Al-Ishlah: Jurnal Pendidikan
Vol.17, 2 (June, 2025), pp. 1938-1954
ISSN: 2087-9490 EISSN: 2597-940X, DOI: 10.35445/alishlah.v17i2.7069

Transforming Education: How Teacher Performance Management and Appreciative Inquiry Leadership Improve Learning Quality

Dewi Nur Laksmi Astutiningtyas[1], Widya Kusumaningsih[2], Nurkolis[3]

[1] Universitas PGRI, Semarang, Indonesia; dewilaksmi705@gmail.com
[2] Universitas PGRI, Semarang, Indonesia; widyakusumaningsih@upgris.ac.id
[3] Universitas PGRI, Semarang, Indonesia; nurkolis@upgris.ac.id

ARTICLE INFO

Keywords:

teacher performance management;
appreciative inquiry leadership;
learning quality

Article history:

Received 2025-01-30
Revised 2025-03-19
Accepted 2025-04-26

ABSTRACT

Learning quality remains a fundamental aspect of strengthening Indonesia's education system. Despite ongoing efforts, the 2023 Education Report revealed a decline in learning quality across 13 public elementary schools in Singorojo District, Kendal Regency, Central Java. This study responds to that issue by analyzing the impact of the Teacher Performance Management feature and the Appreciative Inquiry Leadership approach, both implemented in 2024, on improving learning quality. Employing a quantitative, causal-comparative research design, the study involved 103 teachers selected through proportional random sampling and utilized multiple linear regression analysis to explore the relationships among the variables. The findings suggest that both Teacher Performance Management and Appreciative Inquiry Leadership significantly contribute to enhanced learning quality when applied simultaneously. The results highlight the importance of integrating structured performance management with leadership that fosters appreciation, collaboration, and innovation. This study addresses a research gap by examining the joint effect of Teacher Performance Management and Appreciative Inquiry Leadership on learning outcomes in public elementary schools, a topic that remains underexplored in current literature. The practical significance lies in guiding educational leaders and policymakers to adopt strategies that nurture professional growth and create adaptive learning environments tailored to students' needs.

Corresponding Author:
Dewi Nur Laksmi Astutiningtyas
Universitas PGRI Semarang; dewilaksmi705@gmail.com

1. INTRODUCTION

Education is the cornerstone of national development, with learning quality serving as a key benchmark for the success of educational systems. In Indonesia, the Ministry of Education has introduced strategic reforms such as the National Assessment under Ministerial Regulation No. 17 of 2021, aimed at evaluating literacy, numeracy, and character education (Fiskha et al., 2022). This assessment aims to measure students' competencies in literacy, numeracy, and character education, providing relevant data to evaluate and improve education quality through the Education Report (Rubiherlan et al., 2024).

However, the results of the 2023 National Assessment, published in 2024, indicate a decline in performance among 13 public elementary schools in the supervised area 1 of Singorojo District, Kendal Regency, Central Java Province. This decline is particularly evident in Dimension D (quality and relevance of learning), specifically Indicator D.1, which measures learning quality. Interviews with teachers revealed that the decline in Indicator D.1 is attributed to various challenges in fulfilling their primary duties, including the teacher performance assessment system and school leadership (Ardila & Rigianti, 2023).

To maintain teacher performance in carrying out teaching and learning activities, a systematic and periodic teacher performance assessment is necessary (Munawir et al., 2023). However, the existing system is suboptimal, as teachers are required to assess their own performance under the supervision of the principal, reducing the objectivity of evaluations. Furthermore, teachers struggle with self-reflection without the guidance of the principal, making the assessment process unclear. This issue is influenced by school leadership, which tends to be negligent and overly trusting of teachers without understanding their strengths and weaknesses. As a result, efforts to improve learning quality have not been effective. The lack of relevant leadership literature for principals in the current era also contributes to this problem.

As a solution, the Indonesian government has introduced the Teacher Performance Management feature and the Appreciative Inquiry Leadership approach through the Merdeka Mengajar Platform. The *Merdeka Mengajar* Platform (PMM) is a digital education platform launched by the Ministry of Education, Culture, Research, and Technology on February 11, 2022, alongside the Merdeka Curriculum. PMM aims to assist teachers and principals in self-development, sharing inspiration, and implementing the Merdeka Curriculum (Prasetyaningsih et al., 2024). This platform provides various features that support teacher and principal competency development. One of these is the Teacher Performance Management feature, introduced in 2023, which plays a crucial role in enhancing learning quality (Van Waeyenberg et al., 2022). This feature facilitates structured performance planning, implementation, and evaluation through classroom observation with intensive mentoring from the principal (Imelda, 2024). With effective performance management, teachers can enhance their competencies and innovation in teaching, ensuring that education quality aligns with students' needs (Iku & Igo Leton, 2024).

In addition, one of the PMM features is self-paced training, which offers various instructional videos and teaching modules for teachers and principals to develop their competencies independently. One of the training modules is titled "Managing School Programs That Impact Students." This module provides training on the Appreciative Inquiry Leadership approach, which can be applied by school principals and teachers in implementing the teacher performance assessment process during the execution phase of teacher performance management. Appreciative Inquiry Leadership is a leadership approach that focuses on exploring an organization's strengths and positive potential to support innovation and improve learning quality (Arnold et al., 2022). This theoretical foundation, developed by Cooperrider and Srivastva (1987), emphasizes inquiry into what gives life to human systems when they are most effective. By studying this leadership approach, school principals are expected to better understand teachers' strengths and weaknesses in improving classroom learning quality. This ensures they do not neglect their responsibilities and instead provide intensive mentoring during the teacher performance evaluation process (Wardani et al., 2023).

Despite the growing relevance of these two approaches, there remains a research gap regarding how teacher performance management and Appreciative Inquiry Leadership simultaneously influence learning quality. Prior studies often examine these elements in isolation without exploring the potential synergy between structured performance systems and strength-based leadership models in the Indonesian basic education context.

