



Interrelation between report book and teacher performance

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ABSTRACT

Teacher report cards are a means of communication and evaluation between the principal and teachers that can improve teacher performance and impact student learning achievement. SDIT Nurul 'Ilmi Jambi has implemented teacher report cards for over ten years, which are given at the beginning of each month along with the receipt of monthly teacher rights. This study aims to determine the relationship or influence of report cards on the performance of SDIT Nurul 'Ilmi Jambi teachers. This study uses a mixed method, where data collection is carried out by distributing questionnaires. Then, to analyze the data, SPSS tools are used with validity tests, reliability tests, and Spearman rank correlation tests. In the qualitative method, interviews were conducted with teachers to determine the factors that contribute to teacher performance. The study's results indicate that there is a relationship or influence of report cards on the performance of SDIT Nurul 'Ilmi Jambi teachers, and there is a powerful positive influence. Other things that influence teacher performance based on the interview results are awareness, concern, and spiritual values such as sincerity and charity for the teacher himself.

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ABSTRAK

Rapor guru merupakan sarana komunikasi dan evaluasi antara kepala sekolah dan guru yang dapat meningkatkan kinerja guru serta akan berdampak kepada prestasi belajar siswa. SDIT Nurul 'Ilmi Jambi telah melaksanakan penerapan rapor guru selama lebih dari 10 tahun yang diberikan pada tiap awal bulan bersamaan dengan penerimaan hak bulanan guru. Penelitian ini bertujuan untuk mengetahui hubungan atau pengaruh rapor terhadap kinerja guru SDIT Nurul 'Ilmi Jambi. Penelitian ini menggunakan metode campuran (*mixed methods*), di mana pengumpulan data dilakukan menyebarkan kuesioner, kemudian untuk menganalisis data digunakan alat bantu berupa SPSS dengan uji validitas, uji reliabilitas, dan uji korelasi rank spearman. Sedangkan metode kualitatif, dilakukan wawancara dengan guru untuk mengetahui faktor-faktor yang berkontribusi terhadap kinerja guru. Hasil penelitian menunjukkan bahwa terdapat hubungan atau pengaruh rapor terhadap kinerja guru SDIT Nurul 'Ilmi Jambi dan adanya pengaruh positif sangat kuat. Hal lain yang memengaruhi kinerja guru dari hasil wawancara adalah kesadaran, kepedulian, dan nilai-nilai spiritualitas seperti keikhlasan dan amal jariah bagi guru itu sendiri.

Kata Kunci: guru sekolah dasar; rapor guru; sekolah dasar

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INTRODUCTION

Education is the central pillar in a country's development, and the quality of education is primarily determined by the role of a teacher in the learning process. Improving the quality of education must be balanced with efforts to improve teacher performance, which directly impacts students' development and success. Therefore, attention to improving teacher performance is very crucial. Teachers are not just providers of information, but more than that, teachers must have four abilities: the ability to teach, educate, guide, and train students (Munawir et al., 2022). The teacher is also a leader in forming or building character and inspiring students because the teacher is a role model. Teachers have a big responsibility in helping students to develop their potential optimally.

Teacher performance directly impacts student learning achievement (Deke, 2020; Endaryono & Djuhartono, 2021; Sodik et al., 2019), both academic and non-academic. Paniagua and Istance, in their book "*Teachers as Designers of Learning Environments*" stated that educational Research and Innovation Teachers attempt to create a learning environment that supports the optimization of student learning. Conditions that can develop students' intellectual and emotional abilities (Mansyur, 2022). Teachers with high performance also tend to be more open to innovation (Karim, 2019), curriculum development, and improving the quality of education (Qurtubi et al., 2023). Teachers will be able to create more effective, relevant, and enjoyable learning methods that suit their students' needs. Teachers with optimal performance teach subject matter and motivate and inspire students to achieve their goals and develop their potential. (Yuhana & Aminy, 2019), and maximize students' enthusiasm for learning (Widiyaningsih & Narimo, 2023). Teachers are curriculum organizers who can explain, implement, and even manage the curriculum.

Improving teacher performance is necessary to overcome contemporary educational challenges, such as increasing inclusiveness, implementing technology-based learning approaches, and improving students' social skills. Improving teacher performance is also very necessary to face global challenges and the competence of 21st-century students who are influenced by the development of the Industrial Revolution 4.0 and the influence of society 5.0; this can be seen in the teacher's ability to develop learning tools (Syamsuri et al., 2022). Learning will be more effective and enjoyable if educators and students have the 21st-century competencies required.

