

The Effect of Teacher Characteristics, Education Policy and School Quality on School Effectiveness and High School Student Performance in Sukabumi

Syafruddin¹, Sudadi², Muhamad Ahyat³, Rochmi Hastuti⁴

¹ STAI Al-Aqidah Al-Hasyimiyah Jakarta dan abunasywal72@gmail.com

² Universitas Islam Negeri Sultan Aji Muhammad Idris Samarinda and upm.gkm_pasca@uinsi.ac.id

³ Universitas Teknologi Mataram dan ahyat241970@gmail.com

⁴ STAI Al-Aqidah Al-Hasyimiyah Jakarta dan rohmiastuti123@gmail.com

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ABSTRAK

Penelitian ini mengkaji pengaruh karakteristik guru, kebijakan pendidikan, dan kualitas sekolah terhadap efektivitas sekolah dan kinerja siswa SMA di Sukabumi. Penelitian ini menggunakan desain survei dan mengumpulkan data dari 300 guru di 30 SMA di Sukabumi. Data dianalisis menggunakan pemodelan persamaan struktural dengan SmartPLS. Hasil penelitian menunjukkan bahwa karakteristik guru, kebijakan pendidikan, dan kualitas sekolah memberikan dampak positif yang signifikan terhadap efektivitas sekolah dan prestasi siswa SMA. Studi ini menyimpulkan bahwa kebijakan yang ditujukan untuk meningkatkan kualitas pendidikan, seperti meningkatkan akses ke sumber daya pendidikan dan menyediakan program pelatihan guru, memiliki dampak positif pada efektivitas sekolah.

ABSTRACT

This study examined the influence of teacher characteristics, education policies, and school quality on school effectiveness and high school student performance in Sukabumi. This study used a survey design and collected data from 300 teachers in 30 high schools in Sukabumi. The data were analyzed using structural equation modeling with SmartPLS. The results showed that teacher characteristics, education policies, and school quality had a significant positive impact on school effectiveness and high school student achievement. The study concludes that policies aimed at improving the quality of education, such as improving access to educational resources and providing teacher training programs, have a positive impact on school effectiveness.

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Corresponding Author:

Name: Sudadi

Institution: Universitas Islam Negeri Sultan Aji Muhammad Idris Samarinda

Email: upm.gkm_pasca@uinsi.ac.id

1. INTRODUCTION

The quality of schools has been an important topic in educational discussions for many years. Both internationally and nationally, it is increasingly recognized that the quality of schools has a significant effect on school effectiveness and the achievement of high school students (Mukaromah, 2021; Qudsyi et al., 2020). School quality is influenced by various factors, including school leadership, teacher quality, curriculum development, and resource allocation.

In the international context, significant efforts have been made to improve the quality of schools and improve access to education for all students. The United Nations Sustainable Development Goals (SDGs) emphasize the importance of education as an important factor in the development of individuals and communities. The SDGs aim to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (Bruns et al., 2019; Ferguson & Roofe, 2020; Kopnina, 2020).

The Organization for Economic Cooperation and Development (OECD) also emphasized the importance of school quality in improving student learning and achievement. The OECD Program for International Student Assessment (PISA) measures the performance of 15-year-old students in reading, mathematics, and science in more than 80 countries (Lewis, 2020; Suprayitno, 2019; Tohir, 2019). PISA results show a strong correlation between school quality and student performance, with students in schools with high-quality teachers, effective leadership, and a supportive learning environment performing better academically.

In the national context, the importance of school quality in improving school effectiveness and high school student achievement is increasingly recognized. In many countries, educational policies and initiatives have been implemented to improve the quality of schools, including teacher training programs, curriculum development, and resource allocation (Budiono & Wening, 2021; Mariana, 2021).

In Indonesia, the government has made significant efforts to improve the quality of education and improve access to education for all students. The government has implemented a variety of policies and initiatives, including teacher training programs, curriculum development, and resource allocation. However, there are still concerns about the quality of schools and the achievement of high school students in Indonesia (Mukaromah, 2021; Zaim, 2017).

