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- **RESEARCH RESULT**
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IMPLEMENTATION OF TEACHER PERFORMANCE EVALUATION (A CASE STUDY AT MAHABODHI PRIMARY SCHOOL)

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ABSTRACT

Human resources have an increasingly important position in the state of dynamic society, especially in the current society condition, which is oriented towards professional work. On the other hand, at this time Indonesia has entered the era of globalization, which requires competent and qualified human resources in their respective fields. One of the elements of creating human natural resources is the teacher, so it is deemed necessary to have competent and qualified teachers in an education setting. The success of an education organization is very much determined by the readiness of the teachers in preparing their students through teaching and learning activities. Thus, the purpose of this study was aimed to determine the implementation of teacher performance evaluations at SD Mahabodhi Jakarta. Qualitative research methods were used to describe the implementation of teacher performance evaluation programs. The results showed that the performance and quality of a teacher increases with the implementation of performance management according to the prescribed standards. The performance evaluation program refers to management principles which includes four components, namely (1) Planning performance evaluation, (2) Organizing performance evaluations, (3) Implementation of performance evaluation, (4) Supervision of teacher performance evaluation. Thus, it can be concluded that the teacher performance evaluation program can improve teacher performance and quality.

Keywords: Teacher Achievement; quality; performance evaluation; work management

ABSTRAK

Sumber daya manusia mempunyai kedudukan semakin penting pada keadaan masyarakat yang selalu dinamis, terlebih lagi kondisi saat ini sedang berada pada masyarakat yang beorientasi kerja profesional. Di sisi lain pada saat ini negara Indonesia telah memasuki era globalisasi yang memerlukan sumber daya manusia yang berkompetensi dan berkualitas dalam bidangnya masing-masing. Salah satu unsur menciptakan sumber daya alam manusia adalah guru, maka dipandang perlu guru yang berkompetensi dan berkualitas dalam suatu tatanan pendidikan di Indonesia. Keberhasilan pada suatu penyelenggaraan pendidikan sangat ditentukan oleh kesiapan para guru dalam mempersiapkan peserta didiknya melalui kegiatan belajar mengajar. Tujuan penelitian ini adalah bertujuan untuk mengkaji penyelenggaraan evaluasi kinerja guru di SD Mahabodhi Jakarta. Metode penelitian kualitatif digunakan untuk mendeskripsikan mengenai pelaksanaan program evaluasi kinerja guru. Hasil penelitian menunjukkan bahwa kinerja dan kualitas seorang guru meningkat dengan manajemen kinerja yang sesuai dengan standar yang telah ditentukan. Program evaluasi kinerja tersebut mengacu pada prinsip manajemen yang meliputi empat komponen, yaitu (1) Perencanaan evaluasi kinerja, (2) Pengorganisasian evaluasi kinerja, (3) Pelaksanaan evaluasi kinerja, (4) Pengawasan evaluasi kinerja guru di SD Mahabodhi Jakarta. Dengan demikian, dapat disimpulkan bahwa program evaluasi kinerja guru dapat meningkatkan kinerja dan kualitas guru.

Kata Kunci: Prestasi Guru; kualitas; evaluasi kinerja; manajemen kinerja.

INTRODUCTION

Improving the quality of education is determined by the readiness of human resources involved in the education process. Teachers are one of the determinants of the high and low quality of educational outcomes that have a strategic position so that every effort to improve the quality of education needs to pay great attention to improving teachers in terms of both quantity and quality. In addition to students and facilities, the teacher is one of the most important elements in influencing the achievement of educational goals at school. The presence of teachers in the learning process at school still plays an important role. The teacher is a very dominant and most important factor in formal education, because for students the teacher is often a model or role model and even becomes a self-identification figure (Wijaya and Rusyan, 1994). The success of the administration of education is very much determined by the readiness of the teacher in preparing his students through teaching and learning activities. However, the strategic position of teachers to improve the quality of educational outcomes is strongly influenced by the professional abilities of teachers and the quality of their performance. As Fitriani (2017) pointed out that as an organization, educational institution, particularly schools need to expand their capacities to create something important. In this context, school is required to improved the quality of the teachers for the sake of students' quality as well.

Efforts to improve the ability of teachers individually have been done by many teachers concerned by continuing to study to a higher level of education such as S2 and S3. The government has also tried to improve the ability and feasibility of teachers, starting from pre-service education or commonly called preservice training to education after pursuing teacher positions or inservice training such as upgrading, seminars, workshops, training and further studies in formal education institutions. Even today the government requires that teachers must have academic qualifications, competencies, educator certificates, physically and mentally healthy and must have the ability to realize national education goals. Academic qualifications are obtained through higher education undergraduate programs or diploma four.

Based on this background, the researcher attempted to investigate the teacher performance evaluation program at Mahabodhi Primary school since it is one of the schools that has experienced a pretty good development, both in terms of increasing the quantity of students and the quality of achievement of their teachers.

METHODS

Research Design

This study uses a qualitative approach that takes place in a reasonable setting using a phenomenological paradigm because it aims to understand the phenomena that occur in research subjects. The qualitative approach according to Kriek and Miller in Moleong (2002) is a certain tradition in social science that depends on human observations in the area that relate to these people in their

language and terminology. While this type of research is a case study in which in this study the author examines it comprehensively, in detail, and in-depth about the case of the implementation of teacher performance evaluation in SD Mahabodhi. Case study is one type of research that emphasizes the deepening of specific cases specifically, so that the data obtained will be comprehensive and maximal. Shuttleworth (2008) defined a case study as an-in-depth study of specific circumstances used to reduce a vast field of research into easily researchable topic.

Setting and Participants

In qualitative research the research instrument is the researcher himself. The research instrument is not external or objective, but internal or subjective, namely the researcher himself as a key instrument. Therefore, the presence of researchers as research instruments directly in the research field is a necessity in qualitative research. The participants of the study are the principal, and several teachers of Mahabodhi Primary School, which is located in Jakarta.

Data Collection Methods and Analysis

The type of data that the authors collect in the form of written data, words and actions, assessment format, photos or pictures, statistics, and data that can support the author of the focus of research (Soekamto, 2006). In this study, the method used in collecting data is interviews and documentation. The data is then processed and analyzed. One of the characteristics of qualitative research design is that data analysis is open, which means that this research is open to changes, improvements and improvements based on new data that comes in (Nasution, 1996). This stage is one of the most important stages in research. The analysis conducted is a qualitative descriptive analysis, which is an analysis that emphasizes the description of the object of research in detail, especially those relating to the formulation that has been set. The theory that forms the basis of research will be linked simultaneously to field data. Thus, this analysis will produce a conclusion of the results of interpretations that can be used by the movers of the world of education, especially in terms of management evaluation of teacher performance (Singarimbun and Efendi, 1987). Source triangulation is done by comparing interview data with observations and documentation, to obtain data on Teacher Performance Evaluation at SD Mahabodhi. According to Cohen, Manion and Morrison (2011), the validation for data applies data source triangulation and methodological triangulation, which was used in this study.

FINDINGS AND DISCUSSION

In the management perspective, so that teacher performance can always be improved and reach certain standards, it requires a performance management. Likewise with the teacher performance evaluation program at Mahabodhi Elementary School, the program also refers to management principles including four components as follows:

1. Planning Teacher Performance Evaluation

Planning for teacher performance evaluation in Mahabodhi Elementary School has been planned since the beginning of the establishment of the institution written in the Collective Labor Agreement (KKB). In the KKB in article 9 point 1 regarding promotion, it has been explained that a teacher or employee can be promoted to a higher position based on foundation policies and by observing the results of evaluating work performance and potential possessed by teachers and employees as well as consideration of needs organization (Documentation, September 2, 2015). Thus the teacher performance evaluation conducted by SD Mahabodhi has been socialized since the recruitment of new teachers or employees. The teacher performance evaluation program carried out at Mahabodhi primary school aims to evaluate the applied profession, improve overall performance, and map the teacher thoroughly. Through teacher performance evaluation, it is expected that the teacher's professionalism in Mahabodhi Elementary School will increase. Rivai and Murni (2010) emphasizes that evaluation needs to be done to see whether the program runs well or not and applicable with the objective, whether the process has hindrances or not, whether the output is appropriate with the hope and needs of surrounding environment or not. In order to achieve this goal, aside from evaluating teacher performance, conducting regular training to teachers at SD Mahabodhi Jakarta. The format of the assessment, which contains the assessment instruments used when evaluating performance is called the teacher's report card. The format was prepared by the school principal assisted by a team of evaluators, namely representatives of curriculum, infrastructure and infrastructure, and student affairs. The format is submitted to the school principal, if there is a deficiency then it will be given input, and if there are some things that are not necessary it will be reduced. Currently the school principal is developing a new assessment format for evaluating future teacher performance. The new assessment format is used in the second half of the 2017/2018 school year. The headmaster plans to make observations every month, which is later accumulated on the results of the performance evaluation for one year.

Through teacher performance evaluation, it is expected that the teacher's professionalism in Mahabodhi Elementary School will increase. In order to achieve these objectives in addition to evaluating teacher performance, regular guidance is also carried out to the teachers. The format of the assessment, which contains the assessment instruments used when evaluating performance is called the teacher's report card. The format was prepared by the school principal assisted by a team of evaluators, namely representatives of curriculum, infrastructure and infrastructure, and student affairs. The format is submitted to the school principal, if there is a deficiency then it will be given input, and if there are some things that are not necessary it will be reduced. Currently the school principal is developing a new assessment format for evaluating future teacher performance. The new assessment format was used in the second half of the 2017/2018 school year. The headmaster makes observations every month, which will later be accumulated on the results of the performance evaluation for one year.

In planning, any indicators or aspects will be assessed in the process of evaluating teacher performance is properly arranged. These aspects are professional aspects, competencies, and guidance

aspects. The professional aspect consists of several indicators, namely: presence, accuracy of coming and going home, late permission, early leave permit, activeness in coaching, performance, enthusiasm, self-control, neatness and class cleanliness, and accuracy of task collection. The second aspect is the competency aspect which consists of several indicators, namely: class management, mastery of the material, semester program, student ability, relevance of report cards and the class atmosphere in the teaching and learning process. The third aspect is the guidance aspect. This aspect consists of several indicators, namely: guidance of learning activities, guidance on prayer activities, implementation of the contact book, attitudes and behavior of children both to the teacher and to friends, attention to the task book and notes, student equipment, student presence, and the accuracy of students coming and going home. In addition, the school principal also establishes procedures for evaluating teacher performance. Based on the guidelines of the Department of National Education in 2005 on instruments for evaluating school performance specifically in the component of teacher performance, it covers two fields: academic and non-academic. The academic field includes three elements, namely (a) personal development which has three aspects namely aspects of teaching application, aspects of extra-curricular activities and aspects of teacher's personal quality, (b) elements of learning, has three aspects namely aspects of planning, aspects of implementation, and aspects of evaluation, (c) elements of learning resources have two aspects, namely aspects of the availability of teaching materials and aspects of the use of learning resources. While the non-academic field has one element, namely the element of personality, which has seven aspects: discipline, work ethic, cooperation, initiative, responsibility, honesty and work performance.

The performance appraisal instrument applied is not much different from the appraisal instrument established by the national education department. It's just that not all indicators set by the Ministry of National Education are used as a whole, but only a few are taken that can represent the aspects of performance evaluation. From the instrument made is the development of the competencies that must be possessed by teachers mentioned in government regulations regarding the requirement for a teacher to have four main competencies, namely pedagogical competence, professional competence, personality competence, and social competence. Pedagogic competencies include understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. Professional competence is the mastery of extensive and in-depth learning material, which includes mastery of subject curriculum materials in schools and the scientific substance that houses the material, as well as mastery of the structure and methodology of the science. Social competence is the ability of teachers to communicate and interact effectively with students, fellow educators, educational staff, parents / guardians of students, and the community. Personality competence is an ability consisting of several personal sub-competencies that reflect a steady, stable, mature, wise, and authoritative personality, set an example for students, and have good character

Performance evaluation according to Hadari Nawawi in Frank Jefkins, is a systematic assessment of the relevance of tasks assigned to their implementation by an employee by identifying,

measuring and managing work carried out by workers in an organizational environment. The measurement activity is an attempt to determine decisions about the success or failure of the work carried out by employees (Jefkins, 1992). Performance evaluation in this case is also called performance appraisal. Assessment is done systematically on the performance of employees and their potential to develop. Performance appraisal includes work performance; ways of working, and their personal while the assessment of the potential for development includes creativity and learning outcomes or the ability to develop their profession (Pidarta, 2004). Work performance is the result of work, whether the work is in accordance with predetermined criteria and whether the completion is right with the time allocation that has been given. Does the work result meets accountability or is it just finished. How it works includes characteristics of effectiveness and efficiency at work. While the employee's personal evaluation measures are the points of Pancasila that have been described, among others, including the high dedication and motivation to fight in the world of education. The creativity of an employee or teacher can be seen from the activities of that person in carrying out daily tasks. Creative people often take the initiative to do something that has never existed in the work environment and even often put forward new ideas. If someone is learning, it will also appear in the results of his work that is not monotonous, a work that shows new ideas and is useful for the development and educational process. Teacher performance evaluation management includes four management functions, namely: performance evaluation planning, organizing performance evaluations, implementing performance evaluation programs, and evaluating performance evaluations themselves.

2. Organizing Teacher Performance Evaluation

Manullang cited in Hasibuan (2005) states that organizing is a process of determining and sharing the work to be done, limiting duties or responsibilities as well as authority and establishing relationships between elements of the organization, so that the possibility of people working together as effectively as possible for achievement of goals. The organization in the teacher performance evaluation program at Mahabodhi Elementary School is well organized. In the performance evaluation program that has been carried out, the principal acts as the main evaluator. The principal is assisted by a team consisting of vice principals in the field of curriculum, vice principals in student affairs and deputy principals in infrastructure. Each task is to conduct an evaluation of all the teachers in turn with each different aspect of assessment. The principal makes a format of performance appraisal, socializes and carries out performance evaluations to all teachers. The headmaster is assisted by the vice principal in the curriculum field to assess the professional aspects of all teachers who teach. The professional aspect consists of several indicators, namely: presence, accuracy of coming and going home, late permission, early leave permit, activeness in coaching, performance (neat and clean), enthusiasm (expression and voice), self-control, neatness and class cleanliness, and accuracy of task collection. The deputy headmaster in the student affair assists the headmaster in evaluating the competency aspect which

consists of several indicators, namely: class management, mastery of the material, semester program, student ability, relevance of report cards and classroom climate or classroom atmosphere in the teaching and learning process.

The deputy head of infrastructure helped the headmaster assess the third aspect, namely the guidance aspect. This guidance aspect consists of several indicators, namely: guidance of learning activities, guidance of prayer activities, implementation of the contact book, attitudes and behavior of children both to the teacher and to friends, attention to the task book and notes, student equipment, student presence, student attendance and accuracy of students, throw garbage in its place. The organizational structure used in the teacher performance evaluation program is a line organizational structure created by Henry Fayol in which the delegation of authority is carried out vertically through the shortest line from a superior to his subordinates.

Coordination between members in the performance evaluation program is good. Each coordinator has different duties and responsibilities so that there is no overlap in carrying out the task. This is in accordance with what Sudirman (2007) said that what is meant by organizing is the way taken by an institution to regulate the performance of the institution including its members. Organizing cannot be separated from coordination, which is often defined as an effort to unify the attitudes and steps in an organization to achieve its goals.

According to Sudewo cited in Sudirman (2007), several factors must be involved in coordination, namely:

- a. Leader: in educational organizations, the leader plays an important role in determining whether or not the organization is successful. Therefore, coordination must involve the leadership so that the leader requires the direction of the organization.
- b. Quality of members: an organization is in need of quality human resources. Member capacity will be an important element in building an organization's image.
- c. System: the system makes an organization survive longer. In order for a system to be implemented optimally, intact collaboration between organizational components is needed so that the system is made in accordance with the aspirations of members.

3. Implementing teacher performance evaluation

Implementation in a management is the actualization of plans planned by the organization. So the implementation of performance evaluation explains how the performance evaluation process is carried out. In implementing a performance evaluation program there are several components that are indispensable, including motivation, communication, and leadership. The performance evaluation program is carried out once a year at the end of the school year, which is between May-June. Evaluations are carried out simultaneously on all levels. The socialization will take place one month before the assessment format is distributed to all levels. Two weeks later, the format was distributed to be filled in by each teacher according to their own assessment. Thus the method used is a self-assessment method

and then discussed with the evaluator team. The assessment method aims to develop oneself for progress in the future

In implementing the performance evaluation program, the teachers prepare themselves before the evaluation is carried out. They also feel cared for by the institution and are always eager to work. This shows that the teachers in this school have high motivation. This can be because they know the tradeoffs they will get, namely salary increases or career advancement. In accordance with the theory of expectation put forward by Victor Vroom that employees are motivated to carry out a high level of effort if he believes these efforts will lead to a good performance appraisal; a good performance appraisal will encourage organizational rewards such as bonuses, salary increases, or promotions; and the reward will satisfy the employee's personal goals (cited in Wakidi 2004). The reciprocal of the teacher performance evaluation that has been done at Mahabodhi Elementary School so far is to provide rewards in the form of awards and scholarships. Teacher performance evaluation will not run properly if there is no good communication between the evaluator team and the evaluator.