But what will happen if the teacher's performance does not meet expectations? Initial observations by researchers at the elementary school level in one of the private schools in Jambi showed that teacher performance could have been more optimal in carrying out their duties, such as teachers arriving late and not being on time in collecting learning implementation plans or terms. Another aspect of the Merdeka Curriculum is the Teaching Module. Implementing learning in the classroom is less than optimal because it requires following the plans made, using less-than-optimal learning media, and other things that need more creativity in a teacher. The low level of teacher needs for classroom action research needs to be a concern so that teachers' interest in conducting research can be increased.

This shows the need for efforts to improve teacher performance so that the quality of education becomes better, following the expected goals and also the mandate of national education goals following article (3) of Undang-Undang Dasar Republik Indonesia Nomor 20 Tahun 2003 tentang *Sistem Pendidikan Nasional* (SISDIKNAS), Education National function is to develop abilities and shape the character and civilization of a dignified nation to make the nation's life more intelligent, aiming to create the potential of students to become human beings who believe in and are devoted to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. Education is also a human need that is constantly changing following developments in all areas of life,

which plays a role in improving quality, especially in producing quality students (Aminiar et al., 2020; Purwanto, 2022; Tan et al., 2022; Tsoraya et al., 2023).

Many studies related to improving teacher performance have been carried out previously. The previous research results show that (1) the principal's leadership has a positive and significant influence on teacher performance, (2) the principal's management has an influence on teacher performance, (3) the principal's work motivation and management have a positive and significant influence on teacher performance (Jaliah et al., 2020). Teacher certification positively affects teacher performance (Ristianey et al., 2021). Research emphasized that teacher certification has a positive effect on increasing teacher competency and significantly impacts teacher performance (Nawawi, 2022).

These two studies have in common with this research in that they attempt to improve teacher performance, and the difference is in the factors that influence it or the independent variables. In the three previous studies, the factors influencing teacher performance were the principal's leadership and management, teacher certification, school-based management strategies, and the principal's work motivation. The difference between this research and the three previous studies is that it is based on a review of the implementation process and other efforts that can improve teacher performance. Therefore, this research was conducted to answer these problems, including the aim of this research, which is to find out what efforts are needed to improve teacher performance, what the implementation process is, and whether there is an effect on improving teacher performance.

LITERATURE REVIEW

Teacher Report

Report cards, as one of the main evaluation instruments in education, do not only function as reports on the progress of students' achievements. The KBBI online dictionary states that a report card is an official report (to those who are obliged to receive it), a report, or a book containing the intelligence scores and learning achievements of students at school, functioning as a teacher's report to the student's parents or guardians. The exact definition of report cards in Permendikbudristek nomor 21 tahun 2022 explained that the report card is a form of reporting the assessment results. But more than that, report cards are also a means of assessing teacher performance. Through analysis of report card results, teachers will gain valuable insight into the successes and challenges in the teaching process that has been carried out. Report cards have a crucial role in evaluating an action, conveying information, and aiming to provide identification and reflection, as well as improving the quality of education in an educational unit or school (Shintia et al., 2023).

The professional development theory put forward by Donald A Schon in his book "*The Reflective Practitioner*" highlights the concept of reflection in action. This theory emphasizes the importance of teachers reflecting on and improving their teaching practices (Sagita & Amaliya, 2023). In the context of teacher report cards, evaluations that encourage reflection and continuous learning (sustainability) can be linked to this theory. Teachers can use the report cards as reflection material to reflect on which teaching strategies are effective and which require adjustments. By detailing students' achievement of learning outcomes, report cards provide concrete data that teachers can use to assess the impact and success of the teaching methods implemented.

Additionally, teacher report cards can increase the closeness between principals and teachers. From a collaborative learning perspective, Vygotsky's Constructivism Theory emphasizes social interaction and cooperation (Agustyaningrum & Pradanti, 2022; Purnamasari, 2019; Suardipa, 2020). Report cards are a communication tool that facilitates dialogue between teachers, students, and parents, creating an environment that supports the exchange of ideas and strategies to improve learning (Febriani, 2019;

Novela & Yulsyofriend, 2019). Report cards are essential as a communication and evaluation tool, and they can also be used as feedback to improve teacher abilities, both professional, pedagogical, and other skills. Overall, report cards can be seen as more than just progress reports on teacher performance; report cards can also be used effectively for continuous improvement in teaching and learning. In the process of receiving teacher report cards, feedback will, of course, occur, which aims to generate new ideas or other ideas, thereby leading to new designs that will be implemented to make changes or improvements in carrying out the duties of teachers and school principals (Wynn & Maier, 2022).

