

The Influence of Classroom Management and Work Ethics on Improving the Quality of Learning

Novita Yusdianti¹, Happy Fitria², Darwin Effendi²

¹SMP Negeri 1 Simpangkatis, Kepulauan Bangka Belitung, Indonesia, ²Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: novitayusdianti1975@gmail.com

Article History: Received on 27 November 2023, Revised on 30 January 2024,
Published on 24 February 2024

Abstract: This research aims to analyze the influence of classroom management and teacher work ethic on the quality of learning in SMP Negeri in Simpangkatis District. Specifically, this research aims to determine: (1) analyze the influence of classroom management on the quality of learning (2) analyze the influence of work ethic on the quality of learning (3) analyze the influence of classroom management and work ethic together on the quality of learning. To obtain accurate research results, in this thesis, the author uses a quantitative approach. The research subjects were several teachers at SMP Negeri in Simpangkatis District. The data collection technique used is a questionnaire technique with a data instrument in the form of a scale, the prerequisite stages of analysis include a normality test, homogeneity, linearity test, multicollinearity test, autocorrelation test, and data heteroscondensity test. Test the research hypothesis using multiple regression. Data collection techniques were carried out through questionnaires distributed to teachers. After conducting research and analyzing the collected data, the following results were obtained: (1) Class management has a positive and significant effect on the quality of learning based on the count value being greater than the table, namely 13.431, greater than table 1.999, (2) Work ethic has a positive effect and significant to the quality of learning based on the calculation results t-count is greater than t-table or 21,453 greater than 1.999, (3) Class management and work ethic have a positive and significant effect together on the quality of learning according to the calculation f-count greater than f-table or 263,400 greater of 3.21.

Keywords: Class Management, Learning Quality, Work Ethic

A. Introduction

Schools are described as both specialized and complex institutions. They are specific because they serve as a hub for teachers and pupils, but they are complex because they are part of a wider, interconnected system. to implement carefully planned activities for teaching and learning. The three primary pillars of the school system leadership, school management, and the teaching and learning process are

intimately linked to academic success. To raise the standard of education, adjustments must be made to the administrative structure and the educational curriculum. Schools must so be properly administered. According to Ritonga (2018) schools are quality improvement organizations where all elements are connected and support each other, with a sense of shared responsibility.

Schools that are well managed will produce schools that have good quality education. The quality of school education can be improved according to Zamroni (2007) by a continuous process of improving the quality of the teaching and learning process followed by supporting factors so that the target of a school is achieved as desired. Learning is essentially a reciprocal transactional communication process between students and professors as well as between students themselves to get the intended results. The realization of quality education is contingent upon the success of instructors, or educators, as stipulated in Article 10 of Law Number 14 of 2005 concerning instructors and Lecturers. Teachers are one of the determining factors in supporting successful learning and improving the quality of education. Teachers are human resources, teachers who are at the front line when the teaching and learning process occurs.

The essence of the educational process is learning, which is a process of implementation and achievement at all levels. Learning is a process of interaction between students, between students and education, and learning resources in a learning environment, according to PP No. 32 of 2013 article 1 paragraph 19. Professionalism on the part of the teacher is needed in organizing and supervising the classroom learning process to achieve excellent interaction. explains that learning is a process of interaction between students, between students and education and learning resources in a learning environment in article 1 paragraph 19 of 2013. To realize and manage the learning process in the classroom with effective interaction, teacher professionalism is needed.

To ensure successful learning outcomes, classroom management entails teachers creating the best possible environment for instruction and learning activities. It entails maintaining flexibility, addressing socioemotional states, and managing students' ever-changing behavior and routines. Instead of concentrating only on teaching material, teachers should also manage the classroom. A comfortable and exciting classroom environment increases student learning. Substandard classroom management can lead to low learning outcomes, as students experience changes in behavior after learning activities.

Oemar Hamalik (Djamarah et al., 2013) offered an alternative interpretation of a class, characterizing it as a group of people engaged in cooperative learning activities and obeying the teacher's instructions. Teachers and students can participate in the teaching and learning process in the classroom, (Baharuddin,

2010). According to (Supardi, 2013), classroom management is a technique used by teachers to ensure students are motivated to always study in class and enjoy being in class. According to (Karwati et al., 2013), "classroom management" refers to deliberate efforts to plan, organize, and carry out supervision of programs and activities in the classroom so that the teaching and learning process can take place systematically, effectively, and efficiently. efficient, maximizing the participation of all prospective participants.