4. Supervising teacher performance evaluation

Evaluating a performance program is an activity that is intended to find out how high the success rate of the planned activity is. The starting point of program evaluation activities is to see whether the goals of the performance evaluation program have been achieved or not (Arikunto, 2001). Program supervision is an activity process, which includes checking, evaluating, and correcting activities based on the plans, orders and principles of an organization with the aim of controlling and developing organizational activities. Program evaluation has several objectives, namely so that the implementation of tasks in accordance with the provisions, procedures and commands that have been set; so that the results achieved are in accordance with the objectives set; so that the existing facilities can be utilized effectively and efficiently, and to find out the weaknesses and difficulties of the organization, then find a solution. In short it can be said that the purpose of program supervision is preventive and repressive. Preventive refers to preventing the emergence of deviations in the implementation of organizational work from planning that has been prepared previously. Repressive in the sense of striving to achieve compliance and discipline in carrying out every activity in order to have legal certainty and determine improvement if there are irregularities.

Supervision of teacher performance evaluation programs is carried out once a year, in that supervision a review is carried out on the assessment format used whether it is still feasible or not, the evaluation objectives have been achieved or not, looking for things that become obstacles in the evaluation program that determine the way out by consult with the evaluator team. After monitoring the teacher performance evaluation program, it was found that there were obstacles that prevented teacher performance evaluation. The obstacle is the difference in parameters with the performance appraisal format used between the evaluator team and the evaluator. However, this can be resolved through deliberation to equalize perception, so as to produce the best decision. Based on the

observations of researchers, the constraints occur because teachers are not involved in the preparation of instruments or assessment formats used. This is contrary to the theory of organization that requires good coordination between members in an organization. This means that if the institution plans a program, the objectives, procedures, and format to be used must be socialized.

CONCLUSIONS

Based on the results and discussion, it can be concluded that, the evaluation program is carried out adheres to the management principles that were coined by Terry, including four components, namely planning, organizing, implementing and supervising teacher performance evaluation programs, where the performance appraisal format was created and compiled by the principal and the team evaluator. In terms of organizing teacher performance evaluations, the organizational structure in the teacher performance evaluation program is a form of line organization that was coined by Henry Fayol, where the structure consists of the principal, vice principle in charge of curriculum, vice principal in charge of student affair, and vice principal in charge of facilities and infrastructure. Each coordinator has the authority to evaluate under the supervision of the curriculum. Thus there has been a division of tasks for each section to avoid overlapping responsibilities. in addition, teacher performance evaluation is carried out once a year at the end of the school year which is carried out simultaneously to all both teachers and employees. Every day the evaluator team observes and accumulates the results of the evaluation at the end of the year. In order for the performance evaluation of teachers to run properly, the headmaster disseminates to all teachers and employees about the time, methods, and procedures used in the evaluation process . last but not least, supervision of teacher performance evaluation programs is carried out once a year so that the evaluator team can find out what are the obstacles in carrying out the performance evaluation process and find solutions. In addition, we can also monitor the weaknesses and strengths of the format, and methods and procedures for performance evaluation, so we can determine better steps for the future

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THE EFFECT OF QUALITY SERVICES AND FACILITIES ON STUDENT SATISFACTION

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ABSTRACT

In principle, prioritizing stakeholders' satisfaction is the philosophy of all educational institutions including Sekolah Tinggi Farmasi Muhammadiyah located in Tangerang Banten. Quality services in high education are services that can meet the needs of students and their expectations. Thus, this study aims to determine the effect of service quality (reliability, responsiveness, empathy, guarantee, direct evidence (physical evidence) on the satisfaction of students who use services and facilities. In addition, this study also aims to determine the most influential dimensions of service quality in providing satisfaction to students. The samples were 24 people from all population of 460 students, where the research data was collected through questionnaires. Validity instruments were tested using the construct validity test and reliability instruments were tested using the Cronbach Alpha. SPSS Statistics 24.00 was employed to analyze frequency statistics. Hypothesis results that have been tested on the frequency table are 95% internal evidence evidence (a-5%). The results of the study show that the dimensions of reliability, responsiveness, assurance, empathy, and tangible have a positive effect on student satisfaction.

Keywords: *Facilities; Satisfaction; Service; higher education*

ABSTRAK

Pada prinsipnya, mengutamakan kepuasan stakeholders adalah Filosofi dari semua lembaga pendidikan tak terkecuali Sekolah Tinggi Farmasi Muhammadiyah Tangerang Banten. Layanan yang berkualitas di pendidikan tinggi adalah layanan yang dapat memenuhi kebutuhan mahasiswa dan harapan mereka. Dengan demikian Penelitian ini bertujuan untuk mengetahui pengaruh kualitas pelayanan (reliabilitas, responsif, empati, jaminan, bukti langsung (bukti fisik) terhadap kepuasan mahasiswa yang menggunakan layanan dan fasilitas. Selain itu penelitian ini juga bertujuan untuk mengetahui dimensi kualitas layanan yang paling berpengaruh dalam memberikan kepuasan kepada mahasiswa. Sampel yang diambil adalah sebanyak 24 orang dari 460 orang sebagai Mahasiswa di Sekolah Tinggi Farmasi Muhammadiyah Tangerang, dimana data penelitian ini dikumpulkan melalui kusioner. Instrumen validitas diuji dengan menggunakan uji konstruk validirity dan intrumen realibilty diuji dengan menggunakan Cronbach Alpha. Aplikasi yang digunakan untuk menganalisa statistics frequency adalah IBM SPSS Statistics 24. Hasil hipotesis yang telah diuji pada frequency table 95% bukti internal convidence (a-5%). Hasil penelitian menunjukkan bahwa dimensi reliability, responsiveness, assurance, empathy, dan tangible berpengaruh positif terhadap kepuasan mahasiswa.

Kata kunci : *Fasilitas; Kepuasan; Pelayanan; pendidikan tinggi*

INTRODUCTION

The tertiary institutions are demanded to provide high quality services, namely services that can meet the needs and expectations of students. Parasuraman (1991) pointed out that "service quality is a comparison between services expected by consumers and the services they receive." In other words, if the service received or felt is in accordance with what is expected by the user, the quality of service is perceived as good and satisfying. If the services or services received exceed student expectations, the quality of service is perceived as an ideal quality. But conversely if the service received is lower than expected, the perceived quality of service is poor. Quality of service must start from the user's needs and end on the user's response. User response to the quality of service itself is a comprehensive assessment of the excellence of a service. The service quality model that is popular and has been used as a reference in service marketing research is a service quality model developed by Parasuraman (1991). Servqual used as a reference for measuring service quality are as follows: (1) reliability, (2) assurance, (3) responsiveness, (4) empathy (empathy) and (5) direct evidence (tangibles).

Sekolah Tinggi Farmasi Muhammadiyah Tangerang in providing services to users is guided by the dimensions specified in servqual. However, the application of the servqual dimension does not directly guarantee user satisfaction, therefore, it is necessary to find out the application of servqual at the Muhammadiyah Pharmacy College in Tangerang so that the services provided can satisfy users, especially students. The results of the study of Zulganef (2003) concluded that the physical environment (tangibles) is the dimension of service quality that most distinguishes whether or not users use services. The results of this study are also supported by (Mulanjari, 1999) which proves the dimensions of guarantee and direct evidence are the dimensions of service quality that most satisfy students in using services and facilities. Evidence shows also clearly that students with satisfaction are less likely to drop out than students who feel less satisfied (Pascarella & Terenzini, 1991). Nonetheless, student satisfaction is an interesting idea that can also be studied on a more general basis, not least because studies show that the factors considered to be most relevant for student satisfaction vary somewhat between institutions and subject areas (Begnum & Stjernù, 2000, Gaell, 2000, Meiklejohn et al., 1997, Torper, 1997). This is understandable due to differences in the study programs offered, location, size and complexity of the institutions. Big, complex institutions are likely to have less satisfied students than smaller, more straightforward units (Wiers-Jenssen, Stensaker, and Grøgaard).

This study focuses on student satisfaction, which is seen as students' assessments of the services and facilities provided by colleges. Thus, the research questions are as follows: (1) How does the influence of the quality of services and facilities (reliability, responsiveness, assurance, empathy, and direct evidence) on student satisfaction using services and facilities, (2) Which quality dimension most influences student satisfaction in using services and facilities.

METHODS

Research Design

This study employed a survey method that uses a questionnaire, as a tool for data collection with the unit of analysis is Sekolah Tinggi Farmasi Muhammadiyah Tangerang (the College of Pharmacy Students of Muhammadiyah Tangerang, STFM in short). The population of this study was all STFM students enrolled in 2019 - 2020 as many as 460 people. Sampling is done using the Slovin formula:

$$n = \frac{N}{1 + Ne^2}$$

Population (N) is 460 people, the level of error (e) is 5%, so, the amount of sampling (n) is as follows.

$$n = \frac{460}{1 + 460(0,05)^2}$$

n = 24 orang

In this study there are several variables that will be measured. To explain the variables, it is necessary to have an operational definition of each variable in an effort to understand the research. (1) Reliability is the ability to provide services as promised and can be relied upon. The indicators are fulfillment of promises, problem solving and employee attitudes. (2) Responsiveness is the willingness and readiness of employees to help students and provide services responsively. The indicator is prioritizing the interests of students and responsiveness to student complaints. (3) Assurance / assurance that is trustworthy, free from doubt. The indicator is giving rise to the trust and confidence of students in service and security in using facilities. (4) Empathy, which includes relationships, communication, personal attention and understanding student needs. The indicators are attention to students, responding to students' needs and communication. (5) Direct evidence / tangibles are physical facilities, equipment, appearance. The indicators are visual facilities, library materials owned, professionalism of employees, technology and equipment.

Overall the variables are measured using a unit of measure Likert Scale, because the Likert Scale is used to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena. With a Likert Scale, the measured variables are translated into indicator variables. Then, it is referred to as a starting point for compiling instrument items, which can be statements or questions outlined in the form of questionnaires.

Descriptive statistics are used to describe the research data, while to determine the effect of independent variables on the dependent variable used multiple linear regression analysis using statistical program for SPSS (Statistical Package for Social Sciences) computer program (Singgih, 2002). The data in this study were obtained through observation, which was giving an online questionnaire; the questionnaire was given to students as respondents.

Data Collection Methods and Analysis

The data analysis model used in this study is statistics frequency to determine the dimensions of reliability, capture power, assurance, empathy and direct evidence that has an overall effect on student satisfaction. The following is a graph of questionnaire values which shows the results of the variable values:

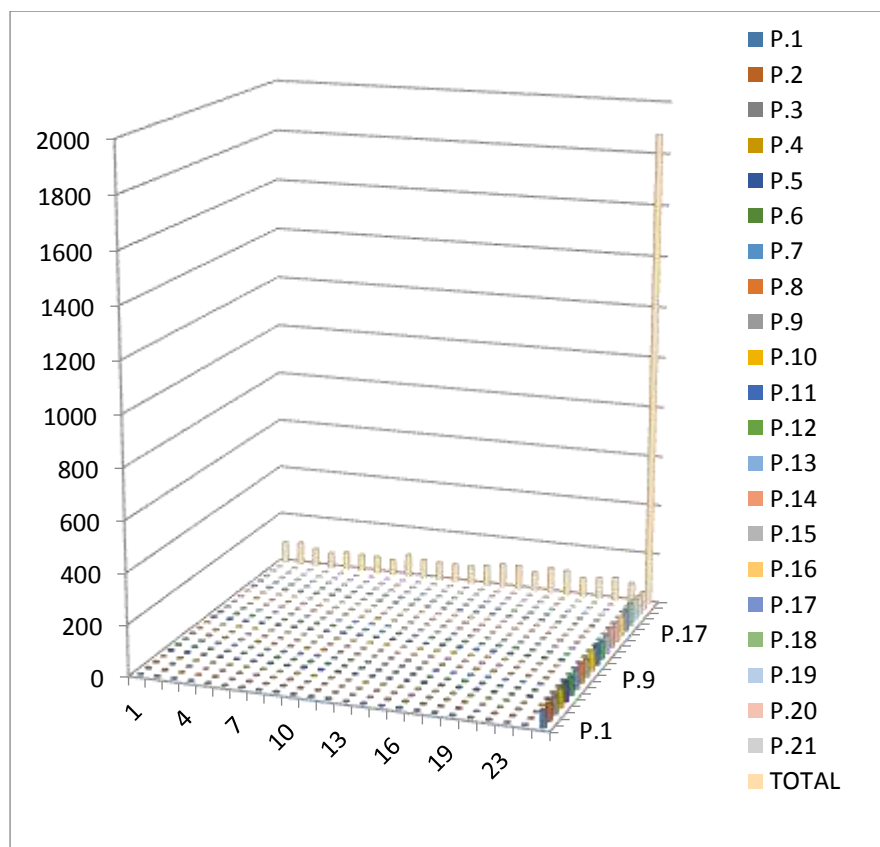


Figure 1. Questionnaire Value Graph

Information :

1 - 24 = correspondent number

P.1 - P.21 = question questionnaire

Total = value of correspondent

Amount = the value of each question

Display responses to the following question chart showing the results of the answers to the questions the picture was taken as 1 sample. To find out the influence of the dimensions of reliability, responsiveness, assurance, empathy and direct evidence of student satisfaction, it was tested simultaneously with a confidence level of 95% ($\alpha = 0.05$)

FINDINGS AND DISCUSSION

Validity and Reliability Test Results

The number of samples for the validity test was 24 respondents. The following results were tested for reliability with a confidence level of 95% with an alpha value of 0.671.

The results of the dimensions of reliability, responsiveness, assurance, empathy and direct evidence can be seen from the following table description:

Table 1. Value Test Results

Questionnaire Description		Scores				
	Reliability	1	2	3	4	5
1	Service procedures are not complicated		8	9	6	
2	The service process is fast and appropriate according to procedure		6	10	4	1
3	Neat and orderly administrative activities		8	8	6	1
4	Staff provide satisfying service		1	14	6	1
	Responsiveness					
5	Staff shows high work discipline		3	13	3	3
6	Providing fast and good responses to customer needs		4	13	6	
7	The procedure for delivering information is clear and easy to understand		1	12	8	2
8	The staff is always there on schedule		2	12	6	3
9	The existence of guarantees in case of errors in the work of staff		3	15	4	
10	Staff have the ability, knowledge, and skills in doing the task			15	5	3
	Empathy					
11	The staff has a polite, friendly, honest and trustworthy attitude		2	12	4	5
12	Providing ease in accessing administrative services		5	11	5	1
13	Staff on duty wholeheartedly in providing services		3	12	8	
	Assurance					
14	The queue is too long to get service		1	6	6	6
15	Staff communication with service users runs well and smoothly		1	15	6	
16	The staff gives fair treatment to each service user			15	7	1
	Tangible					
17	The service room and waiting room are comfortable			9	10	3
18	Neat and polite staff			7	11	5
19	The office room is neat and clean		2	8	12	5
20	The information provided is trustworthy and reliable	1		13	4	3
21	Informatics Engineering in the room works well and reliably	1	2	15	4	
	Total score	2	52	244	131	43

From the table above it can be seen that the highest score obtained by a value of 3 with a total of 244 of the total of each dimension and the smallest value is 1 with a number 2 of the total of each

dimension, it indicates that student satisfaction with the influence of school services and facilities is still high enough.

Hypothesis test

The results of the analysis can be seen in Table 2 below as one of the samples taken from the SPSS application.

Table 2. Statistics Frequency Table

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	8	33,3	33,3	33,3
	3	9	37,5	37,5	70,8
	4	6	25,0	25,0	95,8
	67	1	4,2	4,2	100,0
	Total	24	100,0	100,0	

It can be explained that one of the samples above is the highest value of the question variable obtained in the first question with a value of 3 frequency scores 9 and percent 37.5%, valid percent 37.5%, cumulative percent 95.8%.

Table 3. Total frequency Table

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	63	2	8,3	8,3	8,3
	69	1	4,2	4,2	12,5
	70	1	4,2	4,2	16,7
	73	3	12,5	12,5	29,2
	74	1	4,2	4,2	33,3
	75	1	4,2	4,2	37,5
	77	2	8,3	8,3	45,8
	79	2	8,3	8,3	54,2
	84	2	8,3	8,3	62,5
	87	1	4,2	4,2	66,7
	93	2	8,3	8,3	75,0
	94	1	4,2	4,2	79,2
	98	2	8,3	8,3	87,5
	100	1	4,2	4,2	91,7
	103	1	4,2	4,2	95,8
	1879	1	4,2	4,2	100,0
	Total	24	100,0	100,0	

Based on table 3 above it can be seen that the total of 24 respondents the highest value is 3 of all existing values with a score of 244 from the total of each dimension and the smallest value is 1 with a number of 2 from the total of each dimension.