Teacher Performance

One of the factors supporting the quality of education is teacher performance. Teacher performance is the result of work or work performance carried out by a teacher based on the ability to manage teaching and learning activities, which can include the process of making learning preparations, implementing learning, evaluating learning, and building interpersonal or interpersonal relationships with students (Erlinda, 2021; Norma et al., 2022). Teacher performance is holistic, reflecting the teacher's role as a learning facilitator and student mentor. Teacher performance refers to the teacher's abilities, qualities, and duties or responsibilities in the educational context, such as delivering lesson material, carrying out effective teaching, managing the class, communicating with students and parents, collaborating, participating in school activities, and developing. Professional, and understand the diversity of students.

The quality of teacher performance is influenced by the principal, who plays the role of supervisor in carrying out supervision or supervision of pedagogical abilities or teacher performance (Afriyanli & Sabandi, 2020; Aprida et al., 2020). Assessment or evaluation of teacher performance is essential because it will affect students' learning motivation (Ermianto, 2022), so if in carrying out their duties as educators, teachers are never or rarely evaluated by the school principal, this will harm the quality of student graduates. Teacher performance assessment can involve classroom observations, analysis of student test results, feedback from students (Efendi & Sholeh, 2023; Syahrin & Shalehudin, 2024) and parents, as well as participation in school activities (Mediatati & Jati, 2022). Attention to these aspects will help ensure that teachers not only deliver lesson material well but also contribute to the overall development of students.

To carry out performance evaluations, you can use the work management cycle model by Karen Seeker & Wilson (Ahyar, 2018). The work management cycle includes stages: preparation of work plans, supervision and direction, and assessment. The work design stages can consist of determining tasks, explaining employee positions, determining willingness to work, and measuring abilities. The supervision and direction stages include observation, monitoring work processes, guidance and direction, and providing motivation and feedback from the leadership. Nian in "*Manajemen Kinerja Guru di MI Terpadu Al Ihsan Selat Lancang Tanjungbala*" stated that the assessment stage includes measuring the work results achieved and structuring work mechanisms for the following year on an ongoing basis.

G.R. Terry's theory in his book "Basics of Management" explains the concept of management starting from planning, organizing, implementing, and evaluating, which can be carried out by the school principal who plays the role of manager, which is the managerial competency of a school principal, in improving teacher performance (Supriadi, 2022). This requires the expertise of a school principal in managing the teacher performance assessment process on an ongoing basis. This will help the principal to understand what the teacher is doing entirely, as well as know the complaints the teacher feels so that there will be two-way communication. It will be easier for the teacher to convey his aspirations. In this way, the principal and teachers jointly carry out evaluations for improvement and determine follow-up plans based on the evaluation results.

METHODS

This research uses mixed methods which combine or associate quantitative and qualitative forms. Sugiyono, in his book "*Metode Penelitian Kombinasi (Mixed Methods) dengan 9 Desain*" stated that these two methods are used together in research to obtain comprehensive, valid, reliable, and objective data. The sampling technique is carried out randomly; data collection uses research instruments and quantitative or statistical data analysis with the aim of testing predetermined hypotheses. For the qualitative method, interviews were conducted to obtain in-depth information. The population in this study was 60 teachers at the Nurul 'Ilmi Jambi Integrated Islamic Elementary School. This sampling technique uses probability sampling of 15 people.

After collecting data, data analysis was carried out. The data analysis technique in this research used non-parametric statistical tests based on the data collected on an ordinal scale. The non-parametric test in this study uses the Spearman Rank Correlation Test, which aims to determine the relationship or influence between two variables, namely the teacher report card variable (X) and the teacher performance variable (Y), with the direction of the relationship which can be in the form of a positive influence or a negative influence. Researchers used tools like the Statistical Package for The Social Sciences (SPSS) version 26.0 to simplify the hypothesis testing process. The data will be analyzed by transcribing the interviews, using open and applied coding, and creating narratives and analysis reports.