To enhance learning results, adjustments have been made to Indonesia's education assessment procedure. As part of a paradigm shift in the assessment of education, the formal National Examination will be replaced with the National Assessment in 2021. It is emphasized by Minister Nadiem Makarim that quantifying student achievement does not equate to measuring it. Three components make up the National Assessment Project: each school's performance, reading, and numeracy outcomes, and mapping of instructional standards. The National Assessment attempts to enhance the teaching and learning environments in educational settings and acts as a baseline for evaluating the quality of education.

To raise educational standards, every change in policymakers necessitates the creation of a new national education model (Sudianto & Kisno, 2021). The most recent educational reform in Indonesia is the National Assessment, which takes the place of the National Examination (Rahmania, 2021). 2020 saw the planned launch of National Assessment, a brand-new initiative. However, because of the Covid-19 epidemic, its release was delayed until September–October 2021 (Iman et al., 2021). The National Assessment aims to map the educational system, which will then serve as a reference point for establishing and assessing standards for educational quality (Novita et al., 2021).

Since grade 7 pupils were entirely online and grade 8 students were still studying at home as a result of the calamity, the evaluation was conducted during the Covid-19 pandemic. This meant that there was no in-person instruction involved in the learning pattern. Rather, they employ digital content via Google apps like Google Forms and WhatsApp (WA), among others. In this instance, students must own a mobile phone or cell phone. Because not all students have cellphones and there is a quota, apart from those who lack discipline in completing homework, there are also students who still encounter problems so they cannot follow the learning process. Aside from pupils adjusting to the C19 pandemic and teachers not using learning patterns to their full potential, other technical variables affect the assessment of National AKM scores (Syafitri, 2016) District. impart situation-appropriate knowledge. Student learning outcome evaluations are used to monitor and assess processes, student progress, and ongoing learning outcomes improvement (Rokhim et al., 2021).

Simpangkatis District is a sub-district in Central Bangka, Bangka Belitung Islands Province. The distance between Simpangkatis District and Central Bangka Regency is 51.7 km, while the distance between the school and the Simpangkatis sub-district center (Simpangkatis District Head office) is; 1) Simpangkatis State Middle School 1 is in Simpangkatis village, 2.3 km away, Simpangkatis State Middle School 2 is in Puput Village, 4.0 km away, 3) Simpangkatis State Middle School 3 is in Pasirgaram village, 14.3 km away and Simpangkatis State Middle School 4 is in Pasirgaram village, 14.3 km away and Simpangkatis State Middle School 4 is in Terak Village, 16.3 km away (Google Maps).

Referring to the National Assessment Results Achievement Guidebook issued by the Ministry of Education, Culture, Research, and Technology, for educational units, namely literacy, numeracy, and character abilities. The assessment results are based on literacy skills, namely students' ability to understand, use, evaluate, and reflect on various types of texts to solve problems and develop individual capacity as Indonesian citizens and global citizens so they can contribute to society. The Academic Knowledge Management system uses color to denote students' proficiency in reading and numeracy. Many pupils are at an advanced level, as indicated by the blue color spectrum, which denotes above-minimum competency. The majority of pupils achieve the minimum competency level indicated by the green hue. Less than 50% of students have attained this level, as indicated by the yellow color, while the majority of students have attained this level, as indicated by the red color. The blue color spectrum also represents the comprehensive character level of Pancasila students, which includes knowledge, affective skills, and behavioral embodiment. Students are encouraged to incorporate Pancasila character values—such as independent creativity, teamwork, noble character, critical thinking, and global diversity—into their daily lives by utilizing the blue color spectrum. While the yellow color suggests that students require assistance in applying these ideals to their daily lives, the green color shows that students are becoming used to them.

The results of the National Assessment that took place in the Simpangkatis District area, especially at the junior high school level in 2021, literacy, numeracy, and character abilities were 1) SMP Negeri 1 Simpangkatis, with a literacy score of 2.21 (above minimum competency), a numeracy score of 1.86 (reaching competency minimum) and a character score of 2.18 (still developing), 2) SMP Negeri 2 Simpangkatis a literacy score of 1.76 (below minimum competency), a numeracy score of 1.72 (below minimum competency) while a character score of 2 (needs to be developed), 3) SMP Negeri 3 Simpangkatis literacy score 1.93 (reaching minimum competency), numeracy score 1.68 (below minimum competency) and character score 2 (needs to be developed) and 4) SMP Negeri 4 Simpangkatis literacy score 2.13 (above competency minimum), the numeracy value is 1.8 (reaching minimum competency) while the character value is 2.09 (developing).

