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**The Influence of School Management in Improving Teacher
Performance at Sangkhom Islam Wittya School Sadao, Songkhla Thailand**

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Abstract

This paper discusses the influence of school-based management on teacher performance at Sangkhom Islam Wittya School Sadao, Sangkela Thailand. This study aims (1) to determine school-based management at Sangkhom Islam Wittya School Sadao, Sangkela Thailand, (2) to determine teacher performance at Sangkhom Islam Wittya School Sadao, Sangkela Thailand, and (3) to determine the effect of school-based management on performance teacher at Sangkhom Islam Wittya School Sadao, Sangkela Thailand. This research is a quantitative research with an ex post facto research design. Sampling using total sampling technique, the number of samples is equal to the number of population, namely all teachers, totaling 20 teachers. Data obtained through questionnaires and documentation. Furthermore, the research data were analyzed statistically using data management, namely descriptive statistical analysis using the help of the SPSS Version 22 For Windows program. The results of the descriptive study show that school-based management at Sangkhom Islam Wittya School Sadao, Sangkela Thailand is included in the good category with a percentage of 50%, while the mean score is 82.23, and the teacher performance of Sangkhom Islam Wittya School Sadao, Sangkela Thailand is included in the moderate category. good with a percentage of 84%, while the mean score is 54.41. The results of this study indicate that there is a positive influence of school-based management (X) on teacher performance (Y) 0.528 or 52.8%. While the rest is influenced by other factors not examined.

Keywords: Teacher Performance, School Based Management, Southern Thailand.

PRELIMINARY

Education in a country can be said to be successful if the supporting factors provide significant linkages and achievements in the process of advancing education itself, one of the supporting factors for education is the achievement of learning outcomes. Efforts to create intelligent citizens who are cognitively affective and psychomotor are not enough through management and learning processes alone but require the performance of competent and professional teachers in providing teaching and learning activities to students in class, so that teacher performance is very important position in an educational institution (Brown, 1990).

The presence of the teacher in teaching and learning activities affects the success or failure of student learning outcomes. Thus the role of the teacher in teaching and learning activities greatly influences the achievement of student learning outcomes in educational institutions (Depdiknas, 2007). Teachers are one of the elements in the field of education that must play an active role and place their position as professionals eyes only to improve competence to teach.

The teaching profession also needs to be considered from other aspects such as increasing discipline, providing motivation, providing guidance, and providing intensive or decent salaries so as to enable teachers to be satisfied in working as educators (Budiarti, 2006). Making teachers professional can be pursued by providing achievement motivation on teacher performance, namely providing encouragement that exists in someone related to achievement, namely to control, manipulate, and regulate the social and physical environment, overcome obstacles and maintain quality work that competes and

strives to be able to exceed the results that have been achieved and before and outperform the achievements of others (Sumantri, 2007). In the end it will increase teacher performance which results in achieving the desired learning achievement (Sagala, 2009).

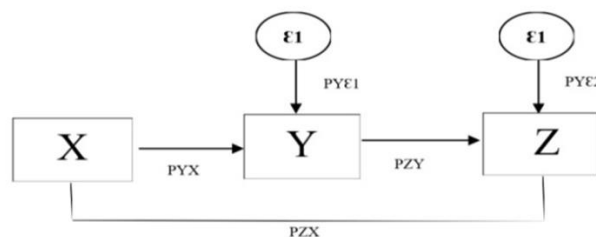
Based on the description above, it is understood that teacher performance is a subject that is constantly being discussed warmly in the world of education. This is because the teacher is the main leader in the learning process who can direct students to develop their own potential independently, as well as achieve development according to the stage (phase) of the student's age. Furthermore, this research seeks to deepen the study from the management aspect, which is summarized in the title, "*The Influence of School Management in Improving Teacher Performance at Sangkhom Islam Witty School Sadao, Sangkha Thailand*".

METHOD

Scientific research basically uses a lot of research methods, but in this study researchers used a descriptive quantitative method with a question method. The reason the researcher uses this descriptive quantitative method is because it pays more attention to getting a representative sample of the study population, and the method or procedure for collecting data is more accurate and questionable, because the description of the title is clearer (Sugiyono, 2011).