In Singorojo District, where schools have diverse characteristics and learning challenges, this study is highly relevant in providing empirical evidence on the contribution of these two factors to learning quality in the 13 public elementary schools in supervised area 1 of Singorojo District. This study aims to analyze the impact of teacher performance management and Appreciative Inquiry Leadership on learning quality. Through this approach, the study seeks to identify effective strategies to enhance

learning quality that are adaptive to students' needs and contextual to local challenges. The originality of this research lies in its simultaneous analysis of the impact of teacher performance management and Appreciative Inquiry Leadership on learning quality in Indonesian public elementary schools, an area that remains underexplored in previous academic studies. This study provides empirical contributions to the development of evidence-based and contextually relevant educational policies.

2. METHODS

2.1. Research Design

This study employs a quantitative approach with a causal correlational research design (Hardani MSi et al., 2020). This approach aims to examine the cause-and-effect relationship between two independent variables, namely Teacher Performance Management (X1) and Appreciative Inquiry Leadership (X2), on the dependent variable, Learning Quality (Y). The quantitative approach was chosen because it allows for objective measurement using numerical data obtained from surveys, which are then analyzed statistically (Magister et al., 2023). While qualitative or mixed-method approaches can provide deeper insights into contextual factors influencing learning quality, the quantitative approach is more suitable for this study as it focuses on measuring relationships between variables objectively and generalizing findings to a broader population. This method enables the study to provide stronger empirical evidence regarding the relationship between teacher performance management and appreciative inquiry leadership in relation to learning quality. Additionally, data quantification facilitates more accurate data-driven decision-making in designing educational policies.

2.2. Population and Sample

The study was conducted in 13 public elementary schools in Kecamatan Singorojo, Kendal Regency, Central Java, over a five-month period from August to December 2024. The research population consisted of 138 teachers, and a sample of 103 teachers was selected using the Slovin formula with a 5% margin of error. A proportional random sampling technique was employed to ensure that the sample distribution represented the population proportionally across each school.

2.3. Instrument and Validation

Data collection was carried out using a questionnaire comprising closed-ended statements based on a five-point Likert scale, ranging from Strongly Agree (5) to Strongly Disagree (1). The questionnaire was tested for validity and reliability to ensure that the instrument accurately and consistently measured the research variables. The collected data included teachers' responses to the dimensions and indicators of each research variable.

Table 1. Variables / Measurement Items

Variable	Dimension	Indicator	Number of Questions
Learning Quality (Y)	Classroom Management	Classroom atmosphere regulation, Positive discipline	8
	Psychological Support	Affective support, Attention, Feedback	12
	Teaching Methods	Adaptive instruction, Interactive activities, Literacy, Numeracy	10
Teacher Performance Management (X_1)	Teacher Performance Planning	Performance practices, Competency development, Accountability	12
	Teacher Performance Implementation	Preparation discussions, Classroom observation, Follow-up discussions	10
	Teacher Performance Assessment	Assessment of practices and work behavior	7

Variable	Dimension	Indicator	Number of Questions
	Teacher Motivation	Providing motivation for work, learning, and administration	9
Appreciative Inquiry Leadership (X2)	Positive Environment	Achievement-oriented culture, Work atmosphere full of optimism	8
	Collaborative Learning	Training, Educational qualification improvement	6
	Learning Quality Improvement	Supervision, Learning community	6

2.4. Data Analysis Techniques

Data were collected by directly distributing questionnaires to teacher respondents, who provided answers based on their personal experiences and perceptions (Fitra Prisuna, 2021). The collected responses were subsequently analyzed using SPSS software.

The data analysis commenced with descriptive statistics to identify patterns and distributions across the research variables. Following this, several classical assumption tests were conducted: a Normality test to assess whether the data were normally distributed, a Linearity test to verify linear relationships between variables, a Heteroscedasticity test to evaluate the constancy of residual variance, and a Multicollinearity test to detect any high correlations among independent variables that could potentially bias the regression results.

To assess the simultaneous effects of Teacher Performance Management (X_1) and Appreciative Inquiry Leadership (X_2) on Learning Quality (Y), a multiple linear regression analysis was performed, using the model: Y=a+b1X1+b2X2+eY = a + b_1X_1 + b_2X_2 + eY=a+b1X1+b2X2+e where aaa represents the constant, b1b_1b1 and b2b_2b2 are the regression coefficients, and eee denotes the error term.

Hypothesis testing involved the use of a t-test to examine the partial effects of each independent variable, and an F-test to evaluate their combined influence. Additionally, the coefficient of determination (R^2) was calculated to determine the proportion of variance in learning quality explained by the independent variables.

This analytical approach was intended to ensure the validity of findings regarding the impact of teacher performance management and appreciative inquiry leadership across 13 public elementary schools in the Singorojo District, thereby offering a foundation for strategic recommendations to enhance educational quality.

2.5. Ethical Considerations

This research adhered to ethical standards in educational research. Prior to data collection, informed consent was obtained from all teacher participants. They were assured that their responses would remain anonymous and confidential and would be used solely for research purposes. The study was also conducted in alignment with institutional ethics approval procedures at Universitas PGRI Semarang.

3. FINDINGS AND DISUCSSION

3.1 Data Description

3.1.1 Teacher Performance Management in Public Elementary Schools in Singorojo District

This section presents the descriptive analysis of teacher performance management in public elementary schools within the Singorojo District. The analysis aims to provide an overview of the

distribution, central tendency, and variability of the teacher performance management scores based on the responses of 103 participants. The results are summarized in Table 2 below.

Table 2. Descriptive Statistics of Teacher Performance Management

		N	Minimum	Maximum	Mean	Std. Deviation
Teacher Management	Performance	103	77	142	115.95	16.909
Valid N (listwise)		103				

Based on the results of data collection on teacher performance management obtained from 103 research respondents, the highest score was 142, and the lowest score was 77, with a mean of 115.95 and a standard deviation of 16.909. The distribution of teacher performance management data was categorized into five groups: very good, good, fair, poor, and very poor.

