



The influence of Professional Competence of teachers on the academic quality of Primary Schools

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ABSTRACT

The academic quality of elementary schools in Bulu District, Rembang Regency, in 2023 showed an average final exam score of only 70.54 with a graduation rate of 89%, lower than the provincial average of 94%. Inequality between schools with a fairly wide range of academic grades (113-193). The purpose is to analyze and determine the influence of teacher professional competence and identify the dimension of teacher professional competence that has the most significant influence on improving the academic quality of Public Elementary School students in Bulu District, Rembang Regency. The research method uses a quantitative approach to the type of correlational research. The study population was 156 teachers and the sample was taken by random sampling as many as 118 teachers using proportional technique. Data were collected through closed questionnaires. The research instrument through the questionnaire includes 25 statements based on Likert scale and has been proven to be valid and reliable (Cronbach's Alpha ≥ 0.7). The results showed that the questionnaire instrument is valid (R-count > 0.3) and reliable (Cronbach's Alpha = 0.894). The Data is normally distributed, and there is a positive and significant relationship between the professional competence of teachers and the academic quality of schools. Regression results showed that each increase in one unit of teacher competence improved academic quality. The linearity test confirmed the linear relationship without deviation, so that the teacher's professional competence proved to have a significant effect on academic quality. Conclusion teacher professional competence has a positive and significant effect on the academic quality of primary schools, with a contribution of 39.3%. This confirms that improving the quality of basic education is highly dependent on strengthening the competence of teachers although external factors still play an important role.

Keywords: *influence; competence; teacher professional; academic quality; primary school*

ABSTRAK

Kualitas akademik sekolah dasar di Kecamatan Bulu, Kabupaten Rembang, pada tahun 2023 menunjukkan rata-rata nilai ujian akhir hanya 70,54 dengan tingkat kelulusan 89%, lebih rendah dibandingkan rata-rata provinsi sebesar 94%. Ketimpangan antar sekolah dengan rentang nilai akademik yang cukup lebar (113–193). Tujuan untuk menganalisis dan mengetahui pengaruh kompetensi profesional guru dan mengidentifikasi dimensi kompetensi profesional guru yang memiliki pengaruh paling signifikan terhadap peningkatan kualitas akademik peserta didik Sekolah Dasar Negeri di Kecamatan Bulu, Kabupaten Rembang. Metode penelitian menggunakan pendekatan kuantitatif dengan jenis penelitian korelasional. Populasi penelitian berjumlah 156 guru dan sampel penelitian diambil secara random sampling sebanyak 118 guru dengan menggunakan teknik proportional. Data dikumpulkan melalui kuesioner tertutup. Instrumen penelitian melalui kuesioner mencakup 25 pernyataan berbasis skala Likert dan telah terbukti valid serta reliabel (Cronbach's Alpha $\geq 0,7$). Hasil penelitian menunjukkan bahwa instrumen kuesioner valid (r -hitung $> 0,3$) dan reliabel (Cronbach's Alpha = 0,894). Data berdistribusi normal, dan terdapat hubungan positif serta signifikan antara kompetensi profesional guru dan mutu akademik sekolah. Hasil regresi menunjukkan setiap peningkatan satu satuan kompetensi guru meningkatkan mutu akademik. Uji linearitas mengonfirmasi hubungan linear tanpa penyimpangan, sehingga kompetensi profesional guru terbukti berpengaruh signifikan terhadap mutu akademik. Kesimpulan kompetensi profesional guru berpengaruh positif dan signifikan terhadap kualitas akademik sekolah dasar, dengan kontribusi 39,3%. Hal ini menegaskan bahwa peningkatan mutu pendidikan dasar sangat bergantung pada penguatan kompetensi guru meskipun faktor eksternal tetap berperan penting.

Kata Kunci: pengaruh; kompetensi; profesional guru; mutu akademik; sekolah dasar

INTRODUCTION

Basic education plays a vital role in shaping the character and calibre of individuals. As the first stage of formal education, primary schools play a strategic role in preparing students for the next stage (A'la & Sukiyandari, 2024; Siahaan, 2022). One of the key factors determining the success of primary education is teacher competence. Competent teachers can design effective learning activities, manage classes well, and evaluate learning appropriately (Octavia, 2019; Warastri, 2023). However, the academic quality of public elementary schools in Bulu District, Rembang Regency, still faces serious challenges. Data from the Local Education Office shows that the average final exam score in 2023 was just 70.54%, with only 89% of students passing. This figure is well below the provincial average of 94% for both test scores and passing rates. Furthermore, there are disparities between schools in terms of exam performance, engagement in learning, and attainment of curriculum objectives (Musyaropah et al., 2024; Viana, 2022).

