

ANALYSIS OF FACTORS INFLUENCING THE QUALITY IMPROVEMENT OF PRIVATE ELEMENTARY SCHOOL TEACHERS IN BOGOR DISTRICT

GRIET HELENA LAIHAD¹ and ANNA BUDIATMI²

^{1,2} Universitas Pakuan, Bogor, Indonesia.

Email: ¹griet102309@yahoo.com.au

Abstract

The quality of a teacher can be defined as the result, progress, and work performance of a teacher in the context of carrying out learning. This includes both planning and carrying out the learning process, as well as evaluating the learning outcomes; providing students with guidance and training; and their level of commitment to carrying out tasks. In spite of this, the results of the preliminary survey indicate that the quality of teachers working in Accredited B Private Elementary Schools in the Bogor Regency is, on the whole, quite poor. Because of this, academics have a vested interest in investigating the elements that can change the variables that influence it, specifically organizational support, training efficacy, and collaboration. Quantitative approaches, together with correlation analysis, are utilized in this study strategy. According to the findings, there is a favorable and very significant connection between organizational support and teacher quality, as measured by a correlation coefficient (r_{y1}) of 0.744. (Strong), there was a positive and very significant relationship between training effectiveness and teacher quality with a correlation coefficient r_{y2} of 0.726 (strong), there was a relationship positive and very significant relationship between collaboration and quality with a correlation coefficient r_{y3} of 0.523 (moderate).

Keywords: Teacher Quality, Organizational Support, Training Effectiveness, Collaboration

A. INTRODUCTION

Education is a very strategic process in educating the nation's life, so it must be done professionally (Kennedy, 2016). Therefore, the teacher as one of the actors of education must be a professional. Thus the existence of teachers in the educational process can be meaningful for society and the nation (Howard, 2003). The meaning of the teacher for the community will lead to better appreciation from the community for teachers. Developed nations usually have a good education. Good education is inseparable from the quality of good teachers. Therefore educators are a key factor in the quality of education and progress of a nation (Akiba et al, 2007).

In order for the dream of an Indonesian people who fear God Almighty, excel in science and technology, and possess an artistic, ethical, moral character and personality to become a reality, it is imperative that teachers be able to actively engage in national development (Rahmat, 2016). To argue that educators are crucial to the success of any community, nation, or state is not an exaggeration. During the third millennium, the Indonesian nation will face a global free era, namely the era of globalization. In this era, all aspects of the political, economic, social and cultural life of a nation will be more transparent (Kadarisman, 2017). At this time also the competition in various aspects of life in the world will be increasingly stringent. Like it or not,

happy or unhappy, the Indonesian people will experience this. Nations that cannot adapt to the demands of the free era will be "colonized" by other nations (Jatirahayu, 2013).

The influence of one's teachers is crucial. Education. Certified educators are held to a higher standard when it comes to educating the next generation (Boyd et al, 2007). A lot of focus should be placed on teachers' competence as they play a leading role in imparting knowledge and skills to their students. According to Friend et al. (2010), a school's effectiveness is directly proportional to the caliber of its teaching staff. It doesn't matter how well thought out the curriculum is if the teachers who will be implementing it lack the knowledge and expertise to get the job done. Teachers have a crucial role in ensuring that students receive a high-quality education that, in turn, yields successful lives (Mustari & Rahman, 2014). This is reinforced by Rhode Island Law No. 14 of 2005, which states that a teacher's professional status enhances both his or her dignity and the value of his or her work as a learning agent in the classroom. That's why it's crucial for educators to continuously improve their skills and knowledge (Sari, 2017).

It's important to keep in mind that there are a number of interconnected aspects that can affect the success of efforts to boost educational quality. However, the quality of the instructor has the greatest impact on whether or not students learn well in a classroom setting (Sastrawan, 2019). Teachers are often referred to as "secret curriculums" or "hidden curricula" (Aeni, 2014) since kids tend to take their cues from their teachers in terms of how they should act, look, and possess talents. Some parents continue to view teachers as proxies for themselves when their children are outside (Saripah, 2016).