To determine the interval values for each category, the following calculation was made:

i = (Highest Score−Lowest Score) : numbers of categories

i = (142 – 77) : 5

i = 65 : 5

i = 13

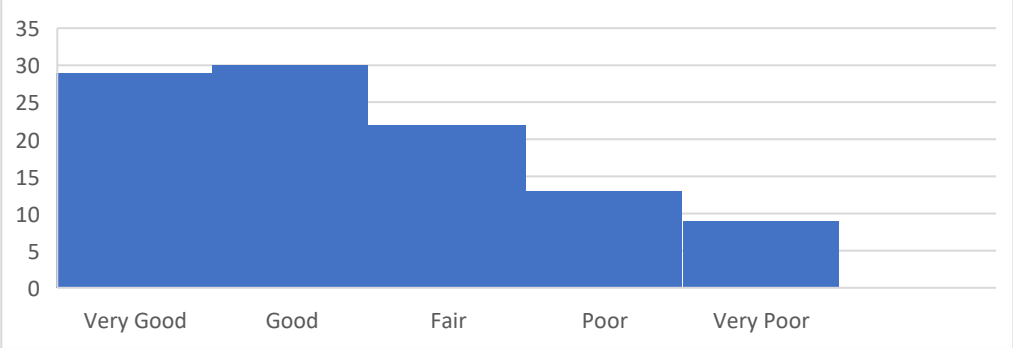

Figure 1. Histogram of Teacher Performance Management Frequency Distribution

Table 3. Frequency Distribution of Teacher Performance Management

No.	Interval	Category	Frequency	Percentage
1	129 - 142	Very good	29	28.2%
2	116 - 128	good	30	29.1%
3	103 - 115	fair	22	21.4%
4	90 - 102	poor	13	12.6%
5	77 - 89	Very poor	9	8.7%
Total			**103**	**100%**

Based on the data in Table 3, the majority of respondents rated teacher performance management as good (29.1%) and very good (28.2%), indicating that the implementation of teacher performance assessment in public elementary schools in Kecamatan Singorojo is quite effective. However, 8.7% of respondents rated it as very poor, and 12.6% rated it as poor, suggesting challenges in the implementation of this system. Factors such as unsystematic evaluation methods or a lack of regular training for teachers may contribute to these lower scores.

3.1.2 Appreciative Inquiry Leadership in Public Elementary Schools in Singorojo District

Table 4. Descriptive Statistics of Appreciative Inquiry Leadership

	N	Minimum	Maximum	Mean	Std. Deviation
Appreciative Inquiry Leadership	103	77	141	117,04	16,591
Valid N (listwise)	103				

Based on the data collected on appreciative inquiry leadership from 103 research respondents, the highest score was 141, and the lowest score was 77, with a mean of 117.04 and a standard deviation of 16.591. The data distribution was categorized into five groups: very good, good, fair, poor, and very poor. To determine the interval values for each category, the calculation was as follows:

i = (Highest Score−Lowest Score) : numbers of categories
i = (141 – 77) : 5
i = 64 : 5
i = 12,8 ≈ 13 (rounded)

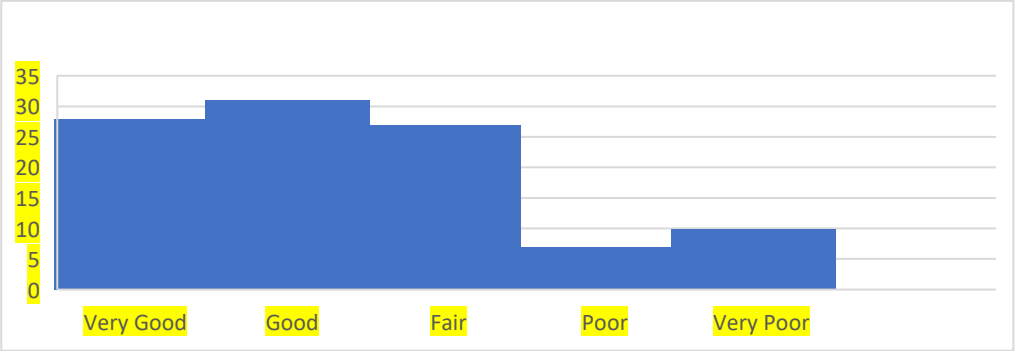

Figure 2. Histogram of Appreciative Inquiry Leadership Frequency Distribution

Table 5. Frequency Distribution of Appreciative Inquiry Leadership

No.	Interval	Category	Frequency	Percentage
1	129 - 141	Very good	28	27,2%
2	116 - 128	good	31	30,1%
3	103 - 115	fair	27	26,2%
4	90 - 102	poor	7	6,8%
5	77 - 89	Very poor	10	9,7%
Total			**103**	**100%**

Based on the data in Table 5, the perceptions of 103 respondents regarding appreciative inquiry leadership indicate that 9.7% of respondents rated it as poor, while 6.8% rated it as less than satisfactory. This is due to the perception that the appreciative inquiry leadership approach has not been fully implemented, mainly because of a lack of literacy and professional development among school principals. Meanwhile, 26.2% of respondents rated it as fair, 30.1% rated it as good, and 27.2% rated it as very good. It can be concluded that elementary schools in Kecamatan Singorojo have a well-perceived appreciative inquiry leadership style, as respondents feel that their principals are maximizing their professional development in implementing this leadership approach.

