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# EVALUATION OF THE IMPLEMENTATION OF JAKARTA SMART CARD PROGRAM IN A PRIVATE SCHOOL IN WEST JAKARTA

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## Abstract

In 2012, the Provincial Government of Special Capital Region of Jakarta (DKI) launched the *Education Personal Cost Assistance* (BBPP) through Jakarta Smart Card (KJP). This program is intended as an effort to help students from less fortunate families to fulfill their 12-year compulsory education. In its implementation, this program faced problems. This research, which was done at SMP Al-Abror, a private junior secondary school in Kembangan Sub-district, West Jakarta in February through November 2017, has the purpose to evaluate the implementation of the KJP program. The evaluation focused on data collection, distribution, usage, and reporting, by implementing the Discrepancy Evaluation Model (DEM). The data were collected through document analysis, observation, interview, and survey which were then analyzed qualitatively and quantitatively based on the type of data. The results of the evaluation show that the data collection process at SMP Al-Abror has been done according to the established procedures and standards and is categorized as good. The distribution of students' account books and ATM KJP is also categorized as good. The usage and reporting of KJP funds is categorized as very good. However, in its implementation, there are still problems during the data collection stage, especially in the visitation stage due to the lack of time of the home room teachers have. Other than that, there are still infractions that occur including cash withdrawals for unauthorized uses and also students who did not report the uses of the KJP fund.

**Keywords:** program evaluation, discrepancy evaluation model, cash assistance, Jakarta Smart Card

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## Introduction

Education is a primary need for everyone, especially during a transitional period such as now, which is marked by rapid development of knowledge and technology followed by the shifting of values. Thus, education is an absolute element that each individual should have. However, in its implementation, not all levels of education can be evenly experienced by children.

Data from Central Bureau of Statistics (2017a) show that the gross enrollment rate or *angka partisipasi kasar* (APK) at the primary level, which consists of general primary school or *sekolah dasar* (SD), Islamic primary school or *madrasah ibtidaiyah* (MI), and Package A (*Paket A*), has exceeded 100%, although there was a decrease from 112,19% in 2007 to 108,50% in 2017. The APK exceeding 100% indicated that there were students whose ages were younger or older than the age group in that certain level of education. Meanwhile, the APK at the junior secondary level, which consists of general junior secondary school or *sekolah menengah pertama* (SMP), Islamic junior secondary school or *madrasah tsanawiyah* (MTs), and Package B (*Paket B*), increased from 86,37% to 90,23 %. In the same period of time, the APK at the senior secondary level, which consists of general senior secondary school or *sekolah menengah atas* (SMA), vocational secondary school or *sekolah menengah kejuruan* (SMK), Islamic senior secondary school or *madrasah aliyah* (MA), and Package C (*Paket C*), increased from 59,46% to 82,84%.

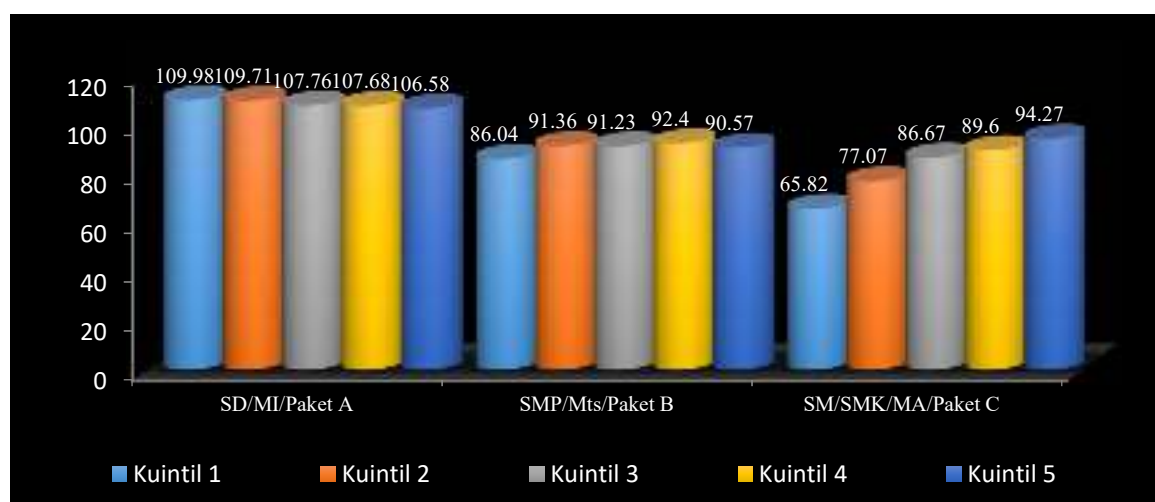
The increase of access to education can also be seen by the net enrollment rate or *angka partisipasi murni* (APM) and school enrollment rate or *angka partisipasi sekolah* (APS). The APM at the primary level increased from 93,78% in 2007 to 97,19% in 2017, meanwhile the APM at the junior secondary level increased from 66,90% to 78,40%. The APM at the senior secondary level increased from 44,84% to 60,37%. The APS of 7-12 year-olds increased from 97,64% in 2007 to 99,14% in 2017. An increase also occurred for the APS of 13-15 year-olds from 84,65% in 2007 to 95,08% in 2017. As for the APS of 16-18 year-olds, there was an increase from 55,49% in 2007 to 71,42% in 2017.

The above data show that, overall, there was an increase of enrollment rates. However, if closely examined, it can be seen that education enrollment decreased with every level of education. This meant that not all graduates of a certain level of education pursued a higher level of education, especially at the senior secondary level. Many factors encompass this condition, from school factors (such as uncomfortable school conditions, the school building, the long distance to school, etc.) to student factors (social-economic conditions culture, environment,



etc.). In short, an affordable and high-quality education is still an issue in Indonesia (Ghani, 2009, p. 62).

The government's policies and programs play a part in achieving affordable and high-quality education along with decreasing the inequity of education enrollment at the elementary school level (OECD/ADB, 2015). However, the data also indicated that social-economy factors played a role in a student's pursuit of a higher education level, especially at senior secondary level. Figure 1 shows that 94,27% of children from the highest socio-economic status (quintile 5) continued their education to senior secondary level, meanwhile only 65,82% of children from families of low socio-economic status did the same (quintile 1). At the senior secondary level, it appears that the higher the SES, the higher the APK as well.



Source: Processed from BPS (2017b, p. 39).

**Figure 1**

2017 APK According to Level of Education and Socio-economic Status

The above data confirms the results of research conducted by nine countries in Southeast Asia, including Indonesia, which show that children from families of lower incomes have a bigger chance of dropping out of school compared to children from families with higher incomes (UNESCO, 2017). For example, in Indonesia, the risks of children dropping out of school from lowest income families are five times more likely compared to highest income families (UNESCO, 2017). Meanwhile, the research conducted by Setyaadharma (2017) in Central Java shows that children from the poorest group has a higher risk of dropping out of junior secondary school-level education compared to other groups. These barriers that obstruct children from pursuing their education can be categorized into three types, which are capacity barriers, access barriers, and financial barriers (UNESCO Bkk, 2014 as

cited in UNESCO, 2017). Capacity barriers include the lack of need for education, the low quality of education, the difference of mother language and language used in school, and misconception of schooling. Financial barriers include the incapability of families to pay for direct and indirectly costs of schooling. Access barriers include the long distance between school and home, along with social and cultural reasons that obstruct the children from attending school.

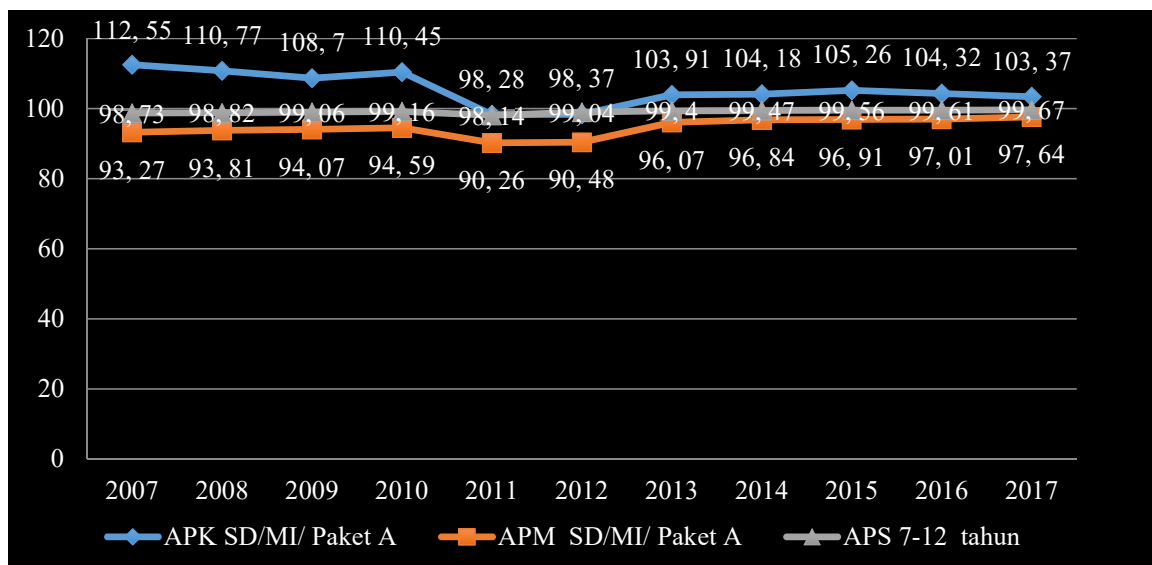
Regarding the financial barriers, in order to increase the education enrollment among the poverty-stricken community, the Provincial Governor of Special Capital Region of Jakarta (DKI) launched the Education Personal Cost Assistance Program through the Jakarta Smart Card (KJP). This program was regulated in the Governor Regulation No. 27 of 2013 concerning the Education Personal Cost Assistance or *Bantuan Biaya Personal Pendidikan* (BBPP). That rule was then revised, becoming Government Regulation No. 174 of 2015, and revised once again to Governor Regulation No. 141 of 2016. The rules stated that “the Jakarta Smart Card, which hereinafter will be abbreviated as KJP, is a card provided by a region’s government, working together with Bank DKI, that are given to students from less fortunate families as a means of receiving Education Personal Cost Assistance. Less fortunate families are defined as “very poor, poor, almost poor, and at risk of being poor families according to the data collection of social safety programs criteria by Central Bureau of Statistics and/or according to real social and economical situations found in society.”

Governor Regulation of DKI No. 141 of 2016 Article 3 states that the purpose of providing Education Personal Cost Assistance through the Jakarta Smart Card is to:

- a. support the implementation of 12-year compulsory education;
- b. increase the access of education services fairly and evenly;
- c. guarantee the certainty of receiving educational services; and
- d. increase the quality of education results; and
- e. foster the motivation of students to increase their achievements.

After the start of KJP program’s implementation in 2012, the education enrollment on each level of education, as described by the APM and the APS, showed a more consistent increase on all levels compared to the previous period. As for the APK, it had the tendency to fluctuate because this rate included students that attended school that were not of their age group. As an example, the APM at the primary level increased from 90.48% in 2012 to 97.64% in 2017 (Figure 2), the APM at the junior secondary level increased from 70.31% to 80,72% (Figure 3), and the APM at the senior secondary level increased from 54.25% to 59.54% (Figure 4). Although an increase occurred, the education enrollment of senior

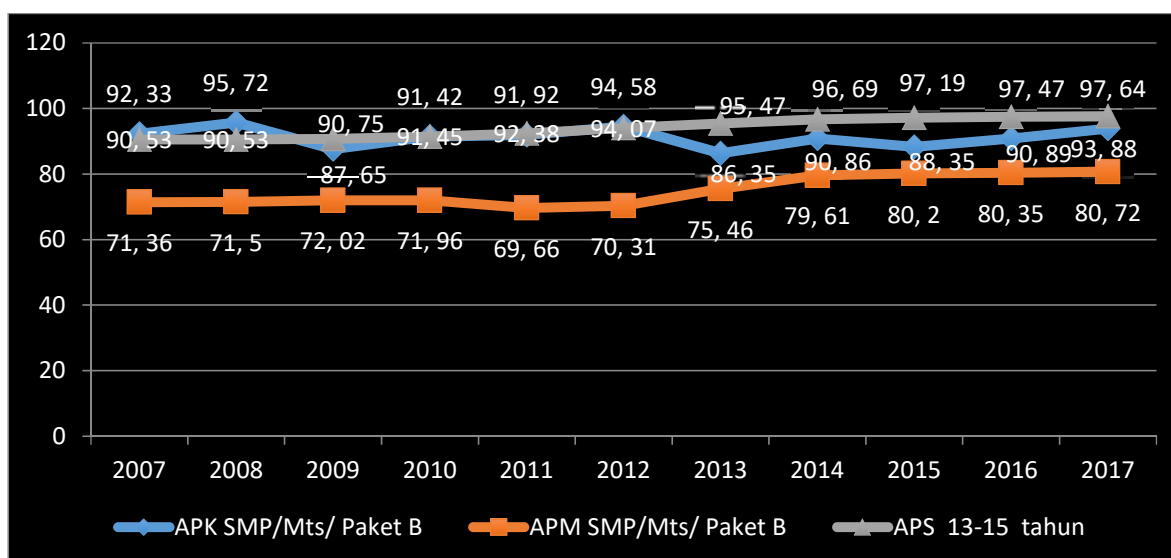
secondary level was still not satisfying enough. This was reflected by the APS that showed how almost 30% of 16-18 year-olds did not attend school.



Source: Processed from BPS (2015a), BPS (2015b), BPS (2016), BPS (2017c), BPS (2017d), and BPS (2017e)

Figure 2

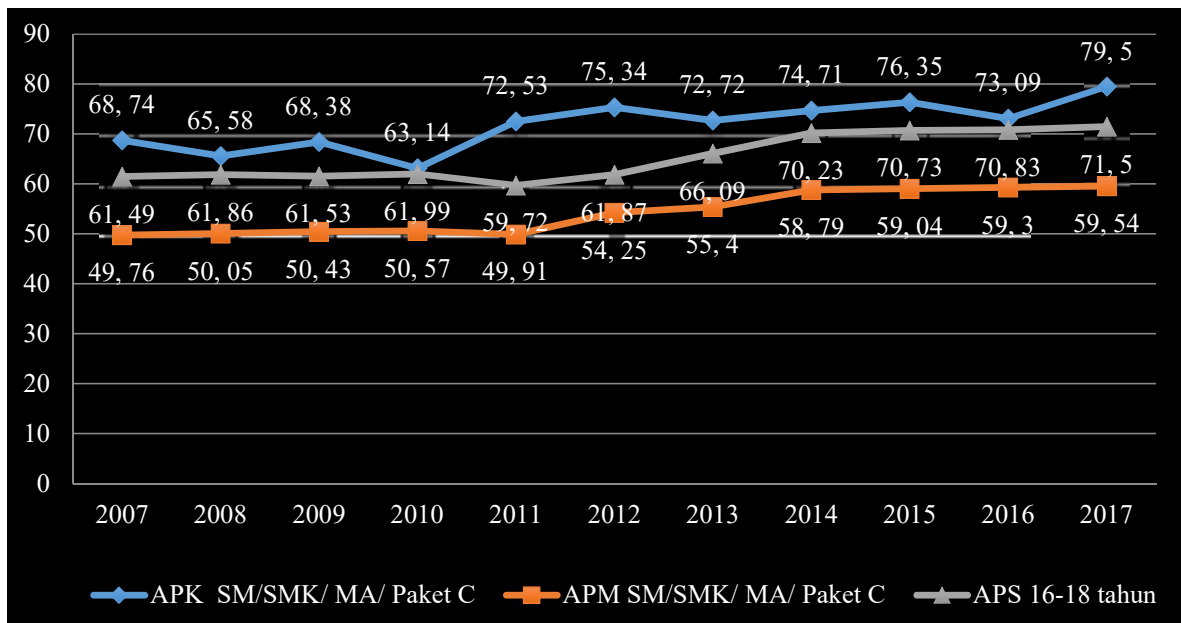
APK and APM SD/MI/Package A and APS 7-12 Years 2007-2017



Source: Processed from BPS (2015a), BPS (2015b), BPS (2016), BPS (2017c), BPS (2017d), and BPS (2017e)

Figure 3

APK and APM for SMP/MTs/Package B and APS 13-15 Year 2007-2017



Source: Processed from BPS (2015a), BPS (2015b), BPS (2016), BPS (2017c), BPS (2017d), and BPS (2017e)

Figure 4

APK and APM SMA/MA/Package C and APS 16-18 Year 2007-2017

Along with the rise of school enrollment in each level of education, students' parents of the KJP are also assisted in fulfilling primary needs related to education, such as school uniforms, shoes, stationaries, and school backpacks (Afriansyah, 2017). In addition to that, students receiving the KJP can also use the card for the cheap food program held in 70 Pasar Jaya DKI Jakarta outlets to buy milk, cow meat, chicken meat, eggs, and rice (Afriansyah, 2017).

In its implementation, the KJP program faced problems such as the inclusion of KJP- recipients that were not the target of the program and the infractions done by KJP-recipients (Afriansyah, 2017; Pertiwi & Yuningsih, 2016). The results of that research are in line with the findings of Indonesia Corruption Watch (ICW), which indicated that 19.4% of the KJP- recipients were not the program's target (wartaekonomi.com, April 27, 2014) and the evaluation done on 6 August 2015 by Basuki Tjahaja Purnama, Governor of DKI Jakarta, showed that there had been misuse of funds, such as using the money for karaoke and eating at restaurants (news.liputan6.com, August 10, 2015).

Although it has played a role in expanding the community's access for education services, the KJP program is not free of problems during its implementation. Therefore, an evaluation of the KJP program is greatly needed so that improvements can be done in order to achieve the program's established purposes. This evaluation focused on data collection, distribution, usage, and reporting of KJP through a case study at SMP AL- ABROR Kembangan Subdistrict,

West Jakarta and addressed the following questions:

1. How is the data collection of students who received the KJP at SMP AL-ABROR Kembangan Subdistrict, West Jakarta?
2. How is the fund distribution of the KJP at SMP AL-ABROR Kembangan Subdistrict, West Jakarta?
3. How are the use and reporting of the KJP funds at SMP AL-ABROR Kembangan Subdistrict, West Jakarta?

### **Research Method**

This evaluation was done at SMP AL-ABROR located in the urban village of Srengseng, Kembangan Subdistrict, West Jakarta, from February to November 2017. SMP AL-ABROR has 76 students, consisting of 19 seventh grade students, 40 eighth grade students and 17 ninth grade students. On the academic year of 2017/2018, there were 84 students consisting of 25 seventh grade students, 20 eighth grade students, and 39 ninth grade students. SMA AL-ABROR is one of the schools that received the Education Personal Cost Assistance through the KJP allocated to students of less fortunate families so that they would be able to finish their education.

The model used in this evaluation is the Discrepancy Evaluation Model introduced by Malcolm Provus. According to Worthen and Sanders (1987), the Discrepancy Evaluation Model is considered as an objective-oriented evaluation approach focused on the fulfillment of established purposes. This model was then developed into various versions (Steinmetz, 2002)

This evaluation refers to the Discrepancy Evaluation Model developed by Steinmetz (2002) by comparing standards and performances. The difference between standards and performances will show a discrepancy. This evaluation of the Education Personal Cost Assistance Program through the Jakarta Smart Card focused on data collection, distribution, usage, and reporting.

The data collected in this research consists of primary and secondary data. The primary data were collected through observations, interviews, and surveys. Observation was done by visiting the field to know about the management of KJP, from the briefing stage to the reporting of KJP usage by the school, the Center for Personal Funding and Education Operational Service or *Pusat Pelayanan Pendanaan Personal dan Operasional Pendidikan* (P4OP), the office of DKI Jakarta Province, and Kembangan Subdistrict Staff/Kembangan Subdistrict KJP Team. Education units directly connected to the implementation of KJP were interviewed, which were the principal of SMP AL-ABROR, the teachers of SMP AL- ABROR, and the

staff/team of KJP at Kembangan Subdistrict.

Surveys were done by the distribution of questionnaires to 38 students who received the KJP. These students were present during the questionnaire distribution. The purpose of distributing these questionnaires was to reveal the perception of these students toward the data collection, distribution, usage, and reporting of KJP.

The secondary data includes the documents from the Education Office of DKI Jakarta Province which is the Center for Personal Funding and Education Operational Service, the Education Unit of Kembangan Subdistrict. Each student that received the questionnaire had filled and returned the questionnaire consisting of 16 positive statements (item number 1, 2, 3, 4, 5, 6, 7, 10, 11, 12,13, 14, 15, 20, 24, and 25 ) and 9 negative statements (item number 8, 9, 11, 16, 17, 18, 19, 21, and 23) with five choices which were, never (1), rarely (2), sometimes (3), often (4), and always (5). Before analyzing the results of the questionnaires, the students' answers of the negative statements were coded as: never (5), rarely (4), sometimes (3), often (2), and always (1).

The data in this evaluation can also be differentiated as qualitative and quantitative data, therefore the data analysis can be according to the type of data. Qualitative data were analyzed with reference to Miles Huberman which includes the stages of (1) Data Reduction, (2) Data Presentation, and (3) Drawing a Conclusion, Verification, and Data Interpretation.

Evaluation was done by comparing the results of the data interpretation and the evaluation standard on the stages of data collection and verification, distribution and disbursement of funds, as well as the usage and reporting according to Governor Regulation of DKI No. 174 of 2015, as follows:

**Table 1**  
Evaluation Components and Standards

| <b>Evaluation Component</b> | <b>Standard</b>   |
|-----------------------------|---|
| Data collection             | UPT P4OP conducted socialization to the heads of education units  |
|                             | The school carried out socialization to the parents of prospective KJP recipients and recipients in the previous stage  |
|                             | Registration, inputting, visitation, recommendations, making SKTM, uploading files, and approval of the principal are carried out in accordance with the specified time and no students who are eligible to receive KJP are left behind in the data collection process. |

|              |   |
|--------------|---|
| Distribution | Account books and KJP ATMs can be distributed according to the specified time |
| Utilization  | KJP funds are used in accordance with the provisions                          |
| Reporting    | Students report funds that have been used                                     |

Quantitative data analysis was done using descriptive statistics in the form of percentage of achievement that was obtained using the following formula:

Percentage of achievement = (mean score of student respondents on each statement/maximal score) x 100%

Next, the obtained percentage of each statement according to the answers of student respondents were compared to the unweighted quantitative criteria that were developed by Arikunto and Jabar (2014, p. 35) as presented in Table 2.

**Table 2**  
**Scale of Data Analysis Results for Decision Making**

| Value | Percentage | Category  |
|-------|------------|-----------|
| 5     | 81 – 100 % | Excellent |
| 4     | 61 – 80 %  | Good      |
| 3     | 41 – 60 %  | Fair      |
| 2     | 21 – 40 %  | Poor      |
| 1     | < 21 %     | Very Poor |

## Research Results and Discussion

### 1. Data collection

Before the data collection process of KJP-recipient students, the Civil Registration Office of DKI Province through the P4OP conducted briefings toward all public and private school principals in the area of DKI Jakarta. In the year of 2017, briefing for West Jakarta was conducted at Aula Universitas Esa Unggul in West Jakarta on 26 July 2017, in which the representatives of the P4OP and Bank DKI attended as distributors of the KJP fund. The briefing was held by P4OP for the heads of education units who would then give the briefing to the parents of SMP AL-ABROR students on 31 July 2017.

The data collection of students receiving BBPP was conducted in a time span of 12 days by homeroom teachers/class teachers assigned by the head of education unit as stated in Governor Regulation No. 174 of 2015 Article 6. Supervision of that process was done by the

head of the education unit.

Data collection of students receiving KJP started on the stages of registration, inputting, visitation, recommendation, making of the certificate of poverty or *Surat Keterangan Tidak Mampu* (SKTM), uploading of documents, approval of principal, decision of governor, and disbursement of funds. On the first stage of data collection in the year of 2016, 45 students of SMP AL-ABROR were listed as KJP-recipients and 51 students on stage 2 in the year of 2016. As for the first stage in 2017, there were 51 students. The evaluation results by the P4OP show that there were still documents that have yet to be submitted by parents, which resulted in students not being registered on that stage. Nevertheless, all SMP AL-ABROR students that were entitled to the KJP were then listed as KJP-recipients. The left behind students were registered again on the next stage. According to Pertiwi and Yuningsih (2016), such lateness was caused by the hampered communication between the school and the parents of students who were KJP-recipient candidates, such as the passiveness of parents in responding to the school's invitation regarding the KJP.

Another problem occurred during the inputting process concerning the Resident Registration Number or *Nomor Induk Kependudukan* (NIK). For example, an NIK was listed on behalf of the other student or an NIK could not be found at all. To solve this problem, parents were required to contact the Civil Registration Office of the West Jakarta area. This problem concerning the NIK confirmed the findings of Afriansyah's research (2017) about the KJP implementation in the DKI Province. According to Afriansyah (2017), a more effective communication needs to be built between the Education Office and Residence and Registrar Office to prevent problems such as this, so that students would not be hampered of their rights to receive the KJP.

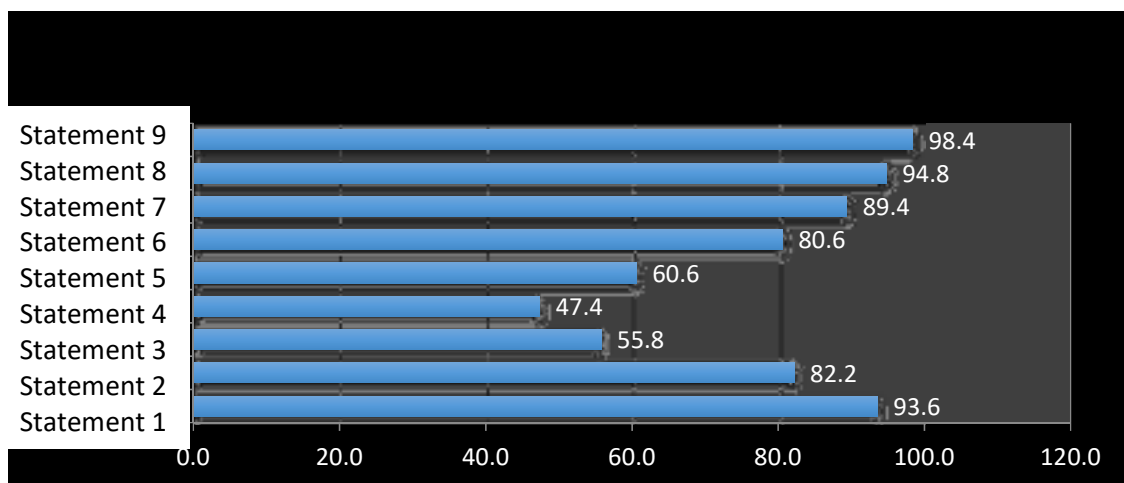
The data collection stage also included visitations to the houses of the student candidates, although in its practice, visitation was not done to all of the KJP-recipient candidates because it required a lot of time, meanwhile the time that homeroom teachers had were limited. Homeroom teachers were able to do visitations only after teaching hours with the condition that they did not have a teaching schedule elsewhere. The relatively far distance between school and a few students' home and the lack of transport money for visitation became an obstacle.