RESULTS AND DISCUSSION

This research was conducted at SDIT (Integrated Islamic Elementary School) Nurul 'Ilmi Jambi, which is located on Jalan Yulius Usman Rt 18, Pematang Sulur sub-district, Telanaipura District, Jambi City, with a total of 64 teachers. This school has had many achievements at the national level, both for the achievements of students, teachers, principals, and the school itself. Some of the accomplishments that have been achieved are 1st place at the national level of the 2014 storytelling competition, 1st place at the national level for the short story creation competition in 2017, 1st place at the national level for the 2014 poetry creation competition, 2nd place at the national level of the quality culture competition in the School-Based Management (MBS) category in Yogyakarta, all of which are organized by the Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (Kemdikbudristek).

Elementary School Teacher Report Nurul 'Ilmi Jambi

SDIT (Integrated Islamic Elementary School) Nurul 'Ilmi Jambi has implemented an assessment system in the form of report cards to improve teacher performance since 2013. All assessment items are contained in reports (report cards). Generally, report cards are distributed to students once per semester, but it is very interesting to note that SDIT Nurul 'Ilmi provides assessment report cards to its teachers monthly. The principal of SDIT, Nurul 'Ilmi Jambi, said that the report cards given once a month can improve teachers' performance because report cards contain not just numbers and honors but more than that. Teachers are given monthly reinforcement when receiving report cards, distributed at the beginning of the month, and receiving teachers' monthly entitlements. This is following Skinner's theory in Ornstein and Hunkins's book entitled "*Curriculum: Foundations, Principles, and Issues*" which formulates SRR (Stimulus-Response-Reinforcement) and explains that operant behavior discontinues when it is not followed by reinforcement; Skinner classifies reinforcers as positive or negative. He believes in positive and negative reinforcement but rejects punishment as an obstacle; negative reinforcement is more about coaching or input and suggestions.

In implementing the SDIT Nurul 'Ilmi Jambi teacher performance assessment system, the principal formed a work team consisting of school administrators, education staff, and senior teachers who were assisted

in carrying out academic and managerial supervision. The socialization process is always carried out at the beginning of the school year to all teachers; all types of components and indicators are explained in detail, as well as the assessment guidelines. At the implementation stage, the team works according to their respective component areas; the results of the evaluation or teacher performance scores will be collected one week before the report card is distributed to the teachers. Teachers with good performance will be seen from the performance evaluations carried out by teamwork. Teachers with a Cumulative Achievement Index (GPA) will receive appreciation from the school and be published monthly. At the end of the year, the foundation will give awards to the best teachers.

NO	ASPEK YANG DINILAI	NILAI		KETERANGAN
		ANGKA	HURUF	
1	Disiplin Kerja			
	1.1. Kedatangan	1,38	C	Cukup
	1.2. Kepulangan	3,63	A	Sangat Baik
	1.3. Rapat Mingguan	3,80	A	Sangat Baik
	1.4. Saturday Off/KKG	4,00	A	Sangat Baik
2	Ketrampilan Mengajar			
	2.1. Persiapan Mengajar (RPP)	3,00	B	Baik
	2.2. Pelaksanaan Mengajar (Supervisi)	3,00	B	Baik
3	Penanganan Siswa			
	3.1. Apel Senin / Bahasa Arab	2,30	B	Baik
	3.2. Apel Ukhuwah / SM/Tasqif			
	3.3. Piket Pagi	3,00	B	Baik
	3.4. Sholat Dhuha	2,00	C	Cukup
	3.5. Sholat Zhuhur			
	3.6. Sholat Ashar			
3.7. Bina Pribadi Islam				
4	Administrasi Guru			
	4.1. Daftar Kehadiran Siswa	4,00	A	Sangat Baik
	4.2. Daftar Nilai Siswa	4,00	A	Sangat Baik
5	Performance			
5.1. Penampilan (Seragam lengkap, Rapi dan Sopan)				
6	Hubungan Sosial			
6.1. Jelasah Ruhiyah	4,00	A	Sangat Baik	

Figure 2. Teacher Report
Source: 2023 School Documentation

7	6.2. Arisan / Mabrit			
	Tarbiyah Ruhiyah & Aqliyah			
	7.1. Halaqoh	2,00	C	Cukup
	7.2. Setoran Hafalan	3,64	A	Sangat Baik
	7.3. Shoum sunnah	1,00	D	Kurang
	7.4. Qiyammulail	2,00	C	Cukup
	7.5. Tilawah	2,00	C	Cukup
	Jumlah Nilai	48,74		
	Indeks Prestasi (IP)	2,87	B	Baik
	Indeks Prestasi Kumulatif (IPK)		B	Baik
	Peringkat	13		
KETIDAKHADIRAN		Sakit	1	Hari
		Izin	-	Hari
		Alpa	-	Hari
Catatan Khusus :				
Alhamdulillah kinerja bulan Januari 2023 cukup baik, namun beberapa aspek masih perlu ditingkatkan, terutama pada kompetensi spiritual pribadi dan aspek penanganan siswa. Keep Spirit.				
Diberikan di Jambi Tanggal 31 Januari 2023 Kepala Sekolah,				

Tatang Suhandar, M.Pd.

