

## Correlation of Classroom Teacher Professionalism and Leadership to Student Learning Outcomes

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**Abstract:** This study investigates the relationship between classroom teacher leadership as extracurricular coaches, teacher professionalism, and student learning outcomes at SD Islam Cendikia Faiha. The research aims to explore how these factors contribute to students' academic success. Using a quantitative approach, data were collected through observation, documentation, and questionnaires from 15 classroom teachers who also serve as extracurricular coaches. The data were analyzed using product moment multivariate correlation to determine the strength and significance of relationships between variables. Findings reveal a positive correlation between teacher leadership in extracurricular coaching and student learning outcomes, with a correlation coefficient of 0.57. Additionally, teacher professionalism also shows a positive relationship with student learning outcomes, with a correlation coefficient of 0.53. The multiple correlation analysis confirms a significant combined effect of these two independent variables on student learning outcomes ( $F_{\text{count}} 7.78 > F_{\text{table}} 3.89$ ). These results highlight the crucial role of teacher leadership and professionalism in fostering student academic achievement. The study underscores the importance of empowering teachers with leadership skills and professional development opportunities, especially in extracurricular settings, to enhance student learning experiences. Future research could further explore these relationships in broader educational contexts to validate and extend the findings.

**Keywords:** Leadership, Learning Outcomes, Teacher Profesionalism

**How to Cite:** Nuriyani, Hasri, K. S., & Saputra, A. D. (2024). Correlation of Classroom Teacher Professionalism and Leadership to Student Learning Outcomes. *Jurnal Reviu Pendidikan Dasar: Jurnal Kajian Pendidikan dan Hasil Penelitian*, 11(1), 40-50. <https://doi.org/10.26740/jrpd.v11n1.p40-50>

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### Article Info:

Received: 22 August 2024; Accepted: 9 February 2025; Published Online: 28 February 2025

## INTRODUCTION

Teachers hold a central role in the development of formal education in schools. Their influence is critical in shaping student success, as they facilitate the development of students' potential to prepare them for future challenges (Rudiawan & Asmaroini, 2022; Sintya et al., 2023). Beyond their instructional duties, teachers also serve as leaders within the classroom, particularly in managing learning activities effectively (Waruwu & Silaen, 2024). Leadership in teaching is essential as it fosters positive learning behavior and ensures the achievement of efficient learning goals (Maghfiroh et al., 2021). One avenue through which teachers can develop leadership skills is through extracurricular activities, which remain within the school environment and directly involve students (Madinah et al., 2023).

The Indonesian Ministry of Education and Culture Regulation No. 15 of 2018 reinforces the importance of teacher leadership in extracurricular activities, which recognizes extracurricular coaching as an additional responsibility for teachers. Therefore, teachers who take on this role should be able to balance their leadership duties in extracurricular programs while maintaining professionalism in classroom instruction. Professional teachers demonstrate mastery in learning concepts, structures, methodologies, and competencies, all of which positively influence student learning outcomes (Atmojo et al., 2021; Hamid, 2020). Learning outcomes, as indicators of student success, are evaluated through aspects such as attitude, knowledge comprehension, and skills acquisition (Hermuttagien et al., 2023; Nafiah, 2020). A lack of professionalism in teachers can negatively impact the learning process and ultimately hinder students' academic achievements (Ulfadilah et al., 2023).

Empirical research has established a link between teacher leadership, professionalism, and student performance. Effective teacher leadership positively influences teacher professionalism, which in turn impacts student learning outcomes (Joo, 2020). However, research focusing on the interplay between classroom teacher leadership in extracurricular activities, professionalism, and student learning outcomes remains limited. Most previous studies have focused separately on principal leadership and its effect on teacher performance (Hidayat, 2022; Tamami & Azkia, 2022), the relationship between teacher professionalism and student learning outcomes (Chaipidech et al., 2021; Seftiani et al., 2022), and the role of managerial competence in shaping teacher

effectiveness ([Angga & Wiyasa, 2021](#); [Podolsky et al., 2019](#)). While these studies provide valuable insights, they do not fully explore the interconnected nature of these three variables in a unified research model.

Observations at SD Islam Cendikia Faiha Palembang highlight a pressing issue where extracurricular commitments interfere with classroom learning. Teachers and students frequently allocate instructional hours for extracurricular training, causing delays and inadequate learning time. This accelerated learning process often deviates from the planned curriculum, leading to compacted material delivery that can negatively impact student comprehension and outcomes. These conditions raise concerns about whether additional duties as extracurricular coaches enhance or compromise teacher professionalism. Ideally, teacher leadership in extracurricular activities should reinforce their professionalism rather than detract from it.

