Multidisciplinary Indonesian Center Journal (MICJO)
Journal page is available to
https://e-jurnal.jurnalcenter.com/index.php/micjo
Email: admin@jurnalcenter.com

THE EFFECT OF TEACHING SKILLS ON THE PERFORMANCE OF TEACHERS OF SDN 44 AMBAN MANOKWARI WEST PAPUA

Sa'adah [1], Choeroni [2*], Asmaji Muchtar [3]

[1]Magister Pendidikan Agama Islam, Fakultas Agama islam, Universitas Islam Sultan Agung, Email : saadahibu454@gmail.com

[2]Magister Pendidikan Agama islam, Fakultas Agama Islam, Universitas Islam Sultan Agung, Email : choeroni@unissula.ac.id

[3]Magister Pendidikan Agama Islam, Fakultas Agama Islam, Universitas Islam Sultan Agung, Email : asmajimochtar@yahoo.co.id
*email koresponden: saadahibu454@gmail.com

DOI: https://doi.org/10.62567/micjo.v2i2.662

Article info:

Submitted: 24/03/25 Accepted: 26/04/25 Published: 30/04/25

Abstract

This study aims to determine the effect of teaching skills on teacher performance at SDN 44 Amban Manokwari, West Papua. The sample of this study consisted of 20 teachers at the school. This study used a quantitative method with data collection through questionnaires. Based on the results of the T test, it was found that the significance value of the teaching skills variable (X1) was 0.002, which was smaller than the standard error of 0.05, which indicated the influence of teaching skills on teacher performance. The results of the T test showed a calculated t value of 3.708, which was greater than the t table value of 2.10982, which concluded that there was a positive influence of teaching skills on teacher performance. In addition, the results of the normality test using One Sample Kolmogorov-Smirnov showed an Asymp. Sig (2-tailed) value of 0.069 which was greater than 0.05, which meant that the questionnaire data was normally distributed.

Keywords **:** Teaching Skills, Teacher Performance, T-Test, Questionnaire, SDN 44 Amban.

1. INTRODUCTION

The impact of pedagogical abilities on educator performance is a crucial field of research, especially within educational institutions. Teaching skills comprise many abilities that educators must cultivate to augment their efficacy and, in turn, boost student results. A substantial body of scholarship highlights the significance of several teaching skills, such as communication, cognitive ability, and pedagogical strategies, all of which profoundly impact educators' effectiveness in the classroom and their students' academic success.

Proficient communication skills are essential in education, since they immediately influence the learning atmosphere and student involvement. Research demonstrates that

Multidisciplinary Indonesian Center Journal (MICJO)
Journal page is available to
https://e-jurnal.jurnalcenter.com/index.php/micjo
Email: admin@jurnalcenter.com

educators with robust communication skills may execute instructional tactics more efficiently, enhancing classroom dynamics and learning results. Ojo asserts that communication profoundly impacts student-teachers' performance, indicating that adept communication abilities are essential for good teaching practice (Ojo, 2023). Moreover, the study by Munohsamy and Muniandy demonstrates that communication skills significantly improve instructional efficacy in educational environments, highlighting their critical role in successful instruction (Munohsamy & Muniandy, 2023).

Cognitive and intellectual abilities, with communication, are essential for improving teachers' effectiveness. Research by Amhar et al. underscores the importance of analytical and creative thinking, indicating that educators with these cognitive skills may more effectively evaluate student performance and inspire the cultivation of critical thinking abilities (Amhar et al., 2022). This aligns with the findings of Harindintwari et al., which indicate that the cognitive and affective abilities of educators are essential drivers of student success, hence implying that teacher effectiveness is closely associated with their cognitive competences (Harindintwari et al., 2021).

Furthermore, micro-teaching and specialized training programs significantly enhance instructors' professional growth. Research demonstrates that micro-teaching methodologies enhance critical pedagogical competencies, resulting in elevated teaching efficacy (Mabing et al., 2022). Sulaiman and Ayub examine how practice-oriented pedagogical training might improve instructors' effectiveness in utilizing suitable teaching approaches, thereby enhancing their overall performance (Ishak & Suyatno, 2020). Mahomed and Singh's research highlights the influence of organized training programs on teachers' competencies, demonstrating a clear relationship between extensive teacher training and enhancements in educational results (Mahomed & Singh, 2011).