Figure 2. Teacher Report
Source: 2023 School Documentation

Figure 1 and **Figure 2** is a report (report card) on the development of teacher performance at the Nurul 'Ilmi Jambi Integrated Islamic Primary School, which is given to teachers at the beginning of the month (once a month) along with receiving the teacher's monthly entitlement. The report card contains several components including, (1) Time discipline, these components include arrival hours, departure hours, weekend meetings, and monthly meetings; (2) Handling in guiding students, these components include

Monday roll call, ukhuwah call, morning picket, guiding Dhuha prayers, guiding midday prayers, guiding Asr prayers, and fostering habits of Islamic etiquette (BPI); (3) Pedagogy, included in this component are skills in creating a Learning Implementation Plan (RPP) and teaching skills or the learning implementation process (academic supervision); (4) Class Management Administration, this component includes the student attendance list, score list, and class journal; (5) Performance, Social and Spiritual, what is included in this component is dress discipline, family social gatherings, Nights for Building Faith and Piety (Mabit), *jalasah ruhiyah* (religious training), regular weekly recitations, evening prayers, sunnah fasting, deposits memorizing the Koran, and reciting the Koran. Lastly is the 6th component, namely professionalism skills. This component includes the Teacher Working Group (KKG), Arabic, English, mathematics learning communities, and participation in other education/training. With this report, the principal and teacher will establish communication, where the principal will provide reflections that can add to the family atmosphere between the two parties. This can be analogous to a mutualistic relationship that is mutually beneficial to each other.

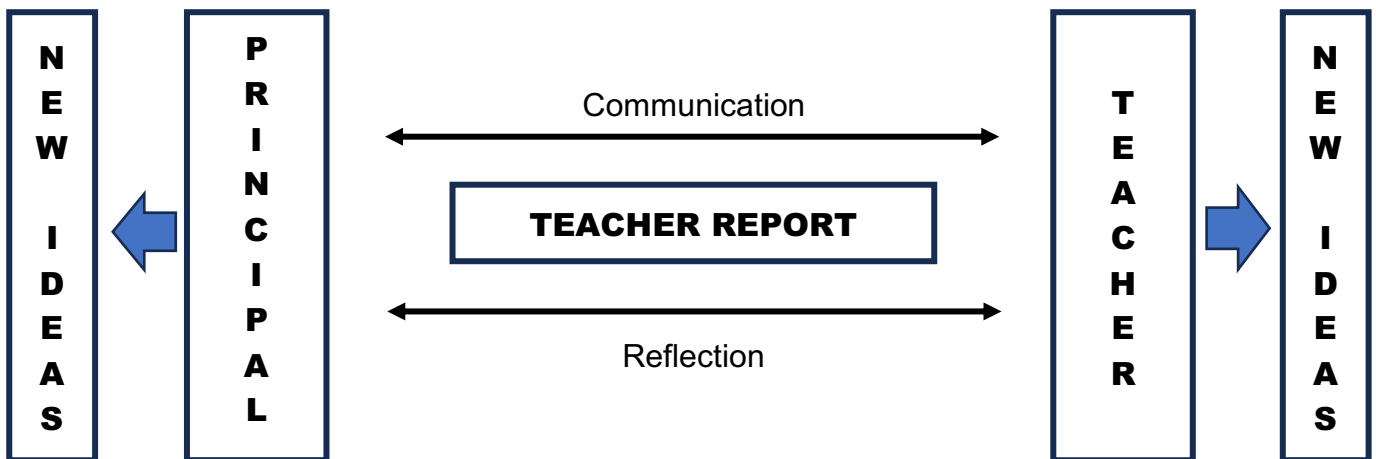


Figure 3. Feedback Relationships
Source: Author Design 2024

Figure 3 explains that teacher report cards are a means of communication between school principals and teachers. The principal carries out his role as supervisor, mentor, and coach. Teachers increase their teaching capacity by reflecting with the school principal. This relationship is not like that of a superior and subordinate, but rather the coaching of a coach and coaches so that they find new ideas or thoughts for improvement and design better learning preparations. Findings obtained by the school principal or SDIT Nurul 'Ilmi Jambi teamwork in the form of improvements will be listed in the report card as reinforcement, while things in the form of achievements are given appreciation in the form of praise in the report card.