Satisfaction Test Results Calculate the percentage of respondents' satisfaction with the formula

$$\% \text{ Satisfaction} = \frac{\text{Total score of results}}{\text{maxscore}} \times 100\%$$

After obtaining a range of each category, the criteria obtained for each category are as follows:

1. Category not satisfied: 32%
2. Unsatisfied categories: 33% - 49%
3. Fairly satisfied categories: 50% - 66%
4. Satisfied categories: 67% - 83%
5. Very satisfied category: 84% - 100%

a. Satisfaction Reliability

$$\% \text{ satisfaction} = \frac{149}{196} \times 100\%$$

$$\% \text{ satisfaction} = 76\% \text{ (Satisfied)}$$

b. Responsiveness satisfaction

$$\% \text{ satisfaction} = \frac{196}{197} \times 100\%$$

$$\% \text{ satisfaction} = 99\% \text{ (Very Satisfied)}$$

c. Empathy Satisfaction

$$\% \text{ satisfaction} = \frac{128}{211} \times 100\%$$

$$\% \text{ satisfaction} = 60\% \text{ (Quite Satisfied)}$$

d. Assurance Satisfaction

$$\% \text{ satisfaction} = \frac{124}{223} \times 100\%$$

$$\% \text{ satisfaction} = 55\% \text{ (Quite Satisfied)}$$

e. Tangible Satisfaction

$$\% \text{ satisfaction} = \frac{175}{310} \times 100\%$$

$$\% \text{ satisfaction} = 56\% \text{ (Quite Satisfied)}$$

f. Value of Overall Satisfaction

$$\% \text{ satisfaction} = \frac{175}{310} \times 100\%$$

$$\% \text{ satisfaction} = 63\% \text{ (Quite Satisfied)}$$

Satisfaction is a sense of happiness and joy that people get when their individual needs and desires are met. Educational institutions employ certain methodologies to determine the level of satisfaction of their students with respect to the services and programs they provide in order to better serve student needs and fulfill student aspirations (Qureshi, Shaukat and Hijazi, 2011). Identifying the student satisfaction factors means answering student satisfaction questions about educational services, how much students trust them and whether current students are going to encourage prospects to take part in the institution. According to Majeed and Ziadat (2008), measurement of student satisfaction for educational institutions is considered a competitive concern as satisfaction is close to accounting for profit and loss in businesses. If satisfaction is high, the university gains considerably because of knowledge, experience and tailored skills offered to the students. Students should accept their academic achievement and academic life and talk highly about the college, because the ultimate aim is to reach

the high level of quality of service. Thus, it is highly imperative for educational institution to improve the service quality to improve student satisfaction.

The findings of the results are similar to the research conducted by Ali, Zhou, Hussain, Nair, and Ragavan (2016), which the respondents are mostly international students. The results show that all five dimensions of quality higher education affect the satisfaction of students, which in turn affect institutional image and together influence student loyalty as well. It indicates the importance of quality to student satisfaction. This study also focuses on the dimensions of quality, which affect the student satisfaction as follows.

The effect of reliability dimensions on student satisfaction

The results of this study are consistent with the results of research conducted by Mulanjari (1999), which states that the attitudes and behavior of employees tend to have more influence on the interests of users of services and facilities.

The effect of responsibility dimensions on student satisfaction

The results of this study are in line with the results of research conducted by Asrukin (2000), which states the speed of service provided by employees is a major factor causing students to often use services and facilities.

The effect of assurance dimensions on student satisfaction

For users of services and facilities, the most important aspect is the availability of information sources they need such as books, journals both printed and electronic, as explained by Roesma (1991) that the function of higher education facilities is "to improve the quality of education and research in a tertiary institution.

The effect of empathy dimension on student satisfaction

The results of this study are consistent with the results of research conducted by Mulanjari (1999), which states that the dimension of empathy is a dimension of service quality that is very important for students.

The effect of direct evidence dimensions on student satisfaction

The results of this test are also evidenced by the descriptive analysis data and direct evidence dimensions that the respondents stated strongly agree and agree more than the respondents, who expressed doubt, disagree and strongly agree.

CONCLUSIONS

Based on the findings and the discussion, it is concluded that quality of service including reliability, responsiveness, assurance, empathy, direct evidence) affects the satisfaction of student satisfaction in using services and facilities. Among all the dimensions of the service quality, responsiveness quality greatly affects student satisfaction in using services and facilities. The study highlights the importance of services and facilities in fulfilling student satisfaction as to make them feel happy and joyfull in absorbing the lessons and knowledge, which finally improve the students' competency and skill.

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MAXIMIZING TEACHER DISCIPLINARY BEHAVIOR THROUGH RESPONSIBLE LEADERSHIP, A CORRELATIONAL STUDY

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ABSTRACT

This research is to study the correlation between responsible leadership of school principals and discipline of PKn (Civics) teachers at Al-Ashar Elementary School Pinang Sub-district, Tangerang City. Although there is a lot of study about the correlation between leadership and discipline, this study focuses on responsible leadership as opposed to “ordinary” leadership. The study used a correlation method where responsible leadership of school principals was used as an independent variable and discipline of PKn (Civics) teachers as the dependent variable. Thirty out of 35 teachers in the population were used as a random sample. Hypothesis testing was conducted using product moment. The study found that there is a positive correlation between the responsible leadership of school principal and Civics teachers at Al-Ashar Elementary School Pinang Sub-district, Tangerang City.

Keywords: Leadership, Responsibility, Discipline.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui secara empiris hubungan antara kepemimpinan Kepala Sekolah yang bertanggung jawab dan perilaku disiplin Guru PKn di SDI Al-Ashar, Kecamatan Pinang, Kota Tangerang. Meskipun sudah banyak kajian tentang hubungan kepemimpinan dan disiplin, penelitian ini menekankan pada kepemimpinan yang bertanggung jawab yang belum dilakukan oleh peneliti lain terutama berkenaan dengan disiplin guru PKn. Penelitian ini menggunakan metode korelasi dengan menghubungkan dua variabel yang diteliti, yaitu kepemimpinan Kepala Sekolah yang bertanggung jawab sebagai variabel bebas dan disiplin mengajar guru sebagai variabel terikat. Sampel penelitian ini sebanyak 30 yang dipilih secara acak dari populasi sebanyak 35 orang. Instrumen penelitian yang digunakan untuk mengumpulkan data variabel bebas (X) adalah menggunakan angket skala perilaku dan variabel terikat (Y) menggunakan angket skala sikap. Uji hipotesis dilakukan dengan product moment. Hasil penelitian menyatakan bahwa terdapat hubungan positif antara kepemimpinan kepala sekolah yang bertanggung jawab dan disiplin mengajar guru PKn di SDI Al-Ashar, Kecamatan Pinang, Kota Tangerang.

Kata kunci: Kepemimpinan; Tanggung Jawab; Disiplin

INTRODUCTION

School principal plays an important role in school management. He or she leads all school resources (man, money, facilities, and methods) to the development and success of learning activities by establishing and practicing good leadership. The school principal as an organizational leader is the one who makes the final decision to solve all educational problems at the school level. He or she is one of the several, in addition to factors relating to instructional activities who is responsible for school performance. School principal together with teachers implement a learning process to achieve school objectives. A teacher is an individual who is responsible for running all activities relating to the learning process. To function his or her roles, a teacher has to interact well with the superordinate - school principal. The role is to create a conducive and dynamic situation for maximizing student learning. To materialize this learning objective, disciplined behavior is required to support their performance by building good communication with the school principal. On this account, a school principal is supposed to directly raise teacher professionalism and expand teacher success in improving instruction. Creative and joyful learning, together with teacher discipline is one of the expected conditions for a teacher to be able to well perform their roles in the classroom. One of the requirements in order for teachers to be able to communicate with the school principal is teacher discipline.

Responsible school principal leadership will influence the development of mutual trust and respect in building teacher work discipline. These two variables are regarded as closely correlated factors. In his or her position as a superordinate of teachers, the school principal might become a role model in practicing discipline by demonstrating good attitude and responsibility in managing school, which in turn it increases teacher discipline in implementing instruction. A responsible school principal can be seen from his or her daily work style in carrying out managerial routines such as practicing good communication with teachers, compliance with school policies, implementing school supervision and giving rewards to those who have high performance.

Good communication creates a good work climate for teachers. Responsible work style and behavior serve as a good example for teachers. Good supervision and rewards from school principals act as motivating factors for teachers to promote work performance. A responsible school principal is indicated by work consistency and orderliness in line with school predefined policies. Teacher discipline is reflected in teaching professionalism. Nevertheless, based on current observation at Al-Ashar School at Pinang Sub-district, the school is not yet implementing a responsible leadership. This situation consequently results in some degree of indiscipline behavior among teachers. School principals changed school policies without consultation with teachers, assigned teachers with tasks out of their responsibilities, teachers often come late to school, teachers come to a classroom without preparation and do not use the appropriate medium of instruction. Based on this observation the researcher hypothesizes that indiscipline behavior is closely correlated with the absence of principal responsible leadership. This preliminary finding inspires the researcher to conduct a study about the

correlation between school principal responsible leadership and teacher discipline at Al-Ashar Elementary School, Pinang Sub-district – Tangerang City.

This study identified several problems pertaining to what is the nature of school principal responsible leadership; what activities are specific to responsible leadership; what are the indicators of teaching discipline; and is there any correlation between responsible leadership and teaching discipline?

The study limited itself to the managerial authority of a school principal in leading and organizing school activities seen from the existing policies. In the meantime, the study investigated the discipline of civics teachers during the implementation of learning activities in the classroom. This research sought to uncover the correlation between responsible school principal leadership and the discipline of civics teachers. The study might be useful to increase the knowledge of student research practices and enrich literature review in the related studies. The study might also be useful to improve teacher discipline and school leadership.

Danim (2006, p 205) defined leadership as an individual or group conducts to coordinate and orient the followers either as a group or individuals within an organization to achieve the predefined objectives. An individual who carries leadership function at least has the qualities: believe in one god, high intelligence, physically strong, knowledgeable, self-confident, can work in a group, just and wise, assertive and initiating, be able to make a decision, emotionally stable, healthy, and protective.

Wunarsih (2009) mentioned that even the smallest organization needs a leader. A leader is an individual that can make a decision and ensure that the interest of its member can be well fulfilled. Leadership is held by an individual and not by collectives. And to guarantee the implementation of decisions a leader is needed.

A leader to be successful in running an organization has to meet specific requirements in order not to bring the organization into chaos. According to Indrafachrudi (1998), a leader must be able to work together with others for the benefit of others. Soekanto (2005) believed that leadership is an ability to influence others so that they will behave as expected by the leader. Muliono (1999) argued that leadership is an individual's thinking or acting skill and capacity to influence other behaviors either of higher position or of the same level with the purpose of converting individualistic and egocentric behavior into organizational behavior.

School as an educational organization needs a leader to achieve its objectives. Education in Indonesia follows a unique and traditional model of Indonesian culture i.e. "Ing Ngarso Sung Tulodo", meaning that a leader serves as a model for followers; "And Ing Madya Mangun Karso", meaning that a leader should participate in activities to spark the motivation of the subordinates. Tut Wuri Handayani, meaning that a leader has to push subordinates from the back (Permadi, 1998).

School leadership deems it necessary to regard academic, psychological, mastery of educational science and leadership aspects. School leader functions to manage and put into order activities related to the learning process in school. A school principal has also the authority to evaluate the performance of teachers (Wunarsih, 2009). Public Elementary school principal is responsible for the implementation

of educational activities, administration, school personnel development and the empowerment of educational facilities (Directorate General of Basic Education, 1999). A school principal must be a teacher possessing academic qualification and competence, have at least 5 years of teaching experience. He or she must be able to be a learning agent based on laws, have the spirit of entrepreneurship and be able to lead teachers (Suryadi, 2004). Permadi (1998) contended that being a leader, the school principal is responsible for the implementation of several school activities such as management of school administration, and the development of educational personnel.

A leader has a share in actualizing group objectives and is responsible for the implementation of matters defined by the group. A leader is obliged to take over the responsibility for actions taken by his or her members. Consciously or unconsciously, a leader is responsible for his or her sub ordinate's actions (Walgito, 2003). Meaning that the school principal is a figure who is responsible for all activities. This implies that school principal influences school positively, becomes a dynamic change agent improving school condition. Syarief (1999) pointed out the following four principles to establish an active work situation. First, giving teachers logical motivation in order for teachers to work better. Second, providing correct and accurate guidance to accomplish a task. Third, providing assistance when teachers face difficulties. Fourth, guiding teachers to accomplish their tasks. Meanwhile, responsible leadership shown by a school principal can give a direct impact on teacher performance to achieve a high quality of school objectives.

Mar'at (2002) stated that school principal is expected to have clear vision and targets, be able to induce team and self-motivation, build character and integrity, create communication system and empower all components to accelerate the achievement of goals. As manager and leader, the school principal is responsible for the improvement of learning as well as teaching discipline. He or she must have much care about learning problems encountered by teachers. (Supriono, 2003). Further, he mentioned that the relationship between the school principal and teachers should be harmonious and strong. The relationship is built by a collegial system so that it does not consider themselves as subordinate and superordinate. This type of relationship creates a climate of openness in delivering ideas which in turn have consequences on learning (Supriono, 2003). The responsible school principal will develop a dynamic team to work with teachers, build trust, dynamic work situation and climate together with the nurture of high learning ethos. Success and failure of school are partly dependent upon responsible leadership (Wunarsih, 2009). In fact, responsible school principal leadership is the school principal capacity to organize and manage the school in relation to teaching and learning activities which is consistently implemented and executed under predefined rules and decisions.

Soecipto (1999) defined discipline as attitude and behavior and action which are consistent with organizational rules or workplace both written and unwritten. In the meantime, Usman (2001.) stated that discipline is the whole individual or group's mental attitude in the form of behavior based on the understanding of rights and obligations about the value of responsibility.

In implementing his or her task and function, a professional is required to work with discipline.

Discipline is the manifestation of personal responsibility in his or her profession. The teaching profession needs high discipline to ensure the success of teaching and learning processes. The fulfillment of rights will affect the obligation. Teachers will show their discipline if their rights are met in advance. Hasibuan and Moedjiono (1999) remarked that teaching is the creation of a milieu system that enables the learning process to occur. According to Syah (1999), teaching is organizational or environmental activities that have a close connection to the learning process.

Suradinata (2002) commented that discipline relates to obedience and the process of controlling which is closely tied to rationality and consciousness and maturity. It consists of four main aspects: mental attitude, knowledge about behavior, behavior, and combination of mental attitude and social values. Teacher discipline relates to mental condition namely mental willingness and consciousness. In the classroom, teacher discipline affects the implementation of teaching and learning processes. In fact, if a teacher owns a strong discipline to teach, he or she can overcome all the problems he or she encounters. Teacher discipline is required in order to succeed in students' learning. Teacher discipline begins from an inner mental condition.

Djamarah (2000) argued that a teacher is a person who gives knowledge to students, authorized and responsible to develop students individually or in a group school or out of school activities. According to Usman (1999), teaching is a profession that requires special skills. A professional teacher needs to meet a particular requirement such as mastering matters related to teaching and education besides other knowledge gained from a certain period of training. Meanwhile, a teacher in a formal institution is directly mandated by society and be responsible to hold a teaching position. Therefore, in addition to meeting teaching standards and emotional maturity, the teacher has to fulfill also a heavier social responsibility - individual and job requirements.

Wunarsih (2009) argued that teachers not only conduct teaching but also educating students. In conducting these processes, a teacher needs strong determination in addition to high professionalism. Usman (1999) further maintained that the teacher should fully understand the scope of teaching and apply discipline in the classroom. Teaching and learning processes consist of a series of teacher and student mutual involvement, occurring in an educative situation to achieve particular objectives. This mutual interaction is the main precondition in order learning process to happen.

Discipline will develop if it is supported by will and capacity as required by the job. Teacher discipline will produce processes that help student learning. Discipline is something that relates to teachers' orderliness during the implementation of the teaching process by following several responsible steps. The main prerequisite for discipline is both mentality and capacity. Capacity will not develop if it is not supported by mentality. Hasan (2003) contended that discipline must go in accordance with the existing rules and guidelines accompanied by good teaching abilities. And the good performance has to meet among others the following qualities:

- a. Having a performance standard in his field of profession.
- b. Demonstrating high discipline (following rules procedures in his or her related profession).

c. Making efforts to improve his or her quality through work experience and learning media.

Some other external factors that might support the growth of teacher discipline are the following:

- a. An environment that supports the learning process.
- b. Harmony in work relation and communication among school components.
- c. School values that provide incentives for teachers.
- d. Expansion of learning facilities.
- e. Improvement in teacher welfare and physical and psychological teaching condition.

Teacher discipline among others is affected by external and internal factors, these two factors influence teacher discipline. Bad external factors such as inappropriate leadership will influence internal factors such as low work ethos. Teacher discipline will develop if the teacher feels that his or her endeavor is valued and supported by the work environment. External factors influencing teaching discipline are work and school environment, and management of the school. Therefore, the development of teaching discipline can be conducted by the school principal because the school principal is responsible for teachers' performance and is authorized to supervise and evaluate them.

Made (1999) stated that to improve educational staff and teacher motivation, a school must make teachers feel that teaching is their inner obligation to serve as moral, social and intellectual responsibility. Consequently, teachers will value their responsibilities more than money and therefore teachers deserve recognition and high value based on their professionalism and their dedication.

In addition to external factors such as valuing and support from the outside school environment, teacher discipline is also influenced by teacher internal factors. As already mentioned above, teacher internal drive and idealism to the teaching profession as a kind of moral responsibility must also be continuously maintained. Nevertheless, teachers need to be satisfied first before they can demonstrate their discipline.

The school community, particularly school principal has to maintain teacher work ethos to assure school image and to raise the quality of education and learning processes continuously. Poor teacher performance such as fatigue, weariness, stress, low productivity, poor services, high absenteeism, and turnover are examples of problems related to discipline (Danim, 2006). It can be concluded that teacher discipline is an orderly behavior and professionalism with responsibility.

In the era of the School Base Management System, schools have been assigned responsibility for self-managing. In this context, the school principal has full authority to run the school. School Base Management makes school leadership a decisive factor for school development. A school principal is a person who is responsible for managing, administering, and making policies concerning all aspects of teaching and learning processes as well as the quality of education. Within such a big role of the school principal that he or she can play, the concept of responsible leadership is applied in this study.