Analysis of questionnaire results that were distributed to students regarding the data collection stage, as according to what is presented in Figure 5 shows that statement number 9, which is a negative statement (*There is a problem faced by the school, which is students that should have received the KJB were not recommended by the school*) had the highest percentage



(98.4%). Referring to Arikunto and Jabar's criteria (2014), this result is categorized as very good. This shows that almost all students that were entitled to the KJP were recommended by the school. Other statements that are categorized as very good are statement number 1 (*The school gave a briefing regarding the implementation of KJP in school*), statement number 2 (*The school gave a comprehensive explanation regarding the KJP Program*), statement number 6 (*The school considers the economical condition of students to decide which student is entitled to receive the KJP*), and statement number 7 (*The school performs data collection mechanisms correctly according to regulations*), statement number 8, which is a negative statement (*There is left behind data when the process of data collecting has already ended*).

On the other hand, the lowest score, which is 47,4%, is on statement number 4 (*Visitation is done by homeroom teachers to the KJP-recipient candidates to my house as a requirement of receiving the KJP*) which is categorized as adequate. Other statements categorized as adequate are statement number 3 (*The school conducts verification at my house as a requirement of receiving the KJP*) and statement number 5 (*I provided the correct data to the school about the conditions of my family as a KJP-recipient candidate*). The students' responses through these questioners are in line with results of the interview with the school.



**Figure 5**

Students' Response to KJP Data Collection (%)

### 3. Distribution

Distribution of the KJP funds has undergone a few policy changes. In 2012, KJP funds could be retrieved through cash withdrawals by use of Bank DKI ATM cards. Afterward, in 2012 and 2014, cash withdrawals could be done by use of account books as well as Bank DKI ATM cards, without any regulation regarding withdrawal periods.

An improvement of the distribution mechanism was done in 2015 which allowed both cash and non-cash withdrawals, followed by withdrawal period regulations. Cash withdrawals were used for daily needs such as transportation, food, snacks, and others, while the non-cash withdrawals were for periodical needs such as shopping for school supplies.

Taking into account the evaluation of the KJP's implementation, Governor Regulation of DKI No. 141 of 2016 decided that the only transactions that could be done are non-cash transactions by use of EDC machines. The payment of the tuition or *Sumbangan Pembinaan Pendidikan* (SPP) for KJP-recipient students at private schools could be done through bank account debit. For transportation needs, according to Governor Regulation of DKI No. 160 of 2016 regarding Free Transjakarta Services and Free Bus for the Community, as with the elderly and the disabled, students who hold the KJP also receive free facilities when using Transjakarta services.

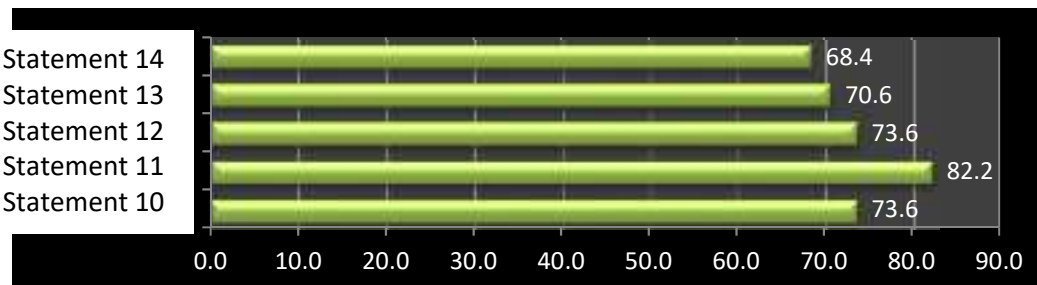
From the results of data collection stage 1 done at SMP AL-ABROR in 2016, 45 students were declared as entitled to receive KJP funds. However, three students have not received their account books and ATM KJP yet. From those three students, one student received their account book and ATM KJP on the second stage in 2016. Thus, the distribution of account books and ATM KJP reached 95,35% out of all the students receiving the KJP.

The school has confirmed with the P4OP regarding the students that have not received their account books and ATM KJP. In this stage of distribution, it is most likely that there had been an incomplete filling of data that hindered the making of a new bank account. Although these three people haven't received their account books and ATM KJP, they still have account numbers that can be seen on the KJP website.

Another problem on the distribution stage faced by the KJP team in Kembangan Subdistrict was the announcements from Bank DKI that had the tendency to be sudden, resulting in a few students not being at the location during the announcement. There were also parents that did not respond when contacted via telephone for attending the making of account books and ATM KJP. This problem was conveyed to Bank DKI during the briefing in 2017. Bank DKI had committed to fixing the distribution process of account books and ATM KJP. Nevertheless, students that were not present on the appointed schedules still received account books and ATM KJP on the second stage.

On the distribution stage, the most positive responses (82,2%) is on statement number 11 (*There are no problems that hinders me in retrieving an account book and ATM KJP*) which is categorized as very good. As for other statements, which are statement number 10 (*The school gives information on how to retrieve the account books and ATM KJP*), statement

number 12 (*The distribution of KJP funds are done on time*) statement number 13 (*Distribution of KJP funds are done as according to its purpose*), and statement number 14 (*I know when the KJP funds are distributed to my bank account*) is categorized as good.



**Figure 6**  
Learners Response to KJP Fund Distribution (%)

According to terms, starting from the year of 2016, the KJP funds could only be used through non-cash transactions. This meant that cash from KJP funds could not be withdrawn, whether it be through bank teller or ATM. Those KJP funds could only be used for shopping for school purposes at stores with Bank DKI EDC machines or Prima Networks (BCA) by use of Bank DKI ATM cards. The unused funds would not expire and would go into the students' savings. Besides that, the usage of KJP funds should be reported through the form of shopping receipts.

Results of the interview with the school principal, the Kembangan Subdistrict KJP team, and the staff of P4OP also indicated that the implementation of KJP at SMP AL-ABROR went well because the data collection was more accurate, thereby all student candidates that fulfilled the criteria for KJP received their KJP. However, the evaluation done by P4OP shows that there were still some parents that committed infractions with the cash transaction. Also, there were still many transactions that were misused. On each stage, SMP AL-ABROR had tried to remind parents to be responsible with the usage of KJP funds. This finding confirms the results of previous researches, such as the research done by Afriansyah (2017) and Pertiwi and Yuningsih (2016), ICW findings, and the evaluation done by the Governor of DKI, Basuki Tjahaja Purnama.

In addition to that, results of the evaluation by the Education Office of DKI Jakarta Province revealed the lack of briefing regarding the correct usage of KJP and the lack of briefing with stores that could be used for KJP transactions became problems in the implementation of KJP. Another phenomenon that can be seen during the implementation of KJP at SMP AL-ABROR was the consumptive lifestyle in which funds in the KJP bank account were spent by

the students in each disbursement stage for things that were actually not really needed. This behavior apparently was also caused by concerns that the KJP funds would expire, so they would always completely spend the money every time it went into their KJP bank accounts. These findings are in line with the results of Pertiwi and Yuningsih's (2016) research which also discovered that lack of briefing became one of the obstacles in the implementation of the KJP program.

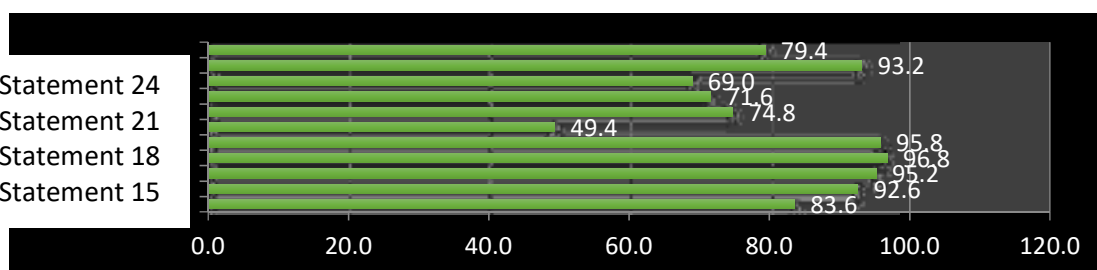
The school also faced a problem regarding the SPP disbursement process of private schools done at the end of each semester on each stage, which in turn caused a delay in the SPP payment of KJP-recipient students, which were 51 out of 84 students. The consequence of this was the school had to already have advanced funds for six months in each stage to meet the needs of the school, such as paying the teachers' salary. The disbursement process of KJP funds for SPP payment required at least 14 business days after the KJP funds had been sent to the students' bank account at the end of the semester. Documents regarding the disbursement had to be signed by the school principal in charge of the KJP, the head of subdistrict's education unit, the head of the civil registration office, and the head of P4OP. Afterward, the documents were brought to Bank DKI along with a letter of attorney regarding debiting of SPP. The school would have to wait for Bank DKI's validation before funds could be sent to the school's bank account.

On the reporting stage, in the year of 2016, out of 43 students, 30 of them (70%) have submitted their report regarding the usage of KJP funds while 13 students did not. Their reason was that they had lost their transaction's proof of payment. The school then asked the parents to print the KJP account books to see the usage of funds. For the school, the reporting of KJP funds is very important as parents' responsibility on behalf of the KJP funds used by their children.

According to the questionnaire's results, overall, the usage and reporting stage is categorized as very good (81,8%). Statement number 18 (*I have tried to withdraw cash through the bank teller*) which is a negative statement, achieved the highest percentage of 96,8% which is categorized as very good. Other statements, which are statement number 15 (*I used the KJP funds that I received to buy school supplies*), statement number 16 (*I do not understand the distribution of KJP funds to my KJP bank account and ATM*), statement number 17 (*I tried to disburse the KJP funds to cash*), statement number 19 (*I tried to withdraw cash from the ATM*), statement number 24 (*KJP has helped me pay for my school's SPP*) are also categorized as good. Meanwhile, statement number 21 (*I violated the rules regarding the usage of KJP funds*), which is a negative statement, statement number 22 (*I used the KJP funds*

according to the terms of KJP usage), statement number 23, which is a negative statement, (*I use up all the funds that went into my ATM for every transaction*), and statement number 25 (*The KJP program has improved my learning process because I have met all of my needs for school equipment*) are categorized as good.

On the other hand, statement number 20 (*I submitted my KJP funds usage report*) only received 49.4%, which is categorized as adequate.



**Figure 7:** Students' Response to the Use and Reporting of KJP Funds (%)

## Conclusion

The data collection at SMP AL-ABROR went according to established procedures and standards and is categorized as good. SMP AL-ABROR students that were included in the BBPP-recipient criteria were listed and registered as KJP-recipients so that they could finish their 12-year compulsory education. However, there are still some problems on the data collection stage, especially the visitation stage due to homeroom teachers' lack of time.

The distribution of AL-ABROR students' bank accounts and ATM KJP by Bank DKI with P4OP, the implementation units of Kembangan Subdistrict, and school principal is categorized as good. However, there are still some problems such as students that have yet to receive their account books and ATM KJP because they were late in submitting the needed documents.

The usage and reporting of KJP funds are categorized as very good. However, there were still some infractions regarding the usage of KJP funds, including cash withdrawals for unauthorized uses. In addition to that, there were students that have yet to report their usage of KJP funds. Also, students and parents still have the assumption that KJP funds would expire if not used immediately after each disbursement, which resulted in them spending the KJP funds for things that were actually not needed.

## Implications

The KJP program's success in reaching its purposes highly depends on the correctness

of the data collection to prevent not fulfilling the program's purpose, in which students that were entitled to receiving the KJP were not registered, or students that were not entitled ended up receiving it instead. Therefore, this program has become a responsibility of all involved parties, including the regional education office, the subdistrict's education unit, the school, head of *rukun tetangga* (RT), head of *rukun warga* (RW), parents, and Bank DKI to ensure that the KJP program is implemented correctly in its target, usage, and time.

The data collection of documents has to be complete, including the letter of request for Education Personal Cost Assistance, statement letter from parent/guardian, field report, letter of recommendation from the head of education unit, statement letter from the head of education unit, and letter of compliance regarding BBPP usage. Furthermore, visitations, which are homeroom teachers' visits to the homes of student candidates of the KJP has to be done in order to ensure that the students are entitled to receiving the KJP.

The correctness of the KJP program to support less fortunate students in DKI in finishing their 12-year compulsory education depends on the utilization of KJP funds according to its purpose. Infractions of KJP fund usage can have a negative impact on the success of the KJP program in fulfilling its purposes. The reporting of KJP fund usage is an important component to ensure of the KJP fund usage. Thus, school principals who are in charge of the KJP implementation in schools have a big role in monitoring the usage of KJP funds.

### **Recommendations**

1. The data collection of students entitled to the KJP still needs to be improved, starting from the data collection of social protection programs by the Central Bureau of Statistics for data updates, to the verification done by the school. In addition to that, certificates of poverty (*Surat Keterangan Tidak Mampu*) released by the RT and RW have to only be given to students from less fortunate families. Besides that, the criteria used as a benchmark for less fortunate families appears to be in need of revision, such as being subscribed to 450 watt electricity, because as of now, households using 450 watt electricity are very rare.
2. The distribution of KJP funds has to be done on time and not at the end of the semester because this could hamper the SPP funds disbursement process of the KJP students. A delay in the distribution of KJP funds results in the school having to find advanced funds, such as for paying the teacher's salary
3. The community needs to play a role in and monitor the implementation of the KJP program. Data about the KJP program recipients need to be spread throughout the RT, RW, and even the urban village community to facilitate the monitoring.
4. Explanations need to be delivered through various forms of media, such as commercials, so that the community is aware that unused KJP funds will not expire. This is to prevent consumptive behavior.

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# THE STUDY OF LEADERSHIP EFFECTIVENESS ON KINDERGARTEN HEADMASTER AT RAJEG DISTRICT, TANGERANG REGENCY

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## Abstract

The purpose of this research was to analyze, test and find out: (1) The direct effect of Effectiveness of Principal Leadership on Teacher Competency Kindergarten in Rajeg District Tangerang Regency; (2) The direct effect of Teacher's Achievement Motivation on Teacher Competency Kindergarten in Rajeg District Tangerang Regency; and (3) The direct effect of Effectiveness of Principal Leadership on Teacher's Achievement Motivation Kindergarten teachers in Rajeg District Tangerang Regency. Based on the results of the analysis, it was known that: (1) There was a positive and significant direct influence of the principal's leadership on teacher competency Kindergarten in Rajeg District Tangerang Regency. (2) There was a positive and significant direct influence on the achievement motivation of teacher competency Kindergarten in Rajeg District Tangerang Regency. (3) There was a positive and significant direct influence of the principal's leadership on Kindergarten achievement motivation in Rajeg District Tangerang Regency.

**Keywords:** Effectiveness of Principal Leadership, Teacher's Achievement Motivation, Teacher competency

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## **Introduction**

The professionalism of a teacher is reflected in whether or not the teacher is worthy of teaching. Teachers who are fit to teach are teachers who are able to master the class, are able to master the scientific field in depth and have academic qualifications that are relevant to their field of expertise. So the teacher who does not meet the criteria for teaching can be said to be unworthy of teaching. This article explains that teachers as educators must fulfill a number of requirements that exist to prove that they have become professionals including the requirements for meeting the competence of educators. Basically, a teacher's performance can be influenced by how much the teacher masters the competencies that must be fulfilled to become an educator. Mastery of competence by the teacher can be done by speaking, one of them by means of certification, namely the process of giving educator certificates to teachers who have met teacher competency standards.

Good principal leadership is to provide a cool climate for subordinates (teachers) to be able to work comfortably. The principal can take the step if the slogan “Ing Ngarso Sung Tulodho, Ing Madya Mangun Karso, Tut Wuri Handayani” is attached to him. An effective leader is to have a strong desire or will as a driver that is greater than themselves. The principal as the leader in the school is required to have creativity, motivational leadership, and effective leadership so that they can move all teachers according to their roles and functions effective and efficient.

Leadership has a mobilizing function which is essentially a management activity to make other people want and like to work. The moving others require art and ability to influence so that they are motivated to act in accordance with the goals of the organization. In order to move people to achieve the expected goals between one principal and the other principals are very different.

Leadership effectiveness depends on two basic criteria, namely: competence and comfort (Gordon, 2005). Competence refers to the ability of the leader to make work done happily by others. While comfort refers to the leader with himself and with his leadership behavior.

One of the reasons that can make anyone improve their leadership effectiveness is that leaders must have competence. Competencies that need to be possessed such as technical competence are knowledge and behavioral repertoire that can be used by someone to accomplish their tasks properly (Hughes, Ginnett and Gordon, 2012).

On the other hand, teachers as professionals have different work motivation from one teacher to another. Though motivation is very necessary for the teacher in carrying out his

duties so as to increase the success of the learning process. Motivation is the drive for work that arises for yourself to behave in achieving goals.

Motivation is very necessary for the teacher in carrying out his duties, so as to improve the success of the learning process. Teachers who have high motivation are reflected in the attitudes and behavior of teachers who want to work hard, tend to act, utilize all abilities, thoughts, and skills to realize educational goals.

The teacher as the spearhead of the transformation of the values of knowledge and attitudes of students is an important component in school. As an important component in the school, the teacher should get comfort at work. The form of comfort is in the form of the principal's leadership that provides a sense of comfort in work, and government policies that provide certainty in the career path so as to increase achievement motivation, improve performance, which in turn has implications for improving the quality of education which one of the indicators is an increase in students' learning achievement.

In this paper, further research is conducted by conducting research related to the Effectiveness of Principal Leadership and Teacher's Achievement Motivation towards teacher competency.

## **Research Method**

This research was a quantitative field research. Field research was a research to obtain data that actually occurs in the field. Quantitative means to emphasize the analysis of numerical data (numbers) obtained by statistical methods. The method used in this research was a causal survey research method with path analysis techniques. Survey research was a research that takes samples from a population using a questionnaire as the main data collection tool.

## **FINDINGS AND DISCUSSIONS**

### **Discussions**

In reviewing the Effectiveness of Principal Leadership and Teacher's Achievement Motivation on teacher competency, a description of the data analyzed using descriptive statistics was needed. Description analysis was used to determine the state of each variable. The analysis includes the average value, median, mode, variant, and data visualization in the form of tables and graphs. Based on the formulation of the research problem where this research consists of three variables, which include the Effectiveness of Principal Leadership ( $X_1$ ) variable, achievement motivation variable ( $X_2$ ), and teacher competency variable ( $X_3$ ). The samples taken in this study were 102 Kindergarten teachers in Rajeg District Tangerang Regency.

The variables in the study consisted of two independent variables, namely Effectiveness of Principal Leadership as a variable ( $X_1$ ), Teacher's Achievement Motivation as a variable ( $X_2$ ), and one dependent variable, teacher competency as a variable ( $X_3$ ). The design of this study is: The results of the study show the statistical values of each variable and the level of the relationship between variables. The results of the study were described as follows:

1. The effectiveness of Principal Leadership Effect on Teacher competency

The teacher has an important role, is a strategic position, and is responsible for national education. The teacher has the task of being an educator, teacher, and trainer. Educating means continuing and developing life values. While teaching means to continue and develop knowledge, knowledge, and technology. In the learning process, the teacher is the main role holder, because technically the teacher can translate the process of improvement in the education system in one activity in his class. Teachers must develop and utilize their professional abilities so that they can improve performance in carrying out their duties and functionalities because future education demands the skills of a quality education profession. Many factors support the development of teacher competency, including the leadership of the principal in motivating teachers. The success of a school essentially lies in the efficiency and effectiveness of the leadership of a school principal. While the School as an educational institution is tasked with organizing the educational process and the teaching and learning process in an effort to educate the lives of the nation. In this case the school principal as someone who is given the task of leading the school, the principal is responsible for achieving school goals. The principal is expected to be a leader and innovator at school. Therefore, the quality of the principal's leadership is significant for school success.

Based on the results of the t-test analysis, showed  $t_{count}$  of 8, 644. This  $t_{count}$  value was then compared with the  $t_{table}$  value with  $df = 102$  obtained a value of 1, 984. after it was compared it turned out that the  $t_{count}$  was greater than t table ( $8, 644 > 1, 984$ ). Likewise, with the significance level (p-value), in the table above it is known that the significance probability value (Sig.) = 0.000. This means that the value of Sig  $< \alpha$  value ( $0.000 < 0, 05$ ) can be concluded  $H_0$  rejected and  $H_1$  accepted. Based on the analysis of the correlation coefficient ( $r_{xy}$ ) between school leadership ( $X_1$ ) with the teacher competency ( $X_3$ ) obtained a value of 0, 654 with Sig. (2-tailed) of 0. 000. This means the value of Sig. ( $0, 000 < \alpha (0, 05)$ ). The coefficient value is 0, 654. Thus it can be concluded that the leadership of the principal and teacher competency has a significant relationship with the strong category.

The results of this study were in accordance with the opinion in Azwar which states “a person's attitude towards an object acts as an intermediary for the response and the object in question”.

The response is classified into three types, namely cognitive response, effective response and connotation response that interact with each other in understanding, feeling and behaving towards an object. The teacher's attitude towards the leadership of the principal is in the form of a positive attitude in which the teacher agrees and supports policies taken by the principal or negative attitudes where the teacher does not agree and does not support all policies that were contrary to or not in accordance with the leadership of the principal.

Teachers who have a positive attitude towards the leadership of the principal will receive and respond well to all policies taken by the principal, with this positive response will be able to increase the teacher's enthusiasm or performance, for this reason it is necessary to have a reciprocal relationship the positive between the principal and the teacher, because with the existence of two-way communication that continues to be interwoven well all the obstacles that may be faced by the school will be resolved together. With good leadership will also be able to increase the enthusiasm of the teacher in carrying out its main task, namely to educate students, so that if this goes well, the ability of teachers in learning will continue to be improved. Conversely, teachers who have a negative attitude towards school principals' leadership tend to respond poorly to all policies taken by the principal, and if this happens, it can lead to conflict between the teacher and the principal and this will greatly affect the teacher's performance and of course will also adversely affect the ability of teachers.

## 2. Effect of Achievement Motivation on Teacher competency.

Motivation is very important for a teacher, especially motivation to increase knowledge, ability in the learning process, which ultimately has the ability to stimulate or move students so that the students desire to improve their ability or achievement in learning so that the maximum educational goals were expected to be achieved.

A teacher who has high achievement motivation always wants to compete to achieve goals by setting certain standards, doing good work, and always choosing the best. A teacher who has high achievement motivation always wants to compete to achieve goals by setting certain standards, doing good work, and always choosing the best. With these characteristics, the teacher who has high achievement motivation, the teacher will be encouraged to continue to improve the competencies he has so that he can continue to provide the best and can compete with other teachers in achieving.

Based on the results of the t-test analysis, showed  $t_{\text{count}}$  of 3, 444. This  $t_{\text{count}}$  value was then compared with the value of t table with df 102 obtained a value of 1, 984. After comparing it turned out that  $t_{\text{count}}$  was greater than t table ( $3, 444 > 1, 984$ ). Likewise, with the significance

level (p-value), it is known that the significance probability value (Sig.) = 0,001. This means the value of Sig <  $\alpha$  value (0,001 < 0,05), it can be concluded that H<sub>0</sub> is rejected and H<sub>2</sub> is accepted. Therefore, it could be concluded that achievement motivation has a significant effect on teacher competencies in the existing Rajeg District Tangerang Regency.

The correlation coefficient ( $r_{xy}$ ) between achievement motivation ( $X_2$ ) and teacher competency ( $X_3$ ) obtained values of 0,326 with Sig. (2-tailed) of 0,001. This means the value of Sig. (0,001) <  $\alpha$  (0,05). Thus it can be concluded that between high motivation and a competent teacher has a significant relationship with the weak category.

Achievement motivation has a direct positive effect on teacher competency. Motivation is very influential in increasing the ability of teachers. With the high motivation, the teacher will always try to improve their abilities in accordance with the development of the times and science and technology which were increasingly advanced, this is in accordance with the opinion that states "achievement motivation as the driving force in achieving high levels of learning achievement obtainable, to get satisfaction "

In addition, professional teachers must also be able to develop their abilities by understanding all environmental phenomena that can be linked to learning enhancement. The ability possessed by the teacher can be enhanced by various methods, for example the teacher must be able to recognize the tools that can be used as supporting educational facilities, for example by the presence of OHP media, computers, LCDs, so that if the teacher has the ability to use this media it can have a positive impact towards the teacher himself or his students. In the learning process, the teacher must be able to know how far the abilities of the students are, this must be known to be a teacher's guide in delivering the material to be conveyed by the teacher. The teacher will be able to design how best the method will be used and what tools were needed in the learning process, and if this can be done correctly it will be able to improve the teacher's ability.

### 3. Relationship of Effectiveness of Principal Leadership ( $X_1$ ) to achievement motivation

The effectiveness of Principal Leadership that is good will be able to increase the enthusiasm of the teacher in carrying out its main task, namely to educate students, so that if this goes well the teacher's ability in learning will continue to be improved. Conversely, the leadership of school principals who were less effective tends to respond poorly to all policies taken by the principal, and if this happens, it can lead to conflict between the teacher and the principal and this will greatly affect the performance of the teacher and will certainly have adverse consequences. Similarly, on improving teacher ability

In addition, the Teacher's Achievement Motivation factor is very influential on teacher competency. Motivation is very influential in increasing the ability of teachers. With high motivation, teachers will always strive to improve their abilities in accordance with the development of the times and science and technology that were increasingly advanced.

Teacher's Achievement Motivation is an internal factor of the teacher, while Effectiveness of Principal Leadership and supervision of the principal were external factors of the teacher. The higher the Teacher's Achievement Motivation and the better the Effectiveness of Principal Leadership, the teacher competency will have a greater influence because the teacher's achievement motivation and Effectiveness of Principal Leadership were two different things that can complement each other to improve teacher competency. If these two factors can be used together, teacher competency will be higher.

Based on the results of the t-test analysis, showed  $t_{count}$  of 2,044. This  $t_{count}$  value was then compared with the value of t table at a significant level with df 102 obtained a value of 1,984.,984). Likewise, with a significance level (p-value), in the table above it is known that the significance probability value (Sig.) = 0,044. This means that the value of Sig <  $\alpha$  value (0,044 < 0,05) can be concluded  $H_0$  rejected and  $H_3$  accepted. So it can be concluded that the leadership of school principals has a significant effect on the achievement of the Kindergarten motivation in Rajeg District Tangerang Regency.