Given these gaps, this study seeks to analyze the correlation between classroom teacher leadership as extracurricular coaches, teacher professionalism, and student learning outcomes. By integrating these variables within a single research model, this study aims to provide a comprehensive understanding of how teacher leadership roles beyond the classroom contribute to or challenge their professional responsibilities. The findings will offer empirical insights into optimizing teacher leadership and professionalism in balancing both instructional and extracurricular duties, ultimately improving student academic performance.

## METHODS

This study employed a quantitative approach with a multivariate correlation design to examine the relationship between classroom teacher leadership as extracurricular coaches, teacher professionalism, and student learning outcomes. A multivariate correlation analysis was chosen to explore the simultaneous relationships between multiple independent variables and a dependent variable ([Grabowski et al., 2021](#)). The study was conducted at SD Islam Cendekia Faiha Palembang, involving a population of 15 classroom teachers who also served as extracurricular coaches.

The sampling technique used was a saturated sampling technique, where the entire population was included in the study. Saturated sampling is often applied in small populations where every individual possesses characteristics relevant to the study objectives, ensuring the accuracy and representativeness of the findings ([Hennink et al.,](#)

2019). Since all 15 teachers played dual roles as classroom teachers and extracurricular coaches, this technique was considered the most appropriate for capturing the full scope of their experiences and professional responsibilities.

Data collection was carried out using three methods: observation, documentation, and questionnaires. Observations focused on teacher leadership in both classroom and extracurricular settings, while documentation involved reviewing student learning outcomes and teacher performance records. The primary instrument used in this study was a structured questionnaire developed based on validated instruments from prior studies (Hong et al., 2019). The questionnaire underwent validity and reliability testing using the Pearson Product-Moment correlation and Cronbach's Alpha coefficient in SPSS 25 to ensure that the items accurately measured teacher leadership, professionalism, and student learning outcomes.

The analysis utilized multivariate correlation techniques with the Pearson Product-Moment formula, a statistical method commonly used to measure the strength and direction of relationships between multiple independent variables and a dependent variable (Flatt & Jacobs, 2019). In this study, the independent variables were classroom teacher leadership as an extracurricular coach and teacher professionalism, while the dependent variable was student learning outcomes. The use of multivariate correlation allowed for assessing the unique and combined effects of teacher leadership and professionalism on student learning, providing a comprehensive understanding of their interconnected roles in education. The findings contribute to the broader discussion on effective teaching strategies and professional development in primary education.

## RESULTS

The findings of this study provide valuable insights into the leadership of class teachers as extracurricular coaches, teacher professionalism, and student learning outcomes at SD Islam Cendikia Faiha Palembang. The results indicate that teacher leadership in extracurricular activities is generally categorized as moderate, with 46.66% of respondents falling into this category. A smaller proportion demonstrated either high (40%) or low (13.33%) leadership qualities. This suggests that while many teachers exhibit sufficient leadership skills in guiding extracurricular activities, there is still room

for improvement to enhance their effectiveness in fostering student development beyond the classroom.

**Table 1.** Classification of Respondents' Answers About Classroom Teacher Leadership as an Extracurricular Coach ( $X_1$ )

No.	Classroom Teacher Leadership as an Extracurricular Coach	Frequency	Percentage
1	High	6	40%
2	Moderate	7	46,66%
3	Low	2	13,33%
	<b>Total</b>	<b>15</b>	<b>100%</b>

Similarly, the analysis of teacher professionalism revealed that a significant portion of respondents (40%) displayed high professionalism, while an equal percentage fell into the moderate category. Only 20% of teachers were classified as having low professionalism. These findings suggest that most teachers at SD Islam Cendikia Faiha Palembang possess a strong commitment to professional development and instructional quality. However, given that nearly half of the teachers fall within the moderate range, targeted professional development initiatives could further strengthen their skills and pedagogical effectiveness.

Regarding student learning outcomes, the results indicate that 46.66% of students achieved high learning outcomes, while 20% were categorized as moderate, and 33.33% fell into the low category. The relatively high proportion of students with low learning outcomes highlights the need for further investigation into the factors influencing student performance. The findings of this study align with this perspective, demonstrating a moderate-to-strong relationship between these variables.

The application of the Product Moment correlation analysis further substantiated the relationship between these variables. The F-test results ( $F_{\text{count}} = 7.78$ ;  $F_{\text{table}} = 3.89$ ) indicate a significant correlation, rejecting the null hypothesis ( $H_0$ ) and accepting the alternative hypothesis ( $H_a$ ). The coefficient of determination ( $R^2 = 42.25\%$ ) suggests that teacher leadership and professionalism collectively explain 42.25% of the variance in student learning outcomes.

In the context of educational practice, these findings underscore the necessity of strengthening leadership skills among class teachers, particularly in their roles as extracurricular coaches. Effective leadership in these settings has been linked to improved

student engagement and academic performance. Moreover, continuous professional development programs tailored to enhancing pedagogical strategies, classroom management, and leadership capacities could contribute to raising the overall quality of education at SD Islam Cendikia Faiha Palembang.