Finally, responsible school principal leadership has consequences on teacher discipline. Responsible leaders in implementing their tasks among others are shown by the consistency between

policies and implementation. And teacher discipline will well flourish under the responsible leadership of the school principal. The improvement of teacher discipline will develop under external support and motivation. In this matter, responsible school principal leadership becomes one of the predicted factors affecting positively civics teacher discipline. Responsible school principal leadership will directly support the creation of conditions to promote teacher discipline. It concludes that there is a relationship between responsible school principal leadership and teacher discipline. The worse school principal leadership the worse teacher discipline will be. And the better school principal leadership, the better civics teacher discipline will be. Based on the fore mentioned description, the researcher believes that there is a correlation between responsible school principal eldership and civics teacher discipline.

This study proposes the following hypothesis: there is a positive correlation between responsible school principal leadership and teacher discipline of civics teacher at Al-Ashar Elementary School Pinang Sub District Tangerang City.

METHODS

The purpose of this study is to obtain empirical data on the correlation between the leadership of school principal and teacher discipline at Al- Ashar Elementary School Pinang Sub District of Tangerang City. The study has been conducted for three months since Mei 2009. This is a quantitative research using descriptive analysis, correlating one dependent variable “teacher discipline” and one independent variable “responsible school principal leadership”. Using 30 sample teachers out of 35 teachers of Islamic Al-Ashar Elementary School. Samples were taken using simple random technique by means of Likert Scale instruments with 5 option questionnaire (always = 5; often = 4; sometime = 3; ever =2; and never = 1).

Statistical hypothesis:

$$H_0: p = 0$$

$$H_1: p \neq 0$$

Notes: $H_0: p = 0$ No correlation

$H_1: p \neq 0$ there is a correlation

$$\alpha = .05$$

This study used the following Product moment formula:

$$r = \frac{N \cdot (\sum XY) - (\sum X) \cdot (\sum Y)}{\sqrt{\{N \cdot \sum X^2 - (\sum X)^2\} \cdot \{N \cdot \sum Y^2 - (\sum Y)^2\}}}$$

FINDINGS AND DISCUSSION

The research found that the highest score of the first variable (independent variable) responsible school principal leadership equals to 99 and the lowest equals to 82, mean score equal to 91.6; mode

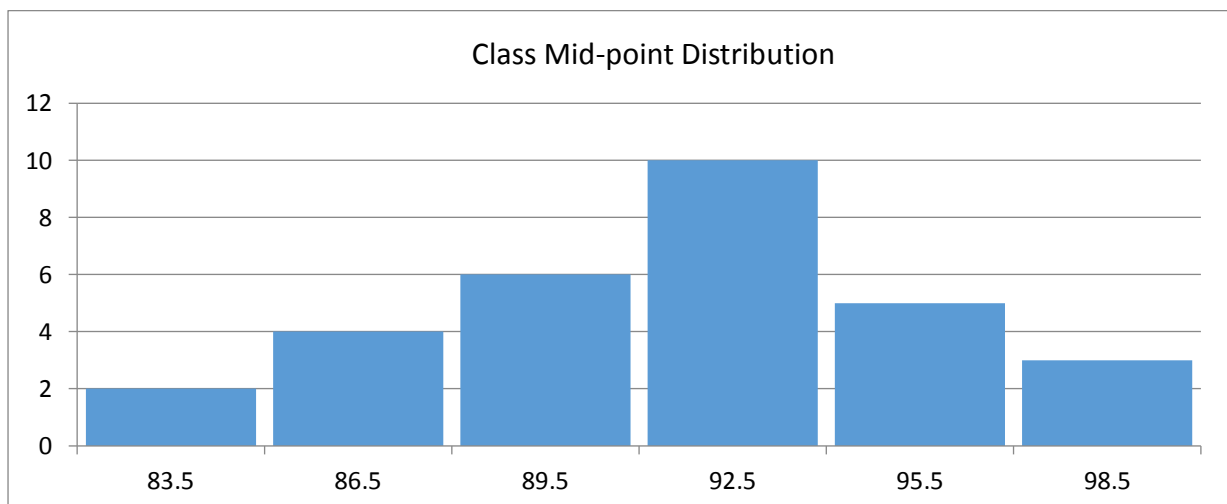
and median equal to 91.8 and 91.4 respectively and standard deviation equals to 4.1. A more detailed description can be seen in the following frequency distribution table of leadership.

Table 1. Frequency Distribution of Leadership (X)

Interval	Frequency	Class Mid-Point	Percentage
82-84	2	83.5	6,67%
85-87	4	86.5	13,33%
88-90	6	89.5	20%
91-93	10	92.5	33,33%
94-96	5	95.5	16,67%
97-99	3	98.5	10%
Σ	30		100%

Visual distribution of the above scores can be seen in the following column chart.

Figure1. Column chart of Responsible Leadership



Overall, this research indicates that the highest frequency is in the class mid-point of 92.5 with a score equals to 10 as high as 33.3%.

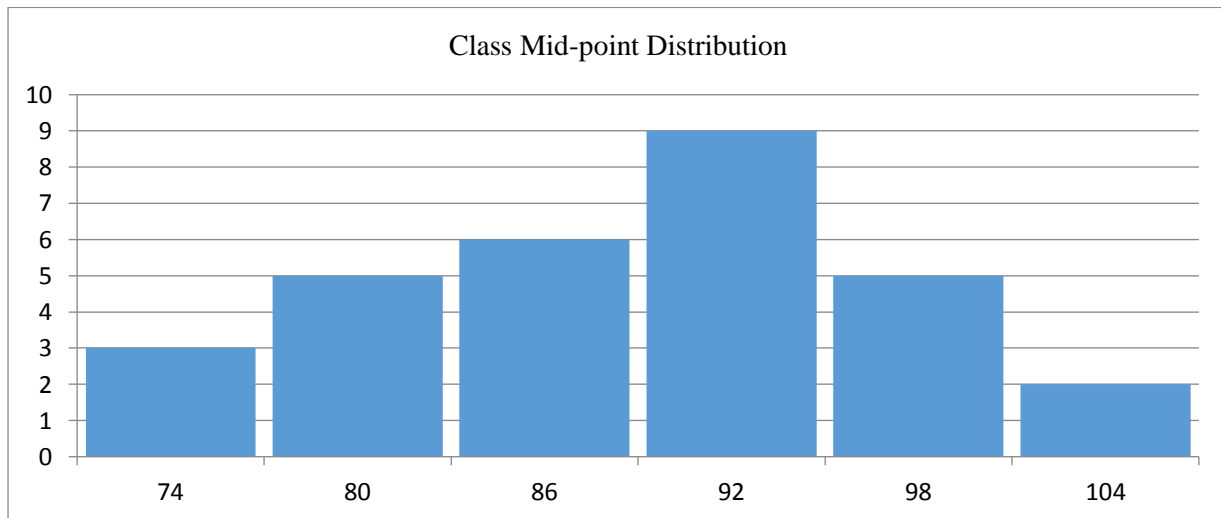
Also, the research found that the highest score of the second variable (dependent variable) teacher discipline equals to 104 and the lowest equals to 71, mean score equals to 88.8; mod and median equal to 91.1 and 89.2 respectively and standard deviation equals to 8.5. A more detailed description can be seen in the following frequency distribution table of discipline.

Table 2. Frequency Distribution of Discipline

Interval	Frequency	Class Midpoint	Percentage
71-76	3	74	10%
77-82	5	80	16,66%
83-88	6	86	20%
89-94	9	92	30%
95-100	5	98	16,66%
101-106	2	104	6,68%
Σ	30		100%

Visual distribution of the above score can be seen in the following column chart.

Figure 2. Column Chart of Teacher Discipline



Overall, this research indicates that the highest frequency is in the mid-point of 92 with score equals to 9 as high as 30%.

Test of normality of X variable (Responsible Leadership) using 30 respondents under alpha equals .05 showed that the distribution is normal. Test of normality of Y variable (Teacher Discipline) using 30 respondents and alpha equals .05 also showed that the distribution is normal. Test of linearity shows that F equals 2.34 which is lower than F table (2.48) indicating that the simple regression of Teacher Discipline and School Principal Responsible Leadership is linear.

Hypothesis testing used product-moment correlation using a sample of 30 and alpha .05 showed that there is a significant positive correlation between Responsible School Principal Leadership and

Teacher Discipline as indicated by “r” equals to .49 and “r table” equals to .361 ($r > r \text{ table}$). T-test using the same sample and level of significance showed that the correlation between school principal responsible leadership and teacher discipline is significant as shown by $t > t \text{ table}$. Further analysis showed that responsible school principal leadership contributes as much as 24.01 % to teacher discipline. Based on this observation it can be concluded that the proposed hypothesis is accepted meaning that there is a positive correlation between responsible school principal leadership and civics teacher discipline at the Al-Ashar Elementary School in Pinang Sub District.

CONCLUSION AND RECOMMENDATION

The study concludes that there is a positive correlation between school principal responsible leadership and civics teacher discipline at Al Ashar Elementary school at Pinang Sub District. As pointed out by the data analysis, the correlation is relatively low (the coefficient is under .5). However, the correlation is significant to be generalized to its population. This means that the increase in responsible school principal leadership will be followed in the improvement of civics teacher discipline. It is hoped that by the improvement of teacher discipline in implementing instruction, student learning will in turn improved. The contribution of responsible school principal leadership contributes a very low percentage (as low as 24%) to civics teacher, meaning that 76% of other factors contribute to teacher discipline. This means that school has to explore other factors such as teacher training, job satisfaction and adherence to the use medium of instruction to improve teacher discipline. Even the correlation between school principal leadership and teacher discipline is relatively low. The role of responsible leadership in shaping teacher discipline cannot be demeaned. In addition, teachers are recommended to promote cooperation among teachers and school principal in improving teacher discipline.

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IMPLEMENTATION OF TOTAL QUALITY MANAGEMENT (TQM) IN RAISING THE QUALITY OF EDUCATION IN PRIVATE MADRASAH TSANAWIYAH

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ABSTRACT

This research in purposes is to implement the Total Quality Management (TQM) to raise the Quality of education in private Madrasah Tsanawiyah (MTs. Muhammadiyah Bandung. The research method used is qualitative method. The sampling technique is purposive sampling. Data will use primer data, which taken directly from the respondent and secondary data which become supporting data. Based on the research result, the Implementation of Total Quality Management of privat Madrasah Tsanawiyah is very good. By good steps and commitment effort and also focus in realizing the vision, mission, and purposes of the school applying school's program strategically and continuously. Exploring the potential of human and natural resources and developing relationship with harmony between schools and the stakeholders and also processing creativity and innovation program of the school. Every obstacle and innovation became the first step to motivate the school to optimize the potentials so we can act that every weak and obstacle is never exist.

Keywords: Total Quality Management, Vision and mission, School Innovation

ABSTRAK

Tujuan penelitian ini adalah untuk menganalisis Implementasi Total Quality Management (TQM) Dalam Peningkatan Mutu Pendidikan Madrasah Tsanawiyah Swasta di MTs. Muhammadiyah Bandung. Metode penelitian yang digunakan adalah penelitian kualitatif. Teknik pengambilan sampel adalah purposive sampling. Data yang digunakan data primer yaitu data yang diperoleh secara langsung dari responden dan data sekunder yaitu data pendukung lainnya. Berdasarkan hasil penelitian Implementasi Total Quality Management (TQM) Dalam Peningkatan Mutu Pendidikan di sekolah MTs. Muhammadiyah Bandung sangatlah baik. Dengan langkah dan upaya komitmen serta fokus merealisasikan Visi, Misi dan Tujuan Sekolah dengan menerapkan program-program sekolah secara strategis dan kontinu. Memanfaatkan dan mengeksplorasi potensi-potensi SDM dan Sumber daya yang ada serta membangun silaturahmi yang harmonis antara pihak sekolah dengan stakeholder. Serta mengolah kreativitas dan inovasi program sekolah. Segala hambatan dan kekurangan yang ada adalah modal awal untuk memotivasi agar potensi-potensi yang ada dioptimalkan sehingga kekurangan dan hambatan seakan tidak ada.

Kata kunci: Total Quality Management (TQM), Visi dan Misi, Inovasi Sekolah

INTRODUCTION

The Total Quality Management Concept in raising the quality of education at schools is a part of the effort so the education quality standardized by The Government can be applicated smoothly. And so do Madrasah such as MI, MTs, dan Madrasah Aliyah, The Total Quality Management Concept can be applicate. All of these are part of cooperation between The Government and schools (educational institutions). The eight educaton standard that became regulation and also reference by every school or madrasah act as macro system and became basic for education institution to create a better education quality. And also it becomes a part of micro system that has to be developed as priority program and identity for the operator school. Besides, this macro system is a part of education policy from The Government, the education institution has to describe it into a local program or curriculum to make a good quality of education that already became the goal altogether.

Describing macro education policy by priority programs in every school, the headmaster's role is determine, because the headmaster is the one who arranges and plans that program. Therefore, a headmaster must be clever, board minded and has a high integrity so his school has it's own identity by his priority program.

The management focused on it's costumer need accomplishment and continue reparation is a *Total Quality Management* (Khoiriyah, 2015)

"Research is valuable to both management scholars and managers themselves because TQM is one of the main management approach for improving firm performance, along with customer satisfaction, loyalty, and activities to develop firm strategies."(Aquilani et al., 2017) TQM is one of main management phenomenological to increase the company performance, together with customer satisfaction, loyalty, and the event o develop company strategy.

TQM is a holistic concept to motivate related person by education system. To motivate someone, relation that needed has to be built between the structure and management process (Hasan et al., 2018). That the education quality guarantee is a systematic and integral event by education program or unit in local government, The Government, and citizen to increase National level of intelligence through education.(Islam & Sunan, 2019)

"TQM should be adopted in a manner to raise quality in the educational process."(Khadijah et al., 2016). *Total Quality Management* (TQM) is not only as a concept that pointed to the final product quality, but also need to develop and prioritize the quality of process, working environment and human resources creates the product as consumers need and want. (Heizer, 2005)

By the research of Eleni Sfakianaki and friends, the leader or teacher in education environment that follow participatory process show their respect to the students, and by this, the education quality that promote The TQM principle will continuously create satisfaction. (Sfakianaki et al., 2018). The implementation of TQM to control the quality power can give the contribution in attainment company purposes. Some of TQM concrete steps: a.) The company should appreciate the employee, b.) The company can give competency to the employee to have more role, c.) The leader or the company always

try to give motivation or support to their employee, d.) The leader should try maximally or actively in increasing human resource quality; always try to increase openness in communication, to make a policy (Suyitno, 2016).

Total Quality Management (TQM) implementation in education institution is, to make *continuous improvement*; to decide *Quality assurance*; to make a *change of culture*; to set an *upside-down-organization*; and to keep *close to the customer*). The TQM implementation needs also implementation strategy that is preparation phase, planning phase, and implementation phase. The TQM implementation success or fail is depend on the commitment and cooperation from all education institution element start from the top until staff level (Ismail, 2018). Then we need to prepare carefully the preparation, planning, and implementation. Even the TQM specifically can be implemented in Study process. The TQM is a useful strategy for education institution, because it engaging the teacher and students and raising a teaching quality for our students (Saha, 2016).

“Total quality management is one of the useful tools in the teaching and learning used in the school /college especially in the classroom, even though it was developed initially for the manufacturing industries.”(Print, 2016) *“This demonstrated the rigour of TQM meaning its dynamic to first improve internal environment of an organisation.”* (Psomas & Antony, 2017). TQM is a common philosophy management that has possibility for an institution to chase quality definition and a medium to reach quality. By the quality, it will increase a consumer satisfaction continuously by the service they receive (Singal et al., 2016).

At Bandung, there are so many Madrasah Tsanawiyah both private or public. But in this research, something will be the object is Madrasah Tsanawiyah Muhammadiyah Bandung is old enough, since 1982, it has facility like a big Masjid, computer lab. Art studio (Music studio), library, etc. Madrasah Tsanawiyah Muhammadiyah Bandung is also a school which already implemented the TQM system. By seeing the total of students every year, we can say that it is a success of TQM system. And Madrasah Tsanawiyah Muhammadiyah also can compete in every way with other MTs. MTs Muhammadiyah also make relationship between the headmaster and the teacher, staffs, and committee of Madrasah. MTs. Mts Muhammadiyah also had a deterioration once, but it was not significant. It maybe because of a change from the former headmaster to a new headmaster. But all of this for me is very interesting to become researching object because I want to know deeply about management operational term in MTs. Muhammadiyah Bandung and has orientation in repairing continuously as a continuous improvement. This repairment is not only in the teacher's area of concern, but also involving all components in holding education in madrasah, the madrasah leader's role becomes very important and prime in running the school or madrasah to get the students' and stake holders' satisfaction. The Headmaster as leader should have a visionary soul (Antonius666, 2013) Every organization activity that is guided by better future orientation, more successful, and more wanted then today will make easier the leader's role in creating the purpose has been planned.(Sunarta, 2006) For those, appropriate to the problems, then I get interested in TQM implementation process to the increase of education

quality, that through the role of the headmaster as educator, manager, administrator, supervisor, leader, innovator, and motivator. Dalam sebuah penelitian deskriptif ini diberi judul In a descriptive research titled “**Implementation of Total Quality Management (TQM) in Raising The Quality of Education in Private Madrasah Tsanawiyah** in Madrasah Tsanawiyah Muhammadiyah in Bandung. The purpose is to understand the implementation effort and obstacle of TQM and how it was implemented in MTs Muhammadiyah Bandung to increase the quality of education.