The correlation coefficient ( $r_{xy}$ ) between the principal's leadership ( $X_1$ ) with achievement motivation ( $X_3$ ) obtained a value of 0,200 with Sig. (2-tailed) of 0,019. This means the value of Sig. (0,044) <  $\alpha$  (0,05). The coefficient value 0, is in the moderate correlation category. Thus it can be concluded that the leadership of the principal with achievement motivation has a significant relationship with the medium category.

The results of this study support the results of research conducted by Samson which shows that relationship-oriented leadership has a significant and direct and positive effect on achievement motivation. Another study conducted by Nawawi (2000) also showed that leadership variables proved to be influential but not significant to employee motivation.

Leadership has a strong influence on achievement motivation because the success of a leader in moving others to achieve a goal depends on how the leader creates motivation within each of his subordinates. The leader tries to influence or motivate his subordinates to work in accordance with the goals expected of the leader. High achievement motivation can be supported by the right leadership, therefore that the principal's leadership style that is



inappropriate in its application will less motivate the teacher in carrying out his professional activities which were providing good learning for his students.

## **Discussions**

In the law number 20 of 2003 concerning the National Education System explains educators were qualified teaching staff as teachers, lecturers, counselors, facilitators, and other designations that were appropriate to their specificity and participate in the delivery of education. In the Javanese paradigm, educators were identified as “Guru” (Gu and Ru), which means “digugu and ditiru”. It said to be “digugu” (trusted) because the teacher has an adequate set of knowledge, because the teacher has broad insight and views in seeing This life was said to be “ditiru” (followed), because the teacher has an intact personality, which was why a teacher's actions must be a good role model and role model by his students. A teacher also has a heavy responsibility, namely the teacher must have academic qualifications, competence, certificate of educator, physically and mentally healthy, and have the ability to realize national education goals. One key task and the position of teacher as a professional person according to the provisions of article 4 of the Law on Teachers and Lecturers was as a Learning Agent that functions to improve the quality of education As a learning agent, teachers have a central role quite standardized, among others, as a facilitator, motivator, driver, learning engineer, and learning inspiration for students. While the teacher competency understanding according to experts was as follows:

1. According to Moh. Uzer Usman Teacher competency was the ability of an educator to carry out his obligations responsibly and appropriately.
2. Rastodio defines teacher competency as mastery of knowledge, skills, values , and attitudes reflected in the habit of thinking and acting in the profession as an educator.
3. Kunr stated that teacher competency was a set of abilities that must exist in educators in order to realize their performance appropriately and effectively.
4. According to Majid, competence was a set of responsible full intelligence actions that must be owned by a person as a condition to be considered capable of carrying out tasks in a particular job. Intelligence must be shown as skill, accuracy, and success of the action. The nature of responsibility must be shown as the truth of action both in terms of science, technology, and ethics.

Teacher competency criteria that must be possessed include:

1. Cognitive competence, which was competence related to intellectual.

2. Affective competence, namely the competence or ability in the field of attitude, respect for work and attitude in respect of matters relating to the task and profession.

3. Psychomotor competence, namely the ability of educators in various skills or behavior.

Teacher competency includes personality competency, social competence, and professional competence.

1. Personal competence

In this personal competence has included personality competencies and social competencies which were the basic capital for educators in carrying out their duties and education professionals. Educator's personal competence points to the need for a standardized adult personality that was steady, moral, dynamic (reflective and striving to progress), and responsible. Personality competence has a huge influence on the growth and personal development of students. This competence was also very important in shaping the personality of children, educators prepare and develop human resources (HR), as well as the welfare of society, the progress of the state and nation in general. According to Lardizabal, personal-social competence was as follows: a). Educators live and practice the values of life (including moral values and faith). b). Educators should be able to act honestly and responsibly. c). Educators were able to act as leaders, both within the school and outside the school. d). Educators were friendly and skilled in communicating with anyone for good purposes. e). Educators were able to participate actively in the preservation and development of the culture of the community. f). In friendship with anyone, educators should not lose the principles and values of life that they believe. g). Willing to participate in various social activities. h). Educators were healthy and stable mental people. I). Educators appear appropriately and neatly. J). Educators were able to be creative with calculation. K). Educators should be able to act on time in their appointments and complete their tasks. l). Educators should be able to use their free time wisely and productively. Professional Competence.

In the national standard of education, professional competence was the ability to master learning material widely and in depth which allows guiding students to meet the competency standards set in national education standards. There were ten basic educational abilities that become the benchmark for the performance of educators as professional educators, including the following: a). Educators were required to master teaching materials. Mastery of teaching materials from educators was crucial to the success of teaching. Educators should master the compulsory (basic) teaching materials, enrichment teaching materials and supporting teaching materials well for teaching purposes, able to describe and organize teaching materials

systematically, relevant to the learning objectives, in harmony with the mental development of students, in line with the demands of the development of science and technology (up-to-date) and by taking into account the conditions and facilities in the school and or in the school environment. b). Educators were able to process teaching and learning programs. Educators were expected to master functionally about the teaching system approach, teaching principles, procedures, teaching standards, mastering in depth and standardized teaching materials, and able to design the use of teaching facilities. c). Educators were able to manage classes, the efforts of educators to create social class situations that were conducive to learning as best as possible. d). Educators were able to use media and teaching resources. The ability of educators in creating, organizing, and caring for and storing teaching tools and/or teaching media was important in an effort to improve the quality of teaching. e). Educators master educational foundations. Educators who master the foundation of science with great confidence will be able to guarantee that their students learn something meaningful from the educator concerned. f). Educators were able to manage the teaching and learning interactions, educators were able to act as motivators, inspirators, organizers, facilitators, evaluators, assist in administering class and school administration, participating in B. K services in schools. In the teaching, educators were required to be competent in the didactic-methodical aspects so that students can study hard. g). Educators were able to assess students' achievements for teaching purposes. The expertise of educators in measuring and assessing students' learning achievements has a broad impact, accurate assessment data was very helpful to determine the direction of students' self-development, guide business, optimize and integrate students' self-development. The first thing that educators need to understand functionally was that teaching assessment was an integral part of the teaching system. So the assessment activities include the preparation of measuring instruments (tests), administering tests, correcting students' answers as well as scoring, managing scores, and using certain norms, administering the processes that exist or were in the school environment. b). Educators were able to process teaching and learning programs. Educators were expected to master functionally about the teaching system approach, teaching principles, procedures, teaching standards, mastering in depth and standardized teaching materials, and able to design the use of teaching facilities. c). Educators were able to manage classes, the efforts of educators to create social class situations that were conducive to learning as best as possible. d). Educators were able to use media and teaching resources. The ability of educators in creating, organizing, and caring for and storing teaching tools and/or teaching media was important in an effort to improve the quality of teaching. e). Educators master educational foundations. Educators who master the foundation of science with great confidence

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Some other leadership notions quoted by Yulk on Udaya's translation on Wahab are:

- a) Leadership was the behavior of an individual who leads the activities of a group to a goal to be achieved together.
- b) Leadership was an interpersonal influence, which was carried out in a particular situation, which was transmitted through the communication process towards one or several specific purposes.
- c) Leadership was the process of influencing the activities of a group organized towards achieving goals.

- d) Leadership was a process of giving meaning (meaningful influence) to a collective and resulting in a willingness to do the desired effort in achieving the goal.

Achievement motivation was in the field of work. Then there will be a manifestation of the achievement motivation, including:

- 1) Efforts to get good ratings
- 2) Can overcome obstacles in work
- 3) Maintaining good quality work performance.
- 4) Compete with colleagues to be the best.

McClelland in Usman, who has a motive of high achievement was characterized by, among others; (1) was responsible for all actions, turns on the career and the future and does not blame others for failure; (2) trying to find feedback on actions and willing to listen to other people's opinions as input to improve themselves; (3) dare to take calculated risks beyond other people and create the best; (4) trying to do something innovatively and creatively and be able to realize ideas well and not like a system that limits movement to a more positive direction; (5) be good at managing time and not delaying work; and (6) work hard and be proud of the results achieved.

## CONCLUSIONS AND SUGGESTIONS

Some important points were summarized as follows:

1. There was a positive and significant direct influence of the principal's leadership on teacher competency Kindergarten in Rajeg District Tangerang Regency. This was evident from the results of the value of  $t_{count} > t_{table}$  (8, 644 > 1, 984) and the path coefficient value of 0, 613. Analysis of the correlation coefficient shows the value of 0, 654 with Sig. (2-tailed) of 0, 000. This means that the leadership of the principal with teacher competency has a significant relationship and was in a strong category.
2. There was a positive and significant direct influence on achievement motivation on teacher competencies in the Rajeg District Tangerang Regency. This was evident from the results of the value of  $t_{count} > t_{table}$  (3, 444 > 1, 984) and the path coefficient value of 0, 203. Analysis of the correlation coefficient shows the value of 0, 326 with Sig. (2-tailed) of 0, 001. This means that the achievement motivation with teacher competency has a significant relationship and was in the weak category.
3. There was a positive and significant direct influence of the principal's leadership on Kindergarten achievement motivation in Rajeg District Tangerang Regency. This was evident from the results of the value of  $t_{count} > t_{table}$  (2, 044 > 1, 984) and the path

coefficient value of 0,200. Analysis of the correlation coefficient shows the value of 0,200 with Sig. (2-tailed) of 0,019. This means the leadership of the principal with achievement motivation has a significant relationship and was in the weak category.

In improving the Effectiveness of Principal Leadership, there should be programs in improving teacher competency and Teacher's Achievement Motivation.

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# EVALUATION OF THE ROLE OF PRINCIPAL LEADERSHIP IN IMPROVING TEACHER MOTIVATION

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## Abstract

Evaluation of Principal's Leadership Role in Improving Teacher's motivation at Yayasan Al Hidayah Lebak Bulus, South Jakarta. Thesis. Educational Administration Study Program. School of Postgraduate Study University of Muhammadiyah Prof. Dr. HAMKA. August 2016. The purpose of this research was to obtain information and evaluate the effectiveness of Principal's Leadership Role at Junior High School and Vocational High School Al Hidayah in increasing motivation and expected to contribute in running the leadership wheel of the principal. The method used is a qualitative method with a discrepancy evaluation model (DEM). The approach used is a qualitative approach. Data collection techniques by observation, interviews, and FGD (forum group discussion). The results of this evaluation concluded that the Principal's Leadership Role had not run in accordance with the principal's leadership standards in carrying out its role. Many aspects and focus of evaluation require improvement and improvement to achieve maximum results in terms of Principal's Leadership Role in carrying out its roles and functions. This research recommends to all parties involved to optimize the leadership role of the head of the school in carrying out their duties and functions optimally for the progress of the school or foundation.

**Keywords: Evaluation, Principal's Leadership Role, Teacher's Motivation.**

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## **Introduction**

In the Law of the Republic of Indonesia Number 20. In 2003 concerning the National Education system, it is stated that National Education has a vision of the realization of an education system as a strong and authoritative social institution to empower all Indonesian citizens to develop into quality human beings so that they were able and proactively answer the challenges of the times. As a step in realizing this vision, one of its missions is to increase the professionalism and accountability of educational institutions as a center for the cultivation of knowledge, skills, attitudes, and values based on national and global standards. Responding to this, the school becomes a decisive place in the management and implementation of education. The principal plays an important role and has a great responsibility in improving the success of the institution he leads.

The principal as an educational leader is very important to help the teacher and students. In its leadership, the principal must be able to understand, overcome and correct the deficiencies that occur in the school environment. To improve the quality of education, a school principal must be able to improve the performance of the teachers or subordinates. Many factors can affect the performance of someone, as a school leader must be able to provide influences that can cause teachers to be moved to carry out their duties effectively so that their performance will be better. As a leader who has influence, the principal tries to make advice, suggestions and if necessary the orders were followed by the teachers. Thus the principal can make changes in the way he thinks, attitudes, behavior he leads. With the advantages it has, namely the excess of knowledge and experience, the principal helps teachers develop into professional teachers.

The center of all teacher activities and school administration staff is driven by the leader of the educational institution namely the Principal. The principal also functions as the manager of the entire course of the activities of the teacher and manager in dynamism all learning activities inside and outside the classroom. Viewed from the side of its responsibilities, the principal is clearly higher and more complex than the other education staff at the school level. Therefore, the good and bad of an educational institution, most of it will be determined by the extent to which the principal in one unit and one level of education is able to move all available educational components with their leadership capital. The more he is able to dynamism the teacher, the greater the chance of him becoming a leader who can manage educational institutions professionally.

In the view of Islam, leadership is the nature of every human being entrusted by Allah SWT, to become "khalifah fil ardi" (Allah's representative) on the earth, who is tasked with realizing his sacred mission as a carrier of mercy for the universe.

وَ إِذْ قَالَ رَبُّكَ لِلْمَلٰٓئِكَةِ اِنِّيْ جَاعِلٌ فِى الْاَرْضِ خَلِيْفَةً قَالُوْا اَتَجْعَلُ فِيْهَا مَنْ يُفْسِدُ فِيْهَا وَيَسْفِكُ الدِّمَآءَ وَ نَحْنُ نُسَبِّحُ بِحَمْدِكَ وَ نُقَدِّسُ لَكَ قَالَ اِنِّيْ اَعْلَمُ مَا لَا تَعْلَمُوْنَ

And when it is said to them, "Believe as the people have believed," they say, "Should we believe as the foolish have believed?" Unquestionably, it is they who are the foolish, but they know [it] not.

Based on the above paragraph, to be a leader must be mandated to carry out the task as well as possible for the welfare of the ummah as well as possible, because with our leadership we will be held accountable by Allah SWT.

The essence of leadership is very important, which must be recognizing, discovering, and identifying the real self. Therefore, the success of a leader cannot be separated because of the ability of a leader in leading himself (self-leadership). This is in accordance with the leadership of Muhammad SAW as stated in his words, "Every time you are a leader and every leader will be asked about his leadership." Syafii (2007) argues, "Effective leadership does not only contain superior qualities, strategies, and tactics - not just a set of skills. Leadership is a way of thinking, feeling, and functioning, a way of life, and a transformative way of being.

According to Stephen P. Robbins (2011) "Leadership as the ability to influence a group toward the achievement of a vision or set a goal". Where leaders are people who are able to influence others to achieve certain goals. In the quote Saefullah (2012) states, "Leadership is the art and skill of insiders to use their power to influence others to carry out certain activities directed at the stated goals." Leadership is the nature of leaders in carrying out their duties and obligations and their responsibilities morally and formal legal over all the exercise of its authority that has been delegated to the people it has dreamed of. Leadership is also the implementation of the skills of managing others as below, managing human resources and organizational resources in general.

Evaluation or assessment is an important aspect of leadership. Through evaluation, a leader can assess whether his work is effective and efficient in achieving organizational goals. Through evaluation, a leader can also know the successes and failures that occur in his leadership. But there are still many other benefits of evaluation for the interests of leaders and organizations, especially for the leadership of the principal who is the key to school success. Evaluation is an integral part of the management system. Every education unit, both small and large. In evaluating units within the organization to see whether all systems are running well

or there have been irregularities. In an educational organization, the evaluation also functions as a measuring instrument to determine success or not Principal's Leadership Role. Conducting regular evaluations using accountable scientific methods will help find management errors. Inequality can be detected early so that improvements can be made immediately before traveling everywhere and disrupting other work units. Good evaluation results can be used as a basis for setting organizational strategies to improve efficiency and effectiveness, both profit-oriented and nonprofit organizations that increase work productivity.

Yayasan Al Hidayah is a school whose formation starts from the desire of leaders to change lives in the school environment. This foundation has been established for a long time, approximately 28 years for Junior High School schools and 20 years for vocational schools. From year to year, the Foundation is growing and starting to improve good performance for the sub-district level up to the city level. But the most interesting thing about this foundation is that the leadership of the principal has never been changed as long as the school is established. Both for Junior High School level and Al Hidayah Vocational High School level. Unlike in general where the leadership must change every five years, but not in the leadership of the principal of Junior High School and Vocational High School at the Yayasan Al Hidayah which until now has never made a change of leadership. Because of this, researchers are encouraged to conduct research at the Yayasan Al Hidayah.

In this case, the researcher wants to evaluate the Principal's Leadership Role which allows an overview of the inequality found in the Yayasan Pendidikan Al Hidayah Lebak Bulus, South Jakarta. In fact, the principal's leadership role influences the low work motivation of the teacher in the initial observation that the researcher observes. Among them is, the principal does not give an opportunity to his subordinates to provide advice and opinions to the leadership. This was confirmed by the informant who stated that the school principal listened to the suggestions and input from the teacher but for the final results the principal was decisive. Likewise, according to other informants, the school principal listened to input and advice but the policy taken was the result of his own opinion. Lack of school principal's concern for the problems in the teachers (GAP) between Junior High School and Vocational Institutions. This can be seen from the results of preliminary observations that indicate the lack of improvement in the relationship between the two institutions and the continuing GAP between teachers. In this case, the principal's role as an innovator does not work well because it cannot be a good role model for teachers. Mental blocks that have been created for so long and have not melted until now. The role of leadership is not effective as it should be, strengthening relations with teachers by establishing communication and openness between principals and teachers.

Based on field observations, there are often changes in teachers who enter the Foundation at the Junior High School and Vocational High School Al Hidayah level. Ironically the teacher who had come out based on the results of observations and interviews with the 3 teachers concerned gave the reason why he came out because of the leadership of the principal. Below are the number of Junior High School and Vocational High School teachers who come out and enter each school year.

| Year | Number of Junior High School Teachers | Number of Vocational High School Teachers | The Teacher Who Came Out                            | The Incoming Teacher                                |
|------|---------------------------------------|---|---|---|
| 2013 | 24                                    | 30  | Junior High School: 2<br>Vocational High School : 2 | Junior High School: -<br>Vocational High School : 1 |
| 2014 | 22                                    | 29  | Junior High School: 3<br>Vocational High School : 3 | Junior High School: -<br>Vocational High School : 1 |
| 2015 | 19                                    | 27  | Junior High School: 3<br>Vocational High School : 5 | Junior High School: 1<br>Vocational High School : 2 |
| 2016 | 20                                    | 22  | Junior High School: -<br>Vocational High School : 2 | Junior High School: 1<br>Vocational High School : 2 |

Of course, this can interfere with the course of the curriculum if the number of teachers is not proportional to the number of students. It was found that the shortage of teachers that occurred at the level of the school was covered by the plunge of school employees to teach, even though not in their fields. So it is necessary to make changes and stimuli to the foundation to be able to see the extent of inequality that occurs there. As for the inconvenience of fellow teacher colleagues (GAP) within the Foundation and the low level of teacher's motivation in preparing learning plan is an interesting thing to study. The low level of discipline of teachers both at Junior High School and Vocational High School reflects the low level of the teacher's motivation in carrying out their duties. Where the teacher comes when teaching hours and immediately go home when teaching hours are over. The absence of RPP (Lesson Plan) readiness when teaching was also found in junior high school teachers. This was confirmed by the school principal during observations which stated that Junior High School teachers had not been able to improve their

performance well, which is why there were no awards or recognition of high achieving teachers in junior high schools.

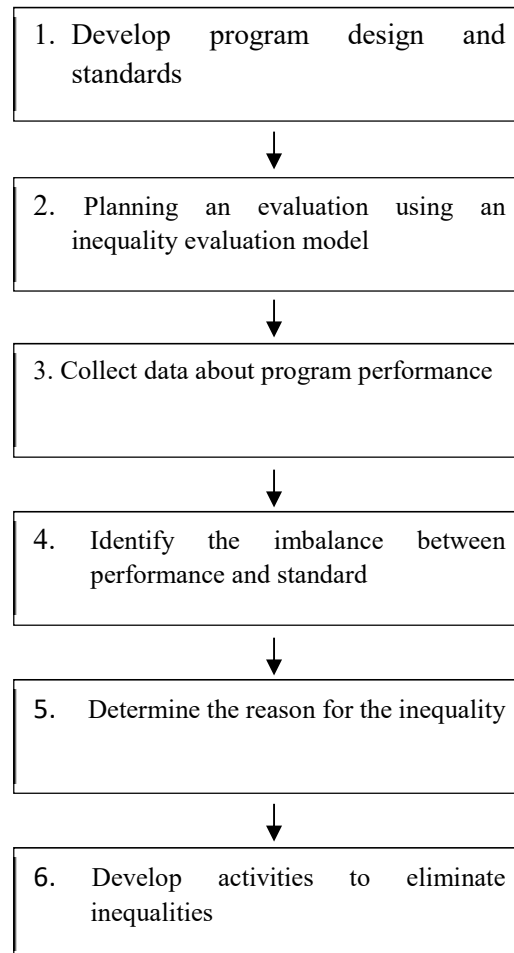
Principal's Leadership Role as a Muslim is also important for the teacher's work motivation in running the leadership wheel. That is, the need for principals to encourage teachers to develop their abilities, provide opportunities for participation, maintain and develop school infrastructure, help, guide and provide guidance, be role models, and create a conducive environment for teachers, which if all is fulfilled teacher's motivation. Based on observations it was concluded that principals both Junior High School and Vocational High School did not delegate their leadership properly. When the heads of Junior High School and Vocational High School were not many in the school that was why many tasks were delegated and appointed families not teachers who were competent in their fields. The role of the principal as a motivator is also not felt in the teacher's environment. The school principal who sneers too often and scolds the researcher can feel when participating in discussions with the heads of Junior High School and Vocational Schools. Even between principals insinuate each other about annual performance and achievements. This is also what triggers Gap between principals, namely regarding the achievement of each school unit.

The need for principals' leadership strategies and tactics in teacher's motivation is expected. This leadership strategy contains style and art to obtain and utilize support in carrying out policies and achieve the desired goals and contains standards that need to be held to work towards efforts to pursue the achievement of goals. In addition, the principal must understand each individual subordinate, and adjust to the situation, nature and conditions that exist, so that the style that will be used does not lead to negative things, but must be able to encourage and excite teachers to work more seriously so previously set goals and objectives can be achieved.

In your research, the researcher will also evaluate the effectiveness, Principal's Leadership Role Junior High School efficiency and Vocational High School in the Yayasan Al Hidayah Lebak Bulus, South Jakarta. As we know that a school principal must have ideal leadership in general, where the principal is able to carry out effective, efficient, independent, productive and accountable leadership. The criteria emphasized in the research regarding the evaluation of the Principal's Leadership Role this time by looking at teacher performance, leadership style, effectiveness and efficiency of school leadership. Which can reflect a concept of leadership as something a leader does to influence the attitudes and motivations of followers individually.

## **METHOD**

The evaluation method was qualitative. Research that uses a qualitative approach aims to explore or build a proposition or meaning behind reality. The researcher was based on reality or events that take place in the field. While the evaluation model used was The Discrepancy Evaluation Model. Inequality evaluation model was an art depicting the imbalance between performance standards and performance. The six steps to implement, namely:



## **FINDINGS AND DISCUSSION**

### **Findings**

By using the case matrix analysis table, the descriptive analysis will show a comparison between standards (standards) and performance (performance) so that discrepancy will be obtained in the form of analysis. With the acquisition of analysis at each stage of the evaluation, the conclusion of each stage will be submitted, and in the end, a decision will be drawn (judgment) the role of the principal in increasing teacher's motivation. Following this, evaluators will gradually explain the results of field performance evaluations in the exposure below with a model of inequality;



**A. Principal's Leadership Role**  
**1. Educator**

| Discrepancy evaluation activities  |  | Conclusion   |
|--|--|--|
| Empiric  | Ideal  |  |
| 1) The Head of Junior High School and Vocational High School includes teachers doing training and upgrading. Directing teachers to continue education amid the limitations of teachers in managing time and costs.<br>2) Teachers do not take and participate in seminars and training conducted by institutions or universities due to costs.<br>3) There were several teachers who have never participated in training and seminars in order to improve the profession due to the limited training and seminar participants. | 1) Includes training and upgrading<br>2) Encourage continuing higher levels<br>3) Encourage teachers to use time efficiently | The heads of Junior High School and Vocational High School provide opportunities for teachers to improve competence. But there was no free time for teachers because of fulltime work and high demands for responsibility. Payroll was paid based on the number of class hours, does not allow teachers to finance higher education levels or include training or seminars from outside parties. |

**2. Manager**

| Discrepancy evaluation activities  |   | Conclusion   |
|--|---|--|
| Empiric  | Ideal   |  |
| 1) The Head of Junior High School and Vocational High School includes teachers doing training and upgrading. Directing teachers to continue education amid the limitations of teachers in managing time and costs.<br>2) Teachers do not take and participate in seminars and training conducted by institutions or universities due to costs.<br>3) There were a number of teachers who have never participated in training and seminars in order to improve their professions because training and seminars were usually held by participants. | a. Include training and upgrading<br>b. Encourage continuing higher levels<br>c. Encourage teachers to use time efficiently | The heads of Junior High School and Vocational High School provide opportunities for teachers to improve competence. But there was no free time for teachers because of fulltime work and high demands for responsibility. Payroll was paid based on the number of class hours, does not allow teachers to finance higher education levels or include training or seminars from outside parties. |

**3. Administrator**

| Discrepancy evaluation activities   |   | Conclusion   |
|---|---|--|
| Empiric   | Ideal   |  |
| 1) As the head of Junior High School and Vocational High School in Meteacher's Motivation as an administrator has fulfilled the provision of learning resources | 1) Good communication<br>2) Delegation of tasks and authority | The Head of Junior High School has not been able to properly arrange the school administration, both recording, compiling and documenting. |

|  |   |   |
|--|---|---|
| <p>such as, LCD, AC, Projector, CCTV, in each class.</p> <p>2) The Head of Junior High School was not able to manage the administration properly. Curricula management, archival management and preparation of RAPBS. So far the head of Junior High School has never attended meetings with other principals, only represented. That was why the headmaster does not understand the role as an administration.</p> <p>3) The visible boundaries between principals and teachers inhibit effective communication. The head of the humble headmaster made the teachers quiet when approached. Fear was seen on the faces of the teachers when the school head was present</p> <p>4) Like a teacher who made a small or unintentional mistake, he will get a message and be angry at the headmaster who was endless. The mistake will be revealed and repeated by the principal until he feels satisfied. This has had a negative impact on how to communicate with the head of the school and reduce its authority as a school principal.</p> | <p>3) Provision of learning resources<br/>Administrative capabilities</p> | <p>Training development was not only intended for teachers but also for administrative staff.</p> <p>Poor communication, head of Junior High School due to not being humble in interacting with the teacher.</p> <p>The Head of Vocational High School who always talks about the fault of a teacher was not in place, making the teachers dare not argue</p> |
|--|---|---|