With the many sub-components in the teacher's report card, this will, of course, be a question: will the Nurul 'Ilmi Jambi Integrated Islamic Primary School teachers be burdened by having these assessors included in the teacher's report card? When interviewed in the principal's office, one of the Quran teachers responded, "We as teachers are motivated by the existence of this teacher's report card. We even compete in goodness, meaning we compete to work better and give the best to our children. educate us." To test whether the teacher's report card influences the performance of teachers at the Nurul 'Ilmi Integrated Islamic Elementary School, the researcher distributed a questionnaire (Questionnaire) for the teacher report card variable (X) by first testing the validity and reliability of the instrument using tools in the form of SPSS.

Validity and Reliability Test of Teacher Report Variables

Ghozali, in his book “*Aplikasi Analisis Multivariate: dengan Program IBM SPSS 26*” states that Validity tests are used to measure whether a questionnaire is valid. In contrast, reliability tests measure whether a questionnaire is reliable, consistent, and stable over time. The validity test was carried out at a different school, not the school to be studied. Below are the SPSS output results from the validity test (**Table 1**) and reliability (**Table 2**) with the teacher report variable (X).

Table 1. Validity Test of the Teacher Report Variable Questionnaire

		Correlations							
		QY1	QY2	QY3	QY4	QY5	QY6	QY7	Total
QY1	Pearson Correlation	1	,668**	,312	,510	,373	-.051	,000	,772**
	Sig. (2-tailed)		,006	,257	,052	,171	,856	1,000	,001
	N	15	15	15	15	15	15	15	15
QY2	Pearson Correlation	,668**	1	,494	,490	,603*	-.128	,141	,882**
	Sig. (2-tailed)	,006	15	,061	,064	,017	,650	,616	,000
	N	15	15	15	15	15	15	15	15
QY3	Pearson Correlation	,312	,494	1	,044	,183	-.318	-.429	,357
	Sig. (2-tailed)	,257	,061		,877	,514	,249	,111	,192
	N	15	15	15	15	15	15	15	15
QY4	Pearson Correlation	,510	,490	,044	1	,374	,159	-.175	,618*
	Sig. (2-tailed)	,052	,064	,877		,170	,573	,533	,014
	N	15	15	15	15	15	15	15	15
QY5	Pearson Correlation	,373	,603*	,183	,374	1	-.060	,183	,708**
	Sig. (2-tailed)	,171	,017	,514	,170		,831	,514	,003
	N	15	15	15	15	15	15	15	15
QY6	Pearson Correlation	-.051	-.128	-.318	,159	-.060	1	,035	,165
	Sig. (2-tailed)	,856	,650	,249	,573	,831		,901	,557
	N	15	15	15	15	15	15	15	15
QY7	Pearson Correlation	,000	,141	-.429	-.175	,183	,035	1	,212
	Sig. (2-tailed)	1,000	,616	,111	,533	,514	,901	15	,448
	N	15	15	15	15	15	15	15	15
Total	Pearson Correlation	,772**	,882**	,357	,618*	,708**	,165	,212	1
	Sig. (2-tailed)	,001	,000	,192	,014	,003	,557	,448	
	N	15	15	15	15	15	15	15	15

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Source: SPSS Output Results, 2024

The SPSS output results in the table above explain the validity test results of the teacher report variable instrument (X). It can be seen from the calculated r-value or correlation coefficient (Pearson Correlation) in the total column to determine whether an instrument is valid or invalid. If the computed r-value or correlation coefficient is greater than the table r value, then the instrument or question is valid; conversely, if the calculated r-value or correlation coefficient is more minor than table r, then the instrument is said to be invalid. The r table value can be determined by determining $df = N - 2$ (N is the sample size of 15 teachers) $df = 15 - 2$ $df = 13$. Then, look for the distribution of the table r value with a significance of 0.05

or 5%; it is found that the r table is 0.553. So of the seven questions that were declared valid were Q1 (0.898), Q2 (0.797), Q3 (0.898), Q5 (0.717), and Q7 (0.753) because the calculated r value was more significant than the table r value (0.553) whereas Q4 (-0.326) and Q6 (0.284) were declared invalid. After all, the calculated r value was smaller than the table r value. The questions that will be used are five valid questions, while invalid questions are not used as instrument material.