METHODS

The research used is a qualitative researching method by purposive sample technique according to the purpose of data information from the headmaster. This method using interview method, observation, and documentation to the researching subject. The data used is primer data (Headmaster’s role, efforts, and obstacles or the headmaster’s challenges and implementation of education quality), also secondary data (profile, history, facilities, teachers’ condition, administration staffs, and students)

THE RESULT

The result is about TQM implementation to the education quality in MTs. Muhammadiyah Bandung by some steps:

1. Interview Method

The interview result with the headmaster that TQM implementation steps to the education quality in MTs Muhammadiyah are:

- Focus to implement the vision, mission, purposes and the school programs, maximally.
- Supporting and motivating the employee, from the teachers, administration staffs, another staffs, and students to explore their potentials, professional in teaching and working and also studying.
- Intensive controlling system to the employees.
- Evaluating and developing the school curriculum the best they can.
- Never stop to build trust to the society, donors, school committee, Boarding School Leader and also the stakeholders.
- A unique new students admission, it is different with Open House Program, Primary school try out with 500 students, Art performance had appreciated by public and students.
- Harmonizing the Muhammadiyah’s bases communication, both alumniees, sympathizers, or common people.
- The most important thing is chasing the output program. The students will become pious, smart, and boarminded after graduated from madrasah. Then they can continue to study to the next level by their own will both to the best Boarding School, Public Madrasah Aliyah, Public Senior High School, even they can also continue to prestigious universities inside the country or abroad.

Obstacles and weakness:

- Lack of teachers for some specific subject
- There is incompatibility between education background of the teachers with some subjects they teach.
- Lack of teachers for extracurricular events.
- Lack of extracurricular event.
- Some teachers or education staff are unqualified for education level that required

Power or Potential:

- There is trust from public, especially 'Warga Muhammadiyah' and also the alumniees to school.
- The school has unique programs
- The quantity target aren't so many, so it can be maximized.
- The school facilities are complete, clean, comfortable, and safe
- Has a permanent donors to keep the school development run well, even in building, learning system, and also for the teachers' and staffs' welfare

Chances and Opportunities:

- The means and infrastructures of the school can be developed and completed
- The students' quantity and quality can be better by promoting the school and increasing education quality
- Increasing the teachers' and staffs' quality so they can be more professional and welfare
- The stakeholders can reach school's output.

2. Observation Method

Observation method is one of fundamental thing from all data collecting method in qualitative research, especially in respect of social studies and human behavior (Hasanah, 2017). This observation result is appropriate to interview result with the headmaster, from the street banner and vision, mission, and school purposes board at the center of the school location and easy to read by public also by school members. The good school building and very tidy in every classroom. Because it has 2 floors, from front side and back side there are some clean and comfortable ladders. Study activities are very interesting and active. Students events, from the extracurricular and another additional events such as, muhadhoroh (speech rehearsal) look very interesting, enthusiastic, and educative. The merchants are orderly from outside and can cooperate in keeping the environment clean. The socialization between teachers, students, staffs, and another school members and also outsiders like the merchants, are very close, respectful, and appreciate each other. At Zhuhur time, all of school members shalat in jamaah.

3. Documentation Method

Documentation method is a supporting and completion data from interview and observation result or researcher observation. Therefore I will put some documentation, such as:

a) Madrasah Identity

Name of Madrasah	: Madrasah Tsanawiyah Muhammadiyah
Address	: Jl. Otto Iskandardinata 77B/95 Tegallega Barat Kota Bandung
Telephone number	: (022) 5202778
Postal code	: 40243
Madrasah status	: Private
Accreditation status	: A
Madrasah Stat. Number	: 121232730012
NPSN	20219569
Establish year	: 1981
Headmasters' Name	Agus Fahrudin, S.Ag. phone : (022) 5202778
Appointment Letter	: Decision letter Regional Leader of Muhammadiyah Bandung Number 38/KEP/III.O/D/2012
Join KKM Member	: MTs Negeri 1 Kota Bandung

b) Short History of MTs. Muhammadiyah

We can describe about the history of Madrasah Tsanawiyah Muhammadiyah Bandung in a glance, that is:

At the first time, this boarding school was lead by DR.KH.E.Z. Muttaqien (alm) from 1968-1980 as the main builder, K.H. Hanbali Ahmad (alm) as Boarding School Headmaster (1968-2002) and K. Endus Supena as Boarding School Vice Headmaster.

The embrio of Tegallega Muhammadiyah Boarding School started from male dormintory Muhammadiyah that the students was taught directly through the recitations at dawn and nigt by K.H Hanbali Ahmad. These recitations was held around 1966 in PGAN Bandung. And by his suggestion and other people to Muhammadiyah Leader in Bandung (H.Umar Ahmad on that time) then the idea about boarding school founding was approved at the end of 1969 M or 1389 H. So then at 1877, Muhammadiyah Boarding School of Bandung was declared. All of students who already 6 years studied in Muhammadiyah Boarding School then followed the Extranei Examination in PGAN Bandung. Then in 1981, Madrasah Tsanawiyah Muhammadiyah Bandung existed under the auspices of Muhammadiyah Boarding School.

c) Vision, Mission, and Purposes of MTs, Muhammadiyah

The Vision and Mission of MTs. Muhammadiyah Bandung is:

Vision of Madrasah

“To create good moral and smart students, and also competent to face the life”

Mission of Madrasah

1. The students can practicing ibadah correctly and orderly according to Al Qur'an and Sunnah.
2. The students can read and write Al Qur'an fluently and in good tartil.
3. The students have respect and obedient to their teachers and give respect to their friends.
4. The students have a large knowledge appropriate to the times requirement and can compete both local or national.
5. The students have trained life skills through The organization (IPM) and extracurricular events.

Purposes of Madrasah

1. To take the students to become real muslim according to Al Qur'an and Sunnah.
2. To build the nation cadre that has a great characters based on iman and taqwa and also boardminded.
3. To create tough dakwah care and useful for many people.
4. The priority and also the character of MTs Muhammadiyah is, that the students can read and understand Al Qur'an.

The facility of MTs Muhammadiyah Bandung about means and infrastructures especially in MTs Muhammadiyah Bandung already done for a half with land's wide arpund 1815 m². With current means, the education process can run well. But, if we refer to PP No. 19 tahun 2005 about National Education Standard and Ministry of Education Regulation No. 24 Year 2007 about Means and Infrastuctures Standard that still unequal especially to National Madrasah Standard. There are some means those are not ready yet, and some of them are good enough. But they are not functional yet. For example: Science Lab and Art Lab which are not in good standard yet. And also some vital facilities but still inadequate yet, such as toilet.

d) Educators and Education Condition

Educators

In MTs Muhammadiyah, there are 25 educators from 3 government officers and 23 honorary officers and 3 volunteers.

Appropriate to the amount of existing workes and the need of educators and administration staffs, they still need some of them to teach some specific subject and also for administration staf. For more clearer, we can see from the table below:

Table 1: Educators Data

No.	Subject	Amount of Subject Teacher					
		NIP 15	NIP 13	GT Y	Exist	Needed	Less
1	Al-Quran and Hadits	1	-	-	1	1	-
2	Aqidah and Akhlak	-	-	1	1	1	-
3	Fiqih	-	-	1	1	1	-
4	Islamic History	1	-	-	1	1	-
5	Arabic	-	-	2	2	2	-
6	Indonesian	-	-	1	1	2	1
7	English	-	-	1	1	1	-
8	Math	1	-	1	2	2	-
9	Science	-	-	3	3	3	-
10	Civic Education	-	-	1	1	1	-
11	Social	-	-	3	3	3	-
12	BPTIK	-	-	1	1	1	-
13	Art and Culture	-	-	1	1	1	-
14	Sport	-	-	1	1	1	-
15	Craft	-	-	1	1	1	-
16	a. Sundanese	-	-	1	1	1	-
	b.Kemuhammadiyah	-	-	1	1	1	-
	d. Tapak Suci	-	-	1	1	1	-
Total	3	-	21	24	26	2	

Table 2 Administrative Data

No	Position	Admin Staff			
		Exist	Needed	Less	More
1	Head of Administrative Affairs	-	1	1	-
2	Treasurer	1	1	-	-
3	Staffing	1	1	-	-
4	Student Affairs	1	1	-	-
5	Library	1	2	1	-
6	Laborant	1	1	-	-
7	Implementing Assistant	2	3	1	-
8	Security	-	1	1	-
9	Cooperative	1	2	1	-
	Total	8	13	7	

Table 3 Academic Qualification Data

No	Education Level	Teachers' Amount and Status					Total	Explanation
		GT /PNS		GTY / Honorary				
		L	P	L	P			
1	S3/S2	-	1	-	-	1		
2	S1	2	-	11	8	21		
3	D4	-	-	-	-	-		
4	D3/Sarjana muda	-	-	-	-	-		
5	D2	-	-	-	-	-		
6	D1	-	-	-	-	-		
7	≤ SMA sederajat	-	-	1	1	2		
	Jumlah	2	1	12	9	24		

Table 4 Data Administrative Qualification Data

No	Education Level	Administrations' amount and				Total	Explanation
		P T / PNS		Status PTT			
		L	P	L	P		
1	Bachelor	-	-	2	1	3	
2	≤ High School	-	-	2	1	3	
3	Elementary	-	-	2	-	2	
4	Primary	-	-	-	-	-	
5	Others						
Total		-	-	6	2	8	

e) Curriculum

Curriculum of MTs Muhammadiyah Bandung in it's learning process tries to use a modern method and technique in education system. The curriculum that used is a combination between Ministry of Religion's and Ministry of Education's curriculum.

It is integrated between common and madrasah curriculum that be in a package and based on unit level of education. For madrasah curriculum, the subject will be delivered to the students arranged by the level of educators. MTs Muhammadiyah Bandung operates in 6 working days : Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday.

Table 5 MTs. Muhammadiyah Bandung curriculum structure

COMPONENT	TIME ALLOCATION		
	GRADE VII (curriculum 2013)	GRADE VIII (curriculum 2013)	GRADE IX (curriculum 2013)
A. SUBJECT			
1. Qur'an Hadits	2 JP	2 JP	2 JP
2. Aqidah Akhlak	2 JP	2 JP	2 JP
3. Fiqih	2 JP	2 JP	2 JP
4. Islamic History	2 JP	2 JP	2 JP
5. Pancasila and Civic Education	3 JP	3 JP	3 JP
6. Bahasa Indonesia	6 JP	6 JP	6 JP
7. Arabic	3 JP	3 JP	3 JP
8. English	4 JP	4 JP	4 JP
9. Math	5 JP	5 JP	5 JP
10. Science	5 JP	5 JP	5 JP
11. Social	4 JP	4 JP	4 JP
12. Art and Culture	3 JP	3 JP	3 JP
13. Sports	3 JP	3 JP	3 JP
14. Craft	2 JP	2 JP	2 JP
B. LOCAL STUDIES			
1. Sundanese	2 JP	2 JP	2 JP
TOTAL	48 JP	48 JP	48 JP
C. SELF DEVELOPMENT			
1. Counseling			
2. Boyscout			
3. Read, Write, and Tahfidz Qur'an			
4. Kemuhammadiyah			

Study time arrangement

1. The effective week in a year (2 semester) are 36 weeks.
2. One hour study (one hour class) is 40 minutes.

Effective learning time per day are:

Monday : 5 hrs 20 mnt (320 mnt), means 8 learning hours

Tuesday : 5 hrs 20 mnt (320 mnt), means 8 learning hours

Wednesday: 5 hrs 20 mnt (320 mnt), means 8 learning hours

Thursday : 5 hrs 20 mnt (320 mnt), means 8 learning hours

Friday : 4 hrs 40 mnt (280 mnt), means 7 learning hours

Saturday : 4 hrs 40 mnt (280 mnt), means 7 learning hours

Learning Hours per week, are:

Curriculum 2013 : 30 hrs 40 mnt (1840 mnt) per week, means 46 learning hours and for a year 1.140 hrs (66.240 mnt)

Table 6. Learning Time

GRADE	1 LEARNING HOUR	LEARNING HOUR AMOUNT PER WEEK	EFFECTIVE WEEK PER YEAR	LEARNING TIME PER YEAR
VII	40 MINUTE	46 H	36 WEEKS	66.240 MINUTES
VIII	40 MINUTE	46 H	36 WEEKS	66.240 MINUTES
IX	40 MINUTE	46 H	36 WEEKS	66.240 MINUTES

1. The time allocation for extracurricular is 2 learning hours (80 minutes)
2. The time allocation for structured assignment and unstructured independent activities in package system 0% - 60% from every lesson activity. That time allocation considering students potential and needs to reach the competence.
3. Time allocation for practice, 2 hours practical time in school is the same as one hour in front of the class. Four hours practical is the same as one hour in front of the class.
4. Time allocation to be in front of the class is 40 minutes, structured assignment and unstructured independent activities are 25 minutes.

DISCUSSION

The researching result about TQM Implementation of Education Quality in Madrasah Tsanawiyah Muhammadiyah Bandung by steps of interview, observation, and document observation had done well.

Interview result from The Headmaster primer data (Mr. Agus Fahrudin, S.Ag) by describing some steps in increasing education quality by using TQM system is very significant and strategic, because it's visionary leadership concept. A visionary leader is a strong vision leader, and give a great impact in practicing that vision to all people, by a strong support all organization element, and demand to everyone to do their activity. Every organization activity will get better because of a better vision also.(Sunarta, 2006)

A focus leadership to reach something forward by strategic steps and supported by all of people elements both common public or 'warga Muhammadiyah', Muhammadiyah Boarding School Headmaster, Committee, Teachers, Staffs, Students, and also The Stakeholders to reach the program. Appropriate to interview result, MTs Muhammadiyah Bandung has many unique programs (different with others) like try out event for primary students and invited 500 students every year. Then Open House, which always different in every year. And also invited the people to get donation, free medication and medical check up. Then creation event such as Art, Tahfidz, or Hizbul Wathan (Boyscout) and Tapak Suci Muhammadiyah (Pencak Silat). Even work improvement program and also professionalism of teachers and staffs always be held every year in different programs such as workshop, seminar, teachers and staffs outbound, and also teachers camping.

That's the way to increase the education quality, because it will make a positive impact for the stakeholders to reach the education quality increasement. They have to build a discussion space so MTs Muhammadiyah become better and develop so they receive a good respond from the donors to donate their fund. And also they need public and 'warga Muhammadiyah' to share their ideas with the teachers and staffs.

The vision, Mission, and purposes of Mts Muhammadiyah, commonly tries to create it's students to have good akhlak, smart and copetent to face the life. The mission wants to take the students to do Ibadah correctly, able to read and write Qur'an fluently and in good tartil. The students have respect to their friends and obedient to their teachers. The students have boardminded appropriate to the times needsand can cmpete both local or national..

The purposes of MTs Muhammadiyah Bandung is commit to take the students to be good muslims according to Al Qur'an and Sunnah. To build the nation cadres who have characteristic based on iman and taqwa and also have boardminded. Creating strong da'wah cadres and has benefit for the people. The priority is to make students able to read and understand Al Qur'an, to make it significant in increasing the quality of education and always refer to Alqur'an and Hadits. All of these are in a modern curriculum, combination between Ministry of Religion's curriculum and Ministry of Education's curriculum and strengthen by a boarding school program and Kemuhammadiyah. And

also in reading, writing, and recitating Qur'an. Most of them are fluent and good in tartil. Most of the alumniees of MTs Muhammadiyah also joined Public Madrasah Aliyah, Public High School and also famous boarding school inside or outside town. And also to the university, most of them joined UNPAD, UPI, UIN Bandung, UIN Jakarta, UIN Yogyakarta, etc.

In new students admission, MTs. Muhammadiyah has special strategies such as, Open House, Try Out of Primary Exam, Art performance/exhibition, and quantitatively it will increase the amount of new students. And this is the testimony of new students admission year by year

Table 7 Students Data Year 2019/2020

No.	Grade	Amount			Study Group Amount
		L	P	Total	
1	VII	29	39	66	2
2	VIII	30	35	63	2
3	IX	47	42	89	3
Total		105	116	220	7

Table 8 Students Data Year 2018/2019

No.	Grade	Amount			Study Group Amount
		L	P	Total	
1	VII	31	36	67	2
2	VIII	50	42	92	3
3	IX	33	27	60	2
Total		114	105	219	7

Table 9 Students Data Year 2017/2018

No.	Grade	Amount			Study Group Amount
		L	P	Total	
1	VII	51	46	97	3
2	VIII	29	26	55	2
3	IX	21	32	53	2
Total		101	104	205	7

Table 10 Students Data Year 2016/2017

No.	Grade	Amount			Study Group
		L	P	Total	Amount
1	VII	28	24	52	2
2	VIII	19	33	52	2
3	IX	31	48	79	2
Total		78	105	183	6

From the table above, we can make conclusion that The students who join MTs Muhammadiyah Bandung get increasement every year significantly. Although the amount of students have limitation, such as:

Table 11. Final Data for Students Amount Year by Year

Year	Students Amount
2016/2017	183
2017/2018	205
2018/2019	219
2019/2020	220

From the maintenance and building procurement, The means and infrastructures in MTs Muhammadiyah always develop even not only hassome facilities like Science Lab, Computer Lab, Language Lab, a large and comfortable Masjid Jami', Library, and also music studio, and completed by complete band instruments and also more than decent sound system to support the performance. Because the sound system in MTs Muhammadiyah is always be rented, so they use the money to maintain the instruments and also the sound system.