#### 4. Supervision

| Discrepancy evaluation activities |       | Conclusion |
|-----------------------------------|-------|------------|
| Empiric                           | Ideal |            |

|  |  |  |
|--|--|--|
| <ol style="list-style-type: none"> <li>1. The head of Junior High School and Vocational High School has a good relationship with the teachers. By holding a warm conversation outside of teaching hours during breaks or breeding.</li> <li>2. The head of the Junior High School did not perform the supervision stage properly, without any initial meetings, observations, and feedback. Unscheduled and unannounced supervision. There was no development of instruments and methods of observation, everything was done as the headmaster wants when he will supervise.</li> <li>3. The Head of Vocational High School conducts scheduled supervision with initial knowledge, continuous observation, and feedback</li> </ol> | <ol style="list-style-type: none"> <li>1. Good interpersonal relationships</li> <li>2. Provide direction and continuity</li> <li>3. There were stages of supervision, initial meetings, observations and feedback</li> </ol> | <p>The head of Junior High School did not supervise the right stages. Unscheduled and targeted supervision makes teacher's motivation decrease in preparing school administration equipment.</p> |
|--|--|--|

## 5. Leader

| <b>Discrepancy evaluation activities</b>  |  | <b>Conclusion</b>   |
|---|--|---|
| <b>Empiric</b>  | <b>Ideal</b>   |   |
| <ol style="list-style-type: none"> <li>1) The Head of Junior High School carries out his duties as a leader well, accepting the aspirations and suggestions of the teachers democratically. But when it comes to personal decision policy, it takes precedence.</li> <li>2) The Head of Vocational High School delegates more tasks to the four trusted teachers. The time that was not much in school makes the teachers complain because of their discomfort in teaching. Four trust teachers have different mindsets that create different opportunities in monitoring teacher performance.</li> </ol> | <ol style="list-style-type: none"> <li>1) Give instructions</li> <li>2) Delegate tasks</li> <li>3) Democratic</li> <li>4) Integration of organizational goals<br/>Recognizing subordinate's share</li> </ol> | <p>The presence of the principal must be increased so that he can monitor directly and can assess the performance of the teachers themselves.</p> <p>Good leadership was a leader who sees being persuaded and can adapt his leadership style.a</p> |

## 6. Innovator

| <b>Discrepancy evaluation activities</b>   |  | <b>Conclusion</b>  |
|--|--|--|
| <b>Empiric</b>   | <b>Ideal</b>   |  |
| <ol style="list-style-type: none"> <li>1) The Head of Junior High School was less able to search for, and implement various reforms at school. The school principal submits teaching and curriculum</li> </ol> | <ol style="list-style-type: none"> <li>1) Innovatif</li> <li>2) Be an model</li> </ol> | <ol style="list-style-type: none"> <li>1) The Head of Junior High School demands more change for the teacher and has not set an example as an</li> </ol> |

|   |  |   |
|---|--|---|
| <p>development to the teachers without giving definite direction. The principal demands more change and development occurs in the teachers, but he himself does not want to innovate and stick to the old mindset.</p> <p>2) The Head of Vocational High School has a lot of innovations in educational reform, both in curriculum development, facilities and infrastructure for teaching methods. The principal believes that the development of teaching methods will create better conditions for both students and teachers.</p> <p>3) The Head of Junior High School and Vocational High School has never been in line and one thought about the program of the foundation program that has been planned. This makes the distance between the two sides and how sad the teachers are, both Junior High School and Vocational High School do not interact or communicate properly. So that this cannot be an example or an example</p> <p>4) The Head of Junior High School and Vocational High School were equally disciplined and consistent in carrying out their duties. This was an example of an attitude that can be imitated by teachers. And this was the case with the discipline of the teacher itself.</p> |  | <p>example. Changes will occur if the principal does it first.</p> <p>2) The existence of an embedded mental block between the two institutions, both Junior High School and Vocational High School, which makes the interaction and communication between teachers from these two institutions not good.</p> |
|---|--|---|

## 7. Motivator

| <b>Discrepancy evaluation activities</b>   |   | <b>Conclusion</b>  |
|--|---|--|
| <b>Empiric</b>   | <b>Ideal</b>  |  |
| <p>1) The absence of certain criteria set by the Junior High School's head in improving teacher performance. So that the teacher's motivation will improve normal ordinary performance. Do not innovate in learning</p> <p>2) There was no appreciation for outstanding Junior High School teachers but there were penalties for teachers who violate. The</p> | <p>1) There were awards and penalties</p> <p>2) The creation of a conducive working atmosphere</p> <p>3) Discipline</p> <p>4) Explain the purpose</p> | <p>1. The absence of certain criteria set by the Junior High School's head in improving teacher performance. So that the teacher's motivation will improve normal ordinary performance. Do not innovate in learning</p> <p>2. There was no appreciation for outstanding Junior High School teachers but there were penalties</p> |

|  |   |  |
|--|---|--|
| <p>absence of feedback given by the principal makes the teachers carry out their duties just to abort teaching obligations.</p> <p>3) The Head of Vocational High School fully motivates and provides criteria for performance achievement in return for awards and recognition.</p> <p>4) The head of Junior High School has not maximally encouraged the teachers to make the teachers proud of their profession. This was because there were an evaluation and follow-up, so there was no achievement standard for qualified teachers. This unfavorable assessment makes teachers less proud of their profession.</p> | <p>5) There was pride as a teacher of attention</p> | <p>for teachers who violate. The absence of feedback given by the principal makes the teachers carry out their duties just to abort teaching obligations.</p> <p>3. The Head of Vocational High School fully motivates and provides criteria for performance achievement in return for awards and recognition.</p> <p>4. The head of Junior High School was not maximized, encouraging teachers to make the teachers proud of their profession. This was because there were an evaluation and follow-up, so there was no achievement standard for qualified teachers. This unfavorable assessment makes teachers less proud of their profession.</p> |
|--|---|--|

## B. Leadership Style

- a. Head of AL Hidayah Junior High School
  - a) His leadership was absolute, for 30 years his leadership has not been replaced by anyone.
  - b) There was no teacher who can replace him in using his power, except for his representative who has been serving for 25 years.
  - c) Policies, decision makers, and operational implementers were all controlled by the family so that no one dares to touch.
  - d) The principal has full progressive rights.
  - e) Teachers must carry out all the orders of the principal.
  - f) The school's vision and mission have been determined by the previous headmaster, the teachers only carry out.
  - g) It was the principal who has the authority to punish and dismiss teachers.
  - h) The leader delegates authority only to his representative.
  - i) All the preparation, organization, activities and allocation of decentralized sources of resources.
  - j) The creativity and innovation of teachers were low, so the principal never gives appreciation to the teachers.
  - k) The absence of an effort to empower teachers that was certain, because teachers must develop and improve their own quality.
  - l) The principal does not like to be corrected.
  - m) Communication was only one direction between the principal and the teacher in making accountability.
- b. Head of Vocational High School Al Hidayah
  - a) The principal delegates authority to his four trusty teachers.
  - b) Teachers participate in meetings, provide input and suggestions.

- c) Head Deputy or other teachers carry out decisions based on the instructions of the principal.
- d) The principal always takes the time to discuss with the teachers in the teacher's room.
- e) The relationship between the principal and teacher was sometimes in the form of a mentor, where the principal guides and directs the teachers.
- f) Vision and mission were formulated together and adapted to developments.
- g) Teachers have the right to express opinions and input.
- h) Creativity and innovative teachers were being, where teachers have been able to catapult the name of the school to their creative ideas.
- i) The principal tries to teacher's motivation to improve skills and quality.

From the description above, the researcher can deduce the leadership style of each principal. Junior High School's leadership style was incorporated into an authoritarian leadership style. Where all policies were made by themselves, decided by themselves, make their own standards and give penalties for teachers who were less successful in carrying out their duties. A condition of leadership style that was less relevant to current development, but can be applied if subordinates or teachers have low-performance quality. It was different from the head of Vocational High School Al Hidayah where leadership style can be categorized into participatory leadership. The principal involves all teachers or subordinates in making policies and making decisions.

### **Discussion**

Schools are a form of educational organization. The principal was an educational leader in the school. If the definition of leadership was applied in educational organizations, then educational leadership can be interpreted as an effort to move people in educational organizations to achieve educational goals. This was consistent with the opinion of Wirawan (2012) who stated that "Educational leadership was a process of education leaders influencing students and education stakeholders and creating synergies to achieve research goals". The school principal was an education unit level education leader who must have a strong leadership base. For this reason, every school principal must understand the importance of the principal's leadership, an effective indicator of principal leadership, the ideal principal leadership model, and the principals' leadership ethics. The dimensions of these dimensions must be owned, and integrated into the personal principals to be able to carry out management, and lead effectively, efficiently, independently, productively, and accountable.

Principal leadership was a factor that drives school success to realize the vision, mission, goals, and objectives of schools through programs. Principals who succeed if they

understand the existence of the school as a complex and unique organization, and are able to carry out the role of the principal as someone who was given the responsibility to lead the school so as to realize a positive organizational culture so that the work motivation of teachers to build a quality education culture can be carried out together with elements of existing stakeholders (students, teachers, community, government, and business). Therefore, schools need effective, accurate management or management in order to provide optimal results in accordance with the needs and demands of all stakeholders.

The school principal as an educational leader in school must be a catalyst, dynamism and facilitator of school stakeholder groups in mobilizing the full potential of education or education personnel, especially teachers in order to achieve goals by helping teachers cooperatively to improve their productivity, because the teachers want the principle which not only theoretically has the terms of leadership in general, but the most important thing was the application through leadership that was truly felt and influences the work motivation of the teacher.

Based on the foregoing, it was realized that the principal through his leadership process would determine the creation of an effective school culture so as to arouse the teacher's work motivation. The phenomenon that occurs in private school institutions was usually reflected in the teacher's work motivation. For this reason, the principal's leadership needs to be organized in the right school. There was a need for an essence of theoretical thought, about organizational structure, hierarchy, authority, mechanism of achievement, and coordination in the school environment. As in the Islamic view of motivation, the foundation of one's highest motivation was heavenly.

وَبَشِّرِ الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ أَنَّ لَهُمْ جَنَّاتٍ تَجْرِي مِنْ تَحْتِهَا الْأَنْهَارُ كُلَّمَا رُزِقُوا مِنْهَا مِنْ ثَمَرَةٍ رِزْقًا قَالُوا هَذَا الَّذِي رُزِقْنَا مِنْ قَبْلُ وَأَنُوتُوا بِهِ مُتَشَابِهًا وَلَهُمْ فِيهَا أَزْوَاجٌ مُطَهَّرَةٌ وَهُمْ فِيهَا خَالِدُونَ

And give good tidings to those who believe and do righteous deeds that they will have gardens [in Paradise] beneath which rivers flow. Whenever they were provided with a provision of fruit therefrom, they will say, "This is what we were provided with before." And it is given to them in likeness. And they will have therein purified spouses, and they will abide therein eternally.

In the content of the Koran implied good news for anyone who believes and believes in Allah and does good deeds and the goodness of Allah provides a place full of heavenly pleasures. People who believe will be called and then feel motivated to reach it. Like the beauty of reward and provided it becomes the foundation of the highest nature of motivation, how one

must always do and try. The Messenger of Allah himself said in his saying, his people must have an ideal as high as heaven not as high as the sky.

## **CONCLUSION**

1. The Junior High School principal does not master his role as manager, administrator, supervisor, leader, innovator, and motivator. Principals as managers found that principals did not establish cooperation, lack of teacher participation and make their own policies so that many teachers complained about their roles. The weakness of the head of High School Vocational in carrying out its role can be seen in the role of leader and innovator. The role of the principal as leader was found that leadership with this participatory style was not consistent when making decisions and delegating authority, not to the right people. The role of the principal as an innovator found that the principal had not been able to realize and be an example for the teacher. But the head of Junior High School has an advantage in his role as an educator, the principal gives the opportunity to improve skills amid the limitations. While the head of Vocational High School has advantages in the role of educator, manager, administrator, supervision, and motivator.
2. The Head of Junior High School and Vocational High School Al Hidayah both have differences in teacher's motivation. Based on the type of work motivation was divided into two, namely positive motivation and negative motivation. In carrying out its role the head of Junior High School uses negative motivation which was how to influence and motivate with elements of threat or force subordinates. While the role of the head of Al Hidayah Vocational High School affects teachers with negative and positive motivation.
3. The leadership of the head of the Junior High School was an authoritarian leadership style. This can be seen from the school principal's own behavior indicators. The Head of the AL Hidayah Junior High School made his own policies, decided on his own, made his own standards, and gave punishment as a way of motivating the teachers. While the leadership of the head of Al Hidayah Vocational High School was categorized as participatory leadership.

From this research, it is suggested that principals need to act as managers, administrators, supervisors, leaders, innovators and motivators within the framework of teacher's motivation in their schools.

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# ILMIS-BASED EDUCATION AND TRAINING SIM MANAGEMENT MODELS ON INCREASING ORGANIZATIONAL PRODUCTIVITY

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## Abstract

Quality education and training programs are needed by every organization to improve employee competencies and productivity which in turn can help improve organizational productivity. To support the implementation of a quality Education and Training program, an integrated Education and Training management information system is needed that can process data and produce accurate information and can be used as a reference in decision making. The study used a descriptive qualitative method which aims to provide an overview of a situation that exists in the present, then explained, analyzed and presented so that it becomes a clear and systematic picture in which data is obtained using several data collection techniques namely observation, in-depth interviews and studies documents in the Islamic Bank. Data analysis was carried out using the Miles & Huberman model approach, namely through a data reduction process, a data display and a conclusion drawing/verification. Research to see the relationship between the implementation of the management model of Education and Training Management Information Systems (SIM Education) based on Integrated Learning Management Information System (ILMIS) in improving organizational productivity. Based on the results of the study there are 5 main factors supporting the successful implementation of this governance model. The five factors are management's role/support, employee learning culture, HR system and readiness, technology readiness and Education and Training Team commitment.

***Keyword: Education and Training Management Information System, Integrated Learning Management Information System, organization productivity***

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## **Introduction**

Increasing organizational productivity is the main key for every organization that wants to survive in the era of globalization and current business competition. To produce high productivity, every organization must be supported by human resources who have high competence and work productivity.

In addition, the development of information technology so rapidly has had a huge influence on almost all fields of human life, including in the field of education. It's no stranger to our society, the use of information technology to help the implementation of a quality education process. One of the positive effects of the presence of information technology is computerization in the management of the education process in Indonesia both in educational institutions and companies. Computers are seen not only as a tool for processing data but have a central role in an education information management system.

Islamic Banks as one of the Islamic financial institutions in Indonesia also do not want to be left behind in the use of information technology in order to improve organizational productivity, especially through education and training programs. In response to these challenges, the process of education and training in Islamic Banks must be well managed so that the employee competency improvement program can run effectively and efficiently in order to increase the productivity of employees and organizations.

Therefore, we need an integrated MIS Education and Training model which can be used to process and manage all existing Education and Training data into complete information and can be used as a reference in the implementation of Education and Training programs. Quality training in order to improve the competence and work productivity of all Islamic Bank employees.

Governance is defined as a combination of processes and structures implemented by the Board to inform, direct, manage, and monitor organizational activities towards achieving its goals. Information system management (governance) is an inseparable part of management studies as well as financial, organizational, employment, governance and so on (Sutabri, 2016).

The information system itself can be understood as a set of components that are interconnected, collect or obtain, process, store and distribute information to support decision making and supervision in an organization. Information systems can help decision-making processes, coordination, and supervision. In addition, information systems can also help organizations analyze problems that occur, describe and explain complex things and create solutions to problems that occur (Kennet and Jane, 2007).

The information system component can be in the form of humans, procedures and technology as well as the definition of information systems according to Soeherman and Pinontoan. They define information systems as a series of components in the form of humans, procedures, data, and technology (such as computers) that are used to carry out a process to produce valuable information in decision making (Soeherman and Pinontoan, 2008). It was also explained that this information system is inherent and becomes an infrastructure that supports and supports the success of an organization in achieving its objectives.

In his book *Sistem Informasi Manajemen*, Sutabri mentions six components that interact and relate to one another. These components are called building blocks which consist of six things:

1. Input / Input Block

This input represents the data that is entered into the information system that has been created. The input can be a method or media used to capture data that will be entered into the information system.

2. Model Block

Consists of procedures, logic, and mathematical models that will process input data and data stored in the database in a manner that has been determined to produce output in accordance with the purpose of the information system.

3. Output Block

The output is a product of an information system. In this case, a quality output is in accordance with its purpose to be used by management in making decisions.

4. Technology Block

Technology is a “toolbox” in an information system. Technology is used to receive input, process, store and access data stored in the database, produce output and assist in the overall system control process. This technology block consists of 3 parts, namely hardware, software and humans that carry out the technology.

5. Database Blocks

The database is a collection of data that are interrelated with each other stored in a particular hardware (can be a computer or other processing device) by utilizing software to process and process the data. Usually, the data contained in the database is accessed and processed using DBMS (Database Management System) software.

6. Control Blocks

Control or control here is needed so that the processes that occur in an information system can run safely and avoid things that can damage the information system such as natural disasters,

human error, acts of fraud, unauthorized access and so on. The control process must be carried out and become an integral part of the management of the information system (Sutabri, 2016). All of the above blocks are interrelated and become components of an information system. The more quality each block is, the more quality the information system will be.



Figure 1  
Information System Components  
(Source: Sutabri, 2016, p. 41)

In the world of education, the building of information systems as described above is then implemented more realistically in the form of education management information systems. Management can be interpreted as a process of planning, organizing, coordinating and controlling resources to achieve goals effectively and efficiently. In this case, it is effectively interpreted that the goal can be achieved in accordance with the plan, while efficiently interpreted if the existing task is carried out correctly, organized and in accordance with the schedule (Griffin).

In connection with Management Information Systems, Raymond McLeod explained that management information systems are computer-based systems that aim to support managers in the form of information that can solve problems (McLeod, 1990). The picture below is a management information system model according to McLeod.

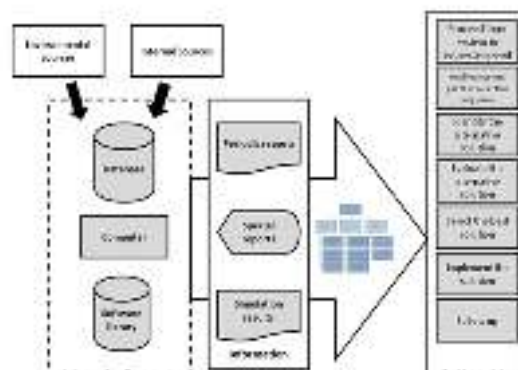


Figure 2  
Information System Components  
(Source: Sutabri, 2016, p. 41)

Based on the opinions of Murdick and Ross, management information systems can also be interpreted as a communication process in which input information is recorded, stored, and processed to produce output in the form of decisions about planning, operation, and supervision (Sutabri, 2016).

Regarding education itself, referring to Republic of Indonesia Law No. 20 of 2003 Article 1 concerning the National Education System, education is defined as a conscious and planned effort to realize the learning atmosphere and learning process so that students actively develop their potential to have religious spiritual power, control self, personality, intelligence, noble character, and skills needed by himself, society, nation and state.

The following are some definitions of education mentioned by several experts as quoted by Sutirna and Samsudin in his book *Landasan Pendidikan* (Sutirna and Samsudin, 2015). According to Ki Hajar Dewantoro, education is an effort to advance children's character, mind and body so that they can advance the perfection of life, namely living and reviving children in harmony with nature and society. According to Napitulu, education is defined as a conscious, organized and planned activity in the aim of changing behavior in the desired direction.

Within the scope of an organization or company, education can be understood as part of the HR (Human Resource) development program. HRD (HRD) is defined as “The process of deliberate learning and carried out for a certain time with the aim of developing knowledge, skills, competencies, attitudes and behavior of human resources to develop its performance which will then impact on organizational performance (Latief, 2014).

There are several dimensions in the definition of HRD above, namely:

1. The learning process. HRD is a learning process, meaning a process of learning and teaching activities. This process is an activity of synergizing curriculum, learning participants, instructors, teaching materials, learning methods, learning facilities, and infrastructure, learning evaluation techniques and so on; and.
2. Intentional. HRD is carried out intentionally, meaning that it is planned, implemented and evaluated. In everyday life many learning activities are not taught, for example: when watching television, reading newspapers and magazines, people get new knowledge and skills. HRD is designed with specific objectives, namely developing knowledge and skills; motivation, discipline and work ethic; change work attitudes and behavior and so on. HRD is also carried out both formally and non-formally. Formally can be in class, in the laboratory or at work. Informally carried out, for example: by watching movies, videos, reading books and

journal articles provided by companies or government institutions and carried out individually or in groups.

3. Develop performance. HRD is an investment in the field of human resources-budget, labor, time, facilities, social costs and so on; which can be calculated return on investment (ROI) in the form of an increase in the performance of employees which will then improve the performance of the organization/company.

4. Within a certain time. The longer the HRD implementation will be more expensive and the greater the investment. HRD programs or projects are designed and implemented within a certain period of time from one day, a week, a month to three years for university education. In other words, there is no limited HRD program (Latief, 2016).

Likewise, with training. Training is also part of the human resource program development. According to the Manpower Act of 2003, education and job training were held and directed to equip, improve and develop work competencies in order to improve capacity, productivity, and welfare (RI Manpower Act, 2003).

In his book entitled Performance Evaluation of human resource, Latief mentioned three types or groups of HRD programs according to their objectives, namely:

1. Training is an HRD activity to develop the knowledge, skills, attitudes, and behavior of employees in order to develop the competence of employees to be able to carry out the work or duties of employees who are being implemented. For example, in national exams the value of students' mathematics subjects is low. After evaluating this condition due to the low teaching competencies of Mathematics teachers. In order for Mathematics teachers to teach well, Mathematics teacher training is held.

2. Education is an HRD activity to develop the knowledge, skills, attitudes, and behavior of employees to prepare employees to be competent in carrying out their duties, jobs or positions to be given to them. For example, the position of Senior High School Principal 23 is vacant because his official retired. Sunami has been chosen to replace her. However, he did not have the experience of being a Principal. In order to be able to carry out his duties as a Principal well, he attended the education of the Principal's official service. In the HRD Program at the Indonesian Government institution, there is an official education program from the Adum program, Sepama to Sepati.

3. Development is an HRD activity to adjust the development of the organization to the development of society. For example, because the community and science develop, the school must adapt to the development of the community. For this reason, teachers are grading upon the social environment of the school and new technology. For example, in order to adjust to

the reforms that occurred in Indonesia, principals and teachers attended educational reform courses. Development programs are of many types, for example healthy living programs; preparing employees who will enter retirement; development of organizational culture and climate (Latief, 2014).

Based on the previous discussion related to information systems, management and education, Education and Training MIS can be understood as a system designed for management needs in order to support management functions (planning, organizing, implementing and supervising) in activities and education and training activities.

With regard to productivity, Nawawi in his book *Tunjangan Kesejahteraan yang Efektif* explains that productivity comes from English with the basic product or result or outcome. The basic word develops into productivity and productivity words into Indonesian into productivity which is defined as “the power or ability to produce something” (Nawawi, 1995).

Freadman in his book *Executive Encyclopedia* suggests that productivity comes from the word production (production), which means formal activities or activities that add value to goods and services that include: a creation, transport, warehousing and the goods used. This productivity is related to the measurement of the quantity and quality of production units and labor per unit time (per hour). For example, an increase in productivity is achieved through increased production per unit (Freadman, 1987).

While Kusriyanto conveyed a slightly different definition of productivity. In his book *Meningkatkan Produktivitas Kerja Karyawan*, Bambang said that productivity is the ratio or comparison between the results of the activity (output) and all the sacrifices to produce the output that is input. The ratio is the average value of the comparison of all outputs and all inputs, whether in the form of goods or services. Input (input) as the denominator of the output. On the basis of the results of the comparison that is what is called productivity. For example, land productivity, labor productivity, organizational productivity and so on (Kusriyanto, 1984). Based on some of the explanations above, productivity also has different relevance depending on the purpose in which productivity is carried out and developed. Individual productivity differs from group productivity. Group productivity differs from organizational productivity. Organizational productivity is different from state productivity. For example, individual productivity is seen and measured based on individual performance, while organizational productivity is seen and measured based on organizational performance. Organizational productivity is the amount or total of individual or group productivity.



Based on some of the explanations above, productivity also has different relevance depending on the purpose in which productivity is carried out and developed. Individual productivity differs from group productivity. Group productivity differs from organizational productivity. Organizational productivity is different from state productivity. For example, individual productivity is seen and measured based on individual performance, while organizational productivity is seen and measured based on organizational performance. Organizational productivity is the amount or total of individual or group productivity.

Klingner dan Balidian stated that work productivity is usually influenced by:

1. Knowledge

The higher knowledge of employees will further support employee work productivity

2. Expertise

Expertise is usually formed based on good experience from outside the organization.

3. Worker's attitude towards work

Employee attitudes toward work are usually influenced by several factors, namely the intrinsic satisfaction of the job, the satisfaction of the company concerned, satisfaction from supervision, satisfaction with benefits and satisfaction with mobility.

4. Work Environment

The work environment is referred to here as a work environment that can generate enthusiasm to do work harder and more seriously.

Another factor that can increase work productivity is work effectiveness. Effectiveness is the relationship of goods or services as a predetermined standard size and standard conformity. This is not only the size of the services provided for certain costs but also a measure of the quality of services provided (Pursley and Snortland, 1980).

## **METHOD**

The study was conducted using descriptive qualitative methods, namely research methods that aim to provide an overview of a situation that exists in the present, to be further explained, analyzed and presented so that it becomes a clear and systematic picture in which data was obtained using several data collection techniques namely observation, in-depth interviews and document studies in Islamic Banks.

Data analysis was carried out using the Miles and Huberman model approach, namely through a data reduction process, a data display and a conclusion drawing/verification.

## FINDINGS AND DISCUSSION

### Findings

Education and Training governance can be interpreted as a series of processes, policies, rules, and structures that were implemented in an Education and Training organization with the aim to influence the direction, management, and control or supervision of Education and Training activities towards achieving organizational goals. In this study, organizational goals can be interpreted as organizational productivity itself. Therefore, the governance of MIS Education and Training must be developed as a means of directing, managing and controlling MIS Education and Training to support the achievement of the Education and Training objectives themselves.