In Sukabumi, Indonesia, there are special challenges related to school quality and high school student achievement. These challenges include teacher quality, education policy, and school leadership. Addressing these challenges is critical to improving school effectiveness and promoting the performance of secondary school students in Sukabumi and other regions of Indonesia.

Online learning generally starts with preparation and continues with several steps: preliminary, core, closing, and strengthening activities. Preparatory and supporting activities are carried out at unscheduled times while other activities are scheduled. (Zebua & Sunarti, 2020). Face-to-face learning with the teacher classroom learning is an option for students compared to online learning. This is because the role of the teacher directly cannot be replaced by technology, and moral or affective values in these domains cannot be carried out optimally by teachers during online learning. (Alhamuddin & Zebua, 2021)

The effectiveness of schools in improving high-level student achievement is an important concern for educators, policymakers, and parents. Although many factors contribute to school effectiveness, teacher characteristics, education policies, and school quality are among the most important (Abdulkadiroğlu et al., 2020; Scheerens, 2000). In Sukabumi, Indonesia, several studies have been conducted to explore the impact of these factors on school effectiveness and performance of high school students (Irawan, 2013; Suherman, 2017). This paper provides an overview of research

on teacher characteristics, education policies, and school quality as well as their impact on school effectiveness and high school student achievement in Sukabumi.

One of the most important factors contributing to the effectiveness of schools is the quality of teachers. Studies have shown that teacher characteristics such as their level of education, experience, and expertise can have a significant impact on student learning and achievement (Ehrenberg & Brewer, 1994; Goldhaber, 2016; Sauri & Hanafiah, 2022). In Sukabumi, researched by (Farida et al., 2022; Nugrahanti et al., 2022) found that teachers with higher levels of education tend to be more effective in promoting student achievement than those with lower levels of education. These findings support previous research showing a positive relationship between teacher education and student achievement (Darling-Hammond, 2000).

Another important characteristic of teachers is their experience. Studies have shown that experienced teachers are more effective at promoting student learning and achievement than novice teachers (Duan et al., 2018; Hanushek & Rivkin, 2012). In Sukabumi, researched by (Pambreni et al., 2022; Ramadan & Julaeha, 2019) found that teacher experience correlates positively with student achievement. These findings suggest that efforts to retain experienced teachers in schools can be an effective strategy to improve school effectiveness and student performance.

In addition to education and experience, teacher expertise and teaching practice are also important factors contributing to the effectiveness of the school. Teachers who have knowledge of their subject matter and are skilled in delivering teaching that is in line with state standards and learning objectives are more effective in promoting student learning and achievement (Evans et al., 2013; Iskandar, 2023). A study by (Kaendler et al., 2015; Peklaj, 2015) found that teachers who use evidence-based teaching practices are more effective at promoting student achievement than those who do not. These findings suggest that efforts to improve teacher skills and teaching practices can be effective strategies to improve school effectiveness and student achievement.

Education policy and school effectiveness are other important factors that can affect high school effectiveness and student achievement. In Sukabumi, several policies have been implemented in recent years to improve the quality of education and student achievement. One of these policies is the *Maju Bersama* program, which aims to improve the quality of education in Sukabumi through a number of strategies, including teacher training, curriculum development, and infrastructure improvement.

Research has shown that educational policies that promote teacher training and professional development can have a positive impact on school effectiveness and student achievement (Evans et al., 2013). Study by (Kada'di, 2021; Marpaung, 2015) found that teacher training programs are positively related to student achievement. These findings suggest that efforts to improve teacher training and professional development can be effective strategies to improve school effectiveness and student achievement.

School quality is another important factor that can affect school effectiveness and student achievement in high school. Studies have shown that schools with positive and supportive learning environments, adequate resources, and effective leadership are more effective in promoting student learning and achievement (Leithwood & Jantzi, 2000). In Sukabumi, several studies have explored the impact of school quality on school effectiveness and student performance.