In education, teacher quality plays an important role and determines the quality of educational outcomes because the teacher is the person who most often interacts directly with students during the learning process and outside the learning process (Hargreaves, 2000). Every country realizes that the teacher is an important figure in the world of education, so efforts are needed to improve the quality of teachers in both developed countries and develop so that they become professional teachers (Kim et al, 2019). Someone said to be a professional is a person who is considered an expert in his field, where the person concerned can make decisions independently and fairly, if someone becomes a professional, he must make a collective bargaining step by building a new process, new institutions, new procedures, which lead to an understanding of what an educator really wants, status, identity, professionalism, competence, which is logical from a professional job (Nawawi, 2001).

In light of the foregoing, a teacher must engage in ongoing professional development in order to foster in his students a wide range of learning skills, including the ability to acquire new information (learning to know), form an individual identity (learning to be), perform specific tasks (learning to do), and get along well with others (learning to live together) (Arta, 2019; Husaini, 2018).

A good organization is an organization that is consistent and has quality results. The school as an organization certainly wants to have good output so that the school can be said to be a quality school and this will increase public trust in the school (Brandt, 2003). Good school output is

determined by good teacher quality. To improve teacher quality, support from an organization is needed both materially and non-materially in the form of skills that support learning such as effective training so that teacher skills are honed more and to continue to improve skills and teachers' abilities need to be continuously improved (continuous improvement) with fellow teachers to synergize and collaborate with each other in advancing education (Mincu, 2015)

The results of this initial survey prove that the quality of teachers in Bogor district is not optimal. The facts from the results of the preliminary research indicate the need to improve the quality of private elementary school teachers in Bogor Regency. These indications point to improvements in teacher quality. Many factors can affect improving teacher quality including training effectiveness, organizational support, collaboration, principal leadership style, organizational culture, teacher skill development, curriculum, teacher motivation towards school organizations, scenario creation of the learning process, and student characteristics

Based on the background of the problem and problem identification, there are many factors that influence the relationship with teacher quality. So it is necessary to limit the problem so that researchers focus more on the variables to be studied. Therefore, this study is limited to only four variables, including: the dependent variable, namely teacher quality, and the independent variables, namely organizational support, training effectiveness, and collaboration. The unit of analysis for this research is Non-Permanent Teachers at Private Elementary School Foundations in Bogor Regency. On the basis that each foundation has a target of teachers who are appointed as permanent teachers of course based on qualification standards. Therefore, it is hoped that non-permanent foundation teachers can improve their quality according to the established qualification standards.

B. LITERATURE REVIEWS

1. Teacher Quality

Teacher quality consists of two words including the words quality and teacher. Quality in general is the level of good or bad or the level or degree of something. Quality is "a dynamic condition linked with products, services, human resources, processes, and the environment that meets or exceeds expectations," as stated by Goetsch and Davis (1994). To paraphrase Shewfelt (1999), "quality" refers to the extent to which a service or product meets the needs of its target audience. For Hanushek and Rivkin (2006), quality means meeting customer expectations.

Ashton-Warner (1986) (1986) The educator's primary responsibility is to provide pupils with a solid scientific grounding through instruction, mentoring, coaching, directing, training, testing, and grading. Evans (2002) (2002) to enhance the quality of both formal and informal learning, teachers are trained professionals acting as learning agents. Teachers, according to Rice (2003), are "adults who actively bear the responsibility of educating, teaching, and directing students." Teachers are those who have the expertise to plan lessons, run effective classrooms, and help students grow into responsible adults while they pursue their education.

Therefore, having high quality teachers who can apply professionalism and skills in the classroom is not enough to get high student learning outcomes. Without well-planned support

and instruction, quality teaching is impossible. Quality teachers and quality teaching are closely related, if one of them is not fulfilled, student success will also not be maximized. Quality teachers can make an impact on both students and schools and thus there is a considerable focus on teaching quality, much of it stemming from the assumption that improving teaching is a key element in improving student learning. We believe that this policy focuses on the naïve concept of the relationship between teaching and learning .