CONCLUSION

Appropriate to the researching result about TQM Implementation in increasing education quality in MTs Muhammadiyah Bandung is very good and appropriate to the program target has ben planned. By creating the commitment and focus to implementing vision ,mission and school purposes by determining the school programs strategicly and continuously. By utilizing and exploring human resource and natural resource potentials to reach the vision, mission and the purposes. Not only focus in the vision, mission, and the school purposes, make strategy to strengthen and build a good relationship between the school, warga Muhammadiyah, and also the donors. And processing creative and innovative program in school to bring the public interest to build a good relationship and a good modal to motivate and there is no obstacle anymore and all potential can be optimized.

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SPIKING SCHOOL ACHIEVEMENT ON NATIONAL STANDARDS THROUGH TEACHER MANAGEMENT INFORMATION SYSTEM AT MUHAMMADIYAH 5 ELEMENTARY SCHOOL

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ABSTRACT

This research was conducted to determine the success of the Teacher Management Information System in raising the achievement of the national standard at Muhammadiyah 5 Elementary School-5, Jakarta. It focuses on data collection systems of teachers through Google Drive (GDrive). The researcher used a Goal-Oriented Evaluation Model. The result showed that the program could help school increase the achievement of three out of eight national standards of education, namely the standard of facilities and infrastructure, the standard of management, and the standard of educator and non-educator. The research recommends the program to be continued with improvement. To get maximum results, the principal has to conduct a structured training program followed by establishing a good teacher filing system.

Keywords: National Standards; School Achievement; and Management Information System.

ABSTRAK

Penelitian ini dilakukan untuk mengetahui sejauh mana keberhasilan pelaksanaan program sistem informasi manajemen guru di SD Muhammadiyah 5 Jakarta, dengan fokus sistem pengumpulan data guru melalui *Google Drive (GDrive)* dalam rangka peningkatan pencapaian standar nasional pendidikan. Penelitian dilakukan melalui penelitian evaluasi dengan menggunakan model evaluasi berbasis tujuan (*Goal-Oriented Evaluation Model*). Hasil penelitian menunjukkan bahwa program yang dirancang telah dapat meningkatkan tiga dari delapan Standar Nasional Pendidikan, yaitu standar sarana dan prasarana, standar pengelolaan, dan standar pendidikan dan tenaga kependidikan. Penelitian merekomendasikan agar program tersebut dilanjutkan, dan untuk mendapatkan hasil yang maksimal, kepala sekolah harus membuat pelatihan secara khusus dan terjadwal kemudian membuat konsekuensi logis terhadap kedisiplinan pengumpulan file administrasi guru.

Kata Kunci : Standar Nasional Pendidikan; Sistem Informasi Manajemen; Mutu Pendidikan.

INTRODUCTION

In making a decision, Muhammadiyah Elementary School principal abides by national education system laws (UU SISDIKNAS) and regulation issued by Muhammadiyah Assembly of Basic and Secondary Education of Kebayoran Baru Branch Manager (DIKDASMEN PCM). Following these laws, the school principal is required to innovate for all managerial activities under the coordination of the Assembly.

According to UU SISDIKNAS, school principals obliged to carry out some managerial functions. One of them, Muhammadiyah Elementary School-5 principal is to accomplish the Teacher Management Information System. The school is to administer teacher data collection and analysis using the GDrive program. This program is provided by Google and the school stores teacher data in it and managed by an individual teacher. The school used storing capacity bigger than normal and used a specific domain.

The advantage of using GDrive for data collection is that all teacher administrative data are gathered collectively. And the process of evaluating teacher performance can be carried out efficiently. In addition, GDrive is simpler, faster, and cheaper. However many teachers in this school are still illiterate in information technology. This condition made some teachers have difficulties in accomplishing this program. So far, the effectiveness of the program has not been evaluated.

Based on the above background, the researcher is interested in evaluating the merit of the program especially its effectiveness in the enhancement of national standards as stipulated by laws. Evaluation research was conducted entitling “Spiking school achievement on national standards through teacher management information system at Muhammadiyah 5 elementary school”

In this study, the researchers focused their evaluation on the merit of digitalizing teacher information using GDrive in the framework of raising the school achievement on national standards of education covering the following matters.

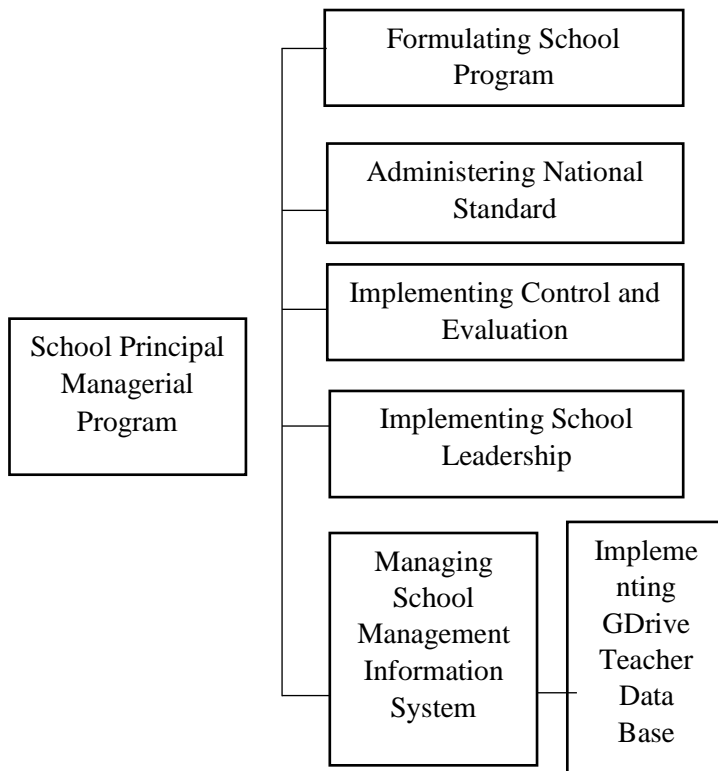


Figure 1. Scope of Evaluation

Based on this study background, the researchers proposed the following evaluation research questions: (a) what is the merit of implementing teacher information systems using GDrive? (b) How well is the school able to promote its educational standards: standard of content, standard of process, standard of competence, standard of educational personnel, standard of facilities, standard of management, standard of cost, and standard of evaluation?

The study is expected (1) to serve stakeholders with useful information concerning the merit of the school program. (2) To inform stakeholders about the relevance of the school program with school quality improvement. (3) To recommend school principal for the improvement, adjustment, and promotion of the school program toward the betterment of school performance in achieving national standards.

METHODS

The research was conducted at Muhammadiyah 5 Elementary School – Kebayoran Baru, Jakarta. This study used the Goal-Oriented evaluation Model exploring the extent a program carried out by the school principal achieved the predefined goal. During the process of evaluating the researchers continuously monitored the progress of school goal achievement. The goal-oriented evaluation model measures how predefined goals or objectives have been met. The evaluation procedure takes several steps as described hereunder.

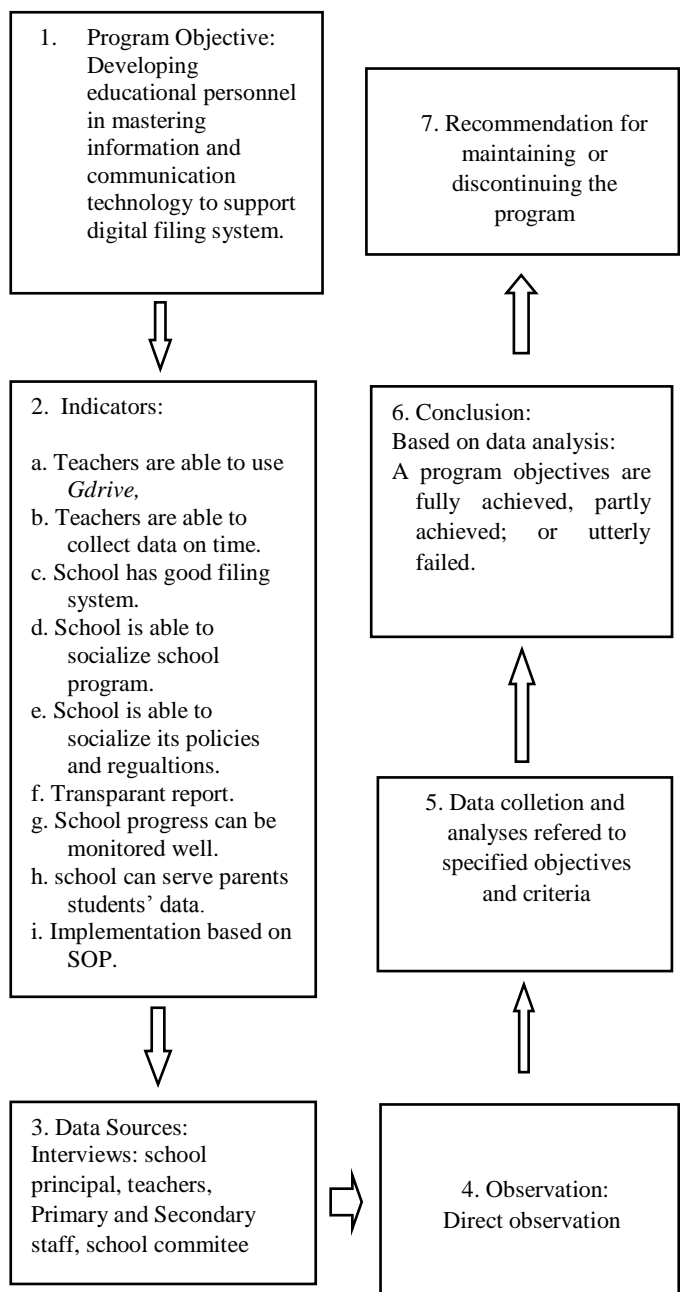


Diagram 2. Goal-Oriented Evaluation Model

Based on this model, researchers develop several performance indicators described in the following table.

Table 1. Program performance indicators

Program Objectives	Performance Indicators
Developing educational personnel to master communication and information technology for the implementation of a digital filing system	Teachers are able to use GDrive
	Teachers are able to collect data on time.
	Good Filing System
	Well socialized school Program
	Well-socialized policies and rules.
	Transparent reports
	Well monitored school progress.
	Be able to assist parents in obtaining student data.
	Implementation based on SOP

FINDINGS AND DISCUSSION

Based on field notes and observation it was found that the implementation of GDrive was consistent with school vision namely the transformation of all potentials of academic community into Quranic generation having global insight meaning teachers are not fully tied to the use of conventional media but use information technology. In addition to the achievement of the school vision, the school also achieves school mission namely teachers' mastery of communication technology.

Seen from the objective of the GDrive program namely, developing educational personnel (teachers and non-teachers) to master communication and information technology in supporting the digital filing system, the implementation of the program has been considered successful in carrying out paperless digital filing system.

The study further revealed that three out of eight national standards have gained significant improvement.

- 1). Standard of facilities (the program helped teachers do filing system).
- 2). Standard of management (the program helped teacher administration).
- 3). Standard of educational personnel (the program helped teachers and non-teachers improve school qualities).

All of these happened because of the GDrive program which induced training on communication and information technology.

CONCLUSION

It takes at least two years for Muhammadiyah 5 Elementary School before the managerial program called GDrive began to have positive effects on the teacher data collection system especially in improving the digital teacher filing system. The main objective of the program has been successfully carried out through strengthening educational personnel. The implementation of the GDrive program is regarded as an innovation based on paperless data management stressing on the use of communication and information technology. This program also helps teachers administer their own data in using communication and information technology. Parents as stakeholders also gained benefits from this program, especially in accessing student data. They said that since the launching of this program, the quality of education of Muhammadiyah 5 Elementary School improved. Finally, the study recommends maintaining this program and strengthen the implementation through improved training to achieve the national standard.

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MANAGERIAL COMPETENCIES OF PRINCIPALS AND THE INTERNATIONAL ORGANIZATION FOR STANDARDIZATION ISO 9001:2000 IN IMPROVING THE TEACHER WORK DISCIPLINE

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ABSTRACT

The study aims to identify, analyze, and test the effect of managerial skills of school principals to teachers' work discipline, the effect of the implementation of ISO 9001: 2008 to the teacher work discipline, and the influence of the principal managerial ability to implement policy quality ISO 9001: 2008. The study used survey methods, with path analysis techniques. Population of 156 teachers, sample 112 teachers. Data were collected through questionnaires, scale Likert. The results showed that: 1) There is a direct positive effect managerial skills of school principals to discipline teachers' work, with the coefficient correlation 0,897, determination of the coefficient of 0,805; 2) There is a direct positive effect of ISO 9001: 2008 to the discipline teacher work, with the coefficient correlation 0,307, determination of the coefficient of 0,095; 3) There is a direct positive effect managerial skills of school principals to ISO 9001: 2008, with the coefficient correlation 0,340, determination of the coefficient of 0,116. In conclusion, the influence of managerial ability of the principal and the implementation of ISO 9001:2008 against disciplined teachers work has a fairly high level of significance.

Keywords: Managerial competence; ISO 9001: 2000; Labor discipline

ABSTRAK

Penelitian bertujuan untuk mengetahui, menganalisis, dan menguji pengaruh kemampuan manajerial kepala sekolah terhadap disiplin kerja guru, pengaruh implementasi ISO 9001:2008 terhadap disiplin kerja guru, dan pengaruh kemampuan manajerial kepala sekolah terhadap implementasi kebijakan mutu ISO 9001:2008. Penelitian menggunakan metode survei, dengan teknik *analisis jalur*. Populasi berjumlah 156 guru, sampel 112 guru. Data dihimpun dengan kuesioner, berskala *Likert*. Hasil penelitian menunjukkan bahwa: 1) Terdapat pengaruh langsung positif kompetensi manajerial kepala sekolah terhadap disiplin kerja guru, dengan nilai korelasi sebesar 0,897, koefisien determinasi sebesar 0,805; 2) Terdapat pengaruh langsung positif ISO 9001:2008 terhadap disiplin kerja guru, dengan nilai korelasi sebesar 0,307, koefisien determinasi sebesar 0,095; 3) Terdapat pengaruh langsung positif kompetensi manajerial kepala sekolah terhadap ISO 9001:2008, dengan nilai korelasi sebesar 0,340, koefisien determinasi sebesar 0,116. Kesimpulannya, pengaruh kemampuan manajerial kepala sekolah dan implementasi ISO 9001:2008 terhadap disiplin kerja guru memiliki tingkat signifikansi yang cukup tinggi.

Kata kunci: Kompetensi manajerial; ISO 9001:2000; Disiplin kerja

INTRODUCTION

In accordance with the contents of Law Number 20 year 2003 about National education system that improves the quality of education become the focus of attention to improve the quality of human resources. The school, in particular the madrasah should have the ability in the intellectual life of the nation to realize the potential of learners in order to become a man of faith and devoted to God ALMIGHTY, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible.

Every school or educational institution is expected to give birth to students or humans who can enter the world of work in accordance with the abilities and skills possessed, so as not to increase the number of unemployment in Indonesia. To create a good output, the discipline of the teachers is very necessary.

In creating the human quality and have high competitiveness in the world of work in the future, various efforts have been made by the government to set up a quality school. These efforts, among others, through a variety of training for heads of school to create a school that has a high competence in the field of education, improve the quality of teachers, procurement of books and tools lessons, repair facilities and education infrastructure.

The problem of discipline much needed by the school. A good school must have teachers who are highly disciplined. If a teacher is not disciplined, then the teacher is certainly not will show maximum performance. With performance not maximum, then the quality of the learners are also not as expected.

The teacher is a good example (role model) for the learners. Teachers should have discipline in order to create learners who are qualified. Discipline is something that should be owned by all teachers so will be able to improve the quality of education in Indonesia. With the disciplined work of a good teacher, it will create learners who are qualified.

To further improve the discipline of teachers and students, usually each school/ madrasah regular hold apple/the ceremony every Monday. There are many positive values in the implementation of the apple/the ceremony. One of the positive value is discipline. Disciplinary problems are also set in the personnel regulations of Madrasah Pembangunan UIN Jakarta. There are sanctions in the form of an oral reprimand and a warning letter if there is a teacher who violated the discipline.

However, there are still many teachers who lack discipline in school. Though the problem of discipline is an important thing that should be applied in the school to improve the quality of education in Indonesia. Based on the observations of researchers are still many teachers who are often late entering the classroom, although the bell has sounded. If there are students who terlambat it will be subject to sanski form of memorizing the Qur'an, but if the teacher is late only imposed sanctions in the form of cutting money to eat.

Based on the results of the audit external quality (AME) conducted by Sucofindo found that 25% of teachers are not disciplined in completing the learning device. Whereas learning tools be one of the important aspects that determine the quality of education a school.

From a total of 156 teachers in Madrasah Development UIN Jakarta, there are about 10% of teachers often go home early. Data this author obtained from the administration of the Madrasah Pembangunan UIN Jakarta. Based on the data the authors obtained from a library, just 15% of teachers who are often reading in the library to develop their knowledge.

Discipline is important-have for a teacher. If a teacher is not disciplined, it is impossible he can instill the value of discipline to the students. In ISO 9001-2008 disciplinary problems the teacher also becomes a material assessment. The delay and the presence of the teacher to be a reference. In addition, discipline teachers in doing the learning, develop themselves, and the accuracy of doing the task can also be used as a reference.

In running an institution of quality education, it takes the principal who has the ability to lead and managerial good. The managerial skills of the Principal is needed in order to create a school that reflects our expectations. One of the functions of the ability manjerial the principal is the ability to organize and make teachers more discipline.

As a manager in the administration of education in the school, the principal has a central role and strategic, especially in making the national education goals as a top priority that must be realized optimally. This can be understood as the smooth implementation of the tasks of education is very dependent on the ability of the principal in carrying out its functions as a manager. Thus, a principal is expected to have managerial skills in order to create quality graduates who are better anyway.