One of the important aspects of school quality is the learning environment. Schools that have a positive and supportive learning environment tend to promote student motivation and engagement, which can contribute to improved academic performance (Fredricks et al., 2004). Another aspect of school quality that can affect school effectiveness is the availability of resources. Schools that have access to adequate resources, such as textbooks, technology, and other learning materials, tend to be more effective in promoting student learning and achievement (Qudsi et al.,

2020; Sumarsono et al., 2016). Leadership is another important aspect of school quality that can affect school effectiveness. Effective school leaders are skilled in managing resources, building relationships, and creating a shared vision for the school (Leithwood & Jantzi, 2000).

In Sukabumi, Indonesia, many studies have been conducted on the influence of teacher characteristics, education policies, and school quality on school effectiveness and high school student achievement. The findings of this study suggest that teacher instructional education, experience, and practice, as well as educational policies that promote teacher training and curriculum development, can have a positive impact on school effectiveness and student achievement. In addition, school quality factors such as a positive and supportive learning environment, adequate resources, and effective leadership can also contribute to school effectiveness and student achievement.

Overall, this study shows that a complex approach is needed to improve the effectiveness of schools and the achievement of high school students in Sukabumi. Efforts to improve teacher quality, curriculum development, and school quality factors such as learning environment, resources, and leadership should be prioritized. By addressing these factors, schools in Sukabumi can increase their effectiveness in encouraging student achievement and preparing students for future success.

The education system in Sukabumi faces various challenges that affect school effectiveness and high school student achievement. One of the main challenges is the quality of teachers. Teachers play an important role in promoting student learning and achievement, and teacher quality can have a significant impact on school effectiveness and student achievement. However, there are concerns about the quality of teachers in Sukabumi, including their education, experience, and teaching practices.

Another challenge faced by the education system in Sukabumi is education policy. Education policies can have a significant impact on the quality of education and the effectiveness of schools. However, there are concerns about the implementation of education policies in Sukabumi, including policies related to teacher training, curriculum development, and resource allocation.

School quality is another important factor that can affect school effectiveness and high school student performance. Schools that have a positive and supportive learning environment, adequate resources, and effective leadership tend to be more effective in promoting student learning and achievement. However, there are still concerns about the quality of schools in Sukabumi, including the availability of resources and the quality of school leadership.

However, there is still a lack of research that explores the impact of teacher characteristics, education policies, and school quality on school effectiveness and high school student performance in Sukabumi. Therefore, research is needed that can provide insight into the factors that affect school effectiveness and high school student performance in Sukabumi as well as identify strategies to improve the quality of education in the region.

Research Research Questions This research will address the following questions:

1. What is the impact of teacher characteristics, such as education and experience, on school effectiveness and high school student performance in Sukabumi?
2. What is the impact of teacher characteristics, such as education and experience, on school effectiveness and high school student performance in Sukabumi?
3. What is the impact of education policies, such as teacher training and curriculum development, on school effectiveness and high school student performance in Sukabumi?
4. What influence do school quality factors, such as learning environment, resources, and leadership, have on school effectiveness and high school student performance in Sukabumi?
5. What strategies can be implemented to improve the quality of teachers, education policies, and the quality of schools in Sukabumi and encourage school effectiveness and high school student performance?

2. LITERATURE REVIEW

The quality of schools and their impact on school effectiveness and high school student achievement have been a topic of discussion in the field of education for many years. In Sukabumi, Indonesia, there are specific challenges related to school quality, teacher characteristics, and education policies that can affect school effectiveness and high school student performance. This literature review will examine the latest research on the influence of teacher characteristics, education policies, and school quality on school effectiveness and high school student achievement in Sukabumi and other regions.

2.1 *Teacher Characteristics*

Teacher quality is one of the most important factors affecting school effectiveness and high school student achievement. According to (Wayne & Youngs, 2003), teacher quality is the most significant factor influencing student achievement. In Sukabumi, Indonesia, there are specific challenges related to teacher quality, including teacher training and professional development.

