
**THE EFFECT OF
MANAGERIAL
EFFECTIVENESS AND
WORK ETHICS ON
THE PERFORMANCE
OF MADRASAH
IBTIDAIYAH
TEACHERS IN
CIPUTAT SUB-
DISTRICT,
TANGERANG
SELATAN CITY**

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ABSTRACT

Performance is the result of work and the progress that has been made by someone in their field of work. In achieving good result it needs to be supported by managerial effectiveness and a good work ethic between each person has an influence in improving teacher performance Elementary Islamic School at Ciputat, Tangerang City. The population in this study amounted to 220 teachers, taking research samples using sample random sampling techniques using Slovin formula so that there were 142 teachers. Data is empirical data obtained from questionnaires that have been tested for validity and reliability. The collected data was analyzed by descriptive analysis, then the hypothesis used path analysis. The results of the study show that there is a Principal Management Effectiveness that has a positive direct on performance. Work Ethics has a positive direct effect on performance. Principal Management Effectiveness has a positive direct effect on the Work Ethic. The research implications are to improve the managerial effectiveness of principals and a good work ethic in achieving good performance.

Keywords: Managerial Effectiveness; Work Ethics; and Performance.

ABSTRAK

Kinerja merupakan hasil kerja dan kemajuan yang telah dicapai seseorang dalam bidang pekerjaannya. Untuk mencapai hasil yang baik perlu didukung dengan efektivitas manajerial dan etos kerja yang baik antar masing-masing orang memiliki pengaruh dalam meningkatkan kinerja guru di SD Negeri Ciputat Kota Tangerang. Populasi dalam penelitian ini berjumlah 220 guru, pengambilan sampel penelitian menggunakan teknik sample random sampling dengan menggunakan rumus Slovin sehingga berjumlah 142 guru. Data tersebut merupakan

data empiris yang diperoleh dari kuesioner yang telah diuji validitas dan reliabilitasnya. Data yang terkumpul dianalisis dengan analisis deskriptif, kemudian hipotesis menggunakan analisis jalur. Hasil penelitian menunjukkan bahwa terdapat Efektivitas Manajemen Kepala Sekolah yang berpengaruh langsung positif terhadap kinerja. Etika Kerja berpengaruh langsung positif terhadap kinerja. Efektivitas Manajemen Kepala Sekolah berpengaruh langsung positif terhadap Etika Kerja. Implikasi penelitian adalah untuk meningkatkan efektivitas manajerial kepala sekolah dan etika kerja yang baik dalam mencapai kinerja yang baik.

Keywords: Managerial Effectiveness; Work Ethics; and Performance.

INTRODUCTION

Education is an effort that is deliberately made to develop the potential of students through learning activities so that there is a change in a positive direction for these students. School is one of the education units that carry out formal education. The education process can run well if the components in the school are used as much as possible. The school components include the principal, teachers, staff, curriculum, infrastructure and other components that can support the learning process. One important component in school is the teacher. Because teachers are human resources who are at the forefront of the interaction and teaching and learning process. Teacher performance is the dominant factor in determining the quality of learning. In an effort to improve teacher performance, the initiative of the principal (supervisor) is very much needed and does not come from the teacher as someone who feels the need to be fostered. So in this case, there are three main aspects that have an important role in efforts to improve teacher performance. The three aspects are coaching, motivation and training.

It is suspected that these three aspects have not been fully implemented properly so that they have an influence on the performance of teachers in Madrasah Ibtidaiyah, Ciputat District, South Tangerang City. With regard to teacher performance, the managerial duties that must be carried out by the principal to improve and improve teacher performance are responsible for planning, organizing (organizing), implementing (actualing), leading (leading), and relying on (controlling) all activities school and utilize all the resources (human and material) available in the school to achieve educational goals. Lack of teacher performance has an impact on the small number of innovations made by teachers in implementing learning. To demonstrate the quality of teaching professional teachers, teachers are required not only to be able to teach well but also to be able to produce various scientific activities such as papers, create modules and create creative and innovative learning methods.