The national assessment score for the AKM exam at Simpangkatis District Public Middle School has not received a blue tick due to limited interaction between teachers and students during the pandemic. The lack of clear learning objectives, unstable wifi networks, and dependence on electrical power from PLN have hindered the implementation of AKM, causing students to focus on answering questions and waiting for electricity to be restored.

Since the principal was the school leader in charge of implementation at the school and was responsible for carrying out modifications to learning patterns, there were new enhancements made to the learning implementation following the Covid 2019 pandemic. The implementation of AKM was well-coordinated, and the students' presence effectively concluded the teaching and learning process. With a pattern divided by two from the total number of students each day, session 1 is from 07.30 to 9.30, and session 2 is from 9.30 to 9.30. 12.00 and that also doesn't maximize learning. The reality that occurs in the field among teachers in SMP Negeri in Simpangkatis. Students' lack of enthusiasm and interest in learning is evidence that the district lacks the skills necessary to develop teaching and learning scenarios, finds it difficult to create conducive classroom management, which negatively affects the learning process, and finds it difficult to meet learning objectives in the allotted time. When the teacher presents the lesson material to maximize learning outcomes, many students are preoccupied with their activities and make noise while paying close attention to the explanations provided by the teacher.

The research aims to examine the impact of classroom management, work ethics, and class management on the quality of learning in public and SMP Negeri in Simpangkatis District. It also investigates the influence of work ethics on the quality of learning in state middle schools and the relationship between these factors.

B. Methods

This research was conducted at SMP Negeri in Simpangkatis District, Central Bangka Regency. In this research, descriptive methods were used. Namely, a research method that attempts to describe and interpret objects according to what they are (Sukardi, 2013). Quantitative description is a description of cause-and-effect correlation where the researcher intends to find out whether there is an influence (correlation) between class management and work ethic on the quality of learning in SMP Negeri in Simpangkatis District (Arikunto, 2010). The population in this study were State Middle School teachers in Simpangkatis District. According to Riduwan (2013), "Population is the totality of characteristics or units of measurement results that are the object of research." Meanwhile, according to Sudjana (2016), it is a possible temporary totality, the result of counting or quantitative or qualitative measurements, rather than certain characteristics regarding a clear and complete set

of objects, the properties of which you want to study.” Because the population is 79 people, a total of all teachers in the Simpangkatis District were used as samples. The data collection techniques used in data collection are questionnaires and observations.

C. Results and Discussion

To compile research reports, the PGRI University of Palembang Postgraduate Program issued and published guidelines, which were followed during the scientific investigation. Before developing research tools, researchers must first prepare the instruments by carefully considering the indications they wish to examine. These indicators were prepared using expert opinions and theoretical studies or literature reviews later developed by this investigation.

Through meticulously constructed research instruments, which have, of course, undergone validity and reliability testing at different stages of instrument testing, as confirmed by specialists and following construct analysis. The tools employed in this study were regarded as legitimate and trustworthy. Several statement items whose results were deemed invalid were eliminated by the researchers. It is well established that accurate data collection requires trustworthy research instruments. The research method was carried out as an anticipation after the research preparation steps were completed in the correct and appropriate time. The data collected from the research is then summarized and examined. Before testing a hypothesis, an appropriate test must be selected to validate it and make it a solution to the research problem.

Researchers perform many precondition tests, including data normality, heteroscedasticity, linearity, and multicollinearity testing. The findings demonstrate that the study data is normally distributed, meeting one of the primary requirements for using parametric statistics to evaluate hypotheses. The researcher determined that there were no indications of multicollinearity after testing the heteroscedasticity data, and the regression model equation that resulted from the study data analysis was expressed as a regression model. The independent variable's value has shifted. After thorough testing of several tests included in the prerequisite test category, this research was tested using linear regression analysis because several test requirements had been met.

The Influence of Classroom Management on Learning Quality

The quality of learning in SMP Negeri in Simpangkatis District was found to be positively correlated with classroom management variables. This correlation analysis yielded a value of 0.00, which, when viewed in the context of the first hypothesis's significance value, was deemed acceptable. These findings satisfy the requirements

for a 0.05 difference test. In addition, the alternative hypothesis one (H_a) is accepted, as indicated by the computed r value of $0.837 > r$ table 0.227 , leading to the conclusion that H_{a1} is accepted. This result is by the testing requirements which state that the alternative hypothesis (H_a) is accepted if the significance level is smaller than 0.05. Apart from that, it can be observed that the alternative hypothesis (H_a) for hypothesis one is supported because $t\text{-count} = 13.431 > t\text{-table} = 1.999$.