2. Organizational Support

A dynamic and changing environment necessitates organizational support, as defined by Kottke and Sharafinski (2015). A number of studies have demonstrated the beneficial effects of organizational support on both employees and businesses. Perceived organizational support was first defined by Eisenberger et al. (1986) as "the degree to which employees feel that their contributions are valued, that they receive enough assistance, and that their well-being is a priority for the organization." Perceived organizational support is the extent to which workers feel their contributions are valued and their welfare is prioritized, as defined by Robbins (2008: 46). (Kurtessis et al, 2017).

Three pillars make up organizational support, as described by Rhoades and Eisenberger (2002). Being courteous to one another is the first. The principle of reciprocity states that when a corporation helps its employees, those employees may feel emotionally required to return the favor. The second tenet is providing for the emotional well-being of workers, encouraging open communication among employees, and giving everyone an equal amount of responsibility. The third tenet is to encourage a more just system of rewarding and recognizing employees for their contributions to the organization.

3. Training Effectiveness

According to Brown (2002) "Training effectiveness is fundamentally an evaluation that inspects the level to which training enhances the employee's skills, knowledge, and behavior inside the association". Andrew F. Sikula (1975) describes training as "a short-term educational process employing a structured and organized procedure by which non-managerial individuals acquire technical knowledge and abilities for a particular purpose." Training is a brief educational process that employs systematic and organized methods so that operational staff can acquire technical knowledge and skills for a particular goal.

According to Alliger and Janak (1989), there are four measures of the efficiency of training: (1) Response: Reaction is a measurement of training effectiveness based on the reactions of training participants, particularly direct reactions. (2) Learning Process: The learning process is a measure of the effectiveness of the training based on the extent to which trainees are able to assimilate the offered knowledge. (3) Behavior Change: This behavior change is evidenced by a shift in attitude between before and after instruction. (4) Results: Results are a measure of the effectiveness of training based on employee achievement of organizational goals, quality of work, time efficiency, quantity of outputs, and waste reduction.

4. Collaboration

Collaboration is a form of cooperation, interaction, or compromise amongst a number of interrelated factors, including individuals, institutions, and/or parties who get repercussions and/or advantages. The values underlying a cooperation are a shared objective, a shared perspective, a willingness to process, mutual benefit, honesty, compassion, and a commitment to the community. Barbara and Celebrate (1989) define cooperation as a continuing engagement between multiple parties. "Collaboration is the mutual engagement of individuals in a concerted attempt to solve an issue jointly," argues Emily R. Lai (2011). Shared objectives, symmetrical organization, and a high degree of negotiation, engagement, and interdependence characterize collaborative interactions. Collaboration is defined as mutual participation in a coordinated attempt to address challenges jointly. Common objectives, a symmetrical framework, and a high level of negotiation through interactivity and interdependence define collaborative engagement.

In addition, Barfield (2016) defines partnership as As its Latin roots com and laboratory suggest, the basic definition of collaboration is "to work together." Collaborations have broad appeal across the political spectrum, not because they provide everything to everyone (as some literature on collaboration seems to imply), but because they deal with a process, as opposed to a program, agenda, or outcome. Collaboration compels us to examine the method by which we arrive at political decisions, whatever those decisions may be. Collaboration is not restricted by time or duration; as long as there are matters that involve or interact with other parties, collaboration is necessary.

5. Research design

The correlation research design refers to the constellation of research variables as follows:

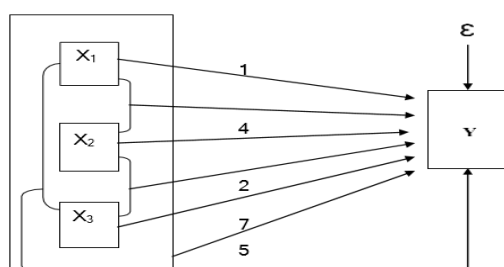


Figure 2: Constellation of research variables

Information:

X 1 : Support Organization X 2

X2 : Training Effectiveness X 3

X3 : Collaboration

Y : Quality Teacher

ε : Variable other which influence Y but not researched

In the research constellation above, the relationship X_1 is explained with Y, connection X_2 with Y, connection X_3 with Y, connection X_1 and X_2 together with Y, relationship X_1 and X_3 together together with Y, connection X_2 and X_3 together together with Y, the relationship X_1 , X_2 and X_3 together same with Y .