Another factor that affects teacher performance is work ethic. Work ethic is a fundamental attitude towards self that forms positive work behavior rooted in mental awareness, fundamental beliefs, accompanied by total commitment to an integral work paradigm. In a work environment, work ethic greatly influences the performance of the teacher itself because work ethic is an attitude that arises of one's own will and awareness which is based on a cultural value orientation system towards work. Work ethic has a cultural basis and values, which of these cultural values form the work ethic of each individual which is able to influence the performance of the individual himself. Teachers in carrying out teaching and learning activities interact with students and do not appear suddenly, but there has been a process of forming a mindset that is inherent in their thinking patterns, life patterns, and ways of acting so that the goals of the National Education system can be realized. This professional responsibility is basically in the form of moral responsibility in relation to the work ethic in serving the community, and advancing democracy through equitable education for every young generation.

Performance is the result of work and progress that a person has achieved in his / her field of work. Performance means the same as work performance or in English it is called performance. Performance is always a sign of the success of an organization and the people in that organization.

Performance is the key that must function effectively for the organization as a whole to be successful. Armstrong explained that performance is the limit of the results of achieving a number of goals and the process of achieving these goals. The performance dimension in question is process-oriented performance and work results. Armstrong stated "Performance means both behavior and result. Behaviors emanate from the performer and transform performance from abstraction to action. Not just the instruments of results, behaviors are also outcomes in their own right-the product of mental and physical effort applied to task-and can be judge apart from result "(Amstrong & Stephen, 2014).

In Colquitt's view, performance is a set of values from employee behavior that requires a contribution, both positive and negative, to the fulfillment of organizational goals. Colquitt said, "As the value of the set of employee behaviors to contribute, either positively or negatively, to organizational goal accomplishment. This definition of job performance includes behaviors that are within the control of employees, but is places boundary on which behaviors are (and are not) relevant to job performances (Colquitt et al., 2015) ". The performance dimension includes behavior that is under the employee's control, but is limited to behaviors that are relevant to job performance. Colquitt's definition of performance focuses on performance behavior (duties and responsibilities) which is the core of the job.

Robbins and Timothi A. Judge discussed that there are three main types of behavior that shape performance, namely: (a) Task performance. Performing the duties and responsibilities that contribute to the production of a good or service to administrative tasks. This includes most of the tasks in conventional job description. (b) Citizenship. Action that contribute to the psychological environment of the organization, such as helping others whwn not required, supporting organizational objectives, treating works with respect, making constructive suggestions, and saying positive things about the workplace. (3) Couterproductivity. Actions that actively damage the organizational. These behaviors include stealing, damaging company property, behaving aggressively toward co-workers, and avoidable absences (Tebai, 2018).

Task performance includes the behavior of employees who are directly involved in the transformation of organizational resources into good production or service, among others; duties and responsibilities which are a core part of the job. Citizenship behavior is identified as the activity of employees who voluntarily contribute to the organization by improving the overall quality of the setting in which work takes place. For example; help colleagues who have a heavy workload, courtesy, and spontaneity by maintaining a good attitude with colleagues. Counterproductive behavior is employee behavior that intentionally hinders the achievement of organizational goals. For example: sabotage, theft and waste of resources.

Suwarto revealed that the performance system usually includes behavior (what employees do) and results (results from employee behavior). The performance dimension does not include the outcome of the behavior, but the behavior itself. So performance is about behavior or what employees do, not what is produced or what is the result of their work (Suwarto, 2014). This describes two characteristics of behavior as evaluative and multimediasocial performance. Nawawi said that performance is the quality and quantity of the achievement of tasks carried out by individuals, groups, organizations. Quality refers to the workload / target. The performance of the quality of neatness and service excellence that has been implemented (Putra & Yunita, 2014).

From some of the concepts above, it can be synthesized that performance is the behavior of an employee in carrying out his duties according to the responsibilities given to him to achieve organizational goals, with indicators: responsibility for tasks, timeliness in completing work tasks, interpersonal relationships, loyalty to the organization

Koentjaraningrat revealed that work ethic is a distinctive characteristic of working that is owned by a community group or person. This distinctive character in anthropology is called *ethos* (Koentjaraningrat, 2009). A character or character that describes the whole person of the person. If it is reduced again in the scope of work, this *ethos* is often used to describe the attitude, personality, character, morals, behavior and ethics of a person in carrying out work.