But, in fact not all principals have the managerial skills. Based on the observations of researchers, Heads of Schools rarely monitor the condition of the class at the time of learning. Of working time for 8 hours, the Principal is only out half an hour every day. The rest is spent in the room. This may be due to the lack of quality human resources the principal and the lack of managerial skills of the principal.

ISO 9001:2008 is a quality management system recognized more than 150 countries in the world. Although ISO 9001:2008 is not a market instrument which are required, can not be denied, the chain of world trade requires the existence of ISO 9001:2008 on a prospective supplier. This Management system is very appropriate to be applied on the organization/school that requires secured requirements and customer satisfaction.

In the running of the ISO 9001:2008 required the cooperation of all citizens of the school, especially the principal as the helm of a school. The principal are required to have managerial skills, in order to create a conducive atmosphere so that the implementation of ISO 9001:2008 is running as expected. The

managerial skills of school is needed so that all citizens of the school may perform its duties and functions as well as the implementation of ISO 9001:2008 is running as expected.

This Management system is intended for the organization/school that requires the occurrence of the development of the business that are measurable and structured. With the consultation of ISO 9001:2008 this is expected to increase productivity and efektifas the performance of the company/school in achieving the targets that have been achieved.

Schools that have implemented the ISO is expected to meet the demands mandated in Law Number 20 year 2003 about National education system that improves the quality of education is becoming the focus of attention in order to improve human resources. Unfortunately, sometimes the ISO is just used as a label for the school and lading business for the agency ISO. No significant change after school to get the certificate of ISO. The teachers and employees pursue higher education only to prepare everything that is needed for the ISO pizazz without any follow up. This happens because of the lack of supervision of auditors ISO. They only audit the 2 day in a year, after that no more supervision from the auditor.

In improving the quality of madrasah, it can be started with a good level of discipline. Discipline that can either be generated through a variety of ways. One of them is with the managerial skills of the principal. With the managerial skills expected to be issued all the potential that exists in every teacher. In addition, the ISO can also be used to discipline teachers and also make the management of the school be better.

In general, this study aims to determine the effect between the exogenous variables (exogenous construct), namely the managerial skills of school principals and the ISO with the endogenous variable (endogenous construct), the discipline of working Madrasah teachers Development UIN Jakarta. Specifically, this study aims to determine, analyze and test:

1. The influence of managerial skills of school principals to discipline teachers working in Madrasah Pembangunan UIN Jakarta.
2. The influence of ISO 9001:2008 implementation of the work discipline of teacher at Madrasah Development UIN Jakarta.
3. The influence of managerial skills of the principal on the implementation of the quality policy ISO 9001:2008 in the Madrasah Development UIN Jakarta.

LITERATURE REVIEW

Teacher Work Discipline

According to the Government Regulation the Republic of Indonesia Number 53 year 2010, Article, about the Discipline of Civil Servants, it is explained that discipline is the ability of CIVIL servants to observe the obligations and avoid the prohibitions specified in laws and regulations and/or rules of discipline which if not adhered to or violated will be sentenced to disciplinary punishment. For Mullins

(205:197), “discipline is essential for the operation of the organization”. Singodimejo (Sutrisno. 209:86), discipline is the attitude the willingness of a person to comply with and obey the norms of the regulations that apply in the vicinity. Mondy (2008:387) “discipline is the state of employee self-control and orderly conduct that indicates the extent of genuine teamwork within an organization.” Wisdom (2009:142) discipline is a condition which shows the values of obedience, compliance, faithfulness, peace, regularity, and order. Siagian (2009:304), disciplining of employees is a form of training that seeks to fix and establish the knowledge, attitudes, and behavior of employees so that employees voluntarily seek to work cooperatively with the other employees as well as improving his performance. Davis, et. al. (2008:29) states:

When managers staff their operations, they recruit, select, train, discipline, and reward employees. Performing this function well has a significant impact on the overall performance of the manager's area of responsibility. Poorly selected and trained employees can ensure the failure of a project. Managers must ensure that their employees are motivated to complete their work on time and to the desired degree of quality.

states:

Discipline, namely: the awareness and willingness of the person to obey all company rules and social norms that apply. Awareness is the attitude of someone who voluntarily obey the rules and be conscious of duty and responsibility. So she will comply/ do all a good job not upon compulsion. Willingness is an attitude, behavior, and actions of someone that is in accordance with the company's regulations, written and unwritten. Hasibuan (2008:193)

Newstrom (2007:236), the discipline there are two types, namely:

... preventive discipline and corrective discipline. (1) preventive discipline is action taken to encourage employees to follow standards and rules so that infractions do not occur, (2) corrective discipline is the action that follows infraction of rules, its seeks to discourage further infractions of the rules so that future acts will be in compliance with standards.

Corrective discipline requires attention to due process, which means that procedures show concern for the rights of the employee involved. Major requirements for due process include the following: 1) A presumption of of innocence until reasonable proof of an employee's role in an offense is presented; 2) The right to be heard and in some cases to be represented by another person; 3) Discipline that is reasonable in relation to the offense involved (Also Siagian (Op. cit.:35-36))

A leader (Mulyasa. 2012:118) should be able to foster discipline, especially self-discipline (self-discipline). Should be able to help employees develop patterns and improve the standard of his behavior, as well as using the implementation of the rules as a tool to enforce discipline.

The Principal Managerial Skills

In running a quality educational institution, it takes the principal who has the ability to lead and good managerial. Leadership is widely (Nurkholis. 2005:153), including the process of influence in determining the goals of the organization, motivating the behavior of followers to achieve the objectives, influencing to improve the group and its culture. In the world of education, for Pidarta (2004:146), the manager is the person running the activity to integrate the resources of education so centralized in achieving the educational goals that have been determined previously. For that purpose, the principal must have the right strategy in the chouse-use of teachers and education personnel. Terry (Pudjosumedi. 2010:94), create an environment conducive to empowerment, demonstrates empowerment ideals, encourages all endeavors toward empowerment, and applands all empowerment success. In offset various circumstances that often changed, Mulyono (2008:145), the Principal in addition to as an educator and administrator, must also play a role as a manager and supervisor who is able to implement quality management. The managerial skills of the principal will create school quality and competitive prices. The ability in question (Ibid.:89) includes:

(1) strength of the technical implementation of functions-managerial functions; (2) the power of human utilization of the potential of social school; (3) the power of education and leadership; (4) the power of the symbolic that symbolic interaction top notch professional; and (5) the power of culture as a system of value-oriented quality culture and high work ethic. All this is called as the strength of principal's leadership in implementing the management functions of the school including planning (planning), organizing (organizing), mobilization (actuating) and supervision (controlling).

The managerial skills of the principal is the skills of the principal about the functions of managerial, planning, organizing, organizing, penggerakkan, and supervision in achieving the goals that have been determined.

International Organization for Standardization (ISO)

ISO is the body of the resident of the international standard which consists of representatives of national standards bodies from each country. Understanding ISO (Yuri. 2013:23), (Greek), “isos” which means equal. ISO have a mission (Indranata. 2006:6) to enhance the development of standardization and the activities associated in the world with a view to facilitate international exchange of goods and services, and to developing cooperation in the field of intellectual activity, science, engineering, and economics. My Focus Consulting (9001:2000), provide understanding about the system of quality management as a

“management tool” for an organization or institution to direct and control a process systemically in order to produce the product/service quality. Juran (Gaspersz. 2008:7) defines management quality as:

A collection of activities that are associated with a certain quality that has the characteristics of: (1) the quality of being a part of the agenda of top management, (2) quality goals included in the business plan, (3) a range of targets derived from bench marking; the focus is on the customer and

on the suitability of the competition, there is a target to increase the quality of the annual, (4) the target is propagated to the level of taking action, (5) training implemented at all levels, (6) measurement set entirely, (7) top managers regularly review the progress compared to the target, (8) award given for the best performance, (9) a system of rewards (reward) fixed.

Table 1. ISO 9000 (Translation for Education) (Ibid.:30)

No.	ISO 9000 Standard	Translated to Education
1.	Management Responsibility	Management's commitment to Quality
2.	Quality System	Sistem Mutu
3.	Contract	Kontrak dengan Pelanggan Internal dan Eksternal (Hak Pelajar dan orangtua)
4.	Document Control	Kontrol Dokumen
5.	Procurement	Kebijakan Seleksi dan Ujian Masuk
6.	Raw Material	Layanan Pendukung Pelajar, yang mencakup kesejahteraan, Konseling dan Pengarahan Tutorial
7.	Product Identification	Catatan Kemajuan Pelajar
8.	Process Control	Pengembangan, desain dan Penyampaian Kurikulum, Strategi PBM
9.	Inspection & Test	Penilaian dan Tes
10.	Inspection equipment, Measurement	Konsistensi Metode Penilaian
11.	Inspection Status	Prosedur dan Catatan Penilaian yang Mencakup Catatan Prestasi
12.	Product Compliance Control	Methods and Diagnostic Procedures to Identify the Failure and Error
13.	Corrective Action	Corrective action against the Failure of the Student, the System for The face of Complaints and Demands.

14. Handling, Security, Packing and Delivery	Facilities and the Physical Environment, the Form of Another Offer, such as Sports Facilities, Groups and Societies Extracurricular, Unity Students, Learning Facilities, etc.
15. Quality Documentation	Quality Records
16. Internal Quality Audits	Procedure of Ratification and Internal Quality Audits
17. Training	Training and Staff Development includes Procedures to Assess Training Needs and Evaluation of Training Effectiveness
18. Statistical techniques	These methods of Review, Monitoring, and Evaluation.

Quality management system (quality management system) ([http://www.p2jj.info/Sistem Quality Management.](http://www.p2jj.info/Sistem%20Quality%20Management)) is a part management system of the organization which focus of attention (directing and controlling on the achievement of results related to the quality objectives in order to meet the requirements of customers/beneficiaries. ISO 9000 (Ariani. 2009:29) is a requirements-requirements and recommendations for the design and assessment of quality management system, which aims to ensure that suppliers will meet the specified requirements. In relation to education, the table at the top is the main requirement of ISO 9000 to education.

METHODS

Research was conducted at Madrasah (MI, MTs., and MA) Development UIN Jakarta, starting in May s/d July 2015. Research make the managerial competencies of principals and the International Organization for Standardzation ISO 9001:2000 respectively as exogenous variables, and work discipline teacher as endogenous variables. Research using survey methods causal (Singarimbun, et al. 2005:3; Suryabrata. 2003:24). The population numbering 156 teachers, the sample of 112 teachers who obtained randomly by the formula Slovin. Data collected through the questionnaire, the scale of Likert with 5 options of answers (Sukardi. 2003:148). In validating the instrument, used the formula product moment correlation (Arikunto. 2006:78), and in calculating the reliability with the formula of coefficient alpha (Ibid.:109). As a result, for the instrument of labor Discipline teachers, the managerial Skills of the principal and, ISO 9001:2008 successively obtained 28 items valid from 30 grains of matter, 33 item valid from 42 grains of matter and, 33 item valid of 44 grains of matter. The results of the reliability test, consecutive r values obtained by 0,8534; 0,934 and, 0,9441. Data were analyzed with the techniques of descriptive and inferential statistical analysis, followed by path analysis with data processing using SPSS program version 20. Before that, the first test requirements data analysis, including test of normality test of Liliefors and homogeneity test with the test of Bartlett.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

A. Data Description

1. Teacher Work Discipline (X_3)

Score purely theoretically, which is expected to be obtained from the variable of work discipline a teacher lies in the range of scores between the 28 s/d 140, it turns the results showed that the scores of respondents ranged between 75 s/d 136, score ranges were obtained from the 28 items of the research instrument.

While the score empirically obtained data: the value max = 136; min = 75; mean = 107,57; sd = 11,70; mo = 109; and me = 108.

2. The Managerial Skills Of The Principal (X_1)

Score purely theoretically, which is expected to be obtained from the variables of managerial skills of the Principal lies in the range of scores between 33 s/d 165, it turns out that the results of the study showed that the score of respondents ' answers range between 100 s/d 165, score ranges were obtained from the 33-item research instrument.

While the score empirically obtained data: the value of max = 165; min = 100; mean = 134,43; sd = 112,84; mo = 134' and me = 134.

3. ISO 9001:2008 (X_2)

Score purely theoretically, which is expected to be obtained from the variables of managerial skills of the Principal lies in the range of scores between 33 s/d 165, it turns the results showed that the scores of respondents ranged from 108 s/d 163, score ranges were obtained from the 33-item research instrument.

While the score empirically obtained data as follows: the value max = 163; value of min = 108; mean = 137,65; sd = 10,27; mo = 135; and me = 137.

B. Testing Requirements Analysis

1. Normality test of the Data Error of the Estimated Regression

Based on the data, it can be seen that the results Lhitung for any data error of the estimated regression value is smaller than the Ltabel to the number of respondents 112 (0,089). Concluded that all data from each variable is normally distributed or H_0 is accepted.

2. Homogeneity Test

Based on the data, it can be seen that the results of the significance of the count for each variance value is greater than α (0.05). It was concluded that all the variance comes from population is homogeneous or H_0 is accepted.

3. Test Of Linearity Of Regression

Table 2 Summary Of Analysis Of Variance (Anova)

Variabel	dk	B. Testing Requirements Analysis	F _{hitung}	F _{tabel}	Sig.
X ₃ atas X ₁	42	1. Normality test of the Data Error of the Estimated Regression	1,53	1,56	0,058
X ₃ atas X ₂	38	Based on the data, it can be seen that the results Lhitung for any data error of the estimated regression value is smaller than the Ltabel to the number of respondents 112 (0,089). Concluded that all data from each variable is normally distributed or H0 is accepted.	0,713	1,56	0,871
X ₂ atas X ₁	38		0,709	1,56	0,876

The results of the calculation regression linearity of X3 over X1 and X2, and X2 over the X1 to inform that all the data have data which is linear because of the Sig. > 0,05.

4. Significance test of Regression Coefficient and Correlation

Table 3 Summary Of The Results Of Significance Test Of Regression Coefficient and Correlation

Variabel	<i>r</i>	<i>b</i>	Sig.
X ₃ atas X ₁	0,897	0,818	0,000
X ₃ atas X ₂	0,307	0,350	0,001
X ₂ atas X ₁	0,340	0,272	0,000

From the results of test of significance of the regression coefficient and the correlation of X3 over X1 and X2, and X2 over the X1, it can be said that the correlation coefficient and the regression coefficient is very significant or H0 is rejected.

C. Hypothesis Testing

1. The direct influence of positive Managerial Skills of the Principal (X1) to Discipline Work of Teacher (X3)

The first hypothesis (H1) states that there is a direct influence of Managerial Skills of the Principal (X1) to Discipline Work of Teacher (X3) against the null hypothesis (H0) that there is no direct influence of Managerial Skills of the Principal (X1) to Discipline Work of Teacher (X3). Hypothesis testing is done by using the technique of regression analysis and simple correlation.

Based on the results of the calculation of the linear regression between pairs of data variables Managerial Skills of the Principal (X1) with a variable Work Discipline of Teacher (X3) it was found that the value of the coefficient of regression of 0,818 and the constant value of -2,375. Thus the regression equation the variable X3 over X1 is $\hat{X}_3 = -2,375 + 0,818 X_1$. The Model regression equation is to give meaning, if the managerial skills of the principal raised the points, then the labor discipline of teachers will be increased by 0,818 from the initial position -2,375 and vice-versa.

Based on the equation $\hat{X}_3 = -2,375 + 0,818X_1$ the calculated level of significance of influence between the variables of Managerial Skills of the Principal with the variable Labor Discipline Teachers obtained Fcount 1.53 and Ftable of 1.56 for dk 42/68. Thus because Fcount < Ftable, and also significance value to $0.058 > 0.05$, then the regression equation $\hat{X}_3 = -2,375 + 0,818X_1$ linear and the regression coefficient is very significant.

Then performed a hypothesis test to determine the shape and strength of the influence between the variables of Managerial Skills of School principals to Discipline Teachers Working with using the Product Moment correlation. Results obtained from the calculation of the coefficient of correlation between the Managerial Skills of the principal with Discipline Work of Teacher (*r*₁₃) of 0,897.

From these data, and then calculated to test the significance of coefficient of correlation between the Managerial Skills of School principals to Discipline Teachers Working through the t-test obtained t-count = 21,97 are the price of the t-table shows for $t(\alpha=0.05;112) = 1,658$. It was concluded from the test of significance of the coefficient of correlation between the Managerial Skills of the principal with the Discipline of Work of the Teacher is significant (t-test 21,97 > t-table 1,658) means that there is a positive relationship between the Managerial Skills of the Principal (X1) to Discipline Work of Teacher (X3).

From the correlation coefficients that have been obtained, and then calculated the coefficient of determination i.e. $r^2 \times 100\%$, from this formula it is then calculated the value of the coefficient of determination $(0,897)^2 \times 100\% = 80,46\%$, which means that the contribution of the variables of Managerial Skills of School principals to Discipline Teachers ' Work by 80,46%, meaning that the higher the level of Managerial Skills of the Principal the higher the level of Labor Discipline Teacher.

Next, test the influence of the test individually on the variables of Managerial Skills of the Principal (X1) to Discipline Work of Teacher (X3).

According to the results of the calculations with the approach of path analysis obtained a value $p_{31} = 0,896$, meaning that the influence that occurs is significant, so H1 is accepted, with the statement "there is a direct influence of positive Managerial Skills of School principals to Discipline Teachers at Work".