Based on the framework above, the hypothesis can be formulated as follows:

1. There is a favorable correlation between organizational support and teacher quality, so increasing organizational support can enhance teacher quality.
2. There is a positive correlation between training effectiveness and teacher quality, so increasing training effectiveness can lead to an increase in teacher quality.
3. There is a favorable correlation between cooperation and teacher quality, therefore enhancing collaboration can increase teacher quality.
4. There is a positive correlation between organizational support, training efficacy, and teacher quality, therefore enhancing organizational support and training effectiveness can improve teacher quality.
5. There is a favorable correlation between organizational support and cooperation together and teacher quality, therefore enhancing organizational support and collaboration together can enhance teacher quality.
6. There is a favorable correlation between the efficacy of teacher training and working together and teacher quality; therefore, enhancing the effectiveness of training and collaboration can increase teacher quality.
7. There is a positive correlation between organizational support, training efficacy, and teacher cooperation with teacher quality; therefore, enhancing organizational support, training effectiveness, and collaboration can improve teacher quality.

C. METHODS

This research is a quantitative correlational investigation. There are three independent factors and one dependent variable in this study. Teacher Quality is the dependent variable, while the independent factors are Organizational Support (X_1), Training Effectiveness (X_2), and Collaboration (X_3) (Y). The measuring instrument (instrument) used to obtain research data is a questionnaire (questionnaire) that is compiled based on indicators for each research variable, namely in the form of a list of statements to respondents who are willing to provide answers according to the researcher's instructions. The study's reachable population consisted of all B-accredited private elementary school instructors in Bogor Regency, comprising 710 individuals across 73 schools. In this study, 256 samples were collected using a probability sampling technique, namely proportional stratified random sampling with the Slovin formula. Utilizing indications from each study, a questionnaire was designed for use in data collecting. Measuring questionnaire data using a rating scale (rating scale). This research is evaluated in two stages: the data quality test (validity and reliability test) and the standard assumption test (normality test). Using multiple regression analysis techniques, the study's hypothesis was examined. This

method tries to demonstrate that the three variables organizational support, training efficacy, and collaboration have an effect on teacher quality. In this study, SPSS version 25 software was utilized for data analysis.

D. RESULTS AND DISCUSSION

1. Validity and Reliability Test

In this study, the analysis used to prove validity uses Pearson. Pearson correlation test results for Organizational Support (X1), Training Effectiveness (X2) and Collaboration (X3), and Teacher Quality (Y) variables show that r count results are greater than r table with a confidence level of $\alpha = 0.36$ so it can be concluded that statements of all variables are said to be valid.

Based on the reliability test of the Organizational Support variable (X1), Training Effectiveness (X2) and Collaboration (X3), and the Teacher Quality variable (Y) in this study it was declared reliable or trustworthy because the results of the reliability test showed that the overall Cronbach alpha value was > 0.6 , where the Cronbach's alpha value respectively of the four variables is 0.955; 0.966; 0.965; 0.962.

2. Test Requirements analysis

a) Normality test

The data normality test was conducted to determine whether or not the distribution of data from each variable was normally distributed; the distribution of data from each variable did not differ from the criteria of normally distributed data. The test for normalcy was conducted using the One Sample Kolmogoroff-Smirnov Test method. If the significance value is more than 0.05, then the residual value is regularly distributed. On the basis of the measurement results, it can be inferred that the variables organizational support (X1), training efficacy (X2), collaboration (X3), and instructor quality (Y) form a normally distributed population that fits the criteria for further testing.

b) Homogeneity Test

The homogeneity test is used to demonstrate that two or more groupings of sample data come from populations with the same variation (homogeneous). The homogeneity test is conducted with the Levene test, and the decision-making criterion for the homogeneity test with the Levene test is as follows: if the sig value is more than 0.05, then the data distribution is homogenous; otherwise, the data distribution is not homogeneous.