Sinamo stated that work ethic is a set of positive work behaviors that are rooted in strong cooperation, fundamental beliefs, accompanied by total commitment to an integral work paradigm (Bawelle et al, 2016). Work ethic is the totality of his personality and the way he expresses, views, believes, and gives meaning to something that encourages him to act and achieve optimal charity. Meanwhile, Chaplin states that: work ethic is the character or character of a certain national or racial group (Suriansyah, 2015). That is, the work ethic in a company will not just appear, but must be pursued in earnest through a controlled process by involving all human resources in a set of systems and supporting tools that exist in the company. By creating the same character and character among human resources, it will ensure the implementation of management functions properly in order to achieve organizational goals.

Furthermore, Sinamo defines work ethic as a set of positive work behaviors rooted in strong awareness, fundamental beliefs, accompanied by a total commitment to an integral work paradigm (Bawelle et al., 2016).

While Ndraha, work ethic includes work productivity and work quality. As a cultural dimension, the present work ethic can be measured as high or low, strong (hard) or weak (Suriansyah, 2015). Work ethic as a work culture means as; behavior when working, and skills (means, tools and work environment). If those views and attitudes see work as something noble for human existence, then the work ethic will be high. Conversely, if work is seen as something meaningless for human life, what if there is absolutely no view and attitude towards work, then the work ethic is automatically low.

Based on some of the above theories, it can be synthesized that work ethic is the basic attitude possessed by individuals or groups that are applied in working to achieve goals based on the values and norms that are adopted and influenced by the perspective of work by carrying out work with indicators: full of responsibility, respect for time, never give up, build communication relationships, reliable.

Effectiveness in general can be interpreted as a measure of the success of a goal. In general, the theory of effectiveness is goal-oriented. According to James L. Gibson "the goal approach to defining and evaluating effectiveness is the oldest and most widely used evaluation approach" (Gibson et al., 2012). The objective approach to defining and evaluating effectiveness is the oldest and most widely used approach. Furthermore, the objective approach describes the fulfillment of goals, rationality, and achievements. Meanwhile, according to Stephen P. Robbins, Mary Coulter states that "effectiveness is often described as" doing the right things ", that is, doing those the work activities that will result in achieving goals "(Purwana, 2015). Effectiveness is often described as doing the right thing, namely, doing work activities that will have an impact on achieving goals. Organizational effectiveness is a series of individual activities in an organization that are properly organized so as to be able to achieve goals such as productivity, efficiency or seriousness at work and individual awareness to excel at work.

Furthermore, Laurie J. Mullins explains the managerial effectiveness "managerial effectiveness is concerned with doing the right things and relates to the output of the job and what the manager actually achieves" (Laurie J Mullins, 2013). Managerial effectiveness is concerned with doing the right thing and is related to the output of the job and what the manager actually achieves.

Reddin's opinion states managerial effectiveness as "managerial effectiveness is nothing more than the output, and it is dependent upon the output with regards to one's position in the organization" (Laurie J Mullins, 2013). Managerial effectiveness is nothing more than output, and it depends on the

output with regard to one's position in the organization. Managers are judged not only on their own performance, but also on the results achieved by their subordinates. Manager effectiveness can be assessed based on factors such as; the motivational and moral strength of staff, the success of their training and development, the achievement of an organizational environment in which staff work willingly and effectively.

Meanwhile, Broide and Bennett explain managerial effectiveness as "results and consequences, bringing about effects, in relation to purpose, and giving validity to particular activities" (Waang, 2013). Managerial effectiveness is defined as results and consequences, effects in relation to objectives and provides validity for specific activities. Managerial effectiveness is a measure of the success or failure of achieving organizational goals.