Previous studies have confirmed that a teacher's professional competence encompasses subject-matter mastery, an understanding of learners' characteristics, and the ability to design and implement effective learning strategies (Mantika & Purwanto, 2022; Zevender, 2020). For instance, Kulsum et al., (2023), found that teachers who scored highly on the pedagogical innovation indicator were able to improve their students' maths learning outcomes by up to 15%. Meanwhile, Yarfriaty, (2016) reported a significant correlation between mastery of teaching materials and literacy achievement in rural primary schools in West Sumatra. Other studies also emphasise that mastery of the subject matter combined with creative teaching methods directly impacts student learning outcomes Hanurani, (2020a), Maharani et al., (2023a).

However, as most of these studies were conducted in urban or semi-urban areas, their relevance to rural contexts remains to be established. This research is based on the theory of professional competence, which emphasises four main dimensions: mastery of subject matter, pedagogical skills, classroom management capabilities and the capacity to evaluate learning. This competence directly relates to learning quality, which is determined by the achievement of curriculum goals, student engagement, and the attainment of minimum competency standards. Additionally, the constructivist approach to learning emphasises the teacher's role as a facilitator, encouraging students to construct knowledge through interaction, discussion and solving real problems, rather than passively receiving information. This approach is believed to improve student participation, motivation and learning outcomes.

However, most previous studies have tended to generalise findings without considering the dynamics of education in rural primary schools (Khomarudin, 2023; Kumayas & Cendana, 2021). In fact, rural schools have unique characteristics, such as limited access to educational resources, parents with low literacy levels, and minimal learning facilities. These factors have the potential to affect the effectiveness of teachers in improving student academic performance. To date, few studies have specifically examined the impact of teacher professional competence on academic performance in rural primary schools, particularly in the Bulu District of Rembang Regency.

This study aimed to analyse the impact of teacher professionalism on the academic performance of public primary schools in the Bulu district of Rembang regency. The study aimed to identify the dimensions of teacher competence that are most influential in improving student academic achievement. It is believed that investment in improving teacher quality has a direct impact on productivity and educational outcomes (Tobondo, 2021). Adopting the framework of professional competence and a constructivist approach is expected to provide this study with a comprehensive overview of strategies to improve the quality of basic education in rural areas.

METHODS

Types and Designs of Research

This study employs a quantitative approach to correlational research (Fadluoh et al., 2024; Yulimarwina et al., 2022). According to (Creswell & Creswell, 2017), this approach aims to identify the degree and direction of the relationship between two or more variables without manipulating them. This method was selected because the research aims to determine the effect of teachers' professional competence on primary school academic quality without altering the conditions or treatment in the field. A survey design was used because it allows researchers to collect data from a large population in a relatively short amount of time. The survey was conducted in public schools in the Bulu district from March to April 2024, covering all 15 public elementary schools in the region over the course of six weeks.

Data and data sources

This research data is quantitative and obtained from two main sources: primary and secondary data. Primary data were collected through closed questionnaires given to public elementary school teachers in Bulu District, Rembang. The questionnaire measured teachers' professional competence, which includes four main indicators: mastery of subject matter, self-

development, use of learning methods, and evaluation of learning. Secondary data were obtained from school documentation, including student test scores, minimum competency assessment results, and educational quality reports provided by principals or homeroom teachers. The study population was all public elementary school teachers in Bulu District, totaling 156 people. The number of samples was determined using the Slovin formula with a 5% error rate, resulting in 118 teachers.

$$n = \frac{N}{1 + Ne^2} = \frac{156}{1 + (156)(0.05^2)} = 118$$

Proportional random sampling was used to ensure proportional representation from each school. The sample included all 15 schools, each with a different number of teachers. For example, SDN 1 Bulu has 12 teachers and was sampled with 9 people; SDN 2 Bulu has 11 teachers and was sampled with 8 people; and so on, until SDN 15 Bulu has 9 teachers and was sampled with 7 people.