Likewise, the reason surveyors use descriptive quantitative methods in their survey methods is because surveys refer to a representative sample (sample) and surveys seek direct responses from respondents. Surveys usually use a sample from a representative (representative) population, so data collection is recommended when making conclusions. Of the samples that need to be taken for the population, the survey is carried out in the natural environment. The research paradigm contains views or thinking models that describe the various variables studied, determines and relates one variable to another so that research problems can be easily formulated. Develops theories, hypotheses proposed, research methods, research tools, methods used for analysis and conclusions which are expected.

Based on the refinement and classification of the two variables above, independent variables, intermediate variables, and dependent variables, the research paradigm is causally effective or causally related. The causal effect relationship is coupling between the convergence model and the divergence model. The convergence relational model is the causal factor that causes the effector, and the divergence relational model is the causal factor that causes the next effector (Arikunto, 2010). Therefore, the paradigm of the research model can be explained as follows:



Information:

= causal relationship

Variable X = School Management

Variable Y = Teacher Performance

Variable Z = Achievement of Student Learning Outcomes

P_{yx} = Structural parameter that shows the magnitude of the influence of variable X on Y.

P_{zy} = Structural parameter that shows the magnitude of the influence of variable Y on Z.

P_{zx} = Structural parameter that shows the magnitude of the influence of variable X on Z.

q_{ye1} = Structural parameter that shows the influence of other variables on Y (not measured).

q_{ze2} = Structural parameters that show the magnitude of the influence of other variables on Z (not measured).

This study used a quantitative, descriptive approach and the research method used was a survey with a correlation research design. Quantitative means that the analysis is carried out on data in the form

of numbers (Syaifuddin, 2013). Descriptive, because the activity is in the form of collecting data in order to test hypotheses or answer questions that cover the current situation of the subject of a study. Because the situation is ongoing so that the data can be tracked through questionnaires or relevant documents. While the correlation research design, because researchers want to know the level of relationship of different variables in one population (Saptiningsih, 2004).

This research was conducted randomly throughout Wittaya School Sadao Islamic School, Songkla Thailand. Time This research was conducted in January 2020 for approximately 1 month. The population in this study were all 20 teachers at Islam Wittaya School Sadao, Songkla Thailand. The sampling technique in this study using Simple random sampling is said to be simple (simple because the sampling is done randomly as many people, regardless of the existing strata in the population). This way is done when members of the population are considered homogeneous.

FINDINGS AND DISCUSSION

Results of Data Processing

Respondents by Last Education The distribution of respondents by last education can be seen in the following table:

Table 1. Frequency Distribution of Respondents by Last Education

Keneria guru		
N	Valid	20
	Missing	0
Mean		20.00
Std. Error of Mean		.669
Median		20.00
Mode		20
Std. Deviation		2.991
Variance		8.947
Range		11
Minimum		15
Maximum		26
Sum		400

Source: Wittya School Sadao Islamic School, Songkla Thailand

Based on table 1 above, data is obtained that of the 20 respondents, the majority of respondents who had a Bachelor's degree (S1) were 10 people, while those who had a Postgraduate education (S2) were 10 people each with a standard error of 0.66.

1. Validity and Reliability Analysis

Based on the results of the analysis of the validity and reliability of the research variables using the SPSS program, it shows that the validity and reliability tests of the questionnaire instruments were carried out to ensure that the research instruments used were accurate and reliable, and reliable when used as a tool in data collection. For details, the two tests can be explained as follows:

Validity test

To find out the validity of the questionnaire is done by calculating the correlation between the scoring of each question item with the total score. The analysis tool is Pearson's Product Moment correlation coefficient which is obtained using the Statistical Product and Service Solution (SPSS) computer program. To determine whether or not an instrument is valid based on the provisions, namely if $r_{count} > r_{table}$ significance of 5% means the item (items) is declared valid. Conversely, if $r_{count} < r_{table}$, then the item is invalid and does not have requirements. To determine the magnitude of the r table by looking at the r table the significance is 5%, provided that $n-2$ or $20-2 = 18$. Thus, the r table at df 55 is 0.2609 or 0.261. The results of the calculation of the validity test are:

Table 2. Test Results V. Results of Testing the Validity of School Management Variables

Variable	Item	R count	R table	Sig	Information
School Management (X1)	X1.1	0,933	0,261	0,000	Valid
School Management (X1)	X1.2	0,878	0,261	0,000	Valid
School Management (X1)	X1.3	0,899	0,261	0,000	Valid
School Management (X1)	X1.4	0,888	0,261	0,000	Valid
School Management (X1)	X1.5	0,988	0,261	0,000	Valid

Source: SPSS data processing.

