



## Intisari

Penelitian ini bertujuan untuk menganalisis hubungan antara kualitas sekolah terhadap prestasi belajar siswa di Indonesia dengan menggunakan data di tingkat kabupaten/kota periode tahun 2016-2019. Kualitas sekolah dalam penelitian ini didefinisikan sebagai kualifikasi guru, sertifikasi guru, rasio guru siswa, kondisi ruang kelas, serta anggaran pendidikan daerah. Penelitian ini juga mengontrol karakteristik sosial ekonomi siswa sebagai faktor lingkungan di luar sekolah yang memengaruhi prestasi belajar siswa. Penelitian ini menggunakan analisis regresi data panel dengan model *fixed effect* dan diestimasi menggunakan metode OLS. Hasil penelitian menunjukkan bahwa kualifikasi guru dan sertifikasi guru memiliki hubungan positif dan signifikan secara statistik terhadap prestasi belajar siswa SMP, sementara rasio guru siswa dan kondisi ruang kelas memiliki hubungan yang positif dan signifikan secara statistik terhadap prestasi belajar siswa SMA. Hasil lain menunjukkan bahwa kesenjangan kondisi ekonomi antara Kawasan Barat Indonesia dan Kawasan Timur Indonesia menyebabkan perbedaan hubungan antara kualitas sekolah terhadap prestasi belajar siswa. Perbedaannya terdapat pada variabel kualifikasi guru, rasio guru siswa, serta kondisi ruang kelas.

**Kata Kunci:** prestasi belajar siswa, kualitas pendidikan, kualitas sekolah, fungsi produksi pendidikan, *fixed effect*.

## Abstract

This study aims to analyze the relationship between school quality and student achievement in Indonesia using data at the district/city level for the period 2016-2019. School quality in this study was defined as teacher qualification, teacher certification, student teacher ratio, classroom condition, and district government budget on education. This study also uses control variable that represent the socio-economic characteristics of students as environmental factors outside of school that affect student achievement. This study uses panel data regression analysis with fixed effect model and is estimated by OLS method. The results indicate that teacher qualification and teacher certification has a positive and statistically significant correlation with student achievement at the junior high school level, while the student teacher ratio and classroom condition has a positive and statistically significant relationship with student achievement at the high school level. Other results show that the gap in economic conditions between the Western Region of Indonesia and the Eastern Region of Indonesia causes differences in the relationship between school quality and student achievement. The difference lies in the variables of teacher qualification, student teacher ratio, and classroom condition.

**Keywords:** student achievement, education quality, school quality, education production function, fixed effect.