3.1.3 Learning Quality in Public Elementary Schools in Singorojo District

Table 6. Descriptive Statistics of Learning Quality

	N	Minimum	Maximum	Mean	Std. Deviation
Learning Quality	103	76	143	116,79	16,424
Valid N (listwise)	103				

Based on data collected from 103 research respondents, the highest learning quality score was 143, and the lowest score was 76, with a mean of 116.79 and a standard deviation of 16.424. The data distribution was categorized into five groups: very good, good, fair, poor, and very poor. To determine the interval values for each category, the calculation was as follows:

i = Highest Score−Lowest Score) : numbers of categories
i = (143 – 76) : 5
i = 67 : 5
i = 13,4 ≈ 13 (rounded)

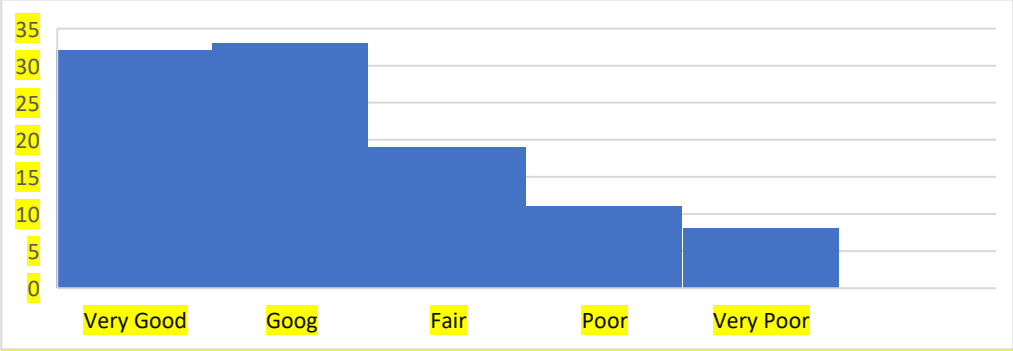

Figure 3. Histogram of Learning Quality Frequency Distribution

Table 7. Frequency Distribution of Learning Quality

No.	Interval	Category	Frequency	Percentage
1	128 - 143	Very good	32	31.1%
2	115 - 127	Good	33	32%
3	102 - 114	Fair	19	18.4%
4	89 - 101	Poor	11	10.7%
5	76 - 88	Very poor	8	7.8%
Total			**103**	**100%**

Based on the data in Table 7, the perceptions of 103 respondents regarding the quality of learning indicate that 7.8% of respondents rated it as poor, while 10.7% rated it as less than satisfactory. This is attributed to the lack of principal supervision in teacher performance assessments and the limited school facilities supporting efforts to enhance classroom learning quality. Meanwhile, 18.4% of respondents perceived the quality as fair, 32% as good, and 31.1% as very good. This positive perception stems from respondents' satisfaction with the structured teacher performance evaluation system and a leadership style that effectively supports teachers' professional development. Based on these findings, it can be concluded that public elementary schools in Singorojo District generally maintain a good quality of learning.

3.2 Classical Assumption Test

Before conducting data analysis, both simple and multiple linear regression analyses for hypothesis testing require several assumptions, including data normality, data linearity, multicollinearity, and heteroscedasticity (Mardiatmoko, 2020).

3.2.1. Normality test

The normality test is conducted to determine whether the data used in this study follows a normal distribution. Data normality is essential because multiple linear regression assumes that the residuals of the regression model are normally distributed, ensuring that the analysis results are reliable and unbiased.

Table 8. Test of Normality

Variabel	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Teacher Performance Management	.074	103	.194	.954	103	.201
Appreciative Inquiry Leadership	.074	103	.188	.949	103	.193
Learning Quality	.097	103	.117	.952	103	.134

a. Lilliefors Significance Correction

Based on the normality test table with a 5% alpha level, the significance value (sig) for all variables is greater than 0.05. This result indicates that the distribution of data on teacher performance management, appreciative inquiry leadership, and learning quality follows a normal distribution.

3.2.2 Linearity test

The linearity test aims to ensure that the relationship between independent and dependent variables is linear. The linearity of variable relationships is a crucial assumption in regression analysis, as a non-linear relationship may lead to invalid regression estimates.

Table 9. Linearity Test of X1 Against Y

			Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Learning quality* Teacher Performance Management	Between Groups	(Combined)	25180.851	53	475.110	9.973	.000
		Linearity	23691.273	1	23691.273	497.279	.000
		Deviation from Linearity	1489.578	52	28.646	.601	.964
	Within Groups		2334.450	49	47.642		
	Total		27515.301	102			

Based on the test results shown in the table above, the significance (Sig) value for Deviation from Linearity in the variable of teacher performance management and learning quality is 0.964 > 0.05. Therefore, it can be concluded that teacher performance management and learning quality in public elementary schools in Singorojo District have a linear relationship.

Table 10. Linearity Test of X_2 Against Y

			Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Learning quality* Appreciative Inquiry Leadership	Between Groups	(Combined)	25493.918	49	520.284	13.642	.000
		Linearity	23866.833	1	23866.833	625.780	.000
		Deviation from Linearity	1627.085	48	33.898	.889	.660
	Within Groups		2021.383	53	38.139		
	Total		27515.301	102			

Based on the test results shown in the table above, the significance (Sig) value for Deviation from Linearity in the variable of appreciative inquiry leadership and learning quality is 0.660 > 0.05.

Therefore, it can be concluded that appreciative inquiry leadership and learning quality in public elementary schools in Singorojo District have a linear relationship.

3.2.3 Multicollinearity Test

The multicollinearity test aims to detect whether there is a strong correlation between independent variables in the regression model. If high multicollinearity is present, the regression results may become unstable and difficult to interpret. (Akuntansi et al., 2024).

Table 11. Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	VIF
Teacher Performance Management	,550	7,990
Appreciative Inquiry Leadership	,550	7,990

a. Dependent Variable: Learning Quality

Based on the table above, the tolerance and VIF values of all independent variables, which consist of teacher performance management and appreciative inquiry leadership, show that the VIF value is < 10 and the tolerance value is > 0.1. This indicates that the independent variables used in this study do not exhibit multicollinearity symptoms. Therefore, the regression model can be used in this study.

3.2.4 Heteroscedasticity Test

The heteroskedasticity test is conducted to examine whether the residual variance remains constant across the range of independent variable values. If a specific pattern appears in the residual scatterplot, the regression model exhibits heteroskedasticity, which can lead to inefficient estimates.