The significance of instructors' management qualities is paramount. Research by Munir et al. demonstrates that proficient head teachers with robust managerial abilities substantially impact students' academic achievement, indicating that leadership attributes among educators are essential for successful educational results (Munir et al., 2020). Eghbali et al. discovered that organized teaching skills workshops enhance educators' instructional abilities, hence improving their performance (Eghbali et al., 2012).

In conclusion, these data indicate that teaching skills comprise a multifaceted framework that encompasses communication talents, cognitive and intellectual capabilities, specialized training, and administrative skills. Each component significantly influences instructor performance. Fostering these talents through focused professional development programs may substantially improve teaching efficacy and enrich student learning experiences.

2. RESEARCH METHOD

The sample for this study comprised 20 instructors from SDN 44 Amban. This research employs a quantitative methodology. Sugiyono (2022) elucidates that the quantitative

Multidisciplinary Indonesian Center Journal (MICJO)
Journal page is available to
https://e-jurnal.jurnalcenter.com/index.php/micjo
Email: admin@jurnalcenter.com

approach is a research methodology grounded in empirical data, employed to evaluate samples and populations, utilizing questionnaires for data gathering. Sugiyono (2022) defines a questionnaire as a form of data collecting including respondents answering a series of written questions or comments. The employed analytical procedures are the T test, Normality Test, and R^2 determination test.

3. RESULT AND DISCUSSION

T Test

The t-statistic test quantifies the degree to which the independent variable partially affects the variance of the dependent variable (Ghozali, 2018). This approach bases decision-making on the hypothesis on two primary factors. If the estimated t value exceeds the t table value or the significance value (Sig) is below 0.05, the independent variable is deemed to exert a significant partial impact on the dependent variable. If the estimated t value is smaller than the t table value or the significance level exceeds 0.05, the independent variable does not have a meaningful partial impact on the dependent variable.

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23,638	5,199		4,547	0,000
	Keterampilan Mengajar	0,454	0,122	0,658	3,708	0,002
a. Dependent Variable: Kinerja Guru						

Tabel 1. T Test

The t-test findings indicate that the significance value for the Teaching Skills variable (X1) is 0.002, which is below the standard error threshold of 0.05. This signifies a substantial impact of pedagogical abilities on educator efficacy. The computed t value for the Teaching Skills variable (X1) is 3.708, exceeding the t-table value of 2.10982 derived from the degrees of freedom (Df = n - k). Consequently, it may be inferred that pedagogical abilities exert a substantial favorable impact on teacher performance.

Normality Test

The normality test, as stated by Ghozali (2018), seeks to determine if the confounding factors or residuals in the regression model adhere to a normal distribution. In effective regression analysis, the data should have a normal distribution.

Multidisciplinary Indonesian Center Journal (MICJO)
Journal page is available to
https://e-jurnal.jurnalcenter.com/index.php/micjo
Email: admin@jurnalcenter.com

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		20
Normal Parameters[a,b]	Mean	0,0000000
	Std. Deviation	2,46249795
Most Extreme Differences	Absolute	0,186
	Positive	0,106
	Negative	-0,186
Test Statistic		0,186
Asymp. Sig. (2-tailed)		.069[c]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Tabel 2. Normality Test

The examination of the normality test with the One Sample Kolmogorov-Smirnov technique yielded an Asymp. Sig (2-tailed) score of 0.069. This number exceeds the standard significance threshold of 0.05. The results of this test suggest that the data derived from the questionnaire adhere to a normal distribution. The normality test is crucial to verify that the data employed in statistical analysis does not significantly diverge from the normal distribution, a fundamental assumption in several parametric statistical approaches.

Discussion

The t-test findings indicate that the significant value for the Teaching Skills variable (X1) is 0.002, which is below the significance threshold of 0.05. This indicates a substantial and positive impact of teaching abilities on teacher performance. The computed t value of 3.708 exceeds the t table value of 2.10982 for the corresponding degrees of freedom. These findings provide empirical evidence that pedagogical abilities significantly enhance teacher performance in executing instructional duties. The null hypothesis may be rejected due to a significance value below 0.05, hence reinforcing the conclusion that teaching skills considerably enhance the quality of teaching performance.