A study by (Franklin & Harrington, 2019; Iranzo-García et al., 2020) found that teacher training programs, were ineffective in improving the quality of teachers. The study concludes that teacher training programs need to be more comprehensive and more aligned with teacher needs to improve teacher quality and, in turn, improve school effectiveness and high school student performance.

Another study by (Banerjee et al., 2017; Ramadhan & Julaeha, 2019) found that teacher professional development programs have a positive impact on teacher quality and school effectiveness. The study recommends that teacher professional development programs should be integrated into education policies to ensure continuous improvement in teacher quality and school effectiveness.

2.2 *Education Policy*

Education policy plays an important role in promoting school effectiveness and high school student performance. In Sukabumi, Indonesia, there are specific challenges related to education policy, including access to education, curriculum development, and resource allocation.

A study by (Logli, 2016; Muttaqin, 2018; Pambudi & Harjanto, 2020) found that access to education is still limited, especially for students in remote areas. The study recommends that education policies should prioritize improving access to education, especially for students in remote areas, to promote school effectiveness and high school student performance.

Another study by (Dewi, 2021; Susilanas et al., 2018; Warman et al., 2021) found that curriculum development is critical to improving school effectiveness and high school student performance in Indonesia. The study recommends that education policy should prioritize curriculum development relevant to the needs of students and teachers to promote school effectiveness and high school student performance.

2.3 *School Quality*

School quality is also an important factor that affects school effectiveness and high school student performance. In Sukabumi, Indonesia, there are specific challenges related to school quality, including school leadership and resource allocation.

A study by (Damanik & Aldridge, 2017; Lumban Gaol, 2021) found that school leadership has a significant impact on school effectiveness and high school performance in Indonesia. The study recommends that education policy should prioritize the development of effective school leaders to improve school effectiveness and high school student performance.

Another study by (Fadila et al., 2020; Mariana, 2021) found that resource allocation is an important factor influencing school quality and school effectiveness in Indonesia. The study recommends that education policy should prioritize the allocation of resources to schools with lower funding rates to improve school quality and school effectiveness.

The literature review highlights the important role played by teacher characteristics, education policies, and school quality in promoting school effectiveness and high school student performance in Sukabumi, Indonesia, and other regions. This research suggests that teacher training programs need to be more comprehensive and more aligned with teacher needs to improve teacher quality and, in turn, improve school effectiveness and high school student performance.

The study also suggests that education policy should prioritize improving access to education, especially for students in remote areas, and developing curricula relevant to the needs of students and teachers to promote school effectiveness and high school student performance.

The study also shows that school leadership is critical to school effectiveness and high school student performance. Education policy should prioritize the development of effective school leaders to improve school effectiveness and high school student performance. Finally, resource allocation is an important factor impacting school quality and school effectiveness, and education policy should prioritize resource allocation to schools with lower funding rates to improve school quality and school effectiveness.

In the international context, studies have shown that teacher quality, education policy, and school quality are also important factors that affect school effectiveness and high school student performance. For example, a study by (Hanushek & Rivkin, 2012) found that teacher quality is the most significant factor influencing student achievement in the United States. The study recommends that education policies should prioritize improving teacher quality to improve school effectiveness and high school student performance.

Similarly, a study by (Ko & Chung, 2014) found that education policies have a significant impact on school effectiveness and high school student performance in Taiwan. The study recommends that education policy should prioritize curriculum development, teacher professional development, and resource allocation to improve school effectiveness and high school student performance.

In conclusion, the literature review highlights the important role played by teacher characteristics, education policy, and school quality in promoting school effectiveness and high school student performance in Sukabumi, Indonesia, and other regions. This research shows that education policy should prioritize improving the quality of teachers, improving access to education, developing effective school leaders, and allocating resources to schools with lower funding levels to improve school quality and school effectiveness. In the international context, the findings are similar, suggesting that improving teacher quality, education policy, and school quality are important factors affecting school effectiveness and high school student performance.

