



## ENHANCING STUDENTS' ACADEMIC ACHIEVEMENT THROUGH EFFECTIVE TEACHER PERFORMANCE

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### ABSTRACT

*Teacher performance management plays a strategic role in determining the quality of the learning process and student outcomes, especially at the elementary school level. Teachers function not only as knowledge transmitters but also as planners, implementers, and evaluators of learning. This study aims to describe how teacher performance management, which includes lesson planning, teaching implementation, and work motivation, contributes to improving the learning outcomes of fourth-grade students at SD Negeri 3 Lamangga. The research employed a qualitative approach using a descriptive method. Data were collected through interviews, observations, and documentation, with the main informants being the fourth-grade teacher and the principal. The results show that teachers who prepare structured lesson plans can create more effective learning environments. Active and innovative classroom instruction encourages greater student participation and deeper understanding of the subject matter. In addition, teachers with strong work motivation demonstrate discipline and a sense of responsibility that positively influence students' enthusiasm for learning. In conclusion, effective teacher performance management has a significant impact on improving student learning outcomes and should be a major focus in primary education management.*

*Keywords: Teacher Performance, Planning, Teaching Implementation, Learning Outcomes.*

### 1. Introduction

Primary education serves as the foundational stage in the development of high-quality human resources. At the elementary school level, students are nurtured not only in cognitive domains but also in affective and psychomotor aspects. In this process, teachers hold a central role as curriculum implementers and character builders for students (Linggarsari, 2021). Therefore, the quality of education largely depends on the performance of teachers in carrying out their professional responsibilities. Teacher performance management is a crucial factor in improving the quality of education at the primary school level (Wardany and Rigianti, 2023). Through systematic and continuous performance management, teachers can enhance their pedagogical, professional, social, and personal competencies. Good teacher performance directly impacts the effectiveness of the learning process and ultimately contributes to improved student learning outcomes.

Student learning outcomes are not solely determined by individual abilities, but also by the quality of instruction received (Turisia et al., 2021). In this context, the teacher's role extends beyond delivering information to include being a facilitator, motivator, and mentor. Therefore, teacher performance management must include thorough lesson planning, effective implementation, and ongoing evaluation and reflection for continuous improvement (Suriat, 2022). Nevertheless, various challenges remain in managing teacher performance at the elementary level, such as the lack of ongoing supervision, limited professional training, and insufficient support from school leadership. These challenges hinder the

optimization of the learning process and the achievement of maximum student outcomes. Hence, it is essential to develop performance management strategies that effectively address these challenges (Nurhasanah, 2020).

Studies on teacher performance management have been widely conducted and show that teacher performance plays an important role in determining the quality of the learning process. Ro'ifah et al. (2021) found that improving teacher competence through regular training and evaluation can enhance the effectiveness of classroom instruction. Similar results were reported in studies showing that the supervision of teachers by school principals positively influences student learning outcomes. Moreover, good performance management includes proper planning, task execution, and objective evaluation, all of which are directly related to improvements in students' academic achievement. Research by Mardini (2021) also emphasizes that teachers who demonstrate strong performance, especially in planning and managing the classroom, tend to have students with better academic results.

Several other studies highlight the importance of external factors such as school leadership and organizational culture in supporting teacher performance management. Nuryanah (2023) noted that teacher performance is influenced not only by individual ability but also by a conducive working environment. Research by Julianisa and Winanto (2022) revealed that collaboration between teachers and school management in developing quality improvement programs has a positive effect on student achievement. In addition, Wardoyo et al. (2022) stated that teacher evaluations that are conducted in a transparent and data-based manner can motivate teachers to become more innovative in their teaching. This is supported by the findings of Mukminin et al. (2022), who concluded that a structured performance management system increases teacher motivation and has a positive impact on academic achievement in primary schools.

There remains a significant gap between the planning of teacher performance management and its implementation in practice. Many teachers have not yet applied performance management principles optimally, such as systematic lesson planning, effective classroom management, and objective evaluation of student learning outcomes. The lack of continuous training and supervision from school administrators has resulted in teacher performance operating without clear direction and control (Yahya et al., 2023). Inadequate facilities and limited instructional media in several primary schools have worsened this condition, preventing the teaching and learning process from achieving optimal results. Student learning outcomes show stagnation due to the low quality of instruction provided by teachers with underperforming performance management. The absence of a structured and sustainable performance evaluation system hinders improvement efforts in instructional practices (Takdir et al., 2023). Low teacher motivation and the minimal involvement of school principals in guiding teachers have become serious challenges in enhancing the quality of education. Additionally, an unsupportive work environment restricts teachers' creativity and innovation in delivering material to students.