Based on the study of documents, observations and the results of interviews conducted by researchers, it was known that the ILMIS-based MIS Education and Training governance model applied in Islamic Banks can be described as follows:

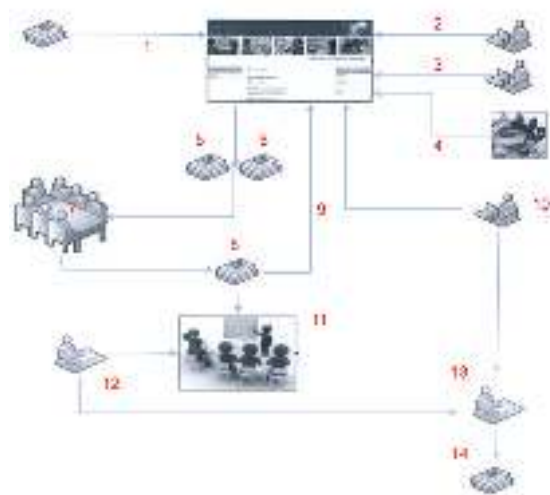


Figure 3  
ILMIS-based SIM Education and Training Governance Model

The process flow of the ILMIS-based MIS Education and Training model according to Figure 3 above can be explained in more detail as follows:

#### 1. Upload Education and Training material to the E-Learning Portal

All Education and Training materials and supporting references related to Education and Training material (can be in the form of PBI, Circular, Procedure / SOP, etc.) uploaded to the E-Learning Portal.

#### 2. Pre-Reading

Education and Training participants were required to access and read Education and Training material along with supporting references. This Pre-Reading process was limited in time.

### 3. Pre-Assessment Online

Participants were required to take an online pre-assessment through the E-Learning Portal. Assessment material comes from Education and Training material and supporting references. Based on the analysis of the results of pre-assessment, there will be a gap of knowledge from all participants.

### 4. Online Discussion Forum

Participants were required to take part in the Online Discussion Forum held through the E-Learning Portal. Online Discussion Forum was an interactive media discussion between participants and resource persons or Subject Matter Experts (SME) with topics of discussion around Education and Training material and supporting references, including discussion on the results of pre-assessment. Based on the results of the Online Discussion Forum, a summary of the results of the discussion will be obtained as well as a gap of knowledge from all participants.

### 5. Analysis of Online Pre-Assessment Results

Online Pre-Assessment Results were analyzed in more detail to obtain information on the gap between knowledge and the needs of Education and Training materials from participants.

### 6. Analysis of the Results of Online Discussion Forums

The results of the Online Discussion Forum (summary) were analyzed in more detail to obtain information on the gap between knowledge and the needs of Education and Training materials from participants.

### 7. Meeting of Education and Training Program Formulation Team

Based on information obtained from Online Pre-Assessment and Online Discussion Forums, coupled with historical participant data, the Program Formulation Team held a meeting with the main objectives to determine:

- a. The focus of the material will be delivered in the in-class training.
- b. The weight and number of sessions from the focus of the material to be delivered in the in-class training.
- c. In class training methods such as one-way learning, team teaching, panel discussions and so on.
- d. The focus of the material will be delivered through e-learning learning.

### 8. Analysis of the Results of the Program Formulation Meeting

The Education and Training Team followed up on the results of the Formulation Team meeting and put it into the Education and Training curriculum and rundown to be held.

### 9. Development of e-Learning module

In the event that the Education and Training method was determined using e-Learning, the Education and Training Team must develop or prepare e-Learning content in the E-Learning Portal.

#### 10. Implementation of e-Learning Class

Education and Training participants must follow and access e-Learning material according to the schedule. In the implementation of e-Learning, there must be level 1 and level 2 Education and Training evaluations.

#### 11. Development of In-Class Training Modules

In the event that the Education and Training method was determined using in-class training, the Education and Training Team must develop the material and determine the training methods to be implemented (teaching, case studies, panel discussions, etc.).

#### 12. Implementation of In-Class Training

Education and Training participants must take part in an in-class training according to a predetermined schedule. In the implementation of in-class training, level 1 and 2 evaluations must be carried out.

#### 13. Education and Training Evaluation

Training participants were required to take a training evaluation by filling out an evaluation questionnaire (written or online) that contains level 1 evaluation and level 2 evaluation which was usually in the form of pre-test and post-test. Level 1 evaluation measures the quality of the implementation of Education and Training while level 2 evaluation measures the level of participants' understanding of the Education and Training material that has been taught.

#### 14. Analyze Education and Training Evaluation Results

Based on the results of level 1 and level 2 evaluations, we can find out the effectiveness of the training held. Education and Training level 1 and 2 evaluation results can be used as a reference for Education and Training level 3 and 4. Evaluation of Education and Training evaluations can be used as references for the improvement of the next Education and Training program.

Looking at the ILMIS based MIS Education and Training governance process flow above, it was understandable that this ILMIS-based MIS Education and Training governance model was an integrated management information system model approach where it was expected that the output of information from the SIM model was accurate output relevant and trustworthy as the main reference in decision making related to the implementation of the Education and Training program and the development of Islamic Bank employees.

*Table 1: Title of table 1*

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Figure 1: Title of figure 1

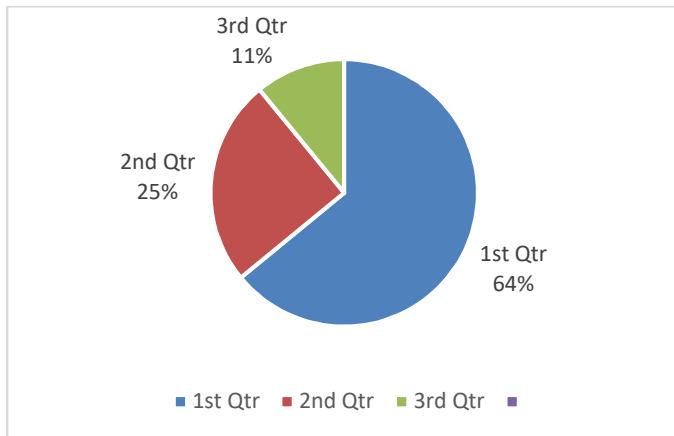
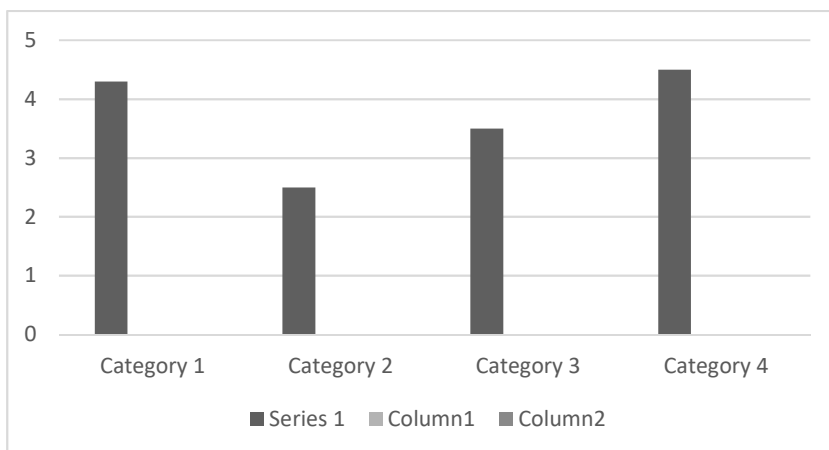


Figure 2: Title of figure 2



## Discussion

The bank's Education and Training Islamic Team has just applied this integrated MIS Education and Training governance model to just a few Education and Training programs. In fact, if researchers re-study the process flow of the MIS Education and Training governance model as previously explained, researchers believe that the MIS Education and Training

governance model was already ideal enough to encourage the effectiveness of the implementation of Education and Training itself.

In the MIS Education and Training governance model above, there were several stages that according to researchers were very important and need special attention from the Education and Training Department. The stages in question are:

1. Development of E-Learning Module/Teaching Materials

The development of E-Learning modules/teaching materials was different from the development of in-class training (ICT) teaching materials. ICT teaching materials were usually arranged in the form of power point or hand out presentations, while E-Learning teaching materials were usually arranged in the form of animation, video, multimedia or power points that were converted into E-Learning format. The problem for the Education and Training Department at this time was the unavailability of HUMAN RESOURCE which has the ability to develop the E-Learning module itself. Existing E-Learning modules were developed using the services of 3rd parties (vendors) which in this case usually require more expensive fees. Based on this condition, it was necessary to consider the addition of HUMAN RESOURCE which can develop E-Learning modules independently.

2. Implementation of E-Learning Class

The results of observations of researchers on several Education and Training implementation with E-Learning method, the process of socialization and campaigning on E-Learning programs was still lacking. The monitoring role for the implementation of E-Learning programs was mostly done by 1 person who was not dedicated. The impact of this condition was certainly the lack of optimal implementation of Education and Training E-Learning and the low participation of the training participants themselves. According to researchers, the success of learning through E-Learning methods was determined by several factors including:

- a. Strong learning culture (self-learning) of employees
- b. Interesting E-Learning Module
- c. Ease of accessing the E-Learning system
- d. Intense socialization or campaign from the Education and Training Team

The Education and Training Department must pay more attention to the four factors that support the success of Education and Training E-Learning so that E-Learning-based Education and Training programs can run more optimally. To form a strong learning culture for all employees, the first can be done by providing a reward mechanism for employees who have completed their E-Learning learning. This reward can be both financial and non-financial. Non-

financial rewards can be in the form of additional points in aspects of employee performance evaluation from the learning & growth aspect. In addition, non-financial rewards can also be in the form of rewards for employees that were published in the company's internal information media. Thus, employees feel cared for and in the end, form a strong awareness to learn independently through E-Learning based Education and Training programs.

Associated with the development of an attractive E-Learning module must also be a concern of the Islamic Education and Training Department of the bank. In order for employees to be interested in participating in E-Learning-based programs, the available learning modules must also be interesting and not easy to make Education and Training participants become bored and bored. Innovative creativity and thinking from the Education and Training Team was needed to produce quality and attractive E-Learning modules to be learned by Education and Training participants.

The ease of accessing the E-Learning system was also an important factor in increasing the success rate of learning through the E-Learning method. The system must be easy for every employee to access anytime and whenever possible anywhere. Based on the researchers' observations, currently, the Islamic bank E-Learning system can only be accessed through computers connected to the Islamic bank intranet network. In this case, means that employees cannot access E-Learning from the internet. This must be a serious concern from the Islamic Education and Training Department of the bank because currently the internet line was seen as being able to bridge mobile and online learning needs. The bank's Education and Training Islamic Team must have considered the possibility of developing internet-based mobile learning that can be accessed via mobile phones to make it easier for students to access the available E-Learning modules. Therefore, the Education and Training Team must be more intense in coordinating and collaborating with the IT Islamic Banking Division in the effort to develop the mobile learning. Thus, the Education and Training program based on E-Learning can run more optimally because employees can access it anytime and anywhere.

Furthermore, the Education and Training Team must also have a good socialization or campaign program for E-Learning based Education and Training programs. The use of various kinds of media can be done such as the use of newsletters, email and corporate portals, the installation of banners and announcements on information boards in the office and also WhatsApp Group. The Education and Training Team must have a massive campaign program to further encourage awareness of all employees towards E-Learning programs. In the case of need, the Education and Training Team itself needs to form a socialization team or campaign

team that has a special task in socializing and campaigning for E-Learning programs through various types of available media.

### 3. Evaluation of Training

In connection with this training evaluation, the Islamic bank has adopted 5 levels of evaluation to measure the success of the Education and Training program held. In the Islamic Bank General Training and Development Policy, it was stated that the evaluation aims to determine the success of each stage of instructional system design (ADDIE) starting from the needs analysis stage to the implementation of training and development.

The integrated MIS Education and Training governance model was developed in an effort to support the achievement of the vision and mission of the Islamic Education and Training Department of the bank. As was known beforehand that the vision of the Education and Training Department was to become a strategic partner for Management that focuses on enhancing the Human Capital Readiness of all Islamic bank employees based on superior work culture to support the Islamic bank business strategy. The mission of the Education and Training Department was to provide quality education and training activities to improve the competence of all Islamic bank employees.

If the Education and Training activities held can be maintained in quality with the integrated MIS Education and Training model approach above, it was expected to be easier for the company to improve employee competencies and productivity. Employees who have high competence can certainly be more optimal in carrying out every business strategy run by the company so that it can lead to an increase in the organizational productivity of the Islamic bank itself.

As the previous researcher explained, governance aims to inform, direct, manage and monitor the activities of the organization towards achieving its goals. In the case of Education and Training Management Information Systems, this integrated governance model that was developed will facilitate Education and Training organizations to better manage Education and Training activities in achieving the main Education and Training objectives of improving employee competencies which lead to increased employee and organizational productivity Islamic bank. Database management as stated by Mr. Wisnu as the Head of the Human Resources Division above was one of the tangible manifestations of the Education and Training data management.

In the theory of Klinger and Balidian, it was stated that work productivity was usually influenced by several factors, including knowledge, expertise, employee attitudes toward work



and work environment. Integrated ILMIS of MIS Education and Training governance models were expected to have a positive impact on employees, especially related to the improvement of employee knowledge and expertise. In addition, the existence of a MIS Education and Training governance model like this can also encourage a better learning environment for each employee to improve their ability to become better. Integrated MIS Education and Training managed data can be processed into valuable information for the Education and Training Department in formulating and planning higher quality Education and Training programs.

Management in this case the leader in Islamic Bank must carry out a strategic role so that the company he leads can run optimally in achieving his company's vision and mission. In this case, the leadership of the company must carry out the management function properly including in terms of the Education and Training governance. The role of Islamic Bank Management was seen as very important in supporting the implementation of integrated SIM Education and Training governance models.

The role of Management was also very necessary in issuing policies that support the implementation of this integrated SIM Education and Training governance model, especially those related to technology utilization. Based on the document study, it was known that the Islamic Bank Management (in this case the Board of Directors) has issued two important policies that were expected to support the implementation of this ILMIS-based SIM Education and Training governance model.

Based on the document study of the two policies issued by the Board of Directors, it can be seen that the policy has very important roles and functions, namely:

1. As a guide in carrying out training and development activities for all work units in the Islamic Bank.
2. As a guide in establishing and clarifying the authority and responsibilities of each work unit related to training and development activities.
3. As a standard reference in internal supervision/control at all stages of training and development activities.

The roles of each level of Management also need to be evaluated and monitored closely so that existing roles and functions run effectively in supporting the implementation of integrated SIM Education and Training governance models in an effort to increase employee and organizational productivity. Monitoring must also be done in detail and consistently so that the results can be maximized. Management must carry out the function and role of a good manager that was able to regulate and direct the people they lead to achieving organizational goals.

Based on the results of interviews with several sources there were several factors that were considered to be able to support the successful implementation of this ILMIS-based SIM Education and Training governance model. Some of the supporting factors are:

1. Management role/support
2. Culture of learning
3. HR systems and readiness
4. Technology readiness
5. The commitment of the Education and Training Team

Based on observations and the results of interviews with several sources, it can be understood that the above-supporting factors can also be an inhibiting factor in the successful implementation of ILMIS-based SIM Education and Training models depending on how to manage several of these factors. If some of these factors were well managed, these factors will be a contributing factor to the successful implementation of ILMIS-based SIM Education and Training governance models. However, on the contrary, if these factors were not managed properly, it will actually be an inhibiting factor in the successful implementation of SIM Education and Training governance models.

The implementation of the ILMIS-based SIM Education and Training governance model in the Islamic Bank requires the involvement of many parties. Based on the understanding of a system itself, where a system was a unit consisting of elements that were interrelated between one another and not separated which includes hardware, software, and brainware. The management

## **CONCLUSIONS**

The SIM Education and Training governance model based on ILMIS can be described as the flow of the Education and Training management process which begins with the pre-reading, pre-assessment, discussion forums, analysis of pre-assessment results and discussion forums, Education and program formulation team meetings. Training, analysis of the results of the drafting team meetings, development of in-class training and e-learning modules, development of in-class training and e-learning modules, implementation of Education and Training (both in class training and e-learning), Education and Training evaluation and analysis of results Education and Training evaluation. All stages in the process flow above form an integrated SIM Education and Training governance model applied in the Islamic Bank.

The implementation of this ILMIS-based SIM Education and Training governance model can have a positive impact on improving the quality of education and training. Therefore, it can be said that the implementation of the ILMIS-based SIM Education and Training governance

model can support increased competence, employee productivity, and organizational productivity.

There are 5 main factors supporting the successful implementation of the SIM Education and Training governance model based on ILMIS namely Management roles/support, employee learning culture, HR systems and readiness, technology readiness and commitment from the Education and Training Team itself. These supporting factors can turn into inhibiting factors if not managed properly. Therefore, it was an important task for the Education and Training Department to be able to coordinate and cooperate with all relevant parties so that all these factors can be managed properly.

From the five factors supporting the successful implementation of the integrated SIM Education and Training governance model above, the role/support factor of the Management or leader was considered to have the greatest influence. This was because the leader has a directing function that can direct employees to carry out certain tasks and responsibilities and determine the direction of policy in the work unit that was guided. Evaluation of the implementation of integrated ILMIS SIM Education and Training governance models must be carried out consistently and continuously, especially by the Education and Training Department to ensure the effectiveness of the implementation of the governance model so that the quality of Education and Training programs can be maintained and encourage increased organizational productivity through increased competence and productivity BRISyariah employees.

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# ORGANIZATIONAL CLIMATE AND TEACHER PEDAGOGIC COMPETENCE ON QUALITY OF SERVICES IN SMP

JURNAL KEPEMIMPINAN

PENDIDIKAN

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## Abstract

This study aims to determine the influence of Organization Climate and Teacher Pedagogic Competence School Quality Service in Public Junior High School District Kembangan in West Jakarta. This study is descriptive in the entire population of teachers in Public Junior High School in West Jakarta District of New Kebayoran as many as 7 State Primary School with a number of teachers is 347, elected by proportional random sampling, the number of 186 teachers. Data was collected using a questionnaire to measure the Organization Climate, Teachers and Achievement Motivation Teacher on School Quality Service. The results showed that: first, there are positive Influence of Total Quality Management to Principal Teacher School Quality Service is acceptable, it can be determined by t test calculations in which  $t_h > t_t$  ( $40.38 > 1.66$ ). And based on the calculation formula product moment correlation coefficient can be determined path coefficients ( $p_{31} = 0.272$ ) at  $\alpha = 0.05$ , that  $r_h > r_t$  ( $0.948 > 0.148$ ) means that it can be said that there are positive effects of TQM Head Teacher School Quality Service, by  $r^2_{13} =$  coefficient of determination of 0.8986. This means that 89.89% of the variation of Teacher School Quality Service (X3) are affected by TQM Principal (X1). Second, there is a positive influence on Achievement Motivation Teacher Teacher School Quality Service is acceptable, it can be determined by t test calculations in which  $t_h > t_t$  ( $73.92 > 1.66$ ). Third, there is a positive influence Principal Total Quality Management (X1) of the Teacher Achievement Motivation (X2) can be accepted, it can be determined by t test calculations in which  $t_h > t_t$  ( $32.31 > 1.66$ ).

**Keywords: Organizational Climate, pedagogic Competence, Service Quality**

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## **Introduction**

In the 21st century, a wave of globalization is felt strong and open. Technological progress and the changes that have taken place provide new awareness that Indonesia is no longer independent. Indonesia is in the midst of a new world; the world is wide open as a result people are free to compare life with other countries. Nowadays, we endure lack of quality in education both formal and informal. The results are obtained after we compare them with other countries. This is evidenced, among others, by UNESCO data in 2000 concerning the ranking of the Human Development Index (Human Development Index), namely the composition of the rankings of educational attainment, health and income per head which shows that the Indonesian Human Development Index is decreasing, among the 174 countries in the world Indonesia ranked 102 in 1996, 99 in 1997, 105 in 1998, and 109 in 1999.

The low quality of education in Indonesia was also shown by Balitbang data in 2003 that out of 146,052 primary schools in Indonesia, only 8 schools were recognized in the Primary Years Program category. Out of 20,918 junior high schools in Indonesia, there were only 8 schools that received world recognition in the The Middle Years Program category. And from 8,036 high schools, only 7 schools received world recognition in the category of the Diploma Program.

Education has indeed been a support in improving Indonesia's human resources for national development. Therefore, we should be able to improve Indonesia's human resources that are not less competitive with human resources in other countries. Schools are social organizations that provide learning services for the community. As an organization, schools are open systems because they have relations with the environment. Aside from being a vehicle for learning, the environment is also the place where school inputs originate.

Humans needed as input for the education process are students as the main ingredient or raw material. To produce a complete human being, human input is needed which has the potential to be educated, trained, guided and developed into a whole person. For this reason, another human being is required to serve as a successful team to form a complete human being. The teacher is assigned to educating, training, guiding, and developing potential (students). The principal is a teacher who is given a special duty to manage the school, make policies, regulate the rules and operationalization of the school so that it does not occur in chaos or is given the trust to be the leader and manager of the school. Administrative staff is assisting leaders / managers to manage the school. Stakeholders or people with an interest in the school

such as parents / guardians of students, business people, communities, and the government have an obligation to create effective schools.

A strong orientation in all schools, in improving the quality of school services as the main scenario towards school autonomy, is to improve the quality of school services through school independence. Schools will race to win the competition, the quality of school services will be the main key strength for every school to win the competition, both facing previous competition and newcomers. Schools will compete supportively to improve the quality of school services. Improving the quality of school services, especially junior high schools, is one of the concerned focuses in order to improve the quality of human resources. Junior High School is the first formal education unit that has the responsibility to develop basic attitudes and abilities and provide basic knowledge and skills.

Organizational climate has an influence on the quality of service. Organizational climate is an environmental atmosphere of an organization or educational institution that routinely occurs both individually and in groups that can encourage and increase motivation on change of attitudes and behavior in organizational performance. The atmosphere of a fun and safe school environment allows teachers to work better. On the contrary, a less pleasant school environment causes teachers to be reluctant to carry out their duty properly. This can lead to a decline in the quality of service in schools so that it affects the maximum work of teachers.

Schools as an organization have an organizational structure which consists of individuals who have their respective duties and responsibilities at work. They cooperate well one another, between the principal and the teacher, the teacher with the teacher, the teacher with the administration, the school principal with the administration section to the lowest level, namely the school maid. Their duties and responsibilities is well accepted good and understood. They help each other when they experience obstacles in their daily work, and give each other input or advice between one individual and another, so that a pleasant organizational climate is established and the direction for achieving goals in education can be achieved well.

The teacher plays an important role in learning activities to determine and direct all teaching and learning activities. Teaching and learning activities are directed and strived to achieve educational goals that have been planned, not just a formality but it is obliged to be followed by the ability of the educator itself according to his duties. A teacher who interacts

with students in school does not only convey knowledge but also instills good attitudes and moral values and skills.

Today, the competencies that teachers have in carrying out their duties is perceived low so that some changes that have been rolled out cannot be realized properly so that on many occasions teachers hear and confuse teachers about changes in curriculum. Acting as a democratic teacher requires several personality competencies to master the fields of study, management of education and the learning process. The current paedagogic competence of teachers needs to be developed and processed in such a way that it will experience an increase. By means of the increase in competency, it is expected to improve the quality of education in the country.

The low quality of educational services in Indonesia is the Teacher's Paedagogic Competence. One of the causes of the low professionalism of teachers in Indonesia can be seen from the feasibility of teaching teachers. According to the research results of the Ministry of National Education's Research and Development Agency, teachers who are eligible for teaching at the elementary and public level are only 28.94%, public junior high school teachers 54.12% private junior high school 60.99% private school, teachers state high school 65.29% private sector 64.73% of public vocational school teachers 55.91%, private school 58.26%. This is not excessive if the teacher is one aspect who is widely blamed for the low quality of education in Indonesia. Teachers are an important element in organizing a national system, especially when considering their position and role as the spearhead of teaching and learning resources for transforming values of science and other values. On that basis, the achievement of quality education outcomes that are less satisfactory at all levels of education is often associated with the teacher's less than optimal role.

The vision of education in the Sisdiknas Law is the realization of an education system as a strong and authoritative social institution to empower all Indonesian citizens, to develop into quality human beings who are capable and proactive in responding to the challenges of the times that are always changing. It embraces democratic and equity and non-discriminative values by upholding human rights, religious values, cultural values, and national prosperity, and education is carried out by empowering all components of society through participation in the implementation and quality control of school services.

Based on the background discribed above, this research takes the title. "Influence of Organizational Climate and Teacher's Paedagogic Competence on School Service Quality, in Public Junior High Schools in Kembangan District, West Jakarta".



The quality of educational services needs to be carefully assessed, because according to Anna Coote in Edward Sallis quoted by Dadang Suhardan "*Quality is a slippery concept. It implies different things to different people.*" Quality is a concept that can be confusing. Its meaning becomes something different for everyone. Even the experts concluded that there was nothing like Edward Sallis, quality can be defined as something that exceeds the satisfaction and desires of consumers. Quality is not something that can be achieved easily, but rather a responsibility that must be carried out simultaneously by all people at all levels of the organization, at all times.

Sallis in his book entitled *Total Quality Management in Education*, quality to meet the needs and desires of its customers. Organizations that maintain relationships with customers and have an obsession with quality. They recognize that the growth and development of an institution derives from the suitability of institutional services with customer needs. Quality must be in accordance with the expectations and wishes of customers and Klein. Quality is something that is desired by the community and for everyone and not what is best for school residents.

Educational services are determined by at least the facilities, infrastructure, learning completeness and teacher factors. For example, Factor of infrastructure is study rooms and those that meet the requirements. Learning equipment used by teachers as learning media, teaching aids and others is available. Since the teacher's factor must have sufficient professionalism and prosperity, they are expected not to be hesitant in teaching. When fulfilled, education services will be implemented which of course students will be able to enjoy a fun learning process.

Parasuraman was quoted as saying by Nasution that there are five dimensions of consumers in evaluating services that need to be considered:

1. *Tangible*, includes physical facilities, employees and means of communication.
2. *Reliability*, is the ability to provide promised services with immediate, accurate, and satisfying reliability.
3. *Responsiveness*, is the desire of the staff to assist customers and provide responsive services.
4. Assurance is covering the knowledge, ability, politeness and trustworthy nature of the staff (free from danger, risk and doubt).
5. *Empathy*, is covering the ease of making good communication, attention, and understanding the decisions of customers.

Based on theoretical studies, it can be concluded that education services are a systematic, practical and strategic approach in organizing an educational organization, which prioritizes the interests of educational users (students / parents).

Good service will not be occurred if as Luthan, in the book Uhar Suharsaputra, says that "*Organizational climate is an overall feeling that is conveyed by the physical layout, the way participant interacts, and the way the organization conducts itself with customers or outsiders*" (All feelings conveyed interactively, whether it is practiced with customers or outside parties).