3. METHODOLOGY

The purpose of this study was to examine the influence of teacher characteristics, education policies, and school quality on school effectiveness and high school student performance in Sukabumi, Indonesia. The research methodology used in this study is Partial Least Squares Structural Equation Modeling (PLS-SEM) using SmartPLS software (Ghozali, 2008).

3.1 Data Collection and Sampling

The data collection process involves surveying high school students, teachers, and school administrators in Sukabumi. The survey included questions related to teacher characteristics, education policies, school quality, school effectiveness, and high school student achievement. The

survey was distributed online and face-to-face to 300 teachers at 30 high schools in Sukabumi. Samples were selected using multi-stage sampling techniques, which included school selection and participant selection in each school's environment. The sample involved students from public and private high schools in Sukabumi.

3.2 Measurement Model Specifications

The measurement model was developed using survey data collected from high school students, teachers, and school administrators. Measurement models were developed to assess the reliability and validity of survey items. The reliability of the measurement model was assessed using the alpha coefficient and the reliability of the Cronbach composite. The validity of the measurement model was assessed using convergent validity and discriminant validity. Convergent validity was assessed using average variance extracted (AVE), while discriminant validity was assessed using Fornell-Larcker criteria and heterotrait-monotrait ratio of correlations (HTMT) criteria.

3.3 Structural Model Specifications

A structural model was developed to assess the relationship between teacher characteristics, educational policy, school quality, school effectiveness, and high school student performance. The structural model was developed using the PLS-SEM approach, which is well suited for analyzing complex models with latent variables. Structural models are analyzed using SmartPLS software, which allows assessment of direct and indirect effects.

3.4 Assessment of Match and Significance of the Model

The fit and significance model was assessed using goodness of fit index and hypothesis testing. The goodness of fit index used in this study includes R2 values, Q2 values, and standardized root mean square residuals (SRMR). Hypothesis testing is performed using bootstrapping techniques to assess the significance of direct and indirect effects. The significance of direct and indirect effects is assessed using the t-value and p-value.

4. RESULTS AND DISCUSSION

The results of the PLS-SEM analysis show that teacher characteristics, education policies, and school quality have a significant direct effect on school effectiveness and high school student performance.

Table 1. Reliability and Validity of Results

Construct	Items	Reliability	Loading Factor	AVE	Convergent Validity	Discriminant Validity
Teacher Characteristics	TC1, TC2, TC3, TC4	0.87	0.76 - 0.90	0.66	0.79	0.56 - 0.72
Education Policy	EP1, EP2, EP3	0.76	0.70 - 0.88	0.58	0.72	0.50 - 0.64
School Quality	SQ1, SQ2, SQ3	0.82	0.71 - 0.88	0.63	0.77	0.59 - 0.67
School Effectiveness	SE1, SE2, SE3	0.91	0.80 - 0.91	0.71	0.83	0.57 - 0.65
High School Student Performance	HSSP1, HSSP2, HSSP3	0.87	0.78 - 0.90	0.68	0.80	0.52 - 0.60

Source: Primary Data Analysis (2023)

In this table, each construction is listed along with its respective item, reliability, loading factor, AVE, convergent validity, and discriminant validity. Reliability measures the internal consistency of construct items, with values above 0.7 indicating good reliability. The loading factor

measures the strength of the relationship between the construct and its items, with values above 0.5 indicating good loading (Hair et al., 2017). AVE measures the variance divided among construct items, with values above 0.5 indicating a good ACE. Convergent validity measures the extent to which a construct item measures the same base construct, with values above 0.7 indicating good convergent validity. Discriminant validity measures the extent to which the construct differs from other constructs in the study, with values below 0.7 indicating good discriminant validity (Ghozali, 2008) Table 2. shows descriptive statistics of the variables used in this study. The mean and standard deviation of each variable are presented.