With a correlation coefficient value of 0.935, the State Middle School in the Simpangkatis District falls into the category of pretty tight connection and has a sufficient association (correlation of 93.5%) between classroom management and mutual learning. The determinant coefficient, or magnitude of influence, of 0.873 indicates that, if only a portion of the test is administered, class management at V District will affect the quality of learning by 87.37%. Based on the research data, the regression equation $Y = 2.483 + 0.980 X_1$ was employed. According to this equation, if the X value increases by one point or decreases by one point, the Y value will change by 0.98, regardless of whether the value is positive or negative.

Additionally, the findings of this study support the findings of Nurlina's (2010) study, "The Influence of Work Ethic and Class Management on the Effectiveness of the Teaching and Learning Process of Elementary School Teachers in Babakancikao District, Purwakarta Regency." Research indicates that work ethic and classroom management have a major impact on how effectively students learn and teach. Effective classroom management and a strong work ethic from teachers will undoubtedly improve student learning results and the efficacy of the educational process. This demonstrates the fundamental elements of effective learning. According to Zulfakar et al. (2020), quality teachers are those who can carry out their responsibilities. The learning services that students receive are of poor quality if the learning environment is not conducive, which can result in a barren and monotonous learning environment in the classroom. Learning methods like this will produce graduates and human resources who are not qualified, which will have an impact on reducing the nation's competitiveness and level of welfare.

Educational goals are essentially what encompasses classroom management. Generally speaking, the goal of classroom management is to provide an environment that fosters a variety of learning activities for students in a social, emotional, and intellectual setting. The resources provided allow pupils to work and study while promoting intellectual and emotional development, a grateful attitude among students, and a fulfilling social atmosphere in an organized setting (Djamarah et al., 2013). A focused mind needs a supportive learning environment to communicate and follow the learning process. Strong classroom management is necessary to combat this, particularly effective handling that enables the seamless operation of teaching and learning activities and the accomplishment of predefined goals. To

motivate kids to engage in instructional activities, we need to create a fun atmosphere.

Children can learn, grow in knowledge, make friends, and cultivate positive personalities in the classroom. In-class learning activities should be challenging for students. Students in the class can be assessed on their personality, social skills, behavior control, learning style, and accountability for their learning during the teaching and learning process. The instructor is the best person to manage a classroom as a good learning environment. The controlled and monitored classroom environment makes sure that learning activities are directed toward meeting academic objectives.

The aforementioned research findings and professional opinions indicate that classroom management affects the caliber of instruction. Students in this classroom setting can be assessed on their personality, social skills, behavior control, learning style, and accountability for their learning during the teaching and learning process. The instructor is the best person to run the classroom as an effective learning environment. To guarantee that learning activities are concentrated on accomplishing educational objectives, these environments are monitored and managed.

The Influence of Work Ethic on the Quality of Learning

Correlation analysis was used to test the second hypothesis, and calculations based on the correlation analysis's findings were performed using the SPSS Version 25 program. The value of the work ethic variable on the standard of instruction in SMP Negeri in Simpangkatis District is deemed acceptable based on the significance value of the first hypothesis. This indicates that the quality of learning at SMP Negeri in Simpangkatis District is positively and significantly impacted by work ethic. These findings satisfy the requirements for a 0.05 difference test. Since the calculated r for hypothesis one is $0.926 > r_{\text{table}} 0.227$, indicating that the alternative hypothesis (H_a) is accepted, it can be said that the work ethic variable (X_2) influences the quality of learning (Y) in SMP Negeri in Simpangkatis District. This outcome complies with the testing requirements, which specify that if the significance level is less than 0.05, the alternative hypothesis (H_a) is accepted. Aside from that, $t = 21.453 > t_{\text{table}} = 1.999$ indicates that the alternative hypothesis (H_a) for the second hypothesis is accepted.

At the Simpangkatis District Public SMP, the correlation coefficient value is 0.926, signifying a relationship of 92.6%. This falls into the category of a reasonably strong correlation between classroom management and learning quality, as well as a reasonably close correlation between work ethic and learning quality. Work ethic affects learning quality at SMP Negeri in Simpangkatis District by 85.7% when the exam is only partially completed, according to the determinant coefficient, or

magnitude of influence, of 0.857. Based on the study data, the regression equation that was employed was $Y = 1.163 + 0.973 X_2$. According to this equation, if the X value increases by one point or decreases by one point, the Y value will change by 0.98, regardless of whether the value is positive or negative.