Table 1: Homogeneity Test Results

Variables	Sig.	alpha	Conclusion
Organizational Support (X1)	0.51	0.05	Homogeneous
Organizational Effectiveness (X2)	0.63	0.05	Homogeneous
Collaboration (X3)	0.61	0.05	Homogeneous

From Table 1 above, it is obtained that the Y homogeneity test over X₁ produces a significant value of 0.051 while the alpha is 0.05. It turns out that the sig value is 0.051 $>$ 0.05. Thus it

can be concluded that the variance of Y over X1 is homogeneous. The Y homogeneity test on X2 produces a significant value of 0.65 while the alpha is 0.05. It turns out that the sig value is $0.63 > 0.05$. Thus it can be concluded that the variance of Y over X2 is homogeneous. Y homogeneity test on X3 produces a significant value of 0.63 while the alpha is 0.05. It turns out that the sig value is $0.61 > 0.05$. Thus it can be concluded that the variance of Y over X3 is homogeneous.

c) Linearity Test

The linearity test is used to determine whether or not the connection between the data for the independent variable and the dependent variable is linear. Utilize linear regression analysis if a linear relationship exists. In contrast, a non-linear regression analysis is utilized if there is no linear relationship between the two variables. "If Sig > 0.05" is the program's linearity criteria for data, indicating that the regression line is linear.

Table 2: Linearity Test Results

Variables	Sig.	alpha	Conclusion
Organizational Support (X1)	0.150	0.05	linear
Organizational Effectiveness (X2)	0.352	0.05	linear
Collaboration (X3)	0.435	0.05	linear

Table 2 above shows that the probability value (sig) for the deviation from linearity for variable X1 is $0.150 > 0.05$, thus the regression model is declared linear. The probability value (sig) for the deviation from linearity for variable X2 is $0.352 > 0.05$, thus the regression model is declared linear. The probability value (sig) for the deviation from linearity for variable X2 is $0.435 > 0.05$, thus the regression model is declared linear.

3. Hypothesis test

After testing the analysis requirements, namely the normality test and homogeneity test, and determining that the data is normally distributed and homogenous, a hypothesis test will be conducted to determine whether the suggested hypothesis in this study can be accepted or rejected. The outcomes of testing the three proposed hypotheses are as follows

Table 3: Results of Research Hypothesis Testing

No	Connection	Correlation coefficient	Significance of Correlation		Probability (Sig.)	Conclusion
			T count	T table		
1	X1 with Y	0.744	18.572	1.65	0.000	Be accepted
2	X12 with Y	0.713	16.764	1.65	0.000	Be accepted
3	X3 with Y	0.523	10.232	1.65	0.000	Be accepted
4	X1, X2 with Y	0.806	9.686 7.603	1.65	0.000	Be accepted
5	X1, X3 with Y	0.725	14.754 5.711	1.65	0.000	Be accepted
6	X2, X3 with Y	0.793	13.335 5.833	1.65	0.000	Be accepted
7	X1, X2, X3 with Y	0.837	8.776 4.43	1.65	0.000	Be accepted

DISCUSSION

a) Effect of organizational support (X1) on improving teacher quality (Y)

The study's findings indicate a highly substantial positive correlation between Organizational Support and Teacher Quality. According to the results of the research evaluating the hypothesis, the correlation coefficient between Organizational Support and Teacher Quality (r_{y1}) is 0.744, indicating a strong association between the two categories. While the t count $>$ t table where $18.572 > 1.65$ with a probability of $0.000 < 0.05$ and H_0 is rejected, it is possible to deduce that the correlation coefficient is highly significant. This study reveals the existence of a highly substantial positive correlation between Organizational Support and Teacher Quality. Fransina Wattimena (2010) published research titled Implementation of Human Resource Development Strategies and Organizational Support for Improving the Quality of Lecturers at the Faculty of Economics, Pattimura University, Ambon. The results of this study are consistent with those findings. According to a p value of $0.000 < 0.05$, there is an influence of Organizational Support (X2) on Lecturer Quality Improvement (Y). This makes lecturers more willing to devote to resource development, and quality lecturers will result from good organizational support. According to Homklin et al. (2014), organizational support consists of training, equipment, expectations, and a productive work team provided by the organization. Organizational support is the commitment of an organization to its personnel. If the organization values employee dedication and loyalty as a type of employee commitment to the organization, then employees pay heed to the organization's commitment to them. According to the research findings and preceding discussion, one of the measures to improve teacher quality is to expand or develop organizational support.