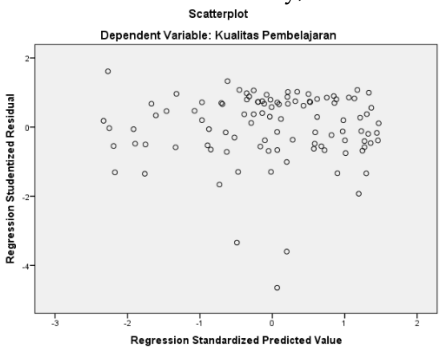

Figure 4. Scatterplot Graph of Heteroscedasticity Test

Based on the scatterplot above, the data points are randomly distributed above and below the zero axis on the Y-axis without forming a specific pattern. This indicates that there is no heteroskedasticity in the regression model used. The absence of heteroskedasticity means that the residual variance remains constant, ensuring that the regression model meets the assumption of homoskedasticity, leading to more accurate and unbiased estimates.

Thus, all classical assumptions in linear regression analysis have been met, making the regression model used in this study valid and reliable for drawing conclusions.

3.3 Hypothesis Testing

Hypothesis testing was conducted using simple and multiple linear regression analysis with SPSS and Microsoft Office Excel 2013.

3.3.1 The Influence of Teacher Performance Management on Learning Quality in Public Elementary Schools in Singorojo District

The first hypothesis tested in this study is as follows:

H_a = There is an influence of teacher performance management on the learning quality of teachers in public elementary schools in Singorojo District.

H_0 = There is no influence of teacher performance management on the learning quality of teachers in public elementary schools in Singorojo District.

The results of the Pearson product-moment correlation coefficient to determine the relationship between teacher performance management and learning quality are as follows:

Table 12. Correlation Between X1 and Y

		Learning quality
Teacher Performance Management	Pearson Correlation	.928**
	Sig. (2-tailed)	.000
	N	103

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

Based on the table above, the correlation coefficient between teacher performance management and learning quality is 0.928. This result, when converted according to (Table 3.6), indicates a **very strong** relationship between teacher performance management and learning quality. To determine whether the hypothesis proposed in this study is accepted or rejected, we refer to the coefficients table in the next section.

Table 13. The Influence of Teacher Performance Management on Learning Quality

Coefficients[a]					
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12,280	4,222		2,909	,004
	Teacher Performance Management	,901	,036	,928	25,015	,000

a. Dependent Variable: learning quality

The research results from the table above show that the t-value for teacher performance management is 25.015, while the t-table value is 1.98373 (25.015 > 1.98373), with a significance value of 0.000 < 0.05. This means that H_0 is rejected, and H_a is accepted, indicating that teacher performance management has a significant influence on the learning quality of teachers in public elementary schools in Singorojo District. To determine the magnitude of the contribution of teacher performance management to learning quality, we refer to the coefficient of determination (R-square) expressed as a percentage.

Table 14. Contribution of Teacher Performance Management to Learning Quality

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,928[a]	,861	,860	6,153

a. Predictors: (Constant), Teacher performance

The results of the coefficient of determination test in the table above show that the R-square value is 0.861. This means that teacher performance management contributes 86.1% to learning quality in public elementary schools in Singorojo District. Meanwhile, the remaining 13.9% is influenced by other variables that were not examined in this study, such as infrastructure, teacher competence, and learning program evaluation. Based on Table 14, the constant coefficient is 12.280, and the coefficient for the teacher performance management variable (X_1) is 0.901. Thus, the regression equation is:

$Y = \alpha + ßX_1$

$Y = 12,280 + 0,901\ X_1$

Based on the equation above, the constant value of 12.280 indicates that when teacher performance management is 0, the teacher learning quality score is 12.280. Furthermore, the positive value (0.901) in the regression coefficient shows that the relationship between teacher performance management and

teacher learning quality is direct/positive, meaning that every increase in teacher performance management improves teacher learning quality by 0.901.

Effective teacher performance management enhances learning quality through more systematic planning and evaluation, allowing teachers to adapt their teaching methods to students' needs (Siagian et al., 2024). Additionally, efficient performance management encourages teachers to adopt innovative teaching methods that increase student engagement. Well-managed teachers tend to be more professional and enthusiastic in teaching, positively impacting students' motivation and discipline. Moreover, the quality of teacher-student interactions improves, as teachers become more responsive to students' needs and can create a conducive learning environment (Amir et al.,2019). Therefore, the more optimally teacher performance management is utilized, the higher the resulting learning quality. To support this, policies such as regular training, data-driven evaluations, and incentives for high-performing teachers should be optimized to enhance overall education quality.

3.3.2 The Influence of Appreciative Inquiry Leadership on Teacher Learning Quality in Public Elementary Schools in Singorojo District

The second hypothesis tested in this study is as follows:

H_a = There is an influence of appreciative inquiry leadership on the learning quality of teachers in public elementary schools in Singorojo District.

H_0 = There is no influence of appreciative inquiry leadership on the learning quality of teachers in public elementary schools in Singorojo District.

The results of the Pearson product-moment correlation coefficient to determine the relationship between appreciative inquiry leadership and teacher learning quality are as follows:

Table 14. Correlation Between X_2 and Y

		Learning quality
Appreciative Inquiry Leadership	Pearson Correlation	.931**
	Sig. (2-tailed)	.000
	N	103

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

Based on the table above, the correlation coefficient between appreciative inquiry leadership and teacher learning quality is 0.931. This result, when converted according to (Table 3.6), indicates a very strong relationship between appreciative inquiry leadership and teacher learning quality. To determine whether the hypothesis proposed in this study is accepted or rejected, we refer to the coefficients table below.

Table 15. The Influence of Appreciative Inquiry Leadership on Teacher Learning Quality

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8,880	4,240		2,095	,039
	Appreciative Inquiry Leadership	,922	,036	,931	25,704	,000

a. Dependent Variable: Learning Quality

The research results from the table above show that the t-value for appreciative inquiry leadership is 25.704, while the t-table value is 1.98373 (25.704 > 1.98373), with a significance value of 0.000 < 0.05. This means that H_0 is rejected, and H_a is accepted, indicating that appreciative inquiry leadership has a significant influence on the learning quality of teachers in public elementary schools in Singorojo District. To determine the magnitude of the contribution of appreciative inquiry leadership to learning quality, we refer to the coefficient of determination (R-square) expressed as a percentage.