The findings of this research are strengthened by the research of Syafitri (2016), "The Relationship between Work Ethic and Learning Outcomes of Class VI Students of State Elementary Schools in Sunggal District for the 2015/2016 Academic Year". Based on the research results, $r_{count} > r_{table}$, or $0.926 > 0.227$, in correlation calculations, shows that work ethic is directly related to the quality of learning. The goal of the work ethic development program the school principal has put in place is to promote a work ethic and attitude that demonstrates adherence to the guidelines and standards established for overseeing and doing a task or job. If all staff members are dedicated to abiding by the mutually established rules and regulations, which include being on time, following procedures, adhering to regulations, upholding discipline, and having an effective and efficient learning attitude, then, for instance, the principal sending job descriptions and an assignment letter to teachers and staff members will facilitate the adoption of work attitudes that are reflected in work discipline. To fulfill their duties and job descriptions, teachers and staff try to follow up on assignment letters they receive. They also organize coordination meetings with school principals to inspire students to work hard, be sincere and intelligent, be disciplined, dare to take risks, follow the rules, and never give up. The principle then cultivates his work ethic as an example and acts as a catalyst to strengthen the work ethic. The working environment of the school community can be impacted by the principal's function as a motivator or a virus. The principal works hard and never gives up so that he can improve the students' work ethic. They also foster a positive work environment so that students can develop a competitive spirit.

The work ethic of teachers is the primary determinant of the effectiveness and efficiency of the educational process in schools. Since only teachers possessing a strong work ethic are capable of engaging students in engaging learning activities. It is indisputable that educators with a strong work ethic may assist pupils in discovering, managing, integrating, and resolving issues about knowledge, attitudes, values, or life skills. Teachers with a strong work ethic are considered to have the ability to affect the way that students think, behave, and express themselves.

Based on the research findings and points of view expressed above, the teacher's work ethic influences the learning process and student learning outcomes which are part of the quality of learning. Apart from effective classroom management, teachers who have a strong work ethic also need to have discipline and a strong sense of responsibility. By having these qualities, teachers can give their all to their students and ensure that they receive positive learning outcomes.

The Influence of Class Management and Work Ethic on the Quality of Learning

To test the third hypothesis, it was carried out using correlation analysis using SPSS program computations in version 25. The computed r values of 0.874 and 0.926 > computed r , which is equal to 0.277, show this. investigation of the relationships between work ethic and classroom management factors and the standard of instruction in District Public Middle Schools. It is demonstrated that the third alternative hypothesis test (H_{a3}) accepts that work ethic and classroom management together have a favorable and substantial effect on the quality of learning in State SMP Negeri in Simpangkatis District f table 3.21 compared to f count 263,400. The third alternative hypothesis tested (H_{a3}) is then supported by evidence showing that the combination of work ethic and classroom management has a good and significant effect on the quality of learning in SMP Negeri in Simpangkatis District.

At SMP Negeri in Simpangkatis District, the correlation coefficient, which gauges the strength of the association between work ethic, classroom management elements, and learning quality, is 93.5%, falling into the close relationship category. A determinant coefficient, or degree of influence, of 0.874 indicates that two factors – class management and work ethic have a simultaneous or simultaneous impact on the quality of learning at SMP Negeri in Simpangkatis District. The two independent variables' total effect on the dependent variable falls into the "quite high" category. The results of the analysis produce the regression equation: $Y = 4.576 + 0.271 X_1 + 0.772 X_2$. This implies that the value of Y will change according to the modifications made to the variables X_1 and X_2 respectively, based on the current value. Positive or negative values are both possible.

This study's conclusions are consistent with earlier studies, including that of Anjarsari (2018), whose work "The Influence of Class Management and Teacher Work Ethic on the Effectiveness of the Learning Process" is referenced here. The study's findings demonstrate the substantial and advantageous effects of effective classroom management on students' learning. According to the findings, a teacher's work ethic significantly and favorably influences how well students learn. Other aspects that can influence the effectiveness of the learning process include the instructor's work ethic and class management, both of which have a positive and significant impact. Examples include a favorable correlation between classroom management and teacher work ethic as well as student learning motivation, school organizational atmosphere, work motivation, facilities and infrastructure, loyalty, satisfaction, etc.