Based on table 2 above, it shows the results of the validity of each item in the statement of the school management variable (X1) which has an r count of 0.933; 0.878; 0.899; 0.888; 0.988; all of them are greater than the rtable, namely 0.261 with a significance less than 0.005. Therefore, all statement items presented in the questionnaire deserve to be forwarded to obtain the necessary data.

Table 3. Results of Testing the Validity of Teacher Performance Variables

Variable	Item	R count	R table	Sig	Information
Teacher Performance (Y)	Y1.1	0,899	0,261	0,000	Valid
Teacher Performance (Y)	Y1.2	0,738	0,261	0,000	Valid
Teacher Performance (Y)	Y1.3	0,739	0,261	0,000	Valid
Teacher Performance (Y)	Y1.4	0,887	0,261	0,000	Valid
Teacher Performance (Y)	Y1.5	0,985	0,261	0,000	Valid

Source: SPSS data processing.

Based on table 5 above, it shows the results of the validity of each item statement of the teacher performance variable (Y) has an r count of 0.899; 0.738; 0.739; 0.887; and 0.899 all of which are greater than the rtable of 0.261 with a significance smaller than 0.005. Therefore, all statement items presented in the questionnaire deserve to be forwarded to obtain the necessary data.

Reliability Test

Reliability refers to the notion that an instrument can be trusted enough to be used as a data collection tool because the instrument is good. Reliability is a term used to indicate the extent to which a measurement result is relatively consistent if the measurement is repeated two or more times at different times.

The reliability testing process also uses the same program, namely by using the SPSS program computer assistance so that the test results obtained will be truly valid and reliable (Syaifuddin, 2013). The SPSS program provides facilities for measuring reliability with the Cronbach Alpha (α) statistical test. A variable is said to be reliable if it gives a Cronbach Alpha value > 0.60 . The results of the reliability test of the questionnaire instrument as contained in the attachment to this thesis can be summarized in the following table:

Table 4. Reliability Test Results

Variable	Cronbach Alpha	Information
School Management (X1)	0,824	Reliable
Teacher Performance (X2)	0,816	Reliable

Based on Table 4 above, it shows that the Cronbach Alpha value of the research instrument for each variable of school management (X1) and teacher performance (Y) is greater than the indicated value, which is equal to 0.60 or greater than 0.60. Thus, all items in the school management variable (X1),

teacher performance (Y) are reliable (can be trusted) because they meet the minimum requirements. Description of Research Variables Description of research variables is an explanation of the influence of school management on teacher performance. Variable assessment is based on the teacher's response as a respondent who provides information according to the questions asked in the questionnaire.

Discussion

School Based Management at Sangkhom Islam Wittya School Sadao, Sangkla Thailand

Based on the results of research conducted at Sangkhom Islam Wittya School Sadao, Sangkla Thailand by distributing questionnaires that have been tested for content validity, 17 items/items of statements were obtained, valid questionnaires were given to 20 respondents who came from teachers at Sangkhom Islam Wittya School Sadao, Sangkla Thailand Based on the distribution of questionnaires to 20 respondents, it can be seen that school-based management can be said to be in a good category with a sample frequency of 16 people and a percentage of 50% with an average score of 82.23 and the remaining 50% is influenced by other factors.

School-Based Management is a management model that provides greater autonomy to schools, encourages participatory decision making that directly involves all school members, employees, parents of students and the community to improve the quality of schools based on national education policies. With greater autonomy, schools have greater authority in managing their schools so that schools are more independent (Fitra, 2020).

Each manager in carrying out their duties has its own way and style. The manager has his own unique traits, habits, temperament, character and personality, so that his behavior and style differentiate him from others (Suarsa, 2006). Others School-Based Management is a management model that provides greater autonomy to schools, encourages participatory decision-making that directly involves all school members, employees, parents of students and the community to improve school quality based on national education policy (Supriadi, 1999). The term style is roughly the same as the way that managers use in influencing their followers to carry out school development plans (Syafaruddin, 2008).