Table 16. Contribution of Appreciative Inquiry Leadership to Learning Quality

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.931[a]	.867	.866	6.010

a. Predictors: (Constant), appreciative inquiry leadership

The results of the coefficient of determination test in the table above show that the R-square value is 0.867. This means that appreciative inquiry leadership contributes 86.7% to learning quality in public elementary schools in Singorojo District. Meanwhile, the remaining 13.3% is influenced by other variables not examined in this study, such as teaching methods, student motivation, and school facilities. Based on Table 16, the constant coefficient is 8.880, and the coefficient for the appreciative inquiry leadership variable (X_2) is 0.922. Thus, the regression equation is:

$Y = \alpha + \beta X_2$

$Y = 8{,}880 + 0{,}922\ X_2$

Based on the equation above, the constant value of 8.880 indicates that when appreciative inquiry leadership is 0, the teacher learning quality score is 8.880. Furthermore, the positive value (0.922) in the regression coefficient shows that the relationship between appreciative inquiry leadership and teacher learning quality is direct/positive, meaning that for every increase in appreciative inquiry leadership, teacher learning quality improves by 0.922. Therefore, the higher the level of appreciative inquiry leadership, the better the quality of teacher learning.

Appreciative inquiry leadership has unique characteristics compared to other leadership styles (Polman & Scornavacco, 2022). Authoritarian leadership tends to be leader-centered, limiting teacher participation and hindering innovation. Transformational leadership focuses on inspiration and motivation but lacks a specific emphasis on exploring individual potential. Meanwhile, situational leadership adapts to conditions but does not always prioritize identifying strengths and past successes as a foundation for improvement (Sumarni et al., 2022). In contrast, appreciative inquiry leadership emphasizes uncovering existing potential, fostering a positive environment, and encouraging teachers to find creative solutions based on their best experiences (Aghaei et al., 2022). This approach not only enhances learning quality but also creates a more collaborative and empowering work culture

3.3.3 The Influence of Teacher Performance Management and Appreciative Inquiry Leadership on the Learning Quality in Public Elementary Schools in Singorojo District

The third hypothesis tested in this study is as follows:

H_a = There is an influence of teacher performance management and appreciative inquiry leadership on the learning quality in public elementary schools in Singorojo District

H_0 = There is no influence of teacher performance management and appreciative inquiry leadership on the learning quality in public elementary schools in Singorojo District.

The multiple correlation coefficient results, which determine the relationship between teacher performance management and appreciative inquiry leadership with the learning quality, are presented as follows:

Table 17. Correlation Between X1, X2, and Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change	F Change	df1	df2	Sig. F Change
1	.936[a]	.876	.873	5.852	.876	351.699	2	100	.000

a. Predictors: (Constant), Appreciative Inquiry Leadership, Teacher Performance

The table above shows the correlation coefficient between teacher performance management and appreciative inquiry leadership with learning quality is 0.936. When converted according to Table 17, this result indicates a very strong relationship between teacher performance management and appreciative inquiry leadership with learning quality.

To determine whether the proposed hypothesis in this study is accepted or rejected, we refer to the ANOVA table below:

Table 18. The Influence of Teacher Performance Management and Appreciative Inquiry Leadership on the Learning Quality

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24090.434	2	12045,217	351.699	.000[b]
	Residual	3424.867	100	34.249		
	Total	27515.301	102			

a. Dependent Variable: Learning Quality

b. Predictors: (Constant), Appreciative Inquiry Leadership , Teacher Performance Management

The results of the study in the table above show that the F-calculated value for teacher performance management and appreciative inquiry leadership is 351.699, while the F-table value is 3.09 (351.699 > 3.09) with a Sig. value of 0.000 < 0.05. This means that H0 is rejected, and Ha is accepted, indicating that teacher performance management and appreciative inquiry leadership significantly influence the Learning Quality in public elementary schools in Singorojo District.

To determine the contribution percentage of teacher performance management and appreciative inquiry leadership to the Learning Quality, we use the R-square coefficient.

Table 19. Contribution of Appreciative Inquiry Leadership to the Learning Quality

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.936[a]	.876	.873	5.852

a. Predictors: (Constant), Appreciative Inquiry Leadership , teacher performance management

Based on the coefficient of determination test in the table above, the R-square value is 0.876, which means that teacher performance management and appreciative inquiry leadership contribute 87.6% to the learning quality in public elementary schools in Singorojo District. The remaining 12.4% may be influenced by other variables not examined in this study, such as infrastructure, teacher competence, and learning program evaluation.

Next, to determine the regression equation, we refer to the coefficients test results below

Table 20. Coefficients of X1 and X2 on Y

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9,002	4,128		2,180	,032
	teacher performance management	,391	,153	,403	2,555	,012
	appreciative inquiry leadership	,533	,156	,539	3,414	,001

a. Dependent Variable: learning quality

b. Predictor: (Constant), appreciative inquiry leadership, teacher performance management

Based on the table above, the multiple linear regression analysis yielded a regression equation model as follows:

$Y = \alpha + ßX_1 + ßX_2$

$Y = 9{,}002 + 0{,}391\ X_1 + 0{,}533\ X_2$

Based on the regression equation, the interpretation is as follows:

1. The constant value of 9.002 indicates that the teacher learning quality score is 9.002 when the teacher performance management variable (X1) and appreciative inquiry leadership variable (X2) are both 0.
2. The regression coefficient for teacher performance management (X1) is positive at 0.391, meaning that an increase in teacher performance management (X1) will improve teacher learning quality by 0.391.
3. The regression coefficient for appreciative inquiry leadership (X2) is positive at 0.533, indicating that an increase in appreciative inquiry leadership (X2) will enhance teacher learning quality by 0.533.

The multiple linear regression analysis shows that teacher performance management and appreciative inquiry leadership significantly influence learning quality in public elementary schools in Singorojo District, contributing 87.6% (R-square = 0.876), while the remaining 12.4% is influenced by other factors such as infrastructure and teacher competence. The interaction between these two variables has the potential to create a synergistic effect, where effective appreciative inquiry leadership strengthens the implementation of teacher performance management through a supportive work environment, positive reflection, and increased intrinsic motivation. Conversely, without appreciative leadership, the effectiveness of teacher performance management may be suboptimal. Similarly, appreciative inquiry leadership without a clear performance management system may have a less significant impact. Therefore, the harmonious integration of these two factors is a crucial strategy in enhancing learning quality in public elementary schools in Singorojo District.