Halpin has identified the organizational climate continuum based on the results of his research using Organizational Climate Description Questionnaire (OCDQ), there are six classifications, namely:

1. *Open Climate*, which describes a situation where members love to work, cooperate, and openness.
2. *Autonomous Climate*, which is a situation where there is freedom, there are creative opportunities, so that its members have the opportunity to satisfy their needs.
3. *The Controlled Climate*, which marked an emphasis on achievement in realizing satisfaction in social needs.
4. *The Familiar Climate*, namely a sense of high service between leaders and members.
5. *The Paternal Climate*, which is characterized by the control of the leadership of members.
6. *The Closed Climate*, which is marked by a situation of low satisfaction and achievement of duties and social needs of its members, the leadership is very closed to its members.

Based on the description of the above theory, it can be concluded that Organizational Climate is the environment atmosphere of an organization or school institution that routinely occurs both individually and in groups that can influence the emergence of motivation to change attitudes and behavior in organizational performance.

In an effort to improve the quality of national education, the government through the Ministry of National Education continuously strives to make various changes and renewal of our education system. One of the efforts has been and is being done, which is related to the teacher's factor. Commencement of a regulation No. 14 of 2005 concerning Teachers and Lecturers and Government Regulation No. 19 of 2005 concerning National Education Standards, basically is the government policy which includes the government's efforts to organize and improve the quality of teachers in Indonesia. Regulation No. 14 of 2007, mentioned that an agent of learning to improve the quality of national education, the development of science, technology and art, as well as serving the community. In Article 6: the position of the teacher and lecturer as a professional man carries out the national education

system and embodies national education, namely the development of the potential of students to become believers and fear of God Almighty, noble, knowledgeable, capable, creative, independent and become a democratic and responsible citizen. The achievement of educational goals must be supported by teachers who have the knowledge and ability to manage learning activities, are skilled in understanding student development and have a commendable personality and are based on intelligence. This is needed so that the learning process carried out is able to reach the target. It is impossible for teachers to be able to direct students to achieve these competencies. If the teacher is an educator and the teacher does not have equivalent teaching competencies. Existing teacher competencies must be sufficient to carry out the obligations outlined in the effort to increase and empower education.

Mc Ashan stated that competency *"is knowledge skills and abilities of people that have the character achieves, which becomes part of his or her being he or she can satisfactionily perform certain cognitive, effective, and psychomotor behaviors"*.

This definition can be explained that competence is the knowledge, skills and abilities of a person and has become part of him so that with this ability he can perform activities, cognitive, affective and psychomotor behavior. When related to teacher competency is the ability and skills possessed by the teacher so that with these skills the teacher can carry out chores related to providing training and development for students. The development in question includes development in the cognitive field, development in the affective field, and development in the psychomotor field.

Competent teachers are teachers who are able to present meaningful learning activities so that students feel interested in and challenged to participate in learning activities, then from these activities students are able to master the subject matter, knowledge in accordance with the limits and objectives set in the curriculum or syllabus. Idochi: 2000, Teacher's professional competence is broken down into three aspects, namely:

1. Cognitive competence
2. Affective competence
3. Psychomotor competence

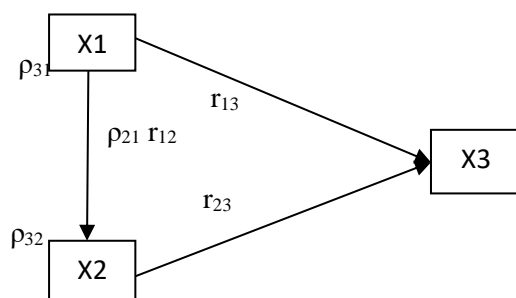
The first aspect includes mastery of educational knowledge, material knowledge of the field of study being taught, and the ability to transfer knowledge to students so that they can learn effectively and efficiently. The second competency is self attitudes and feelings related to the teaching profession, which includes self concept, self efficacy, attitude of self-acceptance

and a teacher's view of his quality. The latter aspect of psychomotor competence includes general and special physical skills such as verbal and non-verbal expressions.

Teacher competency will not experience improvement if the school does not pay attention to teacher competencies, that is why it takes a role from all components to endeavour competence improvement by conducting training, involving teachers in seminars, increasing education strata and various activities that are expected to spur increased competence teacher.

## METHOD

This study uses a quantitative approach with survey methods with correlational techniques. Data analysis used descriptive statistics, inferential statistics, simple, and double correlation, partial correlation and simple and multiple regression. To facilitate understanding of the relationship study; X1: Organizational climate, X2: Teacher's pedagogical competence, each as an independent variable, and X3: Service quality as a dependent variable, the following constellation of research variables is arranged:



**Figure 1.** Path Analysis of variables Correlation

## FINDINGS AND DISCUSSION

### Data Description

In the chapter the results of this study will be presented regarding the analysis and discussion of the results of processing research data which include; trial data, respondent descriptive data, data description, analysis requirements analysis, research hypothesis testing, interpretation and discussion of research results and research limitations.

In analyzing, the data is directed to testing the hypothesis, which begins with a description of the research data from the three variables in the form of frequency distribution and histogram and determines the regression equation. To illustrate the influence between one variable and another, the writer calculated using simple regression and correlation analysis and path analysis (path analysis).

Assumption for testing the regression parameters in the research data was carried out by testing the requirements analysis with normality test with Liliefors test, homogeneity test with Bartlett test and also significance test and linearity of regression models.

### 1. Validity and Reliability test

Table 1. Score of pre-test and post test items research Instrument

| Type of Instrument      | X <sub>1</sub> / Reliability | X <sub>2</sub> / Reliability | X <sub>3</sub> / Reliability |
|-------------------------|------------------------------|------------------------------|------------------------------|
| Pre-test/<br>Validation | 33/ 0,928                    | 32/ 0,981                    | 35/ 0,978                    |
| Invalid Items           | 3                            | 11                           | 9                            |
| Post-test               | 30                           | 21                           | 26                           |

The number of validity test items for Organizational Climate variable (X<sub>1</sub>) = 33 items, variable Teacher Pedagogic Competency (X<sub>2</sub>) = 32 items and Service Quality variable (X<sub>3</sub>) = 35 items. The reliability test results show that the questionnaire reliability of Organizational Climate variable is 0.928, the reliability of the questionnaire variable is the Teacher's Pedagogic Competency of 0.981; and the reliability of the questionnaire variable Service Quality of 0.978. So that valid and reliable items that are feasible to use in capturing research data with 30 valid items for Organizational Climate (X<sub>1</sub>) variables, 21 items are valid for Teacher Pedagogic Competency variables (X<sub>2</sub>) and 26 items are valid for Service Quality (X<sub>3</sub>) variables.

### Description of Research Data

The variables studied included three variables: Service Quality (X<sub>3</sub>), Organizational Climate (X<sub>1</sub>), and Teacher's Pedagogical Competence (X<sub>2</sub>). Calculation of descriptive statistics research data presents images of each variable. Each of the variables above is reviewed with several supporting theories, so a conceptual understanding of each variable is obtained. Furthermore, based on the conceptual, operational definitions are prepared and

indicators are prepared in accordance with relevant theories. Based on these indicators a questionnaire was prepared which was able to multiply the judgments in each indicator.

The research data was derived from a sample of 186 teachers at the State Junior High School in Kembangan, West Jakarta, using a questionnaire consisting of 5 answer options. Data from the questionnaire results are used as the basis for all forms of analysis in the study. Based on 5 assessment criteria, the value of each variable is theoretically, as follows:

Table 2. Score based on theoretical criterion

| Variables                      | Total items | Kriteria Penilaian Teoritis |           |           |            |           |
|--------------------------------|-------------|-----------------------------|-----------|-----------|------------|-----------|
|                                |             | Very poor                   | Poor      | fair      | Good       | Very good |
| Organizational climate         | 30          | 30-54                       | 54-78     | 78-102    | 102-126    | 126-150   |
| Teachers' pedagogyc competence | 21          | 21-37,8                     | 37.8-54.6 | 54.6-71.4 | 71.4-88.2  | 88.2-105  |
| Service quality                | 26          | 26-46.8                     | 46.8-67.6 | 67.6-88.4 | 88.4-109.2 | 109.2-130 |

The data above shows that the number of questions determines the rating interval in each criterion. For example: in the number of questions 30, with a choice of 1, 2, 3, 4, 5, the lowest score if all items obtained a value of 1 are therefore worth  $1 \times 30 = 30$ , while the highest value if all items get a value of 5 thus worth  $5 \times 30 = 150$ . The evaluation criteria consist of 5, which are very poor, poor, sufficient, good and very good, thus:

$$\begin{aligned} \text{Criteria value between criteria} &= (\text{highest value} - \text{lowest value}): 5 \\ &= (150-30): 5 \\ &= 24 \end{aligned}$$

### Testing Statistical Requirements

One of the requirements in analyzing a causal requires a statistical prerequisite test, which consists of: 1) Test for data normality for each variable and 2) Test for homogeneity of data variance between variables.

### Data Normality Test Regression Estimation Error

Testing the normality requirements of the dependent variable to the independent variable is done using the *Liliefors* test. For the results in this test using the null hypothesis which states the suitability between each raw data that is normally distributed to the comparable hypothesis of each data that is not normally distributed. Statistically this form of hypothesis can be written as follows:

Ho: each sample data is normal distribution

H<sub>1</sub>: each data is not normal distribution

With the *Liliefors Test* the data is said to be normally distributed if  $L_{counts} < L_{table}$  at the alpha significance level ( $\alpha$ ) which has been determined  $\alpha = 0.05$ .

Table 3. Data inference of Normality test

| <b>Variables</b>              | <b>L<sub>counts</sub></b> | <b>L<sub>table</sub></b> | <b>inference</b> |
|-------------------------------|---------------------------|--------------------------|------------------|
| X <sub>1</sub> X <sub>3</sub> | 0.0596                    | 0.0650                   | Normal           |
| X <sub>2</sub> X <sub>3</sub> | 0.0636                    | 0.0650                   | Normal           |
| X <sub>1</sub> X <sub>2</sub> | 0.0633                    | 0.0650                   | Normal           |

Information:

X<sub>1</sub>: Organizational Climate

X<sub>2</sub>: Teacher's Pedagogic Competence

X<sub>3</sub>: Quality of Service

L<sub>h</sub>: Critical value calculation Liliefors test

L<sub>t</sub>: Value of the Critical Test table Liliefors

From the overall calculation of the normality test for data from 186 Respondents which include Organizational Climate variable (X<sub>1</sub>), variable Teacher Pedagogic Competency (X<sub>2</sub>), and Service Quality variable (X<sub>3</sub>), it turns out that every price calculated is  $< L_{table}$ . Thus it can be concluded that all data from each variable is normally distributed or Ho is accepted. The summary of the results of the calculation of the normality test can be seen in Table 3. Thus, the data in these 3 variables are feasible and further causal analysis can be carried out.

## Homogeneity Test

The testing of the variance homogeneity requirements of X3 variable is based on the grouping of Organizational Climate variable (X1) data, variable Teacher Pedagogic Competence (X2), using the Levene Statistical Test.

The final result of the calculation of the Levene Statistical Test with the Ho test criteria is accepted which means that the population data is homogeneously grouped, if the results of the calculation of the Levene Statistical Test are smaller than the real level alpha ( $\alpha$ ) = 0.05 or higher than the real level alpha ( $\alpha$ ) = 0.05, then Ho is rejected which means that the population data is not homogeneous.

Table 4. variance Homogeneity test

| No. | Variances                          | $\chi^2$ count | $\chi^2$ table | inference |
|-----|------------------------------------|----------------|----------------|-----------|
| 1.  | X <sub>3</sub> upon X <sub>1</sub> | 0.000          | 0.05           | Homogene  |
| 2.  | X <sub>3</sub> upon X <sub>2</sub> | 0.000          | 0.05           | Homogene  |
| 3.  | X <sub>2</sub> upon X <sub>1</sub> | 0.000          | 0.05           | Homogene  |

Information:

$\chi^2$ count = Calculation result

Levene Statistics Test

$\chi^2$ Table = from the Levene Statistics Test table

From the whole calculation, the calculation results obtained from the Levene Statistical Test are greater than the real level alpha ( $\alpha$ ) = 0.05, for X3 data is based on the grouping of each data X1 and X2. Thus, it was concluded that the Organizational Climate (X1) variable, the Teacher's Pedagogic Competency (X2) variable, had a homogeneous population variance.

### 1. The First Hypothesis is: "Effect of X1 (Organizational Climate) on X3 (Service Quality)"

Simple linear regression analysis of pairs of research data between Organizational Climate variables (X1) on Service Quality (X3) produces a regression direction coefficient of 1.05 and a constant of 97.73. Thus the influence of Organizational Climate variable (X1) with Service Quality (X3) has the following regression equation:  $Y = 97.73 + 1.05 X_1$ .



## 2. The Second Hypothesis is: "The Effect of X2 (Teacher's Pedagogic Competence) on X3 (Service Quality)"

Simple linear regression analysis of pairs of research data between variables of Teacher Pedagogic Competency (X2) on Service Quality (X3) produces a regression direction coefficient of 1.12 and a constant of 14.73. Thus the form of influence variable Teacher Pedagogic Competency (X2) on Service Quality (X3) has a regression equation as follows:  $Y_3 = 14.73 + 1.12 X_2$ .

## 3. The Third Hypothesis is: "The Influence of X1 (Organizational Climate) on X2 (Teacher's Pedagogical Competence)"

Simple linear regression analysis of the pair of research data between X1 (Organizational Climate) against X2 (Teacher's Pedagogical Competence) produces a regression direction coefficient of 0.90 and a constant of 75.19. Thus the form of the influence of variable X1 (Organizational Climate) on X2 (Teacher's Pedagogical Competence) has the following regression equation:  $Y_2 = 75.19 + 0.90 X_1$ .

From the results of the calculations above, the path diagram of the three variables of Organizational Climate, Teacher's Pedagogical Competence, and Service Quality can be described as follows:

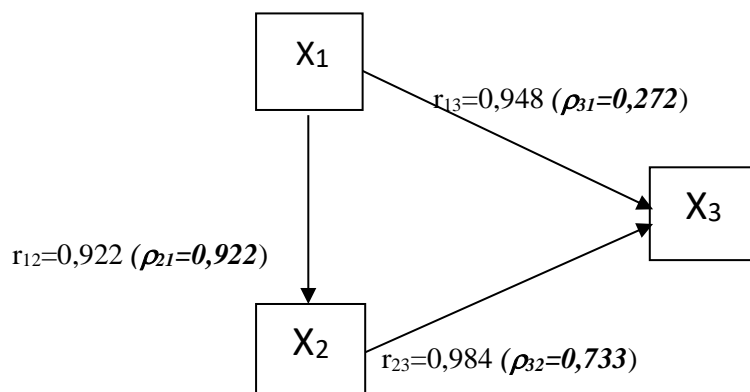


Figure 2. Correlation Results between Variable Path Analysis

## Discussion

Based on the results of the analysis can be known the characteristics of each variable and relationship as well as the influence between variables. The characteristics of each variable can be expressed as follows: (a) Organizational climate has a range of empirical values with

poor criteria to very good, with an average of sufficient criteria, data is normally distributed, and is homogeneous with other variables (b) Pedagogic Competencies The teacher has The range of empirical values with criteria is not good to very good, with an average of sufficient criteria, data are normally distributed, and are homogeneous with other variables (c) Service Quality has a range of empirical values with criteria not good to very good, with average criteria enough, the data is normally distributed, and is homogeneous with other variables.

### **1. Effect of X1 (Organizational Climate) on X3 (Service Quality)**

Based on simple linear regression analysis of pairs of research data between Organizational Climate variables (X1) on Service Quality (X3) produces a regression direction coefficient of 1.05 and a constant of 97.73. Thus the influence of Organizational Climate variable (X1) with Service Quality (X3) has the following regression equation:  $Y = 97.73 + 1.05 X_1$ .

Based on the results of statistical tests above it can be seen that the hypothesis of the influence of Organizational Climate on Service Quality is acceptable, this can be known by the results of the calculation of the t test where  $t_{count} > t_{table}$  ( $40.38 > 1.66$ ). And based on the results of the calculation of the product moment correlation coefficient formula can be known path coefficient ( $p_{31} = 0.272$ ) at  $\alpha = 0.05$ , that  $r_c > r_t$  ( $0.948 > 0.148$ ) means that there can be a positive influence on Organizational Climate on Service Quality, with the coefficient of determination amounting to  $r_{213} = 0.8986$ . This means that 89.89% of the variation in Service Quality (X3) is influenced by the Organizational Climate (X1).

### **2. Effect of X2 (Teacher's Pedagogic Competence) on X3 (Service Quality)**

Based on simple linear regression analysis of pairs of research data between variables of Teacher Pedagogic Competency (X2) on Service Quality (X3) produces a regression direction coefficient of 1.12 and a constant of 14.73. Thus the influence of Organizational Climate variable (X1) with Service Quality (X3) has the regression equation as follows:  $Y = 14.73 + 1.12 X_2$ .

Based on the results of the statistical tests above, it can be seen that the hypothesis of the influence of the Teacher's Pedagogic Competence on Service Quality is acceptable, this can be known by the calculation of the t test where  $t_c > t_t$  ( $73.92 > 1.66$ ). And based on the calculation results of the product moment correlation coefficient formula can be known the path coefficient ( $p_{32} = 0.733$ ) at  $\alpha = 0.05$ , that  $r_c > r_t$  ( $0.984 > 0.148$ ) means that there can be a positive influence on the Teacher's Pedagogic Competence on Service Quality, with coefficients determination

of  $r_{223} = 0.9674$ . This means that 96.74% of the variation in Service Quality (X3) is influenced by Teacher's Pedagogic Competence (X2).

### **3. Effect of X1 (Organizational Climate) on X2 (Teacher's Pedagogical Competence)**

Based on simple linear regression analysis of the pair of research data between X1 (Organizational Climate) against X2 (Teacher's Pedagogical Competence) produces a regression direction coefficient of 0.90 and a constant of 75.19. Thus the form of the influence of variable X1 (Organizational Climate) on X2 (Teacher's Pedagogical Competence) has the following regression equation:  $Y = 75.19 + 0.90 X_1$ .

Based on the results of statistical tests above, it can be seen that the hypothesis of the influence of Organizational Climate on Teacher's Pedagogic Competence can be accepted, this can be known by the results of the calculation of the t test where  $t_c > t_t$  ( $32.31 > 1.66$ ). And based on the results of the calculation of the product moment correlation coefficient formula can be seen that  $r_c > r_t$  ( $0.922 > 0.148$ ) means that it can be said path coefficient ( $p_{21} = 0.922$ ) at  $\alpha = 0.05$ , that there is a positive influence of the Organizational Climate on Teacher Pedagogic Competence, with coefficients determination of  $r_{212} = 0.8501$ . This means that 85.01% of the variation in Teacher's Pedagogic Competence (X2) is influenced by the Organizational Climate (X1).

## **CONCLUSIONS AND SUGGESTIONS**

Based on the results of the research analysis can be concluded as follows:

1. There is a positive direct influence on the Organizational Climate on Service Quality. This gives an understanding that the more positive the Organizational Climate can improve Service Quality. Conversely, the more negative the Organizational Climate can reduce the Quality of Service.
2. There is a positive direct influence of the Teacher's Pedagogical Competence on Service Quality. This gives an understanding that the more effective the Pedagogical Competence of the Teacher can improve the Quality of Service. On the contrary, the less effective the Pedagogic Competency of the principal's, teacher can reduce the Quality of Service.
3. There is a positive direct influence of the Organizational Climate on Teacher's Pedagogical Competence. This gives the understanding that the more positive the Organizational Climate is the more effective the Pedagogic Competence of the

Teacher. On the contrary, the more negative the Organizational Climate, the more ineffective the Teacher's Pedagogic Competence will be.

To improve the quality of service it is suggested that the organizational climate must be conducive and that the improvement of teacher's pedagogic competence is prioritized.

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# THE EFFECT OF SELF-ESTABLISHMENT AND GROUP PRESSURE ON THE PERFORMANCE OF EMPLOYEES FOR EDUCATIONAL PROFESSIONAL DEVELOPMENT CENTER

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## Abstract

The purpose of this research was to determine the effect of self-perception and group pressure on the employee performance Professional Development of Educators Center (Pusbangprodik) of the ministry of education and culture. Data was collected through participatory questionnaires. This research uses a survey method with a sample population of 70 people with a quantitative approach. Path analysis was used to analyze inferential and descriptive data. The results of hypothesis testing show that self-perception has a direct effect on performance, group pressure has a direct negative effect on work performance, and self-perception has a direct effect on group pressure. Therefore, to improve the work performance of *Pusbangprodik* employees, self-perception needs to be improved and group pressure needs to be reduced.

**Keywords:** Employee Performance, Self-perception, Group Pressure

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## **Introduction**

The Professional Development of Educators Center is a new organizational unit, under the Education and Culture Human Resources Development Agency, and Quality Assurance of Education, Ministry of National Education. As stated in Ministerial Regulation Number 36 of 2010 concerning the organization and working procedures of the Pusbangprodik function, among others: the preparation of technical policies in the field of professional development of educators, the preparation of educator professional development programs, and coordination of the implementation of competence enhancement and educator certification.

As a new organizational unit formed in 2010, Pusbangprodik's human resources come from various organizational units in the Ministry of National Education, bringing the values of both personal and group that can influence the success of this organization. The process of adjusting the values or norms of the group according to Ivancevich et al (2008: 268), is influenced by several factors, including individual characteristics, situational/environmental factors and relationships between groups, including various factors such as pressure-group pressure. Therefore, the demand for reliable human resources, through a process of adjustment quickly and precisely, will determine the success of each program, in order to achieve organizational goals.

Based on the accountability report of the Ministry of Education and Culture's performance in 2011 and 2012, particularly the performance achievements of the Human Resources Development Agency and Quality Assurance of Educators (Agency PSDMPK-PMP) Education and Culture, most of them have not achieved the target (Kemendikbud: 2012). Furthermore, related to the professional development program that was not continued in 2012, it was criticized by Dr. Sulistyono, chairman of the Indonesian Teachers Association (PGRI) at the Teacher Congress in Jakarta last July 2013. According to him the agency "has not worked well". After the Teacher Competency Test held in 2012, there was no teacher training as promised by the minister of education and culture. (Suara Pembaruan: 2013) These two things indicate a performance problem that still needs to be addressed especially in the Professional Development of Educators Center work unit.

Furthermore, related to efforts to improve the performance of civil servants, starting in 2014, the Republic of Indonesia Government Regulation Number 46 of 2011 concerning the Assessment of Civil Servants Work Performance has been enacted. This regulation also replaced the previous rule, namely PP 10 of 1979, where the assessment of the performance of the previous civil servant apparatus better known as the list of assessments of work

implementation (DP3) was allegedly not able to assess and measure the productivity and contribution of civil servants to the organization where he worked.

Based on the description above, the demand for qualified human resources in an organization is indeed inevitable. In addition, considering that the Pusbangprodik of Main Tasks and Functions (tupoksi) is responsible for the quality of educators in Indonesia, the problem of Employee performance at the Professional Development of Educators Center becomes an interesting topic to discuss.

### **Performance**

Williams (2007: 417) states that performance is how well someone performs job requirements, “job performance is how well someone performs the requirements of the job”. Colquitt et. al. (2009: 57), writes that “job performance is formally defined as the value of the set of employee behaviors that contribute, either positively or negatively, to organizational goal accomplishment”. Performance is a set of employee behaviors that contribute positively and negatively in achieving organizational goals. Colquitt further explained that the performance can be seen from three aspects including task performance, membership behavior, and unproductive behavior. Furthermore, Robbins and Judge (2011: 599) explained that three major types of behavior that constitute performance at work: 1) Task performance. Performing the duties and responsibilities that contribute to the production of good or service or to administrative tasks, 2) Citizenship. Actions that contribute to the psychological environment of the organization, such as helping others when not required, supporting organizational objectives, treating co-workers with respect, making constructive suggestions, and saying positive things about the workplace, 3) Counter productivity. The action that deals damage the organization.

Gibson, Ivancevich, and Donnelly (2006: 372) state that performance can also be seen as one of personal behavior, as stated job performance includes a number of outcomes; 1) objective outcomes; quantity and quality of output, absenteeism, tardiness, and turnover were objective explicit standards exist for each of these objective outcomes, 2) Personal behavior outcomes, 3) Intrinsic and extrinsic outcomes, 4) Job satisfaction outcomes. The same thing is explained by Jex (2002: 88) that performance is all employee behavior when at work, “job performance is a deceptively simple term. At the most general level, it can be defined as all behaviors employees engage in while at work.”



Murphy (2002: 88) states that “job performance is a function of the individual performances on specific tasks that were standardized job descriptions but also affected by success in maintaining good interpersonal relations, absenteeism and withdrawal behaviors, substance abuse, and other behaviors that increase hazards at the workplace.” Murphy defines performance as a person's behavior in carrying out work that is in accordance with the description of his job.

Brumbach in Armstrong (2010: 103) mentions performance means both behavior and results. Behavior emanates from the performer and transforms performance from abstraction to action. Not just the instrument for results, behaviors also result in their own right - the product of mental and physical effort is applied to tasks - and can be judged apart from results. According to him, the performance is described as a combination of behavior and results. The performance concept concluded by Brumbach above emphasizes that in managing performance it is necessary to pay attention to behavioral factors and results from employee performance.

From the description above, it can be synthesized that performance is a person's behavior that contributes to the realization of organizational goals, with an indicator of someone's behavior in carrying out work which is his main task, and behavior outside of work which is his main task.

### **Self-perception**

People differ in the extent to which they like or dislike themselves, according to Robbins and Coulter (2009: 309), self-perception, as stated that, differ in degree people to which they like or dislike themselves, a trait called self-esteem. Similar opinion is stated in Robbins and Judge (2009: 747), “self-esteem is individuals’ degree of liking or disliking themselves and the degree to which they think are worthy or unworthy as a person.”

Self-esteem or self-perception is often associated with self-concept, namely as a person who is seen, felt and experienced by a person. In general, the concept of self is a combination of thoughts, feelings, and attitudes that people have towards themselves. The same thing from Berk (2003: 469) states that self-perception is part of self-concept. Further explained, “The self-concept is defined as the totality of the individual's thoughts and feelings having a reference to himself or herself as an object.” It is an individual perception and feelings toward him or herself. In other words, your self-concept is composed of your attitude toward you.

Furthermore, Harter in Hawkins (2010: 428) states, "self-esteem can be described as high or low. Some view of self-esteem as a global perception of the self, others view as a multi-dimension, consisting of (1) scholastic competence, (2) athletic competence, (3) social

competence, (4) physical competence, and (5) behavioral conduct, in addition to global self-worth. " Self-perception is the value a person has for himself. The dimensions of self-perception according to Harter include; (1) academic competence, (2) athletic competence, (3) social competence, (4) physical competence, and (5) behavioral control, in building overall self-worth.