Meanwhile, Yulk argued that "Effective managers had a strong efficiency orientation, which included high achievement motivation, high inner work standards, and a concern for task objectives, had a strong socialized power symbols, assertive behavior, attempts to influence others, and concern about the reputation. of the organization's products and abilities, and by behavior such as taking decisive action rather than hesitating or vacillating, and making proposals in a firm, unhesitating manner, with appropriate poise, bearing, and gestures, demonstrated a strong belief in self-efficacy and internal locus of control, as evidenced by behavior such as initiating action (rather than waiting for things to happen), taking steps to circumvent obstacles, seeking information from a variety of sources, and perceiving responsibility for success or failure" (Yulk, 2010). A managerial leader is the spirit that is the center of the movement of the organization to achieve predetermined goals. Because the managerial role in managing, directing and evaluating the success of an organizational program is very important. Within the scope of the madrasah, the head of the madrasah acts as a leader. The success or failure of education and teaching in schools is strongly influenced by managerial skills for each level of the organization including conceptual, social, and operational skills with different compositions.

Based on some of the above theories, it can be synthesized that managerial effectiveness is the provision of the use of resources in carrying out management functions to achieve organizational goals with indicators: success in achieving goals, provision in resource utilization, effectiveness in coordination, provisions in supervision.

METHOD

This research was conducted at Madrasah Ibtidaiyah in Ciputat District, South Tangerang City. This study uses a survey method with path analysis techniques. The sampling technique used was Simple Random Sampling, namely simple random sampling. Using this technique, it obtained 142 samples from an affordable population of 220.

FINDINGS AND DISCUSSION

The results of testing the first hypothesis indicate that there is a direct effect of Managerial Effectiveness on Teacher Performance as indicated by the linear regression equation $X_3 = 60.759 + 0.522X_1$. This equation provides information that the average addition of one score for the principal's managerial skills will be followed by an increase of 0.522 in the teacher performance level score. This means that if the managerial ability of a principal can be controlled and stable, then the teacher's performance will increase even though it does not increase significantly. The stability of the managerial process is seen from how to manage the school. School is an organization, so it is necessary to carry out management / management activities so that the resources in it can be used effectively and

efficiently so that they can achieve predetermined goals. The principal as a manager is in charge of managing school resources, which include managing educators, students, finance, curriculum, public relations, facilities, and other components, so that they can be utilized as much as possible, so that they can be directed towards achieving school goals effectively and efficiently. In connection with this opinion, Indriyo Gitosudarmo (p. 9, 2001) argues that management is an activity to use or manage production factors, both human, capital / funds, as well as machines / tools / equipment effectively and efficiently. The regression coefficient of the managerial ability variable (b_1) = 0.522 means that each increase of one unit of managerial ability will increase teacher performance by 0.522. This means that if the managerial ability of a school principal can improve, the teacher's performance will also increase significantly. Increasing managerial abilities can be seen from how a leader makes himself a mentor and coach. The principal as a supervisor must be able to provide effective guidance and coaching for all teachers / staff and students, 85 both formally and informally in order to achieve high performance. This opinion was emphasized by Arikunto (pp. 13-14, 2006) who argued that supervision has 3 functions, namely as an improvement in the quality of learning, as a driving force for changes in the elements that affect the improvement of the quality of learning, and functions as an activity to lead and guide for headmaster. The price of the correlation coefficient (r_{13}) is 0.621; while the path coefficient (p_{31}) is $0.425 > 0.05$, which means that managerial effectiveness has a direct effect on teacher performance. In this case, the principal as the highest leader is very influential in determining the progress of the school. One of them must have administrative skills, have high commitment and be flexible in carrying out their duties. Effective managerial school principals must be able to strive to improve teacher performance through educational staff capacity building programs. Therefore the principal must have the personality or character of the principal must be able to pay attention to the needs and feelings of the people who work so that teacher performance is always maintained. The principal is required to have good human resource management to achieve the goals he has planned. Human resource management is very influential on performance results because of the overall resources available in the organization, human resources are the most important and very decisive. Human resources are the only resources that have reason, feelings, desires, abilities, skills, knowledge, encouragement, power and work. The only 86 resources with ratio, taste and desire. All of these human resource potentials greatly influence the organization's efforts to achieve its goals. No matter how advanced technology, development of information, availability of capital and adequate materials, without human resources it will be difficult for the organization to achieve its goals. No matter how good the formulation of organizational goals and plans is, it seems like it will be in vain if the elements of human resources are not considered, especially if it is neglected.