Managers of an organization need to develop staff and build teacher performance which results in high levels of productivity, so managers need to think about their management. With greater autonomy, schools have greater authority in managing their schools so that schools are more independent. One of these factors is the implementation of good management in schools. In this regard, the researcher argues that School-Based Management is a management model that gives greater autonomy to schools (Ahmad, 2016).

With greater autonomy, schools have greater authority in managing their schools so that schools are more independent. School-Based Management is one of the factors that can affect teacher performance (Suryosubroto, 2010). With School-Based Management, teachers and schools are given the freedom to choose the most effective learning strategies, methods and techniques to improve student achievement, both academic and non-academic achievements (Tamsir, 2010).

Teacher Performance at Sangkhom Islam Wittya School Sadao, Sangkla Thailand

Based on the results of research conducted at Sangkhom Islam Wittya School Sadao, Sangkla Thailand by distributing questionnaires that have been tested for content validity, 14 items/item statements were obtained, valid questionnaires were given to 20 respondents who came from teachers at Sangkhom Islam Wittya School. Based on the distribution of the questionnaire to 20 respondents, it can be seen that the teacher's performance can be said to be in a good category with a sample frequency of 4 people and a percentage of 13% with an average score of 53.41 and the remaining 87% is influenced by other factors.

Teacher performance is a teaching program, presenting teaching programs, carrying out learning evaluations, carrying out analysis of learning outcomes, and compiling and implementing improvement and enrichment programs. Performance of human resources, including teachers in it according to International Standards on human resources, personnel who carry out work affecting product quality must be competent based on appropriate education, training, expertise and experience (Umaedi, 2000).

Teacher performance can be measured based on the competency specifications that must be owned by each teacher, namely: (a) pedagogical competence, namely the ability that must be possessed by

the teacher regarding student characteristics seen from various aspects such as moral, emotional, and intellectual, (b) personality competence personal abilities that reflects a solid and stable personality, mature wise, and has authority as a role model for students and has noble character, (c) social competence, namely social skills with the community, in the context of implementing an effective learning process, and (d) professional competence, namely the ability to owned by the teacher in planning and implementing the learning process (Suharno, 2008).

The Influence of School Management on Teacher Performance at Sangkhom Islam Wittya School Sadao, Sangkla Thailand

The discussion in this study is about the effect of school management on teacher performance at Sangkhom Islam Wittya School Sadao, Sangkla Thailand. Based on the results of the analysis of the School Management instrument and teacher performance, all questions that have been tested on respondents (teachers) are declared valid and reliable. In accordance with the theory put forward by the researcher, valid and reliable instruments are an absolute requirement to obtain valid and reliable research results.

Facts in the field show that the analysis of research results shows that there is a positive and significant influence of school management on teacher performance. These results mean that the hypothesis which reads "There is a significant influence between School Management on teacher performance at Sangkhom Islam Wittya School Sadao Middle School, Sangkla Thailand", is accepted.

The effect of school management on teacher performance is 52.8% and 47.2% is another factor that can affect teacher performance. Based on the research described above, it appears that school management is very important to improve teacher performance. School-based management has a significant influence on teacher performance because the management carried out by the school principal is adapted to the conditions and characteristics of the teacher. Where teachers have different characteristics will get different treatment.

CONCLUSION

Based on the results of research and analysis that have been found in this scientific journal, the following conclusions are obtained; First, based on the results of descriptive statistical analysis of school-based management variables, an average value of 82.23 is obtained. From this figure it can be concluded that school-based management at Sangkhom Islam Wittya School Sadao, Sangkla Thailand is in the very good category. Second, while the results of the descriptive statistical analysis of the teacher performance variable obtained an average value of 53.41, it can be concluded that the performance of teachers at Sangkhom Islam Wittya School Sadao, Sangkla Thailand is quite good. Third, there is a positive and significant influence of school-based management on teacher performance at Sangkhom Islam Wittya School Sadao, Sangkla Thailand. With this research providing great benefits and experiences for researchers, and this research is still far from being perfect, suggestions and criticisms from the readers are needed.

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