b) Effect of Training Effectiveness (X2) on improving Teacher Quality (Y)

The study's findings indicate a highly substantial positive correlation between training efficacy and teacher caliber. According to the research findings obtained by evaluating the hypothesis, the correlation coefficient (r_{y2}) between training efficiency and instructor quality is 0.713, indicating a high association. While t count $>$ t table when $16.764 > 1.65$ with a probability of $0.000 < 0.05$ and H_0 is rejected, it may be argued that the correlation coefficient is highly significant. This study reveals the existence of a highly substantial positive correlation between training efficacy and teacher caliber. This study's findings are consistent with those of Asrijal's (2015) research titled The Effectiveness of Training Centers for the Ministry of Religion of South Sulawesi on the Quality of PAI Teachers in Makassar City. The study concludes that the effectiveness of training has an effect on the quality of PAI teachers. A member of the professional staff who plays a significant role in learning activities is the teacher. The role and responsibility of the educator is to mould the character of the nation's youth via the cultivation of the expected personality and values. Therefore, in order to fulfill this obligation, teachers must increase their professionalism. The success of an educational institution is dependent upon its teachers. By giving instructors with effective training, they will be able to increase their performance. On the basis of the research findings and preceding discussion, it can be concluded that one endeavor to increase teacher quality is to enhance or develop training effectiveness.

c) The Effect of Collaboration (X3) on improving teacher quality (Y)

The study's findings indicate a highly substantial correlation between Collaboration and Teacher Quality. According to the research findings obtained by evaluating the hypothesis, the correlation coefficient between Collaboration and Teacher Quality (r_{y3}) is 0.523, indicating a moderate association. As the H_0 hypothesis is rejected based on the t count $>$ t table where $10.232 > 1.65$ with a probability value of $0.000 < 0.05$, it can be stated that the correlation coefficient is highly significant. Consequently, this study demonstrates the existence of a very substantial correlation between Collaboration and Teacher Quality. The results of this study are in line with the opinion of Brownell et al (2006), entitled "Learning from Collaboration: The role of Teacher Qualities" which argues that professional collaboration is important as a medium for teacher learning, in terms of understanding and exploring what is brought or conveyed by each teacher. -each teacher. It is a process to shape how individuals or teachers improve their quality to help them apply what they have learned. In a collaborative work environment, teachers have the potential to create collective activity in initiating and sustaining continuous progress in their professional practice so that the students they support receive quality education. Based on the results of the research and discussion above, it can be indicated that one of the efforts to improve teacher quality is to improve or develop collaboration.

d) Effect of Organizational Support (X1) and Training Effectiveness (X2) on improving teacher quality

The results of the study indicate that Organizational Support and Training Effectiveness have a highly substantial positive correlation with Teacher Quality. In this area, the correlation coefficient between Organizational Support and Training Effectiveness and Teacher Quality ($r_{y1.2}$) is 0.810, indicating a significant association. As H_0 is rejected when the probability value is $0.000 < 0.05$, it may be stated that the correlation coefficient is highly significant. This study demonstrates that there is a substantial positive correlation between Organizational Support and Training Effectiveness as well as Teacher Quality. This research confirms the findings of Wattimena's (2010) study entitled Implementation of Human Resource Development Strategies and Organizational Support for Improving the Quality of Lecturers at the Faculty of Economics, Pattimura University, Ambon, where there is a direct influence between training and organizational support on the quality of lecturers at Patimura University. A school environment that is flexible and has a different set of strategies will be able to respond effectively to a dynamic environment. That is why teachers feel that participation in regular and periodic training held by the government, companies and related institutions is supported by an adequate budget allocation system to keep up with the increasingly rapid development of science and technology, so that the results obtained will contribute to the creation of quality students. . The support and motivation needed by lecturers in an effort to improve the quality of knowledge and knowledge within the framework of the school's vision and mission is the hope of teachers. This study indicates that organizational (school) support efforts are sufficient.