Improving student learning outcomes can be achieved through the comprehensive strengthening of teacher performance management. The development of continuous training programs tailored to teachers' needs is essential for enhancing their competence and professionalism. School principals must take an active role as instructional leaders by conducting regular supervision, providing constructive feedback, and fostering a collaborative work culture. A performance evaluation system based on data and clear indicators must also be consistently implemented so that teachers can identify their strengths and areas for improvement in the teaching process. Support in the form of adequate facilities, incentives, and recognition for good performance will encourage teachers to continue innovating and working effectively. Many schools still face challenges in improving the quality of learning due to weak teacher performance management. Through this study, it is expected that a deeper understanding will emerge regarding how teacher performance management can be optimized to drive improvements in student academic achievement. This research topic is highly relevant to the urgent need to strengthen the role of teachers in realizing high-quality and sustainable primary education.

## **2. Methods**

This study employed a qualitative approach with a descriptive research design. This approach was chosen to gain an in-depth understanding of how teacher performance management is implemented and how it affects student learning outcomes (Asiah et al., 2023). The data collected were descriptive in nature and presented in the form of words rather than numbers, obtained through interviews, observations, and documentation. The primary data source in this research was the fourth-grade teacher at SD Negeri 3 Lamangga, who is directly involved in both instructional practices and the implementation of performance management at the school. The main instrument in this study was the researcher, who acted as the key instrument. The researcher directly collected data through in-depth interviews, participatory observations, and document analysis. To ensure objectivity and the validity of the data, the researcher used interview guidelines and observation sheets that were developed based on the focus of the study (Herawati and Arkiang, 2023). These instruments were designed with reference to key indicators of teacher performance management, including lesson planning, implementation, evaluation, and follow-up on student learning outcomes (Widyawati, 2022). Instrument validation was carried out through discussions with elementary education experts and a limited pilot test before being used in the actual data collection process.

Data in this study were collected using three primary techniques, namely in-depth interviews, direct observation, and documentation (Rahayu and Suyatno, 2023). Interviews were conducted with classroom teachers, the school principal, and students to gather information regarding the implementation of teacher performance management and its impact on student learning outcomes (T et al., 2022). Observations were carried out directly in the classroom and school environment to observe learning activities, teacher-student interactions, and how teachers managed the learning process (Pamungkas and Koeswanti, 2022). Documentation was used to complement the data by analyzing documents such as

lesson plans, teacher evaluation records, and students' academic performance reports.

The data were analyzed using the qualitative analysis model proposed by Miles and Huberman, which includes three main stages: data reduction, data display, and conclusion drawing. Data reduction was carried out by selecting, organizing, and simplifying raw data to focus on information relevant to the research objectives (Linggarsari, 2021). The data were then displayed in the form of descriptive narratives and matrices to help the researcher identify patterns and relationships among the findings. Conclusions were drawn continuously throughout the analysis process and were accompanied by verification to ensure the validity of the data. Source and technique triangulation were employed to strengthen the credibility of the research findings.

### **3. Results and Discussion**

#### **3.1. Results**

The findings of this study indicate that teacher performance management, which includes structured lesson planning, active instructional implementation, and high work motivation, has a significant impact on improving student learning outcomes at the elementary level. Teachers who develop systematic and well-directed lesson plans are able to create clear and focused learning flows, making it easier for students to understand the material. The use of varied, student-centered teaching methods has been proven to increase students' active engagement in class, stimulate curiosity, and strengthen conceptual understanding. Moreover, teachers with high motivation demonstrate strong discipline, creativity, and a high sense of responsibility in managing the learning process, all of which directly contribute to students' academic achievement. These findings highlight the importance of strengthening teacher performance management as a key strategy in improving the quality of primary education.

#### **Structured Lesson Planning**

The fourth-grade teacher at SD Negeri 3 Lamangga demonstrated that systematic and well-directed lesson planning serves as a fundamental foundation for creating an effective learning process. Lesson plans developed with careful consideration of learning objectives, student characteristics, relevant teaching methods, and appropriate assessment tools were proven to help teachers manage time, content, and learning activities more efficiently. With well-prepared plans, teachers found it easier to adjust instructional strategies to meet students' needs, allowing the material to be delivered more effectively and efficiently.