3.3.4 Effective Contribution and Relative Contribution

Table 21. Effective Contribution (EC) and Relative Contribution (RC)

Variable	SE	SR
teacher performance management (X_1)	37.4%	42.7%
appreciative inquiry leadership (X_2)	50.2%	57.3%

The analysis results show that appreciative inquiry leadership has a dominant influence on the quality of teacher learning in public elementary schools in Singorojo District, with an effective contribution of 50.2% and a relative contribution of 57.3%. Meanwhile, teacher performance management contributes 37.4% effectively and 42.7% relatively. However, other external factors also play a role in determining learning quality, such as school policies related to budget allocation, teacher training programs, and innovation-based curricula. Additionally, students' socioeconomic background affects their access to supplementary learning resources, impacting their academic performance. School infrastructure, including classrooms, supporting facilities, and educational technology, also contributes to creating a conducive learning environment. Therefore, while appreciative inquiry leadership and teacher performance management significantly impact learning quality, improving it requires a holistic approach that involves school policies, students' socioeconomic conditions, and educational infrastructure to achieve optimal and sustainable outcomes.

Discussion

The findings of this study confirm that Teacher Performance Management (TPM) and Appreciative Inquiry Leadership (AIL) significantly influence learning quality in public elementary schools in Singorojo District, with respective contributions of 86.1% and 86.6%, and a simultaneous contribution of 87.6%. These findings reinforce the studies of Samal A. Latif (2022) dan Amir S. (2019), who highlighted the importance of school leadership and teacher performance in shaping learning outcomes. However, this study extends prior research by demonstrating that Appreciative Inquiry Leadership contributes more dominantly, emphasizing the power of strength-based leadership in promoting teacher innovation and professional growth.

This study also supports the theoretical foundations of Cooperrider and Srivastva's Appreciative Inquiry model, which argues that focusing on organizational strengths rather than deficiencies leads to more effective and sustainable transformation. In contrast to traditional performance evaluation models that emphasize gaps and weaknesses, AIL fosters a culture of recognition, collaboration, and proactive reflection—creating an environment conducive to professional development.

Despite the positive quantitative outcomes, several implementation challenges emerged. Teachers' capacity for self-directed performance evaluation is still uneven, especially in using digital platforms like Merdeka Mengajar, which ideally function as strategic tools for reflection and development. This aligns with Nurdin et al. (2023), who emphasize the importance of adequate digital training to ensure optimal platform usage. Moreover, Ana Sichatul Fitria & Limgiani Limgiani (2024), found that excessive bureaucratic workloads detract from teachers' ability to innovate in classroom instruction—an issue also reflected in this study's field observations.

From a leadership lens, this study reinforces the superiority of AIL over transformational or situational leadership models. While transformational leadership inspires, and situational leadership adapts, AIL activates positive core values and existing strengths, fostering sustainable change. However, entrenched deficiency-based evaluation cultures, as noted by Hargreaves & Fullan (2012), remain a significant barrier. Shifting this mindset requires systemic intervention and supportive policies that reorient school evaluation systems toward appreciative and developmental frameworks.

The policy implications of these findings emphasize the need for a more comprehensive implementation design. Leadership training based on appreciative inquiry should be combined with a more flexible and support-based performance management system rather than merely administrative evaluation. The government also needs to develop policies that reduce teacher's administrative burdens, as recommended in the study by Sofyan Siregar et al., 2024, allowing them to focus more on improving learning quality. Furthermore, the allocation of education budgets should consider performance-based incentives that measure not only student's academic outcomes but also teacher's innovation in learning strategies (Latif Samal et al., n.d.)

Thus, while this study strengthens the argument for the importance of teacher performance management and appreciative inquiry leadership in improving learning quality, its effectiveness still depends on human resource readiness, organizational culture shifts, and more adaptive policy support. Integrating these strategies into a broader education system requires a multidimensional approach that includes training, policy reforms, and changes in school organizational culture to ensure sustainable impact.

4. CONCLUSION

This study provides evidence that teacher performance management and appreciative inquiry leadership play a crucial role in enhancing learning quality in public elementary schools. By integrating structured performance planning and strength-based leadership, schools can foster both professional accountability and a collaborative culture of continuous improvement. These findings expand the theoretical application of Appreciative Inquiry (Cooperrider & Srivastva, 1987) within the Indonesian primary education context, where traditional leadership models have often emphasized compliance over development.

From a policy perspective, the study underscores the importance of embedding performance management systems into school governance structures and equipping school leaders with appreciation-based leadership skills. Effective implementation calls for tailored strategies: resource-constrained schools may prioritize low-cost initiatives such as teacher mentoring and reflection sessions, while schools with better infrastructure can adopt integrated digital solutions like the Merdeka Mengajar Platform.

However, this study is limited in scope to schools within a single district and captures only the perspectives of teachers. This presents an opportunity for future research to include diverse stakeholders such as students, parents, and education supervisors. Employing qualitative approaches

or longitudinal designs may also yield deeper insights into how leadership dynamics and performance systems evolve over time and impact student learning outcomes.

In conclusion, while teacher performance management and appreciative inquiry leadership present promising strategies, their sustained impact relies on systemic alignment—among policies, school culture, and human capacity. Strengthening this alignment will be key to achieving long-term improvements in learning quality across Indonesia's education system.

REFERENCES

Aghaei, K., Ghoorchaei, B., Rajabi, M., & Ayatollahi, M. A. (2022). Iranian EFL Learners' Narratives in a Pandemic Pedagogy: Appreciative Inquiry-Based Approach. *Language Related Research*, *13*(3), 285–314. https://doi.org/10.29252/LRR.13.3.11

Amir, S., Rostitawati, T., & IAIN Sultan Amai Gorontalo, P. (2019). *Pengaruh kinerja guru terhadap peningkatan hasil belajar peserta didik di sma negeri 1 telaga biru*.