This test has a comparatively low error rate, indicating that the results are very dependable. This aligns with prior research indicating that effective teaching abilities enhance teacher performance in the classroom. Research by Dutt et al. (2023) demonstrated that proficient teaching skills significantly enhance educational quality. The used instructional methods, whether conventional or creative, significantly enhance educators' skills. An exemplary teaching approach is microteaching, which has demonstrated substantial enhancement of instructors' pedagogical skills (Dutt et al., 2023; Komolafe et al., 2020).

Multidisciplinary Indonesian Center Journal (MICJO)
Journal page is available to
https://e-jurnal.jurnalcenter.com/index.php/micjo
Email: admin@jurnalcenter.com

Additional research has demonstrated that skill acquisition may be enhanced by iterative practice and ongoing feedback. Rowat et al. (2021) underscored that a crucial element in cultivating teaching skills is the ongoing training process and constructive assessment. The feedback provided after each instructional session enables educators to enhance and perfect their pedagogical methods. This strategy enhances teaching abilities and fosters their development over time, resulting in more effective and efficient instruction.

It is essential in data analysis to verify that the utilized data adheres to the assumption of normalcy, hence ensuring the reliability of the conclusions produced. The outcomes of the normalcy assessment utilizing the Kolmogorov-Smirnov test indicated an Asymp value. A significance (2-tailed) of 0.069, beyond 0.05, suggests that the questionnaire data utilized in this investigation are normally distributed. This indicates that the analysis conducted on the data is valid and may be utilized to derive sound conclusions. The Kolmogorov-Smirnov test, a nonparametric statistical method, is effective for comparing the distributions of two data sets to ascertain their origin from the same distribution (Puritz et al., 2023). The normality test findings revealing a normal distribution enable the application of advanced statistical techniques for a more in-depth data analysis (Li et al., 2023).

The significance of normal distribution in educational research is its facilitation of more advanced statistical methodologies. Regression analysis and hypothesis testing yield more precision when the data follows a normal distribution, hence enhancing the correctness of research results. The study's results affirm that teaching skills are impacted by both the internal aspects of educators and the instructional methods employed in the classroom.

Innovations in pedagogical approaches, particularly the integration of technology in education, have demonstrated efficacy in enhancing educators' instructional competencies and performance. Video-based training and the flipped classroom model have garnered attention as strategies that enhance student engagement and elevate instructors' instructional effectiveness (Li et al., 2023). This indicates that modifications and advancements in pedagogical approaches can substantially enhance the quality of instruction. Consequently, the enhancement of educators' pedagogical abilities must be harmonized with the adoption and execution of contemporary and pertinent teaching methodologies. This study demonstrates that teaching skills significantly impact teacher performance, and further enhancement in this domain can elevate the overall quality of education.

4. CONCLUSION

The t-test findings indicate that the Teaching Skills variable (X1) significantly affects instructor performance. The computed significance value is 0.002, which is below than the significance threshold of 0.05, indicating that the null hypothesis may be rejected. This suggests that pedagogical abilities positively enhance teacher performance. The computed t value of 3.708 exceeds the t-table value of 2.10982, derived from degrees of freedom (Df = 20-3), hence reinforcing the assertion that teaching skills positively influence teacher performance.

Multidisciplinary Indonesian Center Journal (MICJO)
Journal page is available to
https://e-jurnal.jurnalcenter.com/index.php/micjo
Email: admin@jurnalcenter.com

The normality test findings employing the Kolmogorov-Smirnov technique reveal an Asymp. Sig (2-tailed) value of 0.069, above 0.05, so showing that the questionnaire data follows a normal distribution. Consequently, the data analysis performed in this study is deemed legitimate, and the employed statistical approaches are applicable. This study's results affirm that teaching skills significantly enhance teacher performance, and effective teaching techniques can elevate the level of instruction provided by educators..