Table 2. Reliability Test of the Teacher Report Variable Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
,919	5

Source: SPSS Output Results 2024

Table 2 (Reliability Statistics) of the teacher report variable questionnaire reliability test shows that Cronbach's Alpha value is 0.919. To make decisions on reliability testing, Herlina in “*Panduan Praktis Mengolah Data Kuesioner Menggunakan SPSS*” explains it can use the following categories: Cronbach's alpha < 0.6 means poor reliability, Cronbach's alpha 0.6 – 0.79 means acceptable reliability, Cronbach's alpha > 0.8 means good reliability. So, it can be concluded that the reliability test of the teacher report variable questionnaire (X) is reliable because Cronbach's Alpha value is 0.919.

Teacher Performance at SDIT Nurul 'Ilmi Jambi

Paying attention to improving teacher performance is essential because it will impact student learning achievement. Quality teacher performance will affect the quality of learning, the quality of graduates, the quality of education, and the achievement of educational goals. Several factors that can influence teacher performance are explained: principal leadership, organizational culture, and teacher competency (Kanya et al., 2021). Other things that can impact teacher performance are continuous self-development, spirituality, religiosity, and the teacher's competence (Murwaningsih & Fauziah, 2023; Susmiyati et al., 2022).

Teacher competency standards are developed in their entirety from four main competencies, namely pedagogical, personal, social, and professional competencies. Peraturan Menteri Pendidikan dan Kebudayaan (Permendikbud), Nomor 6 Tahun 2007 explained the fourth competency integrated into teacher performance. The Nurul 'Ilmi Jambi Integrated Islamic Elementary School has the same thing regarding teacher performance standards following Permendikbud No. 17 of 2007, but one competency standard is added, namely *Tarbiyah wa Ruhiyah* (spiritual values) competency.

Validity and Reliability Test of Teacher Performance Variables

Table 3. Validity Test of the Teacher Performance Variable Questionnaire

		Correlations							
		QY1	QY2	QY3	QY4	QY5	QY6	QY7	Total
QY1	Pearson Correlation	1	,668**	,312	,510	,373	-.051	,000	,772**
	Sig. (2-tailed)		,006	,257	,052	,171	,856	1,000	,001
	N	15	15	15	15	15	15	15	15
QY2	Pearson Correlation	,668**	1	,494	,490	,603*	-.128	,141	,882**
	Sig. (2-tailed)	,006		,061	,064	,017	,650	,616	,000
	N	15	15	15	15	15	15	15	15

Correlations

		QY1	QY2	QY3	QY4	QY5	QY6	QY7	Total
QY3	Pearson Correlation	,312	,494	1	,044	,183	-.318	-.429	,357
	Sig. (2-tailed)	,257	,061		,877	,514	,249	,111	,192
	N	15	15	15	15	15	15	15	15
QY4	Pearson Correlation	,510	,490	,044	1	,374	,159	-.175	,618*
	Sig. (2-tailed)	,052	,064	,877		,170	,573	,533	,014
	N	15	15	15	15	15	15	15	15
QY5	Pearson Correlation	,373	,603*	,183	,374	1	-.060	,183	,708**
	Sig. (2-tailed)	,171	,017	,514	,170		,831	,514	,003
	N	15	15	15	15	15	15	15	15
QY6	Pearson Correlation	-.051	-.128	-.318	,159	-.060	1	,035	,165
	Sig. (2-tailed)	,856	,650	,249	,573	,831		,901	,557
	N	15	15	15	15	15	15	15	15
QY7	Pearson Correlation	,000	,141	-.429	-.175	,183	,035	1	,212
	Sig. (2-tailed)	1,000	,616	,111	,533	,514	,901		,448
	N	15	15	15	15	15	15	15	15
Total	Pearson Correlation	,772**	,882**	,357	,618*	,708**	,165	,212	1
	Sig. (2-tailed)	,001	,000	,192	,014	,003	,557	,448	
	N	15	15	15	15	15	15	15	15

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Source: SPSS Output Results 2024

Table 3 shows the result of the SPSS output, which explains the results of the validity test of the teacher performance variable instrument (Y). It can be concluded that Q1 (0.772), Q2 (0.882), Q4 (0.618), and Q5 (0.708) are declared valid because the calculated r-value is greater than the table r value (0.553) while Q3, Q6, and Q7 are declared invalid because the value calculated r is smaller than the table r value. So, the questions that will be used are four valid questions, while the other three were not used because they were invalid.