Data Collection Techniques

Data is collected through two main methods. First, a closed questionnaire with 25 statements and a 1-5 Likert scale was used. Two basic education expert lecturers and one senior school principal validated the questionnaire to ensure the suitability of its content. A content validity test was performed using Aiken's V, producing values above 0.80 for all items, which indicates high validity. Additionally, the reliability test using Cronbach's alpha produced a value of 0.87, exceeding the threshold of 0.70 and demonstrating that the instrument consistently measures the studied variables. Second, documentation data is collected through an official request to the principal for academic achievement data, which is then supplemented by a structured interview with the homeroom teacher for clarification, if necessary. The data obtained includes students' final exam scores, PMA results, and educational quality reports from each school.

Data Analysis Techniques

Data analysis was performed using SPSS software, version 23. First, the validity and reliability of the instrument were tested. The grain validity was tested using Pearson correlation, and the reliability was tested using Cronbach's alpha. Descriptive statistical analysis was also performed to provide an overview of the professional competence profile of teachers and the academic quality level of primary schools in the research sample (Maudyna & Roesminingsih, 2023; Noorsanti et al., 2023). Assumption testing includes a normality test using the Kolmogorov-Smirnov test with a significance value criterion of >0.05, which indicates a normal data distribution. Additionally, a homogeneity of variance test was performed using Levene's test with a significance value criterion of >0.05. GIS criteria > 0.05 indicate homogeneous data. Multicollinearity and heteroscedasticity tests were not performed because this study only used simple linear regression with one independent variable. Pearson's correlation test was used to test the relationship between the variables, and a simple linear regression test was used to measure the effect of the teachers' professional competence on academic quality. The determination coefficient (R^2) and regression coefficient values were

analyzed to determine the proportion of variation in academic quality explained by teacher professional competence.

RESULTS AND DISCUSSION

Table 1. Descriptive Statistics Of Research Variables

Variable	Mean	Std. Dev.	Min	Max	Range	N (Valid)
Academic Quality	152,89	15,391	113	193	80	118
Professional Competence Of Teachers	242,55	23,066	192	304	112	118

Table 1 presents the descriptive statistics of two research variables: academic quality and professional competence of teachers. These variables were measured in 118 teachers from 15 public elementary schools in Bulu District, Rembang Regency. The mean and standard deviation indicate the level of achievement and score variation in the sample population. The minimum and maximum values show the actual range of scores obtained, and the range shows the difference between the highest and lowest scores for each variable.

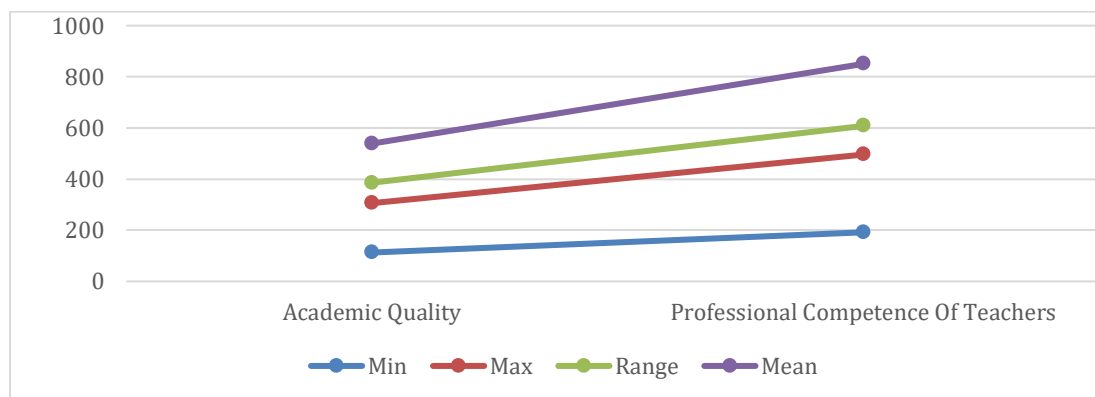


Figure 1. Visualization of Descriptive Statistics for Research Variables

Table 2. Statistical Test Results

Test Type	Aspect	Results	Interpretation
Validity Test	All questionnaire items	r-count > 0,3	All items are valid
Reliability Test	Cronbach ' S Alpha	0,894	Reliable (very good)
Normality Test	Professional Competence Of Teachers	Sig. = 0,112	Normally distributed Data
	School Academic Quality	Sig. = 0,094	Normally distributed Data
Pearson Correlation Test	X: Professional Competence Of Teachers	r = 0,627; Sig. = 0,000	There is a positive and significant correlation
Simple Linear Regression Test	Constant (a)	48,21	When the teacher's professional competence score = 0, academic quality is predicted to be 48.21
	Regression coefficient (b)	8,52	Every 1 point increase in teacher professional competence increases academic quality by 8.52 points