Baron and Byrne (1991: 522) define self-esteem as "an individual's attitude about himself or herself, involving self-evaluation along a positive-negative dimension. "Individual attitudes about themselves, which involve self-evaluation along the positive-negative dimension.

Jeffrey Trawick-Smith (2003: 417) explains the term self-perception, as "the term self-esteem is used to describe a person's overall evaluation of self. A person who has positive feelings of self-worth is to have high self-esteem, and someone who is unsatisfied with or doubtful about his or her abilities, accomplishments, or interpersonal characteristics is said to have low self-esteem. Perception is used to describe the overall evaluation of a person. Someone who has a positive feeling of self-perception is said to have high self-perception, and someone who is dissatisfied with or doubts his abilities, achievements, or interpersonal characteristics is said to have a low self-perception. Trawick-Smith's dimension of self-perception includes a feeling of ability (competence), social acceptance, feeling of control, and feeling of moral self-worth.

Based on the description above, it can be synthesized that self-perception is a person's self-assessment of the thoughts, feelings, and attitudes possessed by him, which were actualized in the form of work independence, social acceptance, self-control and behaving according to morals.

### **Group Pressure**

Ivancevich, Konopaske & Matteson (2008: 259) explain that pressure is something that is concerned with the interaction of people with their environment. Instead, in other words, the pressure as a response to adjust is influenced by individual differences and/or psychological processes. In other words, the pressure is a consequence of every external action, situation, or event that has too many psychological and/or physical demands on someone. The group is a collection of two or more individuals who interact to achieve the same goal. "A Group is two or more individuals interacting with each other to accomplish a common goal." The process of self-adjustment becomes something that is necessarily happening within a group or organization.

Gibson, Ivancevich, and Donnely (1973: 264) describe the picture of group pressure or group pressure can be studied in a series of experiments conducted by Asch. Through the experiment

it is understood that in the process of adjustment, conflict is common, conflicts between forces in the individual tend to direct it to act, assess and believe in one way, and pressures that come from social or groups that tend to direct it to the road another. As explained also by Krech et. al, (1962: 506) "the essence of conformity, a distinction between uniformity and conventionality, is yielding to group pressures. For there to be conformity there must be a conflict between those forces in the individual which tend to lead him to act, value, and believe in one way and those pressures emanating from the society or group which tend to lead him in another way. According to him group pressure can come from outside (explicit) such as threats, warnings and can also come from within (implicitly) such as feeling depressed, afraid of wrong, different steps with the group, etc. In this case, individuals actively oppose the group, think negatively, be hostile, always at odds with the group.

Donnelly, Gibson, and Ivancevich (1992: 364) explain "pressure is excessive when it interferes with the group's goal accomplishment. On the other hand, the pressure is inadequate when the lack of conformity to the norm is detrimental to a member, the group, or the organization. "Pressure becomes excessive when it interferes with the achievement of group goals. On the other hand, pressure decreases when the suitability of the group norms with one member, group, or organization decreases.

Group pressure is interpreted by Robbins and Jugde (2009: 491) as "using warnings, repeated demands, and threats." Groups use various warnings, demands, and threats to influence group members to follow the pressure of the pressure group. In line with Colquitt et. al. (2009: 449) who added that pressure in the form of coercion through threats and demands is an ineffective way to influence a person and is only useful in the short term. Jax (2002: 292) also explains that "the final influence tactic listed in Table 10. 3 is pressure. This involves the use of demands, threats, or persistent monitoring to make subordinates comply with a request. "The final effect of tactics is pressure. Including the use of various demands, threats, or strict supervision of employees so that they obey the rules.

Further explained by Berns (2012: 85) that, "group pressure is a sociocultural method of socialization because it involves conforming to certain norms. Communities were made up of social groups, including family, neighborhood, religious communities, peers, clubs, and schools. The group to which one belongs to influence one's behavior. Because humans have a need to affiliate with other humans, and because social approval determines whether or not one is accepted by the group, humans will tend to conform to the group expectation (group pressure). It was explained that group pressure is a method of socialization through a socio-cultural approach because it involves certain norms. The community consists of social groups,

including families, the environment, religious communities, peers, clubs, and schools. One group has the ability to influence one's behavior. Because humans have a need to be affiliated with other humans, and because social approval determines whether a person is accepted or not by a group, humans will tend to adjust to group expectations.

Based on the description above it can be synthesized that group pressure is everything that comes from groups in order to adjust group norms to group members with indicators of group demands, group threats, and group expectations.

## **METHOD**

This research was conducted at the Professional Development of Educators Center. The research uses a survey method with a path analysis approach. Data collection techniques were carried out through a pre-arranged questionnaire. The affordable population was 86 employees, while the sample was 70 employees. Sampling was done by simple random sampling by drawing. Data collection research was conducted through questionnaires, then the results were analyzed using descriptive statistics and inferential statistics.

## **FINDINGS AND DISCUSSION**

### **Findings**

#### **Effect of self-perception (X<sub>1</sub>) on employee performance of Pusbangprodik (X<sub>3</sub>)**

Based on the calculation results obtained the correlation coefficient  $r_{13} = 0.388$  and the path coefficient  $p_{31} = 0.281$ . Thus there was a positive direct effect of self-perception on performance.

#### **The effect of group pressure (X<sub>2</sub>) on employee performance of Pusbangprodik (X<sub>3</sub>)**

Based on the calculation results obtained the correlation coefficient results  $r_{23} = -0.414$  and path coefficient  $p_{32} = -0.320$ . Thus there was a direct effect of negative group pressure on performance.

#### **Effect of self-perception (X<sub>1</sub>) on group pressure (X<sub>2</sub>) Pusbangprodik employees**

Based on the calculation results obtained the correlation coefficient  $r_{12} = -0.336$  and path coefficient  $p_{21} = -0.336$ . Thus there was a negative influence of self-perception of employees in facing group pressure.

### **Discussion**

#### **Effect of self-perception (X<sub>1</sub>) on employee performance of Pusbangprodik (X<sub>3</sub>)**

Pieze and Gadner's opinion in the *Journal of Management* (2004) Vol. 30, No. 5, "Self Esteem within the Work and Organizational Context: A Review of the Organization-Based Self Esteem Literature. "That" high level performance was one way of high self-esteem individuals can engage in behavior that was consistent with and maintaining their level of self-esteem, and by which they can self-enhance. In addition, it has been argued that high self-esteem individuals were more likely to be self-efficacy than their low self-esteem counterparts. Rivai et al (2005: 227) added that when confidence increases, self-perception also increases. The benefits of supervisors closely with their employees can monitor the growth and development and produce what they want.

### **The effect of group pressure (X<sub>2</sub>) on employee performance of Pusbangprodik (X<sub>3</sub>)**

Gibson, Ivancevich, and Donnelly (1973: 264) stated: "Individuals who value their group membership were highly and who satisfy some combination of personal needs. According to them, individuals who have a strong bond to their group and their personal needs have been met tend to let group pressure affect their performance.

### **Effect of self-perception (X<sub>1</sub>) on group pressure (X<sub>2</sub>) Pusbangprodik employees**

Donnelly's opinion, Gibson and Ivancevich (1992: 364) says, ". . . the personality makeup of an individual influences that person's conformity behavior. A person who was deficient in personality." It was stated that the personality of an individual influences one's behavior in adapting. Someone who lacks self-perception was more likely to adjust, from someone who has high self-perception.

In addition, Muller in Donnelly, Gibson and Ivancevich (1993: 177) states, "in one research, employees who reported being dissatisfied with themselves, their skills and abilities (low self-esteem), also reported too much pressure which is qualitative."

## **CONCLUSION**

Based on the results of the research described earlier, it can be concluded as follows: 1) Self-perception has a direct positive effect on performance. This means that strong self-perception of employees causes an increase in employee performance, 2) Group pressure has a direct negative effect on performance. This means that the strong group pressure causes low employee performance, 3) Self-perception has a direct negative effect on group pressure. This means that the strong self-perception that employees have was not affected by an increase in group pressure.

From the research results above, it was recommended to improve performance, it was necessary to improve how employees' self-perception becomes strong through the positive activities that support it.

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# CHALLENGES OF LIBRARY MANAGEMENT TO IMPROVE STUDENT READING

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## Abstract

Generally, in Indonesia read the students in school remains low interest, facts proved of research results in some place SDN in the territory of the central Jakarta (2017) have that the interest publication low student, this have consequence to the poor awareness of the needs of reading consciousness children of school age distinguished, not yet considers read the needs of primer. Any research to see low interest read in schools easily to be in measuring instruments of the list visits students to the school library still very skimpy meal. Unisco on 2012 report that the interest of the Indonesia punctuation just reaching figures 0,001, does that mean every 1000 people there is only one person has an interest punctuation. Compare with everage index read developed countries residing in between figures 0,45 up to 0,62. Around the countries in the region Asiatic the spirit of spirit read the Indonesia pertained skimpy meal. Reality of this will happen when the apprehensive on the child's and teenagers who will be next generation. The Low of interest will read influence on the quality of human resources lower when compared with other nation in the world. The management of the school's library in optimize contribution, human material and the budget to achieve the purpose of libraries are still having various challenge, could not walk, so as expected . The challenge the derived from two aspect, namely, the aspect structural, in the sense of less attention from the school management obtains and aspects of technical urgently required by the school library, as human resources, means of infrastructure, and the budgeting.

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**Keywords: Interest punctuation studentts, Management library professional.**

## **Introduction**

To manage a library, good management skills are needed, so that the direction of activities is in accordance with the desired vision, mission and goals. Management capability is needed to maintain a balance of different goals and can be carried out efficiently and effectively. Basic knowledge in managing the library so that it can run well is science of management. Therefore, management is very important in various lives to regulate the steps needed in all elements of the library.

Management is the process of planning, organizing, directing, and supervising, the efforts of members and the use of other organizational resources to achieve the organization's stated goals (Stoner 1982). When the entire process is not carried out properly, the process of achieving the objectives will be disrupted and fail.

In general, in Indonesia students 'reading interest in school is still low. The facts has proven from the results of research in several public elementary schools in Central Jakarta (2017) have revealed that students' reading interest is low, this has consequences for the low awareness of children's reading needs schools that have not considered reading as a primary need. Other studies say that to see the low interest in reading in schools can easily be measured from the list of student visits to the school library that is still very minimal. Unisco in 2012 reported that Indonesia's reading interest index only reached 0.001, meaning that in every 1,000 Indonesians there is only one person who has a reading interest. Compare with the average index of reading in developed countries that are between the numbers 0.45 to 0.62. Among other Asian countries, the impetus of reading Indonesian citizens is minimal. This reality will be even more alarming if it happens to children and adolescents who will become the next generation. The lack of interest in reading will affect the quality of human resources which is lower than other nations in the world. The management of the school library in optimizing human, material and budget contributions to achieve the goals of the library is still experiencing a variety of challenges, so it cannot run as expected. The challenge comes from two aspects, namely the structural aspect, in the sense of not getting the attention of the school management, and the technical aspects that are needed by the school library, such as Human Resources, infrastructure and budget.

The Implementation in the library, Bryson (1990) stated that library management is an effort to achieve goals by utilizing human resources, information, systems and sources of funds while paying attention to management functions, roles and expertise.

Library is an institution that manages a collection of written works, printed works, and / or record works in a professional manner with a standard system to meet the needs of education, research, preservation, information, and recreation of the visitors (UUN. 43/2007 concerning Library, Article 1, paragraph 1 ).

Definition about Library develops from time to time, in the 19th century the library was defined as a building, space or a number of rooms that contained a collection of books that were well maintained, could be used by a particular community or particular community. Then the American Library Association uses the term library to become broader, including the understanding of media centers, learning centers, education resource centers, information centers, decommissioning centers and referral centers. Whereas according to RI Presidential Decree No. 11 stated that the Library is one of the means of preserving library materials as a cultural result and has a function as a source of information on science, technology and culture in order to educate the life of the nation and support the implementation of national development.

In general, school libraries in Indonesia still encounter various obstacles. As a consequence, the management of the school library cannot be implemented properly. These obstacles come from two aspects, namely the structural aspect, in the sense that the existence of the school library does not obtain the attention of the school management. Second is from the technical aspect, meaning that the existence of the school library has not been supported by technical aspects such as personnel, funds, and infrastructure. The constraints experienced by the school:

1. Lack of operational funds for school libraries.
2. Limited human resources who are capable of managing the school library and having a good development vision.
3. Concerns about the management of the school towards the development of the library that is still low.
4. Limited facilities and infrastructure needed to support the existence of the school library.
5. Government policy in this case the Ministry of Education and Culture about the school library has not become a point of concern. School libraries are still

considered as a complementary means, for student learning activities not as the heart of the school to drive the learning process.

6. Unregulated or difficult is regulated in a curriculum about special hours for students for various activities to use and or activities in the school library. There is no specific hour that is integrated with the curriculum, so that the function of the school library is presumably only as an exchange for books borrowing for students during school breaks. Students never have time to linger in the school library because there is no time allocation specifically for the activity.

Types of Library, according to Law No. 43 of 2007 article 20 are:

- a. The National Library, besides serving the community, it also utilized as a deposit library;
- b. Public Library, serving all levels of society;
- b. Library of Schools / Madrasah, serving the community specifically for a school;
- c. College Library, serving a special community of a university;
- d. Special Library, serving a homogeneous community group that has special interests and needs for information.

School / Madrasah libraries according to Government Regulation No.24 of 2014 article 1, paragraph 1 is a library which is an integral part of learning activities and functions as a center of learning resources to support the achievement of educational goals based in schools / madrasah.

Another definition says that the school library is a library that is in a school whose position and responsibility are to the principal, and serves the school's academic community.

The school library is a library held at a school, managed, fully by the school concerned, with the main objective of supporting the implementation and achievement of school goals and educational goals in general. The school is a place where the teaching and learning process takes place, instilling and developing various values, knowledge, and technology, skills, art, and insight in order to achieve national education goals. Therefore, the school library is not just a place to store library materials (books and non-books), but there are efforts to make use of it so that the existing collections are utilized by the users to the fullest. This was confirmed in Minister of Education Decree No. 053 / U / 2001 dated April 19, 2001 concerning Preparation of Guidelines for Minimum Service Standards for the Implementation of Schooling at the Kindergarten, Elementary and Senior High School / Vocational High Schools, that the existence of the library. School is a requirement in the minimum service standard (SPM). In relation with this so

that library materials can be utilized maximally in accordance with the objectives and functions of the school library, of course, an adequate school library management is needed.

School / Madrasah libraries according to Law No.43 of 2007 Article 23 say:

- Whereas each school / madrasah organizes a library that meets national library standards by taking into account National Education Standards.
- The library as referred to in paragraph (1) is obliged to have a collection of textbooks that are stipulated as required textbooks in the relevant Education unit in sufficient quantities to serve all students and educators.
- The library as referred to in paragraph (1) develops other collections that support the implementation of the Education curriculum.
- School / madrasah libraries serve equality education students who are implemented in the relevant Education unit.
- Schools / madrasahs allocate funds at least 5% of the school / madrasah operational budget or goods expenditures outside of personnel expenditure and capital expenditure for library development.

### **Library Resources**

#### **•Collection:**

- The school / madrasah library nonfiction collection consists of textbooks, general reading, references and periodicals (PP 24/2014 article 12 paragraph 4).
- Collection of props, practices, and / or games (PP 24/2014 article 12 paragraph

7).

#### **• Library staff**

- Library staff consists of librarians and library technical staff (PP 24/2014 article 32).
- Librarians have the lowest academic qualification of diploma two (D-II) in the library field (PP 24/2014 article 33 paragraph 1).

- **Facilities and infrastructure** (PP 24/2014 article 9 paragraph 3b).

### **School Library Management**

#### **(1) Library Human Resource Management**

- Human Resource Management (HRM) School Libraries according to the National Library School Standards (SNP) in 2011 have three categories:
  - a. Good category, is when you have a minimum level of education diploma II librarian in Library Science.
  - b. Sufficient category, is when having a library staff is not a librarian, but has received training in library science.
  - c. Less category, is when the library staff is not a librarian and has not attended training on library science.
- Competencies that need to be possessed by a School Librarian:
  - a. Teaching and learning, curriculum, learning and teaching design;
  - b. Program management-planning, development / design, implementation;
  - c. Evaluation / improvement;
  - d. Collection, storage, organization, search;
  - e. Process and behavior of information-literacy, information literacy, digital literacy;
  - f. Engagement in reading activities (reading engagement);
  - g. Knowledge of the literature of children and adolescents;
  - h. Knowledge about disability that affects reading;
  - i. Communication and collaboration skills;
  - j. Education and media skills;
  - k. Ethics and Responsibilities;
  - l. Services for the public - accountability to the public / community;
  - m. Commitment to lifelong learning through sustainable professional development;
  - n. Introduction to the field of school librarianship and history and its values.
- Human Resources (HR) or library management staff is the main keys in the success of a library. In addition to the 14 competencies mentioned above, librarians need to have them, innovations and creative ideas will be able to bring the library into a library that is efficient and also comfortable to be used by students and teachers. Therefore, library management requires teachers or managers who understand about library management problems, and work professionally.

In general, school libraries in Indonesia, especially at the primary education level do not have human resources as library managers properly and adequately. In fact, in it shows that most of the school libraries in elementary schools are managed by a teacher or administrative staff (TU), even probably at an elementary school, the school library is not properly managed. This situation indicates that most school libraries do not have employees who have a library education background. A teacher or school administration staff assigned as manager and operating a school library, must understand about library management, be able to follow the development of the curriculum, have the ability / soul to educate and apply it, in the form of reading guidance, and must be able to carry out matters / technical matters of library management.

- Some Human Resource in the School Library:
  - a. A Librarian teacher, is a person who is fully responsible for the library. Librarian teachers must have the ability to manage the library, understand the vision and mission of the school, and also understand the curriculum, which is applied in the school library.
  - b. Supporting Staff: usually taken from staff who have technical skills in the library field, which will help librarians manage libraries in their daily lives.
  - c. Division staff: usually a staff member who has special abilities in library management, such as in cataloging, management of reference collections, Multimedia Collection Management, Special Program Design such as "reading ability", and so on.
  - d. Librarian students: students or students can also be used as library managers, especially if there are limited human resources at school. School can recruit students to become librarians given short training, so that they can help at least library services.

However, librarians can explore their own needs as well as other matters regarding this facility, depending on the ability and willingness of the school in the development of the school library.

## **2) Library collection management:**

- Collection policies and procedures for management.

Good category if you have a collection of 1000 new book titles from the type of library material collection both physical, non-physical, printed and non-printed, and audio-visual collections; The category is sufficient if the library has an old

stock book and has all types of printed and non-printed material collections plus new subject books and does not have an audio visual collection; Less category if the library does not have 1000 book titles.

- Inventory.

Library materials that are already owned by librarians, whether obtained by buying, gifts, grants, exchanges or borrowing, must be recorded in the master book or library inventory book, this is intended to facilitate the preparation of reports on the development of collections owned by School library. The inventory activities include entering into the master book, and giving ownership stamps.

- Cataloging

The library as an information system serves to store knowledge in various forms and settings in such a way that the information needed can be quickly and accurately written, so that the information contained in this school library needs to be processed with a cataloging system. For cataloging guidelines using the standard Anglo American Cataloging Ruler 2: Revised (1988) (AACR2R), with various physical forms of catalogs, such as: (1) Card Catalog (Card Catalog), size 7.5 cm x 12.5 cm ; (2) File catalog (Sheaf Catalog), size 10 cm x 20 cm; (3) Print Catalog or book catalog (Printed Catalog); (4) OPAC Catalog (Online Public Access Catalog).

- Classification

Grouping can be done by type, size (height, short, large, small), warn an alphabet title, author alphabet (artificial calcification) and also use a grouping system based on the subject (fundamental classification). Most use the fundamental classification system:

(a) DDC (Dewey Decimal Classification). The division of knowledge starts from the general to the special. Consists of 10 main classes, 100 divisions, 1000 sections and 10,000 sub-sections, the following is the division of subjects with the DDC system:

|                       |                            |
|-----------------------|----------------------------|
| 000 = General Works   | 500 = Pure Sciences        |
| 100 = Philosophy      | 600 = Applied Sciences     |
| 200 = Religion        | 700 = Arts and Sports      |
| 300 = Social Sciences | 800 = Literature           |
| 400 = Languages       | 900= History and Geography |

(b) UDC (Universal Decimal Classification): This system is a simplification and expansion of the DDC system, which includes all branches of science which are divided into ten branches, along with branch division in UDC:

|                                    |                                       |
|------------------------------------|---------------------------------------|
| 0 = General Works                  | 5 = Pure Sciences                     |
| 1 = Philosophy, metaphysics, logic | 6 = Applied Science                   |
| 2 = Religion                       | 7 = Art, Sports and architecture      |
| 3 = Social Sciences                | 8 = Literature                        |
| 4 = Language / Philology           | 9 = History, Geography, and Biography |

▪ Physical Book Completeness:

The types of physical equipment for books are, among others: (1) Book labels, pasted on the back of the book below (size 3 cm x 4 cm); (2) The date sheet is re-affixed to the last page; (3) Book Card: placed on the last page or in the book cover; (4) A book card pocket, placed at the end of the book page to place a book card.

**(3). Library Financing Management:**

In accordance with Law No.43 / 2007 about National Library and School Library Standards to allocate at least 5% of the operational budget of the school or shopping goods in foreign spending on personnel and maintenance and building maintenance.

Some things that need to be considered in library financing are:

- Consider the costs of shipping, repackaging costs, taxes, and so on.
- Keep the procurement of library materials 30% physical, and 70% of non-physical, but need to be adapted to the needs of school students, for example, for elementary students may be the comparison can be different from the junior high school students, because it is usually for elementary students in need of books that are easy to understood.
- A financing plan must be combined from year to year.
- Adjust to school policy
- Input financing for books or collections that are damaged or lost;
- Every expenditure of funds is recorded properly, for the purposes of accountability
- Create a flowchart diagram that describes all processes for 1 year.



- Make a financing plan with the objectives of the school curriculum and program.

#### **(4). Library Service Management:**

Library service activities are an effort from the school library (School Librarian) to provide opportunities for library users to empower existing library materials. Library Services School of potential services include circulation (the process of lending and borrowing books), reference services (books to be borrowed corresponding author), and counseling services to students to optimize the function of the library as the media and other means of learning with a vulnerable time during study hours school still active, not only open library services during breaks.

#### **Role of Human Resources (HR)**

In the management of the school library, likewise the availability of these facilities, the factor of human resources (HR) is very decisive in managing the library. In general, school libraries in Indonesia, especially at the primary education level do not have human resources as library managers properly and adequately. Reality in the field shows that most school libraries in elementary schools are managed, by a teacher or administrative staff (TU).

Even from the results of the research, there was an SDN in the Central Jakarta area, the school library was not properly managed. This condition indicates that most school libraries do not have employees with library, documentation and information education background (pusdokinfo). Besides, it is disproportionate in placing personnel as school library managers.

As a result, these school libraries cannot be relied upon to provide library services well and maximally. If the service provided is low, consequently the use of library collections by users is also low. Hence, all the collection of a school library which is not supported by quality services will cause the collection be less maximized. Therefore, to achieve this function and purpose, school is expected to places staff as managers in the school library. Libraries must be truly capable of managing, and operate a library.

They have serious duties and responsibilities compared to executors. Technical administration, in general, is a teacher or School administration personnel who are assigned as managers and operate school libraries must be able to master library management, be able to follow curriculum development, have the ability / soul, educate and apply it. in the form of reading guidance. And, must, be able to carry out matters / technical matters of library management. That means less attention from the school

management, and the technical aspects that are needed by the school library, such as Human Resources, infrastructure and budget.

### **Library Budget**

Budget is the main element. To run the library, without the library budget, it cannot be managed and operationalized perfectly, even though the system and the librarian qualification is good. So, every librarian must be willing and able to take part in planning the costs required.

To operate a library, at least for a year purposes, each library must make a plan, budget and submit it to its parent institution, or institution which is obliged to provide a budget to the library.

Details on the use of library budget in general. It groups into several parts such as:

- a. Library operations such as telephone payments, electricity, water
- b. Procurement of office equipment
- c. Procurement and processing of library materials
- d. Library
- e. Information dissemination
- f. Library marketing and promotion services
- g. Official travel
- h. Building repairs and maintenance
- i. Repair and maintenance of tools.

### **METHOD**

The research method used is qualitative, using four research techniques, namely participant observation; in-depth interview, documentation and triangulation. Data analysis in this study was carried out continuously from the beginning to the end of the study. Subjects in this study were principals, teachers and students of SDN Pasar Baru 01 morning.

### **FINDINGS AND DISCUSSION**

#### **Findings**

In general, school libraries in Indonesia, especially at the primary education level do not have human resources as library managers properly and adequately. Facts in the

field shows that most of the school libraries in elementary schools are managed by a teacher or administrative staff (TU), maybe even at an elementary school, the school library is not properly managed. This situation indicates that most school libraries do not have employees who have a library education background. A teacher or school administration staff assigned as manager and operating a school library, must master library management, be able to follow the development of the curriculum, have the ability / soul to educate and apply it, in the form of reading guidance, and must be able to carry out matters / technical matters of library management.

### **Discussion**

Some HR in the School Library: (a) Librarian teacher, is a person who is fully responsible for the library. Librarian teachers must have the ability to manage the library, understand the vision and mission of the school, and also understand the curriculum, which is applied in the school library. however, the fact is librarian teachers do not understand about library management; (b) Supporting Staff: usually taken from staff who have technical skills in the library field, which will help librarians manage libraries in their daily lives; (c) Division staff: usually a staff member who has special abilities in library management, such as in cataloging, management of reference collections, Multimedia Collection Management, Special Program Design such as "reading ability", etc .; (d) Students of Librarians: students or students can also be used as library managers, especially if there are limited human resources at school, can recruit students to become librarians by being given short training, so that they can help at least library services, but from school research results do not recruit students to become librarians ; However, librarians can explore their own needs as well as other matters regarding this facility, depending on the ability and willingness of the school in the development of the school library.

Library service activities are an effort from the school library (School Librarian) to provide opportunities for library users to empower existing library materials. Library Services School of potential services include circulation (the process of lending and borrowing books), reference services (books to be borrowed corresponding author), and counseling services to students to optimize the function of the library as the media and other means of learning with a vulnerable time during study hours' school still active, not only open library services during breaks.

The task of the library manager is the responsibility of the Principal as the leader or leader of Education at the school level, so that a library's progress in school can be

used as an indicator of the success of the Principal's leadership. The students at his school felt happy reading textbooks and entertainment in the school library, can search for literature sources assigned by the teacher in the library.

But from the results of research at SDN located in Central Jakarta, there is still a library management that is not optimal.

