture and improves the overall quality of education. The mobilizing teacher has a unique role in driving change.

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Master teachers are responsible for leading change initiatives in school learning practices. They work with fellow teachers, principals, and other school staff to identify learning challenges and develop strategies to improve education quality.

In leadership skills teacher leaders usually have strong leadership skills, including the ability to lead, organize, and motivate others. They can inspire fellow teachers and guide them in achieving the common goal of improving education quality. In-depth knowledge of the curriculum: mobilizing teachers to understand the curriculum and effective pedagogy deeply. They can integrate national or local curriculum standards with the needs and characteristics of the students in their school and develop learning strategies that match the learning objectives. With leadership skills, in-depth curriculum knowledge, and the ability to inspire and mentor colleagues, mobilizing teachers is pivotal in creating positive change in school learning practices. They are influential agents of change in improving the quality of education and creating inclusive and empowering learning environments.

Improving the quality of learning is a complex challenge that involves various parties, including schools, teachers, and students. One of the main challenges in improving the quality of learning is limited resources, be it in terms of funds, facilities, or learning materials. Schools with limited budgets may need help to acquire or maintain adequate facilities, up-to-date textbooks, or technological equipment necessary for effective learning—lack of Support and Training for Teachers. Teachers need sufficient support and training to develop their designing and implementing practical learning skills. However, more exercise and guidance can be required to improve teaching quality. Changes in education policy, whether from the central or local government, can disrupt the learning process and confuse teachers and students. Only timely implementation of policies that meet the needs and context of the school can also help efforts to improve the quality of learning. Gaps in access to education: In some areas, especially in rural or remote areas, there still needs to be more access to quality education. Factors such as distance, transport, or poor infrastructure can make it difficult for some students to access a decent education. Lack of parental and community involvement in education is critical to student success. However, a lack of parental and community awareness or involvement can hinder schools' efforts to improve learning quality. Diverse Student Needs: students have diverse needs and learning styles. Improving learning quality requires a differentiated approach to meet the individual needs of each student, which can be challenging for teachers in dealing with diverse classrooms. Addressing these challenges requires collaboration and joint efforts between various stakeholders, including government, schools, teachers, students, parents, and communities. Strategic measures can be designed and implemented by identifying these challenges to improve learning and provide quality student education.

Against this comprehensive background, research on the contribution of teacher mobilizers in improving the quality of primary school exam results in 2023 in Language and Maths subjects in Banten Province can provide a deeper understanding of the factors that influence student achievement and how the role of teacher mobilizers can help overcome these challenges.

THEORETICAL FRAMEWORK

Learning Outcomes

Learning outcomes are changes obtained by students after experiencing learning activities. The changes obtained depend on what the student learns. A person's success in teaching and learning is mainly measured by measuring instruments of learning tests at the end of learning or the end of the semester. The learning outcomes that students can produce depend on the learning process. Learning outcomes are students' abilities or achievements after the teaching and learning process. Sudjana (2011: 22) states that learning outcomes are students' abilities after they receive their learning experience.

Learning outcomes are evidence that someone has learned, which can be seen from changes in behavior in that person from not knowing to knowing and not understanding to understanding (Hamalik 2014: 30). Learning outcomes occur in a person who receives learning from a condition of not knowing and not understanding something because he learns so that he produces knowledge and understands what he is learning.

Susanto (2015: 5) says that student learning outcomes are the abilities children acquire after learning activities. Learning is when a person tries to obtain a relatively permanent form of behavior change. Teachers usually set learning objectives for teaching activities or instructional activities. Children who are successful in learning are those who achieve learning objectives or instructional goals.

Quality

Peters in Sallis (2011:16) says that if quality is defined for customers, it is more important than the price set for the demand for goods or services. Peters suggests that, in the real world, all customers are willing to pay for good quality products regardless of the product type. He also said that employees will be more energized when they can provide services that produce good quality. Every individual needs good qualities that can make someone better than before. Sallis (2011: 66) customers assess quality by comparing their perceptions of what they receive and expect. This also happens in the context of education. An educational facility,

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namely a school, must be of good quality to provide the school with good education graduates. Quality is defined as customers who can pay more to get good quality. Sani (2015: 10) states that quality is conformity with predetermined requirements and standards and is generally related to products, services, and consumer expectations. In education, product quality often refers to the measure of education, namely the competence of graduates.

Master Activator

Indonesia is one of the countries that applies an education pattern with a driving teacher in independent learning. The driving teacher in independent learning is someone who can direct students in developing themselves as a whole and who has critical thinking and creative creativity.