Coefficient Of Determination (R ²)	-	0,393	39.3% variation in academic quality can be explained by the professional competence of teachers
Equation	R ²	Y= 48.21 + 8.52X	<i>Teacher professional competence has a positive and statistically significant influence on academic quality, explaining 39.3% of the variance.</i>

As shown in Table 2, all items of the questionnaire are valid because the R-count value is greater than 0.3 and reliable, with a Cronbach's alpha value of 0.894, indicating very good reliability. The normality test shows that the data on teacher professional competence (GIS = 0.112) and school academic quality (GIS = 0.094) are normally distributed. The Pearson correlation test results showed a positive and significant relationship between teacher professional competence and school academic quality ($r = 0.627$; Sig. = 0.000). Simple linear regression analysis produced the equation $Y = 48.21 + 8.52 X$. This means that for every one-point increase in teacher professional competence, there is an 8.52-point increase in academic quality. The coefficient of determination (R²) of 0.393 indicates that 39.3% of the variation in academic quality can be explained by teacher professional competence, while other factors influence the remainder.

Table 3. Results of The Linearity Test of Teacher Professional Competence

Components	F Count	Sig.	Conclusion
Linearity	339,983	0,000	Significant linear relationship
Deviation from Linearity	1,039	0,442	No deviation from linearity

According to the linearity test results in Table 3, the calculated F-value for the linearity component is 339.983, with a significance level of 0.000. This indicates a significant linear relationship between teacher professional competence and related variables. Meanwhile, the results of the deviation from linearity component showed an F value of 1.039 and a significance of 0.442, meaning there is no deviation from the linear pattern. Therefore, it can be concluded that the relationship between teacher professional competence and the other research variables meets the linearity assumption, and the regression analysis can continue.

The academic quality of primary schools is one of the main indicators of the success of primary education, with a long-term impact on National Education achievement (Maarif, 2022; Sucahyo & Haninun, 2024). However, differences in academic quality between schools, even within a sub-district such as Bulu District in Rembang Regency, are still commonly observed. One strategic factor believed to influence this is the professional competence of teachers. Professional competence is defined as the ability to master teaching materials, apply effective learning methods, accurately evaluate student learning outcomes and engage in ongoing professional development (Kustanti et al., 2024; Sucahyo & Haninun, 2024). While the importance of teacher competence is widely recognised, there is still a gap in understanding its real-world contribution to improving the academic quality of schools.

The findings of this study suggest that teachers in public elementary schools in the District of Bulu have relatively high levels of professional competence. This suggests an adequate understanding of, and mastery of, the subject matter and pedagogy, as well as a commitment to ongoing professional development. This can be attributed to regular training

programmes, stronger principal supervision and local government support for teacher capacity development (Dania & Impedovo, 2025; Whitty, 2024). Professional teachers not only understand the subject matter, but can also convey it pedagogically and reflectively. These findings corroborate the theory that mastery of content and pedagogy contributes to shaping teacher quality at primary level (Dewi & Singh, 2022; Yuan, 2022).

The high academic achievement in primary schools in Bulu District indicates that the learning process is effective. However, a fairly wide range of grades indicates inequality between schools. While this inequality may be influenced by external factors such as parental support, school facilities or socioeconomic conditions, this study focuses on internal factors, specifically teachers. According to the input-process-output (IPO) theory of education, teachers greatly influence the learning process and academic output of students (Khodari, 2017). These results support IPO theory, which states that improved input quality in the form of teacher competence correlates with better academic output.

The positive relationship found between teacher competence and academic quality reinforces the belief that improving teacher quality impacts student learning outcomes. This aligns with the findings of (Alviary et al., 2023; Priadana & Suwandi, 2023) who state that teacher quality has a greater influence on student achievement than other factors, such as the student-teacher ratio or economic background. This study extends these previous findings to the local context of Kecamatan Bulu and provides empirical evidence that teacher competence aligns with the academic results achieved by students. Therefore, investing in improving teacher professionalism remains a key strategy in basic education reform.