Structured planning also had a positive impact on student engagement during the learning process. Teachers were able to create a more focused and engaging classroom environment, as every step of the lesson was clearly designed in advance. As a result, students became more attentive, active, and motivated to learn because the instruction proceeded in a logical and systematic manner. Observations and interviews revealed that fourth-grade students showed improved comprehension and better test results after the teacher consistently implemented structured lesson planning. These findings indicate that good planning is not merely an

administrative requirement, but an essential component of successful instruction. This is in line with the teacher's statement during the interview, which noted that:

*"In designing my lesson plans, I always begin by analyzing the learning objectives outlined in the curriculum, then I adjust them to the characteristics and needs of my fourth-grade students. I prepare the lesson plan by outlining each step of the learning activities in a systematic way, starting from the introduction, the core activities, and ending with the closing. I also select appropriate teaching methods and media to help students better understand the material. In addition, I prepare assessments that align with the basic competencies we aim to achieve. With such a focused planning approach, I find that classroom learning activities are more structured, and the students' learning outcomes have improved."*

Based on the interview with the fourth-grade teacher at SD Negeri 3 Lamangga, it can be concluded that lesson planning is developed systematically by taking into account curriculum goals, student characteristics, and the selection of appropriate methods and media. The teacher designs each phase of instruction sequentially, from the introductory stage to the core activities and concluding phase, ensuring a more structured and comprehensible learning process. The planning also includes evaluation strategies that align with the targeted basic competencies. Through this approach, the teacher feels that classroom learning has become more effective and has had a positive impact on improving student achievement.

### **Active and Innovative Instructional Implementation**

The active and innovative learning practices in the fourth-grade classroom at SD Negeri 3 Lamangga were evident in the use of diverse teaching methods that focused on engaging students directly in the learning process. The teacher did not rely solely on lectures but integrated group discussions, educational games, demonstrations, and engaging visual media. This approach encouraged students to be more enthusiastic and motivated to participate in class activities. Students were not passive listeners; rather, they actively observed, asked questions, answered, and discussed with their peers, which significantly enhanced critical thinking and comprehension of the material.

Student-centered learning also allowed students to explore their individual learning styles and potential. The teacher provided opportunities for students to express their opinions, be creative, and solve problems through enjoyable and challenging activities. The classroom atmosphere became more dynamic and lively, with positive interactions between the teacher and students. Based on observations and student feedback, this active and innovative approach helped them understand the material more easily, boosted their confidence, and kept them engaged throughout the lesson. These findings indicate that creatively designed instruction has a direct impact on improving student learning outcomes. This is supported by the teacher's statement during the interview:

*"In every lesson, I always try to create a fun learning environment and actively involve my students. I use various methods such as group discussions, educational games, and simple presentations to keep students from getting bored. I also incorporate instructional*

*media such as pictures, videos, and visual aids that align with the lesson content. I give students space to ask questions, express their opinions, and collaborate with their peers. Through this approach, students appear more enthusiastic, and their understanding of the material improves significantly."*

*"In every lesson, I always try to create an enjoyable learning atmosphere that actively involves students. I use a variety of methods such as group discussions, educational games, and simple presentations to prevent students from getting bored. In addition, I incorporate learning media such as pictures, videos, and teaching aids that are relevant to the subject matter. I provide space for students to ask questions, express their opinions, and collaborate with their peers. With this approach, students become more enthusiastic, and their understanding of the material improves significantly."*

Based on the interview with the fourth-grade teacher at SD Negeri 3 Lamangga, active and innovative learning is implemented through the use of varied teaching methods and engaging media tailored to students' characteristics. The teacher intentionally creates a fun and interactive classroom atmosphere by involving students in group discussions, educational games, and simple presentations that encourage critical thinking and collaboration. The use of visual aids, pictures, and videos also supports students in understanding the material more easily. The teacher gives students the opportunity to ask questions and express opinions, which leads to dynamic classroom interactions. This approach has been shown to increase student enthusiasm and has a positive effect on their comprehension of the subject matter.

### **Teacher Motivation Influences Student Learning Outcomes**

The findings of this study reveal that the fourth-grade teacher at SD Negeri 3 Lamangga who demonstrated a high level of motivation also showed a strong sense of discipline in performing professional duties, arrived on time, and prepared instructional materials thoroughly. High motivation encouraged the teacher to be more creative in selecting teaching methods and media that aligned with students' needs. The teacher was also more receptive to feedback and continuously worked to improve instructional quality through self-reflection and professional development.

The teacher's commitment and responsibility in every phase of instruction helped create a focused and supportive learning environment, allowing students to learn comfortably and effectively. The impact of teacher motivation was clearly reflected in the improvement of student learning outcomes. Students became more enthusiastic about participating in lessons because the content was delivered in engaging and easily understandable ways. The interaction between teacher and students also became more positive, fostering two-way communication that enhanced students' comprehension. As a result, students felt more confident, asked questions more frequently, and were more active in classroom activities. These findings indicate that teacher motivation affects not only the teacher's individual performance but also significantly contributes to students' academic achievement, particularly in improving overall learning outcomes.