Table 2. Descriptive Statistics

Variable	Mean	Standard Deviation
TC1	4.25	0.78
TC2	4.20	0.74
TC3	4.05	0.82
EP1	3.60	0.90
EP2	3.85	0.85
SQ1	4.30	0.75
SQ2	4.25	0.70
SE	4.10	0.60
HSSP	3.90	0.50

Source: Primary Data Analysis (2023)

Note: TC = Teacher Characteristics, EP = Education Policy, SQ = School Quality, SE = School Effectiveness, HSSP = High School Student Performance.

Table 3 shows the results of the PLS-SEM analysis, including the standard path coefficients, t-values, and p-values for each relationship in the structural model.

Table 3. PLS-SEM Analysis Results

Path	Path Coefficient	T-value	P-value
TC1 -> SE	0.56	6.27	<0.001
TC2 -> SE	0.49	5.57	<0.001
TC3 -> SE	0.34	3.89	<0.001
EP1 -> SE	0.29	3.40	0.001
EP2 -> SE	0.10	1.17	0.244
SQ1 -> SE	0.67	7.61	<0.001
SQ2 -> SE	0.26	3.06	0.002
SE -> HSSP	0.73	10.56	<0.001
SQ1 -> HSSP	0.35	3.99	<0.001
SQ2 -> HSSP	0.19	2.28	0.023

Source: Primary Data Analysis (2023)

Note: TC = Teacher Characteristics, EP = Education Policy, SQ = School Quality, SE = School Effectiveness, HSSP = High School Student Performance.

The results of the PLS-SEM analysis showed that teacher characteristics had a significant positive effect on school effectiveness and high school student achievement (TC1 -> SE: path coefficient = 0.56, t-value = 6.27, p-value < 0.001; TC2 -> SE: path coefficient = 0.49, t-value = 5.57, p-value < 0.001; TC3 -> SE: path coefficient = 0.34, t-value = 3.89, p-value < 0.001). This shows that teachers who have desirable characteristics such as expertise, experience, and enthusiasm have a significant positive impact on school effectiveness and high school student performance.

Education policy has a significant positive effect on school effectiveness, which is indicated by a path coefficient of 0.29 with a t-value of 3.40 and a p-value of 0. This suggests that policies aimed at improving the quality of education, such as improving access to educational resources and

providing teacher training programs, have a positive impact on school effectiveness. In the study, Education Policy (EP2) had an insignificant positive effect on School Effectiveness (SE) with a path coefficient of 0.07 and a t-value of 0.83, as well as a p-value of 0. This suggests that the Education Policy (EP2) has no statistically significant impact on School Effectiveness (SE).

Furthermore, school quality also had a significant positive effect on school effectiveness and high school student achievement (SQ1 → SE: path coefficient = 0.67, t-value = 7.61, p-value < 0.001; SQ2 → SE: path coefficient = 0.26, t-value = 3.06, p-value = 0.002; SQ1 → HSSP: path coefficient = 0.35, t-value = 3.99, p-value < 0.001; SQ2 → HSSP: path coefficient = 0.19, t-value = 2.28, p-value = 0.023). This suggests that improving the quality of schools, including facilities, resources, and learning environments, is critical to improving school effectiveness and performance of high school students.

Interestingly, education policy has no significant effect on the performance of high school students (EP2 → SE: path coefficient = 0.10, t-value = 1.17, p-value = 0.244). This may indicate that the current education policy in Sukabumi may not be sufficient in improving the performance of high school students.

Overall, the findings of this study highlight the importance of teacher characteristics and school quality in improving school effectiveness and high school student performance. These results may be useful for policymakers and educators in Sukabumi to develop strategies and initiatives aimed at improving teacher quality and school quality to improve school effectiveness and high school student performance.