Ana Sichatul Fitria, & Limgiani Limgiani. (2024). Pengaruh Beban Kerja dan Disiplin Kerja terhadap Kinerja Guru (Literature Review). *Journal of Student Research*, *2*(4), 141–155. https://doi.org/10.55606/jsr.v2i4.3163

Ardila, Y. P., & Rigianti, H. A. (2023). Peran Penting Dan Tantangan Yang Dihadapi Oleh Guru Profesional Dalam Kegiatan Belajar Mengajar Di Kelas. In *Juni*.

Arnold, R., Gordon, C., van Teijlingen, E., Way, S., & Mahato, P. (2022). Why use Appreciative Inquiry? Lessons learned during COVID-19 in a UK maternity service. *European Journal of Midwifery*, *6*(May). https://doi.org/10.18332/ejm/147444

Cooperrider, D. L., & Srivastva, S. (1987). Appreciative inquiry in organizational life. Research in Organizational Change and Development, 1, 129–169.

Fiskha, S., Patri, D., Muhammadiyah, S., & Penuh, S. (2022). *Konsep Asesmen Nasional (AN) untuk Meningkatkan Mutu Proses dan Hasil Belajar*.

Fitra Prisuna, B. (2021). Pengaruh Penggunaan Aplikasi Google Meet terhadap Hasil Belajar. *Jurnal Penelitian Ilmu Pendidikan*, *14*(2), 137–147. https://doi.org/10.21831/jpipfip.v14i1.39160

Hardani MSi, A., Ustiawaty, J., & Juliana Sukmana, D. (2020). *Buku Metode Penelitian Kualitatif & Kuantitatif*. https://www.researchgate.net/publication/340021548

Iku, D., & Igo Leton, S. (2024). *Pengaruh Kepemimpinan Pelayan, Budaya Sekolah, Disiplin Guru dan Implementasi Platform Merdeka Mengajar terhadap Kinerja Guru Sekolah Dasar Penggerak*. http://Jiip.stkipyapisdompu.ac.id

Imelda, C. (2024). Dasar Hukum Pengelolaan Kinerja Guru Dan Kepala Sekolah Melalui Platform Merdeka Mengajar (Pmm) Yang Terintegrasi E-Kinerja Badan Kepegawaian Negara (Bkn) Legal Basis For Managing Teacher And Principal Performance Through The Teaching Merdeka Platform (Pmm) Integrated With E-Kinerja Of The National Civil Service Agency (BKN). *Multidisciplinary Indonesian Center Journal (MICJO)*.

Latif Samal, A., Yusuf, N., & Bolotio, R. (2022). *Analisis Pengaruh Kinerja Guru Pendidikan Agama Islam di SMK Islam Yapim Kota Manado*. https://doi.org/10.30868/ei.v10i001.1823

Magister, M. W., Pendidikan, A., Kristen, U., & Wacana, S. (2023). *Pendekatan Penelitian Pendidikan: Metode Penelitian Kualitatif, Metode Penelitian Kuantitatif dan Metode Penelitian Kombinasi (Mixed Method)*.

Mardiatmoko, G.-. (2020). Pentingnya Uji Asumsi Klasik Pada Analisis Regresi Linier Berganda. *BAREKENG: Jurnal Ilmu Matematika Dan Terapan*, *14*(3), 333–342. https://doi.org/10.30598/barekengvol14iss3pp333-342

Munawir, M., Yasmin, A., & Wadud, A. J. (2023). Memahami Penilaian Kinerja Guru. *Jurnal Ilmiah Profesi Pendidikan*, *8*(1b), 627–634. https://doi.org/10.29303/jipp.v8i1b.1237

Nurdin, D., Marnita, M., & Ghani, M. F. B. A. (2023). Digital Transformation To Improve Teachers' Learning Management and Students' Science Life Skills. *Jurnal Pendidikan IPA Indonesia*, *12*(3), 329–342. https://doi.org/10.15294/jpii.v12i3.44253

Polman, J. L., & Scornavacco, K. (2022). *Meanings and Practices of Inquiry-Based Teaching and Learning in the International Baccalaureate*.

Prasetyaningsih, N., Muiz, A., & Fatimah, F. (2024). Penggunaan Platform Merdeka Mengajar (PMM) untuk Peningkatan Kompetensi Guru di Sekolah Dasar. *Jurnal Basicedu*, *8*(1), 788–798. https://doi.org/10.31004/basicedu.v8i1.7108

Rubiherlan, Y., Pristi, M., Nursanti, F. E., Handayani, S., & Muchtar, H. S. (2024). *Pemanfaatan Rapor Pendidikan Pada Pengembangan Program di SDN Puncak 2*. https://raporpendidikan.kemdikbud.go.id?login,

Sofyan Siregar, A., Zulhimma, Z., Oslerking, B., Rambe, A., & Harahap, A. (2024). Optimalisasi Manajemen Administrasi Guru Melalui Aplikasi Siagud di MAN 2 PADANGSIDIMPUAN. *EDUTECH*, *23*(2), 213–229. https://doi.org/10.17509/e.v23i2.69946

Sumarni, A., Batanghari, I., Gusvita, M., Lestiana IAIN Batanghari, W., IAIN Batanghari, ini, & Rahmadani IAIN Batanghari, N. (2022). Mengenal Gaya Kepemimpinan Dalam Dunia Pendidikan. In *Muntazam: Jurnal Manajemen Pendidikan Islam* (Vol. 3, Issue 1).

Van Waeyenberg, T., Peccei, R., & Decramer, A. (2022). Performance management and teacher performance: the role of affective organizational commitment and exhaustion. *International Journal of Human Resource Management*, *33*(4), 623–646. https://doi.org/10.1080/09585192.2020.1754881

Wardani, W., Ruhita, R., & Supriadi, A. (2023). Pengaruh Kepemimpinan Kepala Sekolah Dan Kinerja Guru Terhadap Mutu Pendidikan Di Smp Negeri Kecamatan Tukdana Kabupaten Indramayu. *Edum Journal*, *6*(1).