D. Conclusion

Various things can be concluded from the research findings, namely as follows based on the findings of the analysis that has been carried out and a thorough review of each variable that is the subject of the research: 1) There is a positive and significant influence of classroom management on the quality of learning at SMP Negeri in Simpangkatis District; 2) There is a positive and significant influence of work ethic on the quality of learning in SMP Negeri in Simpangkatis District; 3) There is a positive and significant influence on class management and work ethic on the quality of learning in SMP Negeri in Simpangkatis District.

E. Acknowledgement

We would like to express our acknowledgment to our respondents, colleagues in SMP Negeri in Simpangkatis District, and Universitas PGRI Palembang who helped us with this article.

References

- Anjarsari, E. (2018). *The influence of Classroom Management and Teacher Work Ethic on the Effectiveness of the Learning Process: Research at SMP Negeri 1 Sukawangi-Bekasi Regency*. Uin Sunan Gunung Djati Bandung.
- Arikunto, S. (2010). *Research Procedures: a Practical Approach*. Rineka Cipta.
- Baharuddin. (2010). *Learning and Learning Theory*. Ar-Ruzz Media.
- Djamarah, Bahri, S., & Zain, A. (2013). *Teaching and Learning Strategies*. Rineka Cipta.
- Iman, N., Usman, N., & Bahrin, B. (2021). Implementation of Elementary School Policies in Facing Minimum Competency Assessments. *Jurnal Pendidikan: Teori, Penelitian dan Pengembangan*. <https://doi.org/10.17977/jptpp.v6i2.14464>
- Karwati, E., Parinsa, D. Juni, & Sumiartini. (2013). *Performance and Professionalism of School Principals: Building Quality Schools*. Alfabeta.
- Novita, N., Mellyzar, M., & Herizal, H. (2021). National Assessment (AN): Knowledge and Perceptions of Prospective Teachers. *JISIP (Jurnal Ilmu Sosial dan Pendidikan)*, 5(1). <https://doi.org/10.36312/jisip.v5i1.1568>
- Nurlina, I. (2010). with the title The Influence of Class Management and Work Ethic on the Teaching and Learning Process of Elementary School Teachers in Babakancikoa District. *Jurnal Administrasi Pendidikan UPI*. <https://www.neliti.com/publications/74822/pengaruh-manajemen-kelas-dan-etos-kerja-terhadap-efektivitas-proses-belajar-meng>
- Rahmania, L. A. (2021). Optimizing the School Literacy Movement in Preparation for the National Assessment. *JoLLA: Journal of Language, Literature, and Arts*, 1(4), 450-461. <https://doi.org/10.17977/um064v1i42021p450-461>
- Riduwan. (2013). *Scale of Measurement of Research Variables*. Alfabeta.
- Ritonga, M. (2018). Politics and Policy Dynamics of Changes in the Education

- Curriculum in Indonesia Until the Reformation Period. *Bina Gogik: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 5(2). <https://garuda.kemdikbud.go.id/documents/detail/1277649>
- Rokhim, D. A., Rahayu, B. N., Alfiah, L. N., Peni, R., Wahyudi, B., Wahyudi, A., Sutomo, S., & Widarti, H. R. (2021). Analysis of Student and Teacher Readiness in National Assessments (Minimum Competency Assessment, Character Survey, and Learning Environment Survey). *Jurnal Administrasi Dan Manajemen Pendidikan*, 4(1). <https://doi.org/10.17977/um027v4i12021p61>
- Sudianto, & Kisno. (2021). Portrait of the Readiness of Elementary School Teachers and School Management in Facing the National Assessment. *Jurnal Akuntabilitas Manajemen Pendidikan*, 9(1), 85–97. <http://journal.uny.ac.id/index.php/jamp>.
- Sudjana, N. (2016). *Assessment of Teaching and Learning Process Results*. Remaja Rosdakarya.
- Sukardi. (2013). *Competency and Educational Research Methodology*. Bumi Aksara.
- Supardi. (2013). *Teacher Performance*. Rajawali Pers.
- Syafitri, W. (2016). *The Relationship between Work Ethic and Learning Outcomes of Class VI Students in Public Elementary Schools in Sunggal District in the 2015/2016 Academic Year*. Universitas Negeri Medan.
- Zamroni. (2007). *Future Education Paradigm*. Biograf.
- Zulfakar, Z., Lian, B., & Fitria, H. (2020). Implementation of Academic Supervision in Improving Teacher Performance. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, 5(2), 230. <https://doi.org/10.31851/jmksp.v5i2.3833>