Table 4. Reliability Test of Teacher Performance Variables

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,800	,802	4

Source: SPSS Output Results 2024

Table 4 is the result of the questionnaire reliability test for the teacher performance variable (Y). For reliability test decision-making, the following categories can be used: Cronbach's alpha < 0.6 means poor reliability, Cronbach's alpha 0.6 – 0.79 means acceptable reliability, and Cronbach's alpha > 0.8 means good reliability. The reliability test results of the teacher performance variable (Y) questionnaire were reliable because the results showed a Cronbach's alpha value of 0.800.

Spearman Rank Correlation Test

The Spearman Rank Correlation Test is used to determine whether there is a relationship between the teacher report card variable (X) and the teacher performance variable (Y) at the Nurul 'Ilmi Jambi Integrated Islamic Elementary School and whether the direction of this influence is positive or negative. The SPSS output results from the data analysis are as follows.

Table 5. Spearman Rank Correlation Test

		Teacher Report (X)	Teacher Performance (X)
Spearman's rho	Teacher Report (X)	Correlation Coefficient Sig. (2-tailed) N	1,000 . 15
	Teacher Performance (X)	Correlation Coefficient Sig. (2-tailed) N	,862** ,000 15
			,862** ,000 15

** . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Output Results

Table 5 shows the correlation test result between the teacher report card variable (X) and the teacher performance variable (Y). To find out whether there is a correlation between the two variables If the significance is more significant than 0.05, then Ho is accepted, meaning there is no correlation between the two variables. To interpret the results of the correlation coefficient are as follows: 0.00 – 0.199 is very low, 0.20 – 0.399 is low, 0.40 – 0.599 is moderate, 0.60 – 0.799 is strong, and 0.80 – 1.000 is very strong. The correlation test results between the two variables show a very strong and positive relationship between the teacher report card variable (X) and the teacher performance variable (Y).

The results of these data show a very strong relationship between report cards and teachers' performance at the Nurul 'Ilmi Jambi Integrated Islamic Primary School. The results of this study are in line with previous research. Previous research explains a significant relationship between the principal's academic supervision and teacher performance (Muchlis, 2022). The results of the evaluation of academic supervision obtained from most teachers have exceeded the standard value criteria set. From these results, teachers who have exceeded the requirements are classified as safe categories. However, some teachers still need guidance, so they are programmed to carry out special learning teacher activities such as participating in training, workshops, internships, comparative studies, etc. This is to improve the quality of teacher performance so that they can upgrade their abilities. The existence of a teacher performance assessment program can improve teacher work performance, both academic achievement, non-academic achievement, learning achievement, evaluation achievement, and follow-up achievement (Muslimin, 2020; Purwati & Sukirman, 2024).

Based on the results of interviews, information from several teachers stated that they work wholeheartedly not because of worldly things alone but rather because of responsibility, job trust, and a form of concern for students, as well as other spiritual matters such as reward, sincerity, and good deeds. Then the teacher also stated that it was acknowledged that the report card is a motivation for us so that we can compete in goodness (*fastabiqul khairot*). Still, we work sincerely because of Allah SWT and to teach and practice the values contained in the Qur'an.

CONCLUSION

Based on the description in the form of data presentation, data analysis, and the results of the data analysis, it can be concluded that the Nurul 'Ilmi Jambi Integrated Islamic Elementary School has implemented an assessment system in the form of teacher report cards, which are distributed at the beginning of each month, and has been implemented more from 10 years very well and collaboratively. This is a strategy or effort from the school principal to improve teachers' performance at the Nurul 'Ilmi Jambi Integrated Islamic Elementary School. A very significant correlation exists between report cards and teacher performance, which has a strong positive influence. However, report cards are not the only thing that can improve teacher performance; some things include awareness, concern, responsibility, self-development, loyalty, and high integrity and spirituality among Nurul Integrated Islamic Elementary School teachers. 'Jambi Science. For this reason, it is hoped that there will be further research regarding these matters, namely the factors that can influence increasing teacher performance and the magnitude of the influence of each factor on increasing teacher performance.

AUTHOR'S NOTE

At this moment, the author declares that there is no conflict of interest regarding the publication of this article. Then the author also confirms that the data and contents of this article are free from plagiarism.

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