## **CONCLUSIONS AND SUGGESTIONS**

In the management of the school library, in addition to the availability of facilities, it is also a factor of human resources (HR) that is crucial in managing the library. In general, libraries in Indonesia, especially at the primary education level, do not have professional human resources, as the results of research by Connie et al (2017).

In addition to the constraints of human resources, who manage libraries inadequately and tend to less prepared, the main obstacle is not enough funds allocated for libraries. Consequently, the library is just like a school warehouse.

Supervision conducted by the Education Office has not traced library management in primary and secondary schools, whereas students' reading interest can be started from the provision and management of the library in schools.

When the library is managed professionally as stated above, it is expected that it can increase students' interest in reading, especially in elementary schools which is the basis for a child thinking to build a habit in reading culture.

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# RELATIONSHIP OF SCHOOL HEAD SUPERVISION AND WORK EFFECTIVENESS WITH TEACHER WORK SATISFACTION, JAGAKARSA JAKARTA

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## Abstract

The Relationship principals' supervision and effectiveness to work with satisfaction working teachers for primary school teachers in territory 2 Jagakarsa, South Jakarta. The research is aimed to find out the correlation between: (1) Principals supervision and satisfaction working teachers; (2) effectiveness to work and satisfaction working; satisfaction working teachers (3) Principals supervision and effectiveness to work with satisfaction working teachers. The research method used was survey method. The population was the primary school teachers in territory 2 Jagakarsa, South Jakarta and the sample was chosen random for 100 teachers. The data were taken by using questionnaire and were analyzed statistically by using correlation and regression with the significance level of 0.05. The research findings were drawn as follow: (1) There was positive significance correlation between Principals supervision and satisfaction working teachers with simple regression  $\hat{Y} = 27.54 + 0.70X_1$  and partial correlation  $r_{y1.2} = 0.640$ . (2) There was positive significance correlation between effectiveness to work and satisfaction working; satisfaction working teachers with simple regression  $\hat{Y} = 15.60 + 0.81X_2$  and partial correlation  $r_{y1.2} = 0.669$ . (3) There was positive significance correlation between Principals supervision and effectiveness to work with satisfaction working teachers with double correlation coefficient  $R_{y12} = 0.707$  and double equation regression  $\hat{Y} = 7.548 + 0.359X_1 + 0.522X_2$ . Based on the research findings between principals' supervision and effectiveness to work with satisfaction working teachers, the conclusion was stated that there was highly significance correlation.

**Keywords:** Student reading interest, Professional Library Management.

## Introduction

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Education is inseparable from human cultural products, continuously developing in order to change and meet the demands of the times in society, nation and state. Education is a determining factor and a priority that needs to be built and improved in quality, both in rural and urban areas.

Improvement of the quality of education starts from school. Therefore, surely teachers and schools are the determining factors. Starting from this phenomenon, researchers feel the need to conduct research related to non-technical problems, namely on increasing the role of teachers in education. The role of the teacher in education is to manage and carry out the learning process in developing knowledge in the world of education. The substantial duties and responsibilities of the teacher often become a moral burden attached to each teacher. The success of the teacher in utilising time effectively and efficiently in the learning process greatly determines the success of the child which leads to the quality of the school's education. The aim of national education contained in Law No.20 of 2003 concerning the national education system is "developing the ability and shape of character and civilization a dignified nation in order to educate the life of the nation, to develop the potential of students to be faithful, devoted, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and accountable citizens ". For this reason, every professional teacher is expected to follow the times and science. A professional teacher is a teacher who has academic skills related to his area of expertise and has personal skills and has a high work discipline. However, in relation to the above, it is a noble task that cannot be separated from various related components, one component or element to be a qualified educator. The quality of educators is, certainly, inseparable from the extent of the qualifications of educators, welfare, work effectiveness, supervision, both supervision of supervisors, and supervision of principals, facilities and infrastructure, as well as job satisfaction, and many other factors.

Job satisfaction is a very personal thing, meaning that largely it can only be perceived by oneself and it is basically not always the same between one person and another. Therefore, job satisfaction needs to be considered by the organization because job satisfaction is a criterion for measuring organizational success in meet the needs of its members.

Job satisfaction is very individual, that is why everyone has a level of satisfaction that is not the same or different according to their needs. Generally someone will feel satisfied with the work that has been or is being done, if what he does has fulfilled his expectations in line with the purpose of someone's work. Whenever someone expects something, it means that the person has a hope, and thus he will be motivated to take action towards achieving that expectation. Job satisfaction in this case is the teacher's job satisfaction, and the same as the

job satisfaction of other employees, both have hope for the future. Teachers or educators will feel satisfied working when their needs and rights are fulfilled and there is support from the principal as his supervisor or as the leader. These needs can be in the form of economic needs, health, social, work safety, security, work comfort, and other needs.

In carrying out their duties as educators, a teacher is expected to achieve maximum job satisfaction, both in teaching planning, as well as carrying out the teaching and learning process and create a sense of maximum responsibility. Teacher's job satisfaction can encourage the emergence of mutual openness, intimacy, mutual trust, mutual respect, and prioritizing shared interests in order to achieve educational goals.

In fact, many factors can determine the success of the teacher in carrying out his duties in school, both internal factors and external factors. One factor that plays an important role in influencing the work of teachers is job satisfaction. One of the positive effects of job satisfaction is to increase passion in work and performance, both performance which includes in pedagogic, social, personality, and professional abilities.

For this reason, the role of the related elements is important to be considered and can be actualised or implement, including in this case supervision from the principal is very important for improving teacher job satisfaction. As a supervisor, the principal is expected to be able to act as a consultant, as a facilitator who understands the needs of the teacher and is also able to provide alternative solutions. In the perspective of the national education policy there are 7 (seven) duties and functions of the principal as EMASLIM, namely as educators (educators), managers, administrators, supervisors (leaders), leaders (innovators) and motivators in schools have a role to organize, organize , as well as utilizing all resources owned by the school in order to achieve the stated goals. Therefore, to get a qualified school principal, he or she can be occupied from qualified teachers who have competence and experience as teachers (*direct experimental learning*). The teaching experience in school alone is not enough to be a qualified headmaster, but it is necessary to prepare through the training of principals in relation to the duties of supervisors to be carried out and the experience of being a principal. supervision has not been fully implemented, even feedback from supervision that should have been done has not been fully implemented. For example, after supervising, principals have not maximally provided suggestions for improvements to supervised teacher. This lead to least teacher performance which is demonstrated by the presence of teachers who have not fully made the learning device, even if it has been made, in its implementation it is still not maximal. There are still a number of teachers who are still not maximal in mastering computers, still having difficulties in making learning media. Some teachers are still not optimal in developing



professionalism, updating their knowledge. These unveil that the teachers' work motivation is still low. In other words, the effectiveness of the teacher's work at this time still relatively needs to be improved. Efforts to improve and increase school effectiveness require an understanding and mastery of competencies in achieving goals that are dynamic and focused. It is also related to the efforts to enhance the teacher's job satisfaction. For this reason, various elements involved in educational activities in the framework of educating need to be recognized so that the assessment of educational efforts as a system is needed, which subject to develop individual potential to be able to stand alone, namely by individual paths are given various abilities in developing concepts, principles, creativity, responsibilities and skills, including the substance of education both educators, curricula, principals, infrastructure, students and the education environment. The purpose of education at every level of education is to provide prerequisite to students to develop their lives as individuals, community members and citizens and members of humanity and to prepare students for better education. Regarding this, obviously many things cannot be separated from the extent of the effectiveness of the teacher.

Teacher job satisfaction cannot be separated from the influence of a leader or principal. This is because the leader is a controller in directing the teachers. Based on the results of previous research conducted by Setyowati, Mulyoto and Suryan, it states that there is a significant correlation between school principal supervision and teacher job satisfaction. This shows that the more frequent supervision is done, it will have an impact on higher job satisfaction, on the contrary, the less supervision is done, the lower the job satisfaction of teachers. Teacher job satisfaction is characterized by the emergence of satisfaction and completion of tasks that are the responsibility of the teacher in a timely manner, besides the emergence of dedication, excitement, craft, perseverance, initiative and high work creativity in work. Teacher job satisfaction becomes one of the factors that must be considered, if the teacher feels satisfaction in working, then he or she will create an atmosphere full of togetherness, have the same responsibilities, a good communication climate and also high morale so that the goals of the organization or school can be achieved maximally. But on the contrary if the teacher does not feel satisfied, he or she will create an atmosphere that is rigid, boring, and low team spirit.

From the context above the teacher is a key factor. One indicator is the habit of learning from one's own experience to increase job satisfaction. To achieve work success, the teacher must have the basic ability to carry out his duties as a professional, consisting of four teacher competencies, as stated in Article 8 of Law Number 14 of 2005 concerning Teachers and Lecturers, including pedagogic competence, personal competence, social competence and

professional competence gained through professional education. The four competencies mentioned above are holistic and integrative in teacher performance. Teacher work is a collection of various tasks to achieve educational goals. Satisfaction in carrying out tasks is an important aspect of one's performance or productivity. This is due to the majority of the time teachers are used to work. In general, the work of the teacher is divided into two, namely work related to the tasks of teaching, educating and social tasks. What the teacher does in the school environment, namely the teacher carries out the task as a teacher and educator. As a teacher, the teacher provides knowledge (cognitive), attitudes and values (affective), and skills (psychomotor).

Teachers are required to work by providing the best service to school stake holders such as students, parents, and the community. One factor that supports the teacher to work as well as possible is job satisfaction. This means that if the teacher is satisfied with the policies and rules in the school then they will work passionately and responsibly.

Based on the description above, it is interesting to look at education in Jagakarsa Subdistrict that is located in border line area between Depok of West Java and DKI Jakarta Province. In the last few decades, it carries on to develop and improve the quality of education through various program policies issued by the Regional Government local.

Despite seeing the phenomenon and based on observations that have been made to teachers in Jagakarsa Subdistrict, in this case the SDN Wilayah 2 Cipedak in the District of Jagakarsa of South Jakarta, the facts are not in line with expectations. Many factors are related, but the dominant factor is perceived to be still low teacher job satisfaction so that there are various issue that are less positive occurred such as found a lack of effectiveness of the work of people who are less able to complete their work beyond the target within a predetermined period of time. Besides that, the teacher's work that is not optimal, less efficient in utilizing the facilities provided by the school. Meanwhile, there is still a work of teachers who are still ineffective, in addition to the lacks of proper functioning from principal's supervision, and also the job satisfaction of teachers is still found to be lacking in satisfaction as well as in their daily activities at school. Such a thing, of course, cannot be allowed to drag on, if the quality of education at SDN Wilayah 2 Cimpedak, Jagakarsa District, South Jakarta is to be improved, then efforts must be sought its solution.

The thought of the problem of job satisfaction today is one of the things that bring many benefits to the interests of individuals, industry, institutions / institutions, and society. This topic eventually became popular as a research among industrial psychologists and management experts because it can stimulate workers to increase their work productivity.

Human resources are factors that play an important role in all industrial sectors and various business activities although progress in the technology sector is increasing rapidly over time which in turn has reduced the percentage of human resource use. The importance of human factors as workers enforces management to provide motivation to its employees to achieve a job satisfaction to support maximum productivity.

Greenberg and Baron describe job satisfaction as a positive or negative attitude that individuals make towards their work. In addition, Gibson stated job satisfaction as an attitude that workers have about their work. This is the result of their perception of work. According to Mathis job satisfaction is a positive emotional state of evaluating one's work experience.

According to Sihombing there are three kinds of theories about job satisfaction, namely:

1. Discrepancy Theory

Satisfaction or dissatisfaction with a number of aspects of work depends on the difference (discrepancy), between what should be there (hope, needs or values) with what according to his feelings or perceptions have been obtained or achieved through his work. A person will be satisfied if there is no difference between the desired conditions and actual conditions. The greater the deficiency and the more important things desired, the greater the dissatisfaction.

2. Equity theory

Basic job satisfaction is the degree of equality received by employees in their work situation, the higher the degree of fairness received, the more satisfied the employee concerned. Factors of are input, outcome, comparison person, and equity-equity. Input is anything that is valuable to someone who is considered to support his work, such as: education, experience, skills, the amount of effort that is devoted, the number of hours worked, and equipment or personal equipment used for his work. Outcome is something that is considered valuable by a worker obtained from his work, such as: wages or salaries, side benefits, status symbols, rewards, and opportunities for success or self-expression. This comparison person can be someone in the same company, or in another place, or it could be with himself in the past.

3. Two-Factor Theory

This theory was introduced by Frederick Herzberg based on research conducted on 250 respondents in nine companies in Pittsburg. In this study Herzberg looked for to the relationship of satisfaction with productivity. The two-factor theory states that job satisfaction is qualitatively different from job dissatisfaction. According to the above

theory, job characteristics can be grouped into two categories, one called "dissatisfier" or "hygiene factors" and the other called "satisfier" or "motivators". Hygiene factors include things like: salary / wages, supervision, interpersonal relationships, working conditions and status. A certain amount of hygiene factors are needed to fulfill a person's biological drive and basic needs such as security and group needs. If these needs are not met, someone is not satisfied. But if the amount of hygiene factors is sufficient to meet these needs, one will not be disappointed again but not necessarily satisfied.

Herzberg's investigation proves that the answers of people who feel their work is good are very different from those who feel that their work is not good. In other words, it is explained that a person's answer depends very much on his job satisfaction. The principal have to understand the duties and position of his employees or staff at the school he leads. So, the coaching done goes well and is not confusing.

Minister of National Education Regulation No. 13/2007 concerning School / Madrasah Head Standards, one of which has a supervision function whose competence is as follows:

1. Planning an academic supervision program in order to increase teacher professionalism.
2. Implement academic supervision of teachers using appropriate supervision techniques and approaches.
3. Follow up on the results of academic supervision of teachers in order to improve teacher professionalism.

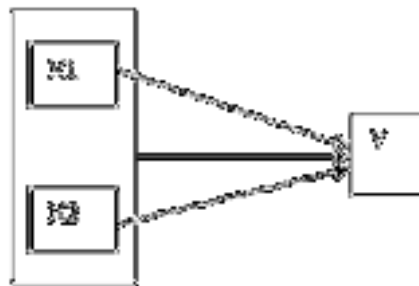
Numerous point of views from the experts above crystallize the substance of supervision, namely efforts to help and serve teachers, through the creation of a conducive environment for improving the quality of knowledge, skills, attitudes, discipline, and fulfillment of needs and strive to always improve themselves in order to improve the quality of teaching and learning so as to achieve educational success.

Work performance also called performance. In principle, there are other terms that better describe "achievement" in English, the word "to achieve" which means "to reach", so in Indonesian it is often interpreted as "achievement" or "what is achieved". In achieving work effectiveness is the level of attachment and achievement of output (output) that is expected from a number of inputs (input) and carried out appropriately in accordance with what has been planned, the dimensions are: (1) time, indicators to complete a job and tasks charged, (2) tasks, indicators of discipline and expectations of leaders, (3) productivity, indicators of work quality and achievement of work, (4) motivation, indicators of encouragement from leaders and

attention to needs, (5) job evaluation, indicators providing assistance and providing information , (6) supervision, indicators minimize the risk of errors and timely, (7) work environment, indicators of employee layout and concentration, (8) equipment and facilities, indicators of work fluency and expected results. (Ronald O'Reilly: 2003 )

## METHOD

This study uses a quantitative approach with survey methods with correlational techniques. Data analysis used descriptive statistics, inferential statistics, simple, and double correlation, partial correlation and simple and multiple regression. To facilitate understanding of the relationship study; X1: Principal Supervision, X2: Teacher Work Effectiveness, each as an independent variable, and Y: Teacher Job Satisfaction as a dependent variable, the following constellation of research variables is arranged.



**Figure 1.** Correlation of Variable Path Analysis

## FINDINGS AND DISCUSSION

### Analysis of Requirements Analysis

Research hypothesis testing is done using regression and correlation analysis. For this purpose it is necessary to test the requirements of correlation and regression analysis, namely the test for normality and linearity test of the data.

#### 1. Normality Test

Data normality testing was carried out using the Lilliefors test which was tested at  $\alpha = 0.05$ . The hypothesis testing criteria is that  $H_0$  is accepted if it is normally distributed, and  $H_0$  is rejected if it is not normally distributed. Briefly can be written:  $H_0$  is accepted if  $L_o (L_{count}) < L_t (L_{table})$  and  $H_0$  is rejected if  $L_o (L_{count}) > L_t (L_{table})$

From the results of the calculation of the normality test, the results of the calculation are as follows:

- a. Normality Test for Y Regression Estimates Error for X1

From the calculation results obtained the value of  $L_{count} = 0.2737$  this value is greater than the value of  $L_{table}$  ( $n-100$ ;  $\alpha = \text{Linier}$ ) of 0.0869. Considering the  $L_{hitung}$  value is greater than  $L_{table}$ , the distribution of Teacher Job Satisfaction data on Principal Supervision tends to form a normal curve.

b. Normality Test Error for Y Regression Estimates for X2

From the calculation results obtained the value of  $L_{count} = 0.2156$  this value is greater than the value of  $L_{table}$  ( $n-104$ ;  $\alpha = \text{Linear}$ ) of 0.0869. Considering that the  $L_{hitung}$  value is greater than  $L_{table}$ , the data distribution of Teacher Job Satisfaction on the Effectiveness of Teachers tends to form a normal curve.

c. Normality Test Error for Y Regression Estimates for X1 and X2

From the calculation results obtained the value of  $L_{count} = 0.2837$  this value is greater.

Table 1  
Results of Testing the Normality of Regression Estimation Error

| Regression Estimation Error          | N   | $L_{count}$ | $L_{table}$    |                | Note   |
|--------------------------------------|-----|-------------|----------------|----------------|--------|
|                                      |     |             | $\alpha = 5\%$ | $\alpha = 1\%$ |        |
| Y upon X <sub>1</sub>                | 100 | 0,2737      | 0,0869         | 0,1021         | Normal |
| Y upon X <sub>2</sub>                | 100 | 0,2156      | 0,0869         | 0,1021         | Normal |
| Y upon X <sub>1</sub> X <sub>2</sub> | 100 | 0,2837      | 0,0869         | 0,1021         | Normal |

Based on the  $L_{hitung}$  and  $L_{table}$  prices above, it can be concluded that the pair of all data from the instrument both Teacher Job Satisfaction on School Principal Supervision, Teacher Job Satisfaction on Teacher's Work Effectiveness and Teacher Job Satisfaction on School Principal Supervision and Teacher Work Effectiveness come from normally distributed samples .

**1. Homogeneity Test (Heteroscedasticity Test)**

The variance homogeneity test is intended to examine the homogeneity of variance between groups of score dependent variables which are grouped based on the similarity of independent variable values. Homegeneity testing is carried out for the Bartlett test.

The testing process taken is first to make the grouping of dependent variable data based on the similarity of the independent variables. Then calculated the value of  $dk$ ,  $1/dk$ , varians

$si^2$ ,  $\log si^2$ ,  $dk si^2$ ,  $(dk) \log si^2$ . From these values, the value  $\chi^2$  is calculated and the result is called  $\chi^2_{count}$ . The test criteria are as follows:

Ho is accepted if  $\chi^2_{counts} < \chi^2_{table}$

Ho is rejected if  $\chi^2_{counts} > \chi^2_{table}$

The results of the calculation of the variance homogeneity testing instrument Teacher Job Satisfaction on the Principal Supervision obtained  $\chi^2_{count}$  of 14.206. The value of  $\chi^2_{table}$  with dk 40 on  $\alpha = 5\%$  is equal to 55.76. Therefore,  $\chi^2_{counts} < \chi^2_{table}$ , so  $H_0$  is accepted. This means that the variance of the groups of instruments of Teacher Job Satisfaction on Principal Supervision is homogeneous.

The results of the calculation of the homogeneity of variance testing of the Teacher Job Satisfaction on the Teacher's Work Effectiveness obtained  $\chi^2_{count}$  of 15.257. Value of  $\chi^2_{table}$  with dk 34 on  $\alpha = 5\%$  is equal to 48.60. Therefore,  $\chi^2_{counts} < \chi^2_{table}$ , so  $H_0$  is accepted. This means that the variance of groups of Teacher Job Satisfaction instruments on the Effectiveness of the Teacher's Work is homogeneous.

The results of the variance homogeneity test are summarized in the following table:

Table 2  
Homogeneity Variance Test Results

| Variance     | Dk | $\chi^2_{count}$ | $\chi^2_{table}$ |                | Note     |
|--------------|----|------------------|------------------|----------------|----------|
|              |    |                  | $\alpha = 5\%$   | $\alpha = 1\%$ |          |
| Y upon $X_1$ | 40 | 14,206           | 55,76            | 63,69          | Homogene |
| Y upon $X_2$ | 34 | 15,257           | 48,60            | 56,06          | Homogene |

## Discussion

### 1. Linearity Test

Research hypothesis testing was carried out using regression and correlation analysis technique. Regression analysis was used to predict relationship mode while correlation analysis was used to determine the level of influence

#### a. Significance Test and Linearity of Teacher Job Satisfaction on School Principal Supervision

From the results of the calculation for the preparation of the regression equation model between Teacher Job Satisfaction on the supervision of the principal is a

constant of  $a = 27.54$  and the regression coefficient is  $b = 0.70$ . Thus the relationship between the simple regression equation model is  $\hat{Y} = 27.54 + 0.70X_1$ . Before the regression equation model is analyzed further and used in drawing conclusions, the test of significance and linearity of the regression equation is done first. The results of significant and linearity test calculations are arranged in ANOVA tables as shown in the table below.

**Table 3**

ANOVA For Significance Test and Linearity Regression Coefficient  $Y = 27.54 + 0.70X_1$

| Source of Variance | dk  | Number of Squares (JK) | Average Squared Amount (RJK) | F <sub>count</sub>  | F <sub>table</sub> |               |
|--------------------|-----|------------------------|------------------------------|---------------------|--------------------|---------------|
|                    |     |                        |                              |                     | $\alpha=linier$    | $\alpha=0,01$ |
| Total              | 100 | 1091015                |                              |                     |                    |               |
| regression a       | 1   | 1092650                |                              |                     |                    |               |
| Regression b/a     | 1   | 5985,35                | 5985,35                      | 68,02**             | 3,94               | 6,90          |
| Residue            | 98  | 8623,40                | 87,99                        |                     |                    |               |
| Suitable Tuna      | 39  | 4407,75                | 113,02                       | 1,581 <sup>ns</sup> | 1,60               | 1,95          |
| Error              | 59  | 4215,65                | 71,45                        |                     |                    |               |

Information:

\*\* : Regression is very significant ( $F_{count} > F_{table}$ )

ns: Regression is linear ( $F_{count} < F_{table}$ )

dk: degrees of freedom

JK: The sum of squares

RJK: Average number of squares

The equation  $Y = 27.54 + 0.70X_1$ , for the significant test obtained  $F_{count} = 68.02$  greater than  $F_{table} 3.94$  at  $\alpha = unlinier$  and  $F_{table} 6.90$  at  $\alpha = 0.01$ . Because  $F_{count} > F_{table}$ , the regression equation is said to be very significant. For linearity test obtained  $F_{count} = 1.581$  smaller than  $F_{table} = 1.60$  at  $\alpha = linier$  and  $F_{table} 1.95$  at  $\alpha = 0.01$ . Because  $F_{count} < F_{table}$ , the estimated point in the form of a linear line can be accepted.



**b. Test of Significance and Linearity of Regression Coefficient of Job Satisfaction of Teachers on the Effectiveness of Teacher Work**

From the results of the calculation for the modeling of the regression equation between Teacher Job Satisfaction on the Effectiveness of the Teacher obtained a constant of  $a = 15.60$  and the regression coefficient  $b = 0.81$ . Thus the model of the simple regression equation model is  $Y = 15.60 + 0.81X_2$ . Before the regression equation model is analyzed further and used in drawing conclusions, the test of significance and linearity of the regression equation is done first. The results of significant and linearity test calculations are arranged in ANAVA tables as shown in the table below.

Table 4

ANAVA For Significance Test and Linearity of Regression Coefficient  $\hat{Y} = 15.60 + 0.81X_2$

| Source of Variance | dk  | Number of Squares (JK) | Average Squared Amount (RJK) | F <sub>count</sub> | F <sub>table</sub> |                 |
|--------------------|-----|------------------------|------------------------------|--------------------|--------------------|-----------------|
|                    |     |                        |                              |                    | $\alpha = 0,01$    | $\alpha = 0,01$ |
| Total              | 100 | 1091015                |                              |                    |                    |                 |
| Regression a       | 1   | 1092650                |                              |                    |                    |                 |
| Regression b/a     | 1   | 7096.26                | 8069.31                      | 79.42**            | 3.94               | 6.90            |
| Residue            | 98  | 4873.74                | 82.34                        |                    |                    |                 |
| Suitable Tuna      | 33  | 2022.00                | 61.27                        |                    |                    |                 |
| Error              | 65  | 6047.3056              | 93.04                        | 0.66 <sup>ns</sup> | 1.59               | 1.93            |

Information:

\*\* : Regression is very significant

( $F_{count} > F_{table}$ )

ns: Regression is linear

$(F_{\text{count}} > F_{\text{table}})$

dk: degrees of freedom

JK: The sum of squares

RJK: Average number of squares

The equation  $Y = 15.60 + 0.81X_2$ , for the significant test obtained  $F_{\text{count}} = 79.42$  is greater than  $F_{\text{table}} 3.94$  at  $\alpha = 0.05$  and  $F_{\text{table}} 6.90$  at  $\alpha = 0.01$ . Because  $F_{\text{count}} > F_{\text{table}}$ , the regression equation is stated to be very significant. For linearity test obtained  $F_{\text{count}} = 0.66$  smaller than  $F_{\text{table}} = 1.59$  on  $\alpha = 0.05$  and  $F_{\text{table}} 1.93$  at  $\alpha = 0.01$ . Because  $F_{\text{count}} < F_{\text{table}}$ , the estimated point in the form of a linear line can be accepted.

## CONCLUSIONS AND SUGGESTIONS

Based on the testing and discussion in the previous section the conclusions of the results of simple regression and multiple regression obtained in this study are described as follows:

1.  $H_{01}$  is rejected and  $H_{a1}$  is accepted, thus there is a positive relationship between the supervision of the principal and Teacher Job Satisfaction.
2.  $H_{02}$  is rejected and  $H_{a2}$  is accepted, it can be said that there is a positive relationship between Teacher Work Effectiveness and Teacher Job Satisfaction.
3.  $H_{03}$  is rejected and  $H_{a3}$  is accepted, thus it is said there is a positive relationship between Supervision of the principal and the Effectiveness of the Teacher's Work together with Teacher Job Satisfaction.

Teacher job satisfaction will be achieved, with efforts to supervise principals carried out fairly and fairly.

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