In independent learning, the driving teacher must be able to carry out a learner-centered learning process so that Pancasila learner profile education can be adequately realized as expected. Nadiem Makariem, Minister of Education and Culture of the Republic of Indonesia, emphasized that the driving teacher is the spearhead of the transformation of independent learning education. The driving teacher does not only follow the prescribed curriculum but instead seeks to change all learning activities to achieve or maintain the standards of the Pancasila Learner Profile; faithful students are pious, have noble character, are more creative, able to work together, have a global spirit of diversity, think critically, and have independence. The driving teacher in learning must be able to balance the demands of the times in the modern era in terms of character education as a basis for students to remain wise in facing the challenges of an increasingly developing era and have a critical attitude in responding to all existing information. The driving teacher is a teacher who moves other teachers in learning independent learning to develop the potential of students holistically.

RESEARCH METHODS

This study uses quantitative methods, including case study, survey, in-depth interview, classroom observation, secondary data analysis, and comparative study. The research was conducted for 4 (four) months until June 2024, located in Serang City, Tangerang City, and Tangerang Regency, Banten Province. The population in this study are principals who have a driving teacher, namely teachers who have a unique role as change agents and leaders in improving the quality of learning in primary schools in Banten Province and primary students in primary schools in Banten Province who took the exam in Language and Mathematics subjects in 2023. The samples of this study were 13 elementary school principals with details of 4 elementary schools in Serang City, four elementary schools in Tangerang Regency, and five elementary schools in Tangerang City, and a sample of 101 students' exam results with details of 37 students from 4 elementary schools in Serang City, 29 students from 4 elementary schools in Tangerang Regency and 35 students from 5 elementary schools in Tangerang City. The research instrument used a closed questionnaire, meaning students could choose their answers. For scoring, a Likert scale was made into five options: Did not contribute, contributed, contributed well, contributed very well, and contributed very well. Data collection techniques were conducted with questionnaires/surveys, interviews, classroom observations, and data analysis. Data analysis was performed using correlation and regression analysis.

RESULTS AND DISCUSSION
Validity and Reliability Test
Validity Test
Based on the results of the Validity Test using the SPSS software tool. 26 for Windows obtained the results:

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Kontribusi Guru Penggerak	127,1846154	314,624	,222	,199
Hasil Belajar	19,6153846	6,173	,591	1,601E-12
Standardized Residual	146,8000000	305,752	,934	,118

Based on the table above, most statement items that measure the driving teacher's residual contribution and the exam results are valid because the Corrected Item value is 0.934> 0.3.

Reliability Test

Based on the results of the Reliability Test with the help of the SPSS program. 26 for Windows obtained results:

Reliability Statistics

Cronbach's Alpha	N of Items
,719	3

The table above shows that all variables, namely the driving teacher's contribution and Exam Results, along with the residuals, are reliable because Cronbach alpha is 0.719> 0.6.

Classical Assumption Test
Normality Test

Based on the Normality Test results using the SPSS program's help. 26 for Windows obtained results:

One-Sample Kolmogorov-Smirnov Test

		Standardized Residual
N		13
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	,95742711
Most Extreme Differences	Absolute	,200
	Positive	,173
	Negative	-,200
Test Statistic		,200
Asymp. Sig. (2-tailed)		,163[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The table above shows that the asymp. A sig value of 0.163 is greater than 5% (0.05), so the data is usually distributed and can be used in this research.

Multicollinearity Test

The multicollinearity test tests whether the regression model correlates with independent variables. If there is a correlation, then there is a multicollinearity problem. Based on the results of the multicollinearity test with the SPSS software program. 25 obtained the results:

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	VIF
1	(Constant)	93,468	42,408		2,204	,050		
	Kontribusi Guru Penggerak	1,719	2,148	,235	,800	,441	,735	1,000

a. Dependent Variable: Hasil Belajar

In the table above, all variables in this research have VIF values <10; it can be concluded that the regression equation is free of multicollinearity, and there is no correlation between variables. Therefore, all variables can be used in research.

Autocorrelation Test

Based on the results of the autocorrelation test with SPSS software. 26 obtained results:

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,235[a]	,055	-,031	17,063	,903

a. Predictors: (Constant), Kontribusi Guru Penggerak

b. Dependent Variable: Hasil Belajar

The table above shows that the data tested for autocorrelation has a run-test value of 0.903. The data used does not have autocorrelation because the DW value is between -2 and +2.