In proving the second hypothesis, it turns out that there is a significant direct effect of work ethic on teacher performance, with a correlation coefficient of $r_{23} = 0.620$ and a path coefficient of $p_{32} = 0.316$. Thus it can be interpreted that the higher the work ethic affects the performance of the right teacher. Conversely, the lower work ethic affects teacher performance that is less precise.

In working every teacher is required professionalism. Including teachers at Madrasah Ibtidaiyah in Ciputat District, South Tangerang City. Improving the work ethic of teachers is always faced with problems related to personal and social qualities, so that if the personal and social qualities of teachers can be improved, the increase in teacher performance will indirectly increase as well. Based on the results of the analysis previously described, the work ethic of Madrasah Ibtidaiyah teachers in Ciputat District, South Tangerang City shows a positive and significant effect on improving teacher performance. The results of the data analysis conducted show that the dimension of work as a gift is the most dominant proportion, whereas the work dimension is that service is the lowest proportion, this can be used as a reference that teachers generally realize that work is a gift to be grateful for and that every

job given must be done seriously. For teachers at Madrasah Ibtidaiyah in Ciputat District, South Tangerang City, working sincerely and sincerely will certainly help them complete their work well, so that they are not only beneficial to others but also valuable in God's eyes. Harkam (2012) states that work ethic has a positive and significant effect on teacher performance. The concept of being a professional teacher is also a discourse in improving work ethic, where as a teacher is required to work hard and earnestly.

In proving the third hypothesis, it turns out that there is a direct and significant effect of principal managerial effectiveness on work ethic, with a correlation coefficient of $r_{12} = 0.516$ and a path coefficient of $p_{21} = 0.516$. Thus it can be interpreted that the more precise the managerial effectiveness of the principal has an effect on the increase in work ethic. Conversely, the more inaccurate the managerial effectiveness of the principal has an effect on the decline in work ethic.

Basically, ethos is about ethics, work ethic is the response made by a person, group, or society to life in accordance with their respective beliefs. Every belief has a value system and every person who accepts a certain belief tries to act according to his belief. The response or action that arises from the belief that is received becomes a habit or character in a person or group or society. With other individualized organizations, work ethic is a product of a belief system accepted by a person or group or society. Ethos contains a very strong spirit to do what is ideally better and even strive to achieve the perfect quality of work as possible. Practically, work ethic is a boundary of motivation, inspiration and work enthusiasm. Work ethic is formed when there is a willingness to work and care for work, this grows through sincerity which in a chain will create attention, discipline, empathetic response, understanding and work appreciation. Sincerity at work will make you happy, enjoy work, behave positively, be grateful, give deep value and meaning to work. A job will last or last and be happy if it is not always oriented to benefits or benefits, but also socially oriented, good, otherworldly, and enhances human dignity. The working person must have good ethics and attitudes in carrying out the job, and must have the motivation and drive and enthusiasm to carry out his job and respect the work. Someone who carries out his work ethic well, then the resulting work will run with what he wants maximally. Work ethic is also an attitude that arises of one's own will and awareness which is based on a cultural value orientation system towards work. Sinamo (p. 2, 2005) states that work ethic can be defined as the concept of work or work paradigm that is believed by a person or group of people to be good and true which is manifested through typical work behavior. The relationship between the principal managerial skills and the work ethic of the master is that the principal managerial skills are the abilities possessed in managing educational institutions or schools, the skills in question are conceptual skills, human relations skills, and technical skills. These skills must support each other in achieving school goals, meanwhile the work ethic or morale is high, because what the teacher does is highly appreciated by the principal.

CONCLUSIONS

Based on the results of the analysis that has been carried out, the findings in this study are as follows: First, the principal managerial effectiveness has a positive direct effect on teacher performance. This means that the better the level of managerial effectiveness of the principal, the better the performance of Madrasah Ibtidaiyah teachers in Ciputat District, South Tangerang City. Second, work ethic has a positive direct effect on teacher performance. That is, a high work ethic has a good effect on the performance of Madrasah Ibtidaiyah teachers in Ciputat District, South Tangerang City. Third, the managerial effectiveness of madrasah principals has a positive direct effect on work ethic. This means

that the better the level of managerial effectiveness of the head of madrasah will affect the work ethic of Madrasah Ibtidaiyah teachers in Ciputat District, South Tangerang City..

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