Overall, this study reinforces existing research while offering new insights into the interplay between teacher leadership, professionalism, and student learning outcomes in the specific educational context of SD Islam Cendikia Faiha Palembang. Future research should explore additional influencing factors, such as school culture, parental involvement, and institutional support, to provide a more comprehensive understanding of student academic achievement determinants.

## DISCUSSION

The findings of this study highlight the significant role of classroom teacher leadership as an extracurricular coach and teacher professionalism in influencing student learning outcomes. The study objectives aimed to examine these relationships, and the results indicate a moderate to strong correlation, reinforcing the idea that effective teacher leadership and professionalism are essential components in fostering student academic success.

The positive relationship between teacher leadership in extracurricular activities and student learning outcomes aligns with previous research, which emphasizes the impact of teacher involvement beyond the classroom. Teacher leadership contributes significantly to student motivation and achievement ([Espinosa & González, 2023](#); [Shen et al., 2020](#)). These findings suggest that when teachers take active roles in mentoring and coaching students in extracurricular settings, they create a supportive learning environment that enhances student engagement and academic performance. Additionally, extracurricular involvement strengthens teacher-student relationships, further supporting the observed correlation ([Rahayu & Dong, 2023](#)). However, the coefficient of determination of 32.49% in this study suggests that while teacher leadership plays a crucial role, other factors also contribute to learning outcomes, such as parental involvement, peer influence, and instructional quality, as emphasized in their meta-analysis of student achievement determinants ([Kraft et al., 2016](#)).

Similarly, the study confirmed a positive correlation between teacher professionalism and student learning outcomes, which is consistent with previous literature. Continuous teacher professional development significantly enhances student performance (Ventista & Brown, 2023). This suggests that teachers who engage in ongoing learning and skill enhancement can better adapt instructional methods to meet students' needs. The coefficient of determination of 28.09% indicates that while professionalism is a significant factor, other variables, such as curriculum design and school infrastructure, may also play a role in student learning. Teacher professionalism is a critical driver of learning quality, reinforcing the importance of professional training programs (Lopes et al., 2024). Moreover, the necessity of supportive policies that promote teacher development, underscoring the broader systemic influences on education quality (Sims & Fletcher-Wood, 2021).

The multiple correlation analysis further demonstrated that the integration of teacher leadership and professionalism has a more substantial combined effect on student learning outcomes. A correlation coefficient of 0.65 and a coefficient of determination of 42.25% indicate that these two factors collectively contribute to nearly half of the variability in student performance. This finding aligns with research that emphasized the synergy between teacher leadership and professional development in enhancing instructional effectiveness (Ghamrawi et al., 2024; Grimm, 2024). The study also supports the arguments that found that schools with a strong culture of leadership and professionalism tend to create more dynamic and effective learning environments (Liu et al., 2021). Furthermore, the results align with the holistic approach proposed, suggesting that professional capacity building should integrate leadership training to maximize educational outcomes (Julismawati & Eliana, 2024; Ramamohan & Sarma, 2016).

While these findings support existing research, they also highlight potential areas for further exploration. The moderate correlation coefficients suggest that other influential variables should be examined, such as curriculum alignment, student socio-economic background, and school management practices. Additionally, longitudinal studies could provide deeper insights into the long-term impact of teacher leadership and professionalism on student learning.

In conclusion, this study reinforces the importance of teacher leadership in extracurricular activities and teacher professionalism as key determinants of student



success. The findings provide empirical support for policies and interventions aimed at strengthening teacher leadership roles and continuous professional development. Future research should explore additional influencing factors and examine the interplay between these variables over time to develop a more comprehensive understanding of student learning outcomes.

## CONCLUSION

The findings of this study highlight the crucial role of class teacher leadership as an extracurricular coach and teacher professionalism in influencing student learning outcomes at SD Islam Cendekia Faiha Palembang. The results indicate a moderate positive relationship between teacher leadership and student learning outcomes ( $r = 0.57$ ) with a coefficient of determination of 32.49%, suggesting that while leadership contributes significantly, other factors also play a role. Similarly, teacher professionalism demonstrated a moderate positive relationship with learning outcomes ( $r = 0.53$ ) with a coefficient of determination of 28.09%, reinforcing the importance of continuous professional development in improving educational quality. The multiple correlation analysis further confirmed that the integration of teacher leadership and professionalism has a stronger impact on student achievement ( $r = 0.65$ , determination coefficient = 42.25%). These findings contribute to the growing body of research emphasizing the necessity of teacher capacity building and leadership development in shaping effective learning environments. Future research should explore additional factors influencing student outcomes, such as school culture, parental involvement, and institutional support, while longitudinal studies could provide deeper insights into the long-term impact of teacher leadership and professionalism on student success.

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