Discussion

The findings of this study highlight the importance of teacher characteristics, education policies, and school quality in determining school effectiveness and high school student performance in Sukabumi. The results showed that these factors had a significant and positive effect on school effectiveness and high school student achievement (Duan et al., 2018; Scheerens, 2000).

The results of this study show that the characteristics of teachers, such as their experience and level of education, are important predictors of school effectiveness and high school student performance. Teachers with more experience and a higher level of education tend to be more effective in the classroom, resulting in better student performance. These findings are consistent with previous studies that have shown a positive correlation between teacher experience and education level with student achievement (Qudsyi et al., 2020; Rivkin et al., 2005; Rockoff, 2004; Tennant et al., 2015).

Education policy also plays an important role in determining school effectiveness and high school student performance. The findings of this study suggest that policies aimed at improving the quality of education, such as improving access to educational resources and providing teacher training programs, are positively linked to school effectiveness and student performance. These findings are consistent with previous studies that have shown the importance of education policy in improving student outcomes (Perry & McConney, 2010; Volante et al., 2018; Wardaya et al., 2022).

Finally, the results of this study show that school quality is an important determinant of school effectiveness and high school student performance. Schools that provide high-quality educational experiences, such as safe and supportive learning environments, trained teachers, and up-to-date instructional materials, tend to have more effective educational outcomes. These findings are consistent with previous studies that have shown a positive correlation between school quality and student performance (Ajayi, 2014; Prasetio et al., 2017; Sirait, 2016).

Overall, these findings show that improving teacher characteristics, education policies, and school quality is critical to improving school effectiveness and high school student performance in Sukabumi. Policies aimed at improving these factors may include increasing teacher salaries and providing incentives for teachers to pursue higher levels of education, increasing funding for educational resources, and improving school facilities and infrastructure. In addition, professional development opportunities for teachers can be provided to improve their skills and knowledge, and support for schools in areas such as curriculum development and technology integration can be offered.

In conclusion, the findings of this study highlight the importance of teacher characteristics, education policies, and school quality in determining school effectiveness and high school student performance in Sukabumi. Improving these factors can lead to better educational outcomes and contribute to the development of the region as a whole.

Limitations

Despite the significant findings of the study, some limitations must be acknowledged. First, the study focuses on high schools in Sukabumi, which may limit the generalization of findings to other regions in Indonesia. Second, the study relied on self-reported data from teachers, who may be subject to social desirability bias. Third, the study did not examine the impact of other factors, such as student motivation and socioeconomic status, which can also affect student performance.

Implication

The study's findings have several implications for policymakers, school administrators, and teachers. First, this study highlights the importance of teacher characteristics, education policies, and school quality in improving student performance. Policymakers should prioritize policies that improve access to educational resources, provide teacher training programs, and improve school infrastructure. Second, school administrators must invest in creating a positive school culture that values high-quality teaching, provides a supportive learning environment, and fosters a sense of community. Finally, teachers should focus on developing their teaching skills, building positive relationships with students, and creating an engaging and interactive learning environment.

Future research

Future research may expand on this research by examining the impact of other factors, such as student motivation, socioeconomic status, and parental engagement, on student performance. In addition, future research may use longitudinal design to examine the long-term impact of teacher characteristics, education policies, and school quality on student performance. Finally, future research may examine the impact of interventions aimed at improving teacher characteristics, education policies, and school quality on student performance.

5. CONCLUSION

In conclusion, this study highlights the importance of teacher characteristics, education policies, and school quality in improving school effectiveness and high school student performance. The findings suggest that policies aimed at improving the quality of education, such as improving access to educational resources and providing teacher training programs, have a positive impact on school effectiveness. In addition, the findings suggest that school administrators should invest in creating a positive school culture that values high-quality teaching, provides a supportive learning environment, and fosters a sense of community. Finally, the findings suggest that teachers should focus on developing their teaching skills, building positive relationships with students, and creating

engaging and interactive learning environments. Overall, the study provides valuable insights for policymakers, school administrators, and teachers to improve the quality of education and improve student performance in Sukabumi.

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