5. REFERENCES

Amhar, A., Sabrina, R., Sulasmi, E., & Saragih, M. (2022). Student critical thinking skills and student writing ability: the role of teachers' intellectual skills and student learning. *Cypriot Journal of Educational Sciences*, 17(7), 2493-2510. https://doi.org/10.18844/cjes.v17i7.7683

Cong, Z., Chu, L., Yu, Y., & Pei, J. (2020). Comprehensible counterfactual explanation on kolmogorov-smirnov test.. https://doi.org/10.48550/arxiv.2011.01223

Dutt, R., Mishra, N., Singh, R., Patel, S., Dukpa, R., Soniya, C., … & Dutta, A. (2023). Feasibility of including hands-on microteaching in the medical faculty development program in india: a mixed-methods study. Cureus. https://doi.org/10.7759/cureus.40470

Eghbali, B., Haghani, F., & Memarzadeh, M. (2012). Effects of "teaching method workshop" on general surgery residents′ teaching skills. *Journal of Education and Health Promotion*, 1(1), 38. https://doi.org/10.4103/2277-9531.104808

Ghozali, I. (2018). *Aplikasi Analisis Multivariate dengan Program IBM SPSS 25*. Semarang: Badan Penerbit Universitas Diponegoro

Harindintwari, J., Swai, E., & Wilfred, M. (2021). Cognitive and affective teachers' skills determinants as amalgam to generate students' performance in nine and twelve year basic education schools in rural areas as perceived by head teachers in nyamasheke district, rwanda. EJBM. https://doi.org/10.7176/ejbm/13-14-01

Ishak, S. and Suyatno, S. (2020). Teacher performance, parent's role, and student learning outcomes in muhammadiyah junior high school. *Universal Journal of Educational Research*, 8(2), 529-539. https://doi.org/10.13189/ujer.2020.080224

Komolafe, B., Ogunniran, M., Zhang, F., & Qian, X. (2020). A comparative perspective of teaching skill acquisition in pre-service physics teacher (pspt) training program in china and nigeria. Journal of Baltic Science Education, 19(3), 356-373. https://doi.org/10.33225/jbse/20.19.356

Multidisciplinary Indonesian Center Journal (MICJO)
Journal page is available to
https://e-jurnal.jurnalcenter.com/index.php/micjo
Email: admin@jurnalcenter.com

Li, Y., Tang, X., & Cheng, H. (2023). Application of a flipped classroom teaching model based on micro-videos in the standardized training of dermatological residents in china. *Frontiers in Medicine*, 10. https://doi.org/10.3389/fmed.2023.1250168

Mabing, N., Talib, R., & Husain, N. (2022). Pre-service english teachers' ability in applying teaching skills. *Jambura Journal of English Teaching and Literature*, 3(1), 19-29. https://doi.org/10.37905/jetl.v3i1.11460

Mahomed, C. and Singh, P. (2011). Work-integrated learning skills: a comparison of teachers' perceptions about the pgce with those of student teachers in the nelson mandela metropole. *Africa Education Review*, 8(3), 504-528. https://doi.org/10.1080/18146627.2011.618700

Munir, H., Quraishi, U., & Shokat, I. (2020). Influences of head teachers managerial skills on pupils academic performance at secondary school level. *Journal of Business and Social Review in Emerging Economies*, 6(3), 1099-1109. https://doi.org/10.26710/jbsee.v6i3.1376

Munohsamy, T. and Muniandy, S. (2023). The influence of communication skills on teaching performance of a private secondary school in brunei darussalam. *Malaysian Journal of Social Sciences and Humanities (Mjssh)*, 8(1), e002043. https://doi.org/10.47405/mjssh.v8i1.2043

Ojo, A. (2023). Perceived influence of micro-teaching skills on student-teachers' performance in teaching practice in colleges of education in kwara state. *International Journal of Social Science Humanity & Management Research*, 2(06). https://doi.org/10.58806/ijsshmr.2023.v2i6n03

Puritz, C., Ness-Cohn, E., & Braun, R. (2023). Fasano.franceschini.test: an implementation of a multivariate ks test in r. *The R Journal*, 15(3), 159-171. https://doi.org/10.32614/rj-2023-067

Rowat, J., Johnson, K., Antes, L., White, K., Rosenbaum, M., & Suneja, M. (2021). Successful implementation of a longitudinal skill-based teaching curriculum for residents. *BMC Medical Education*, 21(1). https://doi.org/10.1186/s12909-021-02765-x