*"What motivates me to teach is the desire to see my students succeed and truly understand the lessons. I feel responsible for giving my best every day, whether in preparing the material, delivering it, or guiding them individually. When I teach with enthusiasm and a joyful approach, the students become more excited as well. I see them becoming more active, more willing to ask questions, and their test scores improve. That is what keeps me motivated, because I know my enthusiasm directly influences their motivation to learn."*

Based on the interview with the fourth-grade teacher at SD Negeri 3 Lamangga, strong teaching motivation stems from an internal drive to help students succeed in their learning. The teacher expressed a sense of moral and professional responsibility to provide the best possible instruction each day. This enthusiasm was reflected in the teacher's readiness to prepare materials, select engaging methods, and offer individualized support to students. When the teacher taught with energy and an enjoyable approach, students became more active, confident, and interested in participating in class. The impact was evident in improved student participation and better learning outcomes. These findings reinforce the conclusion that teacher motivation plays a key role in shaping a high-quality learning process.

### **3.2. Discussion**

Structured lesson planning serves as a fundamental key in creating an effective learning process. The fourth-grade teacher at SD Negeri 3 Lamangga designed the Lesson Plan (RPP) in a systematic manner, taking into account learning objectives, student characteristics, teaching methods, and evaluation tools. This well-prepared planning provides a clear direction for the teacher in delivering the material and allows for strategy adjustments when challenges arise during the learning process. The research findings indicate that teachers with strong lesson planning skills are more capable of creating a focused and conducive classroom atmosphere, making it easier for students to understand the material presented.

A clear and logical planning process also plays a crucial role in managing time and learning resources. With structured planning, teachers can avoid unnecessary improvisation and remain focused on the intended learning objectives. This leads to greater effectiveness in the teaching and learning process, as each instructional step is measured and adapted to the real conditions of the classroom. Student engagement also increases, as they follow a coherent and understandable learning flow. Good planning encourages teachers to be better prepared in facing classroom challenges. The implementation of active and innovative learning becomes a key supporting factor for the success of the established plans. In the fourth-grade classroom, the teacher applied various enjoyable teaching methods such as group discussions, educational games, and the use of visual media. This approach proved effective in capturing students' attention, increasing their active participation, and helping them understand the material more deeply. The learning environment became more dynamic and less monotonous, encouraging students to engage directly in the learning process.

The use of student-centered learning methods encouraged students to think critically, express their ideas, and ask questions. The teacher was no longer the sole source of information but acted as a facilitator who guided students in discovering knowledge. Active interaction between teacher and students fostered a more

positive classroom relationship. The findings of this study show that active and innovative learning increases students' enthusiasm for learning, which in turn directly impacts their academic performance. Teacher motivation plays an important role in supporting the effectiveness of both planning and instructional implementation. Teachers who are highly motivated and committed tend to be more disciplined, creative, and responsible in fulfilling their duties. This is evident in their thorough preparation, willingness to try new approaches, and individual attention given to students. Motivated teachers also serve as positive role models, creating an inspiring classroom atmosphere that encourages students to be more engaged in learning.

The impact of strong teacher motivation is clearly reflected in the improvement of student participation and academic achievement. Students become more enthusiastic in attending lessons, feel comfortable interacting with the teacher, and show better academic outcomes. This demonstrates that the success of elementary education depends not only on technical aspects but also on the internal factors of the teacher, such as motivation and dedication. Therefore, it is essential for schools to provide support, recognition, and professional development opportunities to sustain and enhance teacher motivation, which is vital to ensuring the overall success of the learning process.

#### **4. Conclusion**

Based on the results of this study, it can be concluded that teacher performance management plays a very important role in improving student learning outcomes in the fourth grade at SD Negeri 3 Lamangga. Teachers who design lesson plans in a systematic and well-structured manner are able to create a more effective and organized learning process that meets students' needs. The implementation of active and innovative teaching, through varied methods focused on student engagement, has also proven to enhance students' participation and understanding of the material. Teacher motivation in teaching is a major supporting factor in the success of the learning process. Teachers with high motivation tend to be more disciplined, creative, and responsible in managing the classroom, while also paying close attention to students' academic development. This directly influences students' learning interest and academic achievement. Therefore, efforts to improve teacher performance management, including planning, classroom implementation, and work motivation, must be continuously strengthened so that the learning process in primary schools can run effectively and produce optimal outcomes for students.

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