e) The effect of organizational support (X1) and collaboration (X3) on improving teacher quality

The results of the study indicate that there is a considerable positive correlation between organizational support and collaboration and organizational commitment. According to the research findings obtained by evaluating the hypothesis, the correlation coefficient between Organizational Support and Collaboration with Teacher Quality ($r_{y1.3}$) is 0.725, indicating a significant association within the category. As H_0 is rejected when the probability value is $0.000 < 0.05$, it may be stated that the correlation coefficient is highly significant. This study demonstrates that there is a highly substantial positive correlation between Organizational Support and Teacher Collaboration Quality. According to Kasmawati (2020), collaboration supported by organizations promotes teacher knowledge, abilities, and experience, hence increasing their competency. In addition, teacher competency will play a role in enhancing teacher performance, which will ultimately lead to greater student achievement. To obtain quality outcomes, collaborative activities such as collaborative planning in teams require organizational support, process support, and expert help (Voogt et al., 2016).

f) Effect of the effectiveness of Training (X2) and Collaboration (X3) on improving teacher quality (Y)

According to the findings of the research, there is a connection between the efficacy of teacher training and collaboration, and the quality of the teachers who receive that training. This connection is quite substantial. It is known that the correlation coefficient between Training and Collaboration Effectiveness and Teacher Quality ($r_{y2.3}$) is 0.793, indicating a good association in the category due to the findings of the research that were obtained by testing the hypothesis. In light of the fact that the probability value of $0.000 < 0.05$ indicates that H_0 cannot be accepted, one can draw the conclusion that the correlation coefficient is extremely significant. As a result, the findings of this study demonstrate that there is a positive connection between Teacher Quality, Training and Collaboration Effectiveness, and that this connection is quite substantial. This is in line with the findings of research conducted by Awalya et al. (2022), which found that providing training to counseling guidance teachers using an approach consisting of three stages, namely the identification of participant collaboration competencies, training implementation, and monitoring and evaluation of training, yielded satisfactory results. Guidance and counseling teachers and counselors have been able to collaborate on the development of guidance and counseling service programs, which they have then been able to assemble and disseminate to the public.

g) Effect of Organizational Support (X1) , Training Effectiveness (X2) and Collaboration (X3) on improving teacher quality

Significantly, the study's findings indicate that Organizational Support, Training Effectiveness, and Collaboration are positively associated with teacher quality. The correlation coefficient between Organizational Support, Training and Collaboration Effectiveness and Teacher Quality ($r_{y1.2.3}$) is 0.837, indicating a very significant association in the category, as determined by the results of testing the hypothesis. As H_0 is rejected when the probability value

is 0.000 0.05, it may be stated that the correlation coefficient is highly significant. This study reveals a positive association between Organizational Support for Training Effectiveness and Collaboration and Teacher Quality.

E. CONCLUSION

Based on the results of empirical study research using a correlational approach through data processing, statistical calculations, hypothesis testing and discussion of research results, it can be concluded that the following matters:

- 1) There is a positive and very significant relationship between organizational support and teacher quality so that strengthening organizational support can improve teacher quality.
- 2) There is a positive and very significant relationship between training effectiveness and teacher quality so that strengthening training effectiveness can improve teacher quality.
- 3) There is a positive and very significant relationship between collaboration and teacher quality so that strengthening collaboration can improve teacher quality.
- 4) There is a positive and very significant relationship between organizational support and training effectiveness together with teacher quality so that strengthening organizational support and training effectiveness can improve teacher quality.
- 5) There is a positive and very significant relationship between organizational support and collaboration together with teacher quality so that strengthening organizational support and collaboration can increase collaboration.
- 6) There is a positive and very significant relationship between the effectiveness of training and collaboration together with teacher quality so that strengthening the effectiveness of training and collaboration can improve teacher quality.
- 7) There is a positive and very significant relationship between organizational support, training effectiveness, and collaboration together with teacher quality so that strengthening organizational support, training effectiveness, and collaboration can improve teacher quality.

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