The finding that professional competence significantly influences academic quality, contributing 39.3%, shows that, although teacher competence is important, other factors also influence student learning outcomes. These findings suggest the need for further research considering variables such as principal leadership, parental involvement and student motivation (Kumayas & Cendana, 2021; Sriyulianingsih et al., 2023; Sutarman et al., 2024). According to school effectiveness theory, teachers are the primary agents of change in achieving optimal educational outcomes. This study reinforces this argument, emphasising that teachers' HR development strategies should focus on professionalism, not just administration.

The main implication of this finding is that government and regional education policymakers must continuously improve teacher training, evaluation and professional development. Teacher development programmes should emphasise the quality and relevance of training to classroom practice, as well as its quantity. This finding is also important for principals when conducting competency-based coaching and supervision rather than routine administration. Furthermore, these results provide a foundation for schools to design teacher capacity development programmes based on genuine requirements that impact student achievement (Badaruddin, 2023; Husni et al., 2023).

This study identifies teacher competence as the primary factor affecting students' academic performance (Dafit et al., 2024; Marfiana & Ramadan, 2021; Pinchumphongsang & Chanchalor, 2020). However, academic achievement is also influenced by external factors, such as family socioeconomic conditions, the availability of school facilities, and student motivation, which can either reinforce or diminish the impact of teacher competence. The results of the study showed that teacher competence significantly influences academic quality, which is in line with the Constructivist principle that teachers with high competence tend to use active,

student-centred learning strategies such as discussion, problem solving and collaboration. This encourages students to independently build their own knowledge. However, the fairly wide range of academic scores (113–193) indicates inequality between schools in the Bulu district, likely caused by disparities in facilities, variations in parental support and differences in principal supervision intensity. Schools with better support resources tend to have higher academic achievement than those with limited facilities. Therefore, to ensure equitable distribution of educational quality in rural areas, it is necessary not only to increase teacher competence, but also to implement policies that can overcome the disparities between schools.

In addition to the limitations of the correlational design, which does not allow for the drawing of absolute cause-and-effect conclusions, this study has several other limitations. First, closed questionnaires are susceptible to self-perception bias, especially since teacher competence is largely based on self-assessment. Second, the study was only conducted in one sub-district, so generalization of the results to other regions must be done carefully due to geographical limitations. Third, the study did not consider student characteristics, such as early literacy levels or family support, which could significantly affect academic quality.

Theoretically, this study's findings reinforce input-process-output (IPO) theory and the theory of school effectiveness, which emphasizes teacher quality as a key factor in academic achievement. The study also provides local empirical evidence that enriches the theoretical study of the relationship between teacher competence and student learning outcomes in primary schools.

In practical terms, there are important implications. For policymakers, local and central governments must continuously improve teacher training, evaluation, and professional development to ensure its suitability and relevance to classroom learning practices. Principals should focus teacher training on strengthening pedagogical competence and formative evaluation rather than merely administrative aspects. Meanwhile, schools should design teacher capacity-building programs based on real needs that directly impact student learning outcomes.

Based on the research findings, the authors propose a competency training model that combines pedagogical reinforcement and formative evaluation. This structured training program improves material mastery, implements active learning strategies, and strengthens the ability to evaluate learning outcomes formatively. The model is expected to promote consistent academic improvement throughout elementary school.

This study makes a practical contribution to improving the quality of basic education by strengthening teachers' professional competence. However, the fact that the contribution is only 39.3% indicates that other factors have not been considered, such as school management, student background and learning culture. Furthermore, correlational designs prevent researchers from inferring absolute cause-and-effect relationships. Further research could consider quasi-experimental or mixed methods designs to delve deeper into the relationship between teacher competence and student academic outcomes. Multivariate analysis could also be employed to examine the simultaneous influence of various factors on educational quality.

CONCLUSION

The professional competence of teachers has a positive and significant influence on the academic quality of primary schools. Teachers who master their subject, design effective

learning strategies, evaluate accurately, and engage in continuous professional development contribute to improving student achievement. These findings are novel in the local context, particularly in Bulu District, and reinforce the theory that teacher quality is a key determinant of educational quality. Methodologically, the correlational quantitative approach and the use of valid and reliable instruments provide a strong empirical basis for understanding the association between variables, though not sufficient to infer causality. Practically, this research offers recommendations for the Education Department, school leaders, and teachers to enhance professional competence through targeted training, sustained academic supervision, and continuous self-improvement. Future research should integrate additional variables, such as student motivation, principal leadership, and learning environment, to gain a more comprehensive understanding of factors influencing primary school academic quality.

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