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Heteroscedasticity Test

This test determines whether there is an inequality in the variation value of the residuals from one observation to another. A good regression model is a regression model with homoscedasticity or without heteroscedasticity. The results of using a scatterplot to test heteroscedasticity can be seen in the picture below:

Scatterplot
Dependent Variable: Hasil Belajar
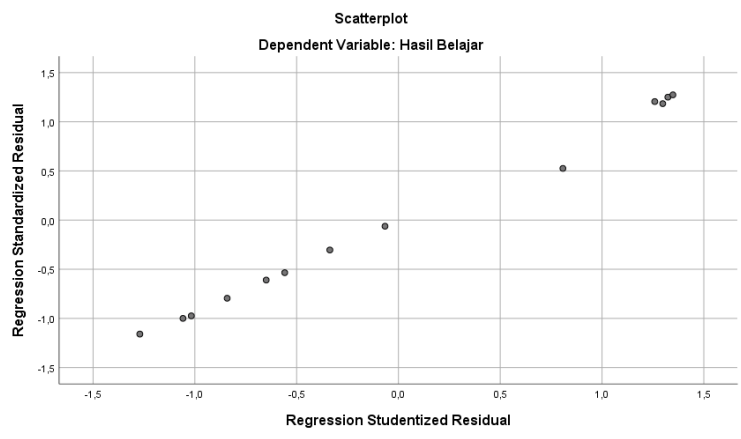
In the picture above, it can be seen that there is no particular pattern in the variance of residuals from one observation to another. Likewise, for the points that spread above and below the number 0 on the Y axis, it can be concluded that there is no heteroscedasticity. After the above tests have been carried out, it can be concluded that these classical assumptions do not limit this research; decision-making can be carried out through the F and T-test in this study, which will not be biased or by the research objectives.

Multiple Linear Regression Test

The model used is multiple linear regression analysis. Researchers processed data using the SPSS 26 for Windows program. The following are the results of the regression analysis.

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	93,468	42,408		2,204	,050		
	Kontribusi Guru Penggerak	1,719	2,148	,235	,800	,441	,735	1,000

a. Dependent Variable: Hasil Belajar

From the table above, the multiple linear regression equation can be obtained as follows:

$Y = 93.468 + 1.719X$

Based on the multiple linear regression equation above, it can be explained as follows:

a. The constant value 93.468 states that if the Teacher Contribution (X) drive equals zero, then the Test Result (Y) is 1.719.

b. The regression coefficient value of Teacher Contribution (X) is 93.468, which means that if the Teacher Contribution (X) changes by one unit, the Exam Results variable (Y) will change by 1.719 units, assuming that the other variables are constant. The positive sign on the regression coefficient symbolizes a unidirectional relationship between Teacher Contribution (X) and Exam Result (Y), which means that an increase in the Teacher Contribution variable (X) will also cause an increase in the Exam Results variable (Y), and vice versa.

Hypothesis Test

Test Coefficient of Determination (R2)

Model Summaryb

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,235a	,055	-,031	17,063	,903

a. Predictors: (Constant), Kontribusi Guru Penggerak

b. Dependent Variable: Hasil Belajar

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The coefficient of multiple determination (R2) is 0.235, or 23.5%. This shows that the contribution of Teacher Contribution (X) to Test Results (Y) is 23.5%, while the remaining 76.5% is influenced by variables outside the ones used in this research.

T-test

		Coefficients^a						
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
Model		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	93,468	42,408		2,204	,050		
	Kontribusi Guru Penggerak	1,719	2,148	,235	,800	,441	,735	1,000

a. Dependent Variable: Hasil Belajar

Based on the table above, the probability value of X's significance is above 0.05, which is 0.441. So, based on the significance probability level, it can be concluded that the Teacher Contribution variable (X) does not significantly affect the Exam Result variable (Y).

CONCLUSIONS

Based on the results and discussion above, it can be concluded that this research is:

1. Teachers' Contribution does not have a significant effect on Test Results

   The driving teacher does not directly affect students' performance in examinations, whether it is in Language or Maths subjects.

2. Effect of Teacher Contribution on Test Results

   The effect of Teacher Contribution on student exam results is only 23.5%, while the remaining 76.5% is influenced by other factors beyond the factors used in this research.

3. Teacher Perception and Participation

   Teachers' perceptions and participation play an essential role in ensuring that the learning process is effective and promoting quality education.

4. Strategies that can be implemented

   Improving support and training, optimizing resources, strengthening collaboration and networks, increasing parent and community involvement

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