2. The direct influence of positive ISO 9001:2008 (X2) of the Work Discipline of Teacher (X3)

The second hypothesis (H1) which is tested states that there is a direct influence of ISO 9001:2008 (X2) of the Work Discipline of Teacher (X3) against (H0) that there is a direct influence of ISO 9001:2008 (X2) of the Work Discipline of Teacher (X3). Hypothesis testing is done by using the technique of regression analysis and simple correlation.

According to the results of the calculation of the linear regression between pairs of variable data ISO 9001:2008 (X2) with Work Discipline variables of Teacher (X3) the obtained value of regression coefficient of 0.350 and a constant value was 59,346. Thus the regression equation the variable X3 over the X2 is $\hat{X}_3 = 59,346 + 0,350 X_2$. The Model regression equation is to give meaning, if ISO 9001:2008 is raised one point, then the discipline of work teachers will be increased by 0,350 from the initial position 59,346 and vice-versa.

Based on the equation $\hat{X}_3 = 59,346 + 0,350 X_2$, calculated the level of significance of the influence between the variable of ISO 9001:2008 with variable Labor Discipline Teachers obtained Fcount of 0.713 and Ftable of 1.56 for dk 38/72. Thus because Fcount < Ftable, and also significance value of $0.871 > 0.05$ then the regression equation $\hat{X}_3 = 59,346 + 0,350 X_2$ linear and the regression coefficient is very significant.

Then performed hypothesis testing to determine the form and strength of the influence between the variable of ISO 9001:2008 of the Work Discipline of Teacher by using Product Moment correlation. Results obtained from the calculation of the coefficient of correlation between the ISO 9001:2008 with the Discipline Work of Teacher (r_{23}) of 0,307.

From these data, and then calculated to test the significance of coefficient of correlation between the ISO 9001:2008 with the Discipline of Teachers Working through the t-test obtained t-count = 3,389 while the price of the t-table shows for $t(\alpha=0.05;112) = 1,658$. It was concluded from the test of significance of the coefficient of correlation between the ISO 9001:2008 with the Disciplinary Work of Teachers is significant (t-count 3,389 > t-table 1,658) means that there is a positive relationship between ISO 9001:2008 (X2) of the Work Discipline of Teacher (X3).

From the correlation coefficients that have been obtained, and then calculated the coefficient of determination $r^2 \times 100\%$, from this formula it is then calculated the value of the coefficient of determination $(0,307)^2 \times 100\% = 9,42\%$, which means that the contribution of the variable of ISO 9001:2008 of the Work Discipline of Teacher by 9,42%, meaning that the higher the ISO 9001:2008 higher the level Work Discipline of the Teacher.

Next test the influence of the test individually on the variable of ISO 9001:2008 (X2) of the Work Discipline of Teacher (X3).

According to the results of the calculations with the approach of path analysis obtained a value $p_{32} = 0.439$ with this value means that the effect that occurs is significant, with the decision that H1 is accepted with the statement "there is a direct influence of the positive of the ISO 9001:2008 of the Work Discipline of Teachers".

3. The direct influence of positive Managerial Skills of the Principal (X1) for ISO 9001:2008 (X2)

The first hypothesis (H1) that there is a direct influence of Managerial Skills of the Principal (X1) against the ISO 9001:2008 (X2) against (H0) that there is no direct influence of Managerial Skills of the Principal (X1) against the ISO 9001:2008 (X2). Hypothesis testing is performed with the technique of regression analysis and simple correlation.

According to the results of the calculation of the linear regression between pairs of data variables Managerial Skills of the Principal (X1) with variable ISO 9001:2008 (X2) the obtained value of regression coefficient 0,272 and the constant value 101,058. Thus the regression equation the variable X2 over the X1 is $\hat{X}_2 = 101,058 + 0,272 X_1$. The Model regression equation is to give meaning, if the managerial skills of the principal raised the points, then the labor discipline of teachers will be increased by 0,272 from the initial position 101,058 and vice-versa.

Based on the equation $\hat{X}_2 = 101,058 + 0,272X_1$, calculated the level of significance of influence between the variables of Managerial Skills of the Principal with the variable of ISO

9001:2008 obtained F_{count} 0,709 and F_{table} of 1.56 for dk 38/72. Because $F_{count} < F_{table}$, and also significance value $0,0876 > 0,05$ then the regression equation $\hat{X}_2 = 101,058 + 0,272 X_1$ linear and the regression coefficient is very significant.

Then performed a hypothesis test to determine the shape and strength of the influence between the variables of Managerial Skills of the Principal against the ISO 9001:2008 by using Product Moment correlation. Results obtained from the calculation of the coefficient of correlation between the Managerial Skills of the Principal with ISO 9001:2008 (r_{12}) by 0,340.

From these data, and then calculated to test the significance of coefficient of correlation between the Managerial Skills of the Principal with ISO 9001:2008 through the t-test obtained $t_{count} = 3,795$ while the price of the t-table shows for $t(\alpha=0.05;112) = 1,658$. It was concluded from the test of significance of the coefficient of correlation between the Managerial Skills of the Principal with ISO 9001:2008 is significant ($t_{count} 3,795 > t_{table} 1,658$) means that there is a positive relationship between the Managerial Skills of the Principal (X_1) against the ISO 9001:2008 (X_2).

From the correlation coefficients that have been obtained, and then calculated the coefficient of determination $r^2_{12} \times 100\%$, from this formula it is then calculated the value of the coefficient of determination as follows $(0,340)^2 \times 100\% =$ of 11.56%, which means that the variable contribution of Managerial Ability principal to the ISO 9001:2008 11.56%, meaning that the higher the Managerial Skills of the Principal the higher the ISO 9001:2008.

Next test the influence of the test individually on the variables of Managerial Skills of the Principal (X_1) against the ISO 9001:2008 (X_2).

Based on the results of the calculations with the approach of path analysis obtained a value of $p_{21} = 0,340$ with this value means that the effect that occurs is significant, with the decision that H_1 is accepted with the statement "there is a direct influence of positive Managerial Skills of the Principal against the ISO 9001:2008".

D. Testing Path Analysis

The influence of causal between variables can be seen as follows.

Discussion Of Research Results

The influence of Managerial Skills of the Principal (X_1) to Discipline Work of Teacher (X_3)

The managerial skills of the Principal, according to Mulyono (2008:145) it can be concluded is a skill that is owned by the principal about the functions of managerial, planning, organizing, penggerakkan, and supervision to achieve the goals that have been determined. From the conclusion it can be stated the dimensions of managerial skills, namely: 1) planning function with the indicators: (a) identify the problem and potential resources, (b) collect, manage data and information, (c) formulate the vision and mission of the school, (d) develop school programs, (e) implement managerial activities, 2)

organizing function with the indicators: (a) create a job description, (b) create a harmonious atmosphere, (c) fostering effective collaboration, (d) communicate effectively, (e) set a task-the task of the teacher, (f) develop the organizational structure, 3) function penggerakkan with indicators: (a) mobilizing human resources, (b) provide more jobs, (c) coordinating the work, (d) giving motivation, (e) provide technical instructions, 4) the function of surveillance indicator: (a) establish a program of supervision, (b) determine quality standards of work, (c) assess and measure programs implemented, (d) specify and conduct remedial action, and (e) perform the actions of monitoring.

Based on table of correlation of the magnitude of the effect between the variables of Managerial Skills of School principals to Discipline Teachers Working obtained correlation value of 0,897. It shows a strong influence of Managerial Skills of School principals to Discipline Teachers ' Work. The higher the level of managerial skills of the Principal then the higher the discipline the work of a teacher.

The regression equation obtained from the effect of variable Managerial Skills of School principals to Discipline Teachers ' Work, namely $\hat{Y}_3 = -2,375 + 0,818X_1$. Based on the equation, it was concluded that the change in the quality of managerial skills of the principal will directly influenced by the work discipline the teacher, then every increase of one unit score of the managerial skills of the principal will be followed by an increase in the score of discipline of work of teachers of 0,818 with the constant of -2,375.

Are based on the variables of ANOVA test, it is obtained the value of Fcount of 1.53, and Ftable of 1.56 with dk (42/68) and a significance level of 0.05. Then $F_{count} < F_{table}$, the results of that inform the presence of a significant positive relationship between the variables of managerial skills of the principal with discipline work of teacher.

Based on the results of t-test with a significance level of 0.05 seen the value of t-count (21,97) > t-table (1,658), then H_0 is rejected or it can be said that the managerial skills of school principals significantly influence the discipline of teachers ' work.

Are based on the results of the calculation of path analysis obtained a value $p_{31} = 0,896$ or $0,896 > 0,05$. The value it gives the information that the effect that occurs is significant to reject the H_0 and accept H_1 , in other words "Ability Managerial the principal direct effect of the Work Discipline of Teacher"

Based on the coefficient of determination amounted to $r^2_{31} = 0,805$ can be concluded that the managerial skills of the Principal accounted for 80,5% against the change and improvement of work discipline teacher. Is 19,5% other influenced by many factors, a.l. that comes from within each teacher and environmental factors also affect the level of discipline a teacher.

Thus it is proven that the managerial skills of the principal Madrasah Development UIN Jakarta, both at the level of the MI, MTs, and MA be one of the elements that mempengaruhi work discipline

teacher. Therefore, in carrying out their role and function as leader, the principal should always improve the quality of the ability of the managerial so that teachers have a work discipline that is increasing.

Then it can say that these findings support the results of previous studies, among other research results Nirwan (2011) menyimpulkan that: 1) there is positive influence between headmaster leadership (X1) to discipline work of teacher (Y); 2) there is positive influence between work motivation of teachers (X2) on the labor discipline teachers (Y); 3) there is positive influence between headmaster leadership (X1) with motovasi teacher job (X2) on the labor discipline teachers (Y). The results of the research Nurazis (2013), that there is also a significant effect between managerial skills of the principal and the decision of the principal. This means that managerial ability can also affect other things in addition to the work discipline of the teacher.

The influence of ISO 9001:2008 (X2) of the Work Discipline of Teacher (X3)

Based on the above theory, which referred to the ISO according to My Focus Consulting (2013:3). is standariasi the tools used by the management to plan and control systematically the process of the activities of an organization in providing service of quality products to meet the applicable requirements with the aim of improving customer satisfaction. There are 4 dimensions in ISO 9001-2008, namely quality planning, quality control, quality assurance and quality improvement.

Based on table of correlation of the magnitude of the influence between the variable of ISO 9001:2008 of the Work Discipline of Teacher values obtained a correlation of 0,307. It shows a strong enough influence among the ISO 9001:2008 of the Work Discipline of the Teacher.

The regression equation obtained from the influence between the variable of ISO 9001:2008 of the Work Discipline of Teacher that $\check{X}3 = 59,346 + 0,350 X2$ Based on the equation it can be concluded that the application of the quality policy ISO 9001:2008 will directly be affected by the work discipline the teacher, then every increase of one unit score of ISO 9001:2008 will be followed by an increase in the score of discipline of work of teachers of 0.350 with the constant of 59,346.

Are based on the variables of ANOVA test, it is obtained the value of Fcount of 0.713, and Ftable of 1.56, dk (38/72) with a significance level of 0.05. Then Fcount < Ftable, the results of that inform the presence of a significant positive relationship between the variable of ISO 9001:2008 with the discipline of teachers ' work.

Based on the results of t-test with a significance level of 0.05 seen the value of t-count (3,389) > t-table (1,658), then H0 is rejected or it can be said that the implementation of the quality policy ISO 9001:2008 significantly influence the discipline of teachers ' work.

Are based on the results of the calculation of path analysis obtained a value $p32 = 0.439$ or to $0.439 > 0,05$. The value it gives the information that the effect that occurs is significant to reject the H0 and accept H1, in other words "ISO 9001:2008 direct effect of the Work Discipline of Teacher"

Based on the coefficient of determination amounted to $r^2 = 0,095$ can be concluded that ISO 9001:2008 accounted for 9.5 percent against the change and improvement of work discipline teacher. Are 90,5% other influenced by many factors, a.l. that comes from within each teacher and environmental factors.

The ISO and disciplined work of teachers, it turns out that the ISO can also influence the innovation teacher in the learning process. It is never examined by Hazrul Edyarta Son (2011). So ISO is not only influential on the discipline of course work.

Thus it is proved that the application of the quality policy ISO 9001:2008 in the Madrasah Pembangunan UIN Jakarta both at the level of the MI, MTs, and MA be one of the elements that mempengaruhi work discipline teacher. Therefore, the application of the quality policy ISO 9001:2008 need to be evaluated and audited periodically in order to improve the discipline of teachers working in Madrasah Development UIN Jakarta.

The influence of Managerial Skills of the Principal (X1) against the ISO 9001:2008 (X2)

According to the definition given Mulyono and My Focus is Consulting as mentioned above, managerial skills and ISO is a skill that is owned by the principal about the functions of managerial, planning, organizing, organizing, penggerakkan, and supervision in order to achieve the goals that have been determined. Whereas ISO is standarasi the tools used by the management to plan and control systematically the process of the activities of an organization in providing services of product or service quality to meet the applicable requirements with the aim of improving customer satisfaction. There are 4 dimensions in ISO 9001-2008, namely quality planning, quality control, quality assurance and quality improvement.

Based on table of correlation of the magnitude of the effect between the variables of Managerial Skills of the Principal against the ISO 9001:2008 obtained by the correlation of 0,340. It shows a strong enough influence among the Managerial Skills of the Principal against the ISO 9001:2008.

The regression equation obtained from the influence between the variables of Managerial Skills of the Principal against the ISO 9001:2008 that $\hat{X}_2 = 101,058 + 0,272 X_1$. According to the equation, it can be concluded that the change in the quality of managerial skills of the principal will directly affected by the ISO 9001:2008, then every increase of one unit score of the managerial skills of the principal will be followed by an increase in the score of ISO 9001:2008 by 0,272 with the constant of 101,058.

Are based on the variables of ANOVA test, it is obtained the value of Fcount 0,709, and the Ftable of 1.56 with dk (38/72) and a significance level of 0.05. Then Fcount < Ftable, the results it gives information of the presence of a significant positive relationship between the variables of managerial skills of the principal with ISO 9001:2008.

Based on the results of t-test with a significance level of 0.05 shows that the value of t-count (3,795) > t-table (1,658), then H₀ is rejected or that the managerial skills of school principals significantly influence the implementation of ISO 9001:2008.

Are based on the results of the calculation of path analysis obtained a value of $p_{21} = 0,340$ or $0,340 > 0,05$. The value it gives the information that the effect that occurs is significant to reject the H₀ and accept H₁, or the “Ability Managerial Principal directly affect the Implementation of ISO 9001:2008”

Based on the coefficient of determination amounted to $r_{212} = 0,116$ concluded that the managerial skills of the Principal accounted for an 11.6% against the change and improvement of work discipline teacher. Are to 88.4% other influenced by many internal and external factors of the teachers.

Thus it is proven that the managerial skills of the principal Madrasah Development UIN Jakarta, both at the level of the MI, MTs, and MA is one of the elements that affect the success or failure of the implementation of the quality policy ISO 9001:2008.

The managerial skills of the principal, the success of the ISO should also be supported by many factors. As for the effort that can be done to improve the discipline of teacher work are as follows:

(1) Improve the Managerial Skills of the Principal. A principal must have the managerial skills, so that they can run the school well. The principal who has the ability managerial can make a teacher become more disciplined in performing their duties. So it can make the programs that have been established by the school runs properly and can make a school that is able to serve as an example by the school of other. One example of a school program that is an ISO that requires discipline all members of the school community, especially teachers that can walk should be.

(2) Create a Quality Management System (ISO) at School. Quality management system (ISO) can be done if you have the support of all members of the school community, especially teachers and principals. Quality management system aims to ensure the suitability of a process and product of both goods and services with the needs or specific requirements established or specified by the customer and the organization. Therefore the activities in the organization that requires management of the way of orderly and irregular by managers to achieve certain goals, then the management quality can be defined as: “a coordinated Activity to direct and control the organization in terms of quality.” If the system of management of quality is executed well, then the discipline of teachers and the managerial skills of the principal should be increased. Because if not, impossible quality management system is running properly.

Quantitative approach in the research has limitations both in the determination of the variables examined in the determination of the research sample. Therefore, this study has limitations that focuses more on the relationship between the variables exogenous and variable endogenous. Though it has tried

to the maximum to carry out this study well, the author felt that what has been done is still far from perfect. The author is aware of many limitations in this study, the limitations include the following: 1) this study only discusses the positive factors that influence work discipline teacher, that is a factor of managerial skills of school principals and ISO 9001:2008. While objectively there are still many other factors that affect the work discipline of the teacher, such as work motivation, work environment, organizational climate and so on. 2) the study population only teachers in Madrasah Pembangunan UIN Jakarta. Thus the generalization of this research is only limited to that population. 3) not all respondents fill in the questionnaire appropriately, so that data obtained less describe the real situation. 4) the instrument of data collection not all of them can reveal all the aspects studied, although it has previously validated and tested, so it needs further refinement.

CONCLUSIONS

1. There is a direct influence of positive managerial skills of the Principal of the work discipline of teachers, with a correlation coefficient of 0,897 which means the level of influence of the managerial skills of school principals to discipline teachers ' work is relatively high. The magnitude of the contribution of managerial ability principal to discipline the work of a teacher is indicated by the value of the coefficient of determination (r^2) of 0,805 which means the managerial skills of the principal gives the relative contribution amounted to 80.5% of the work discipline of the teacher. Thus, the managerial ability of the principal is a real give a considerable contribution to the work discipline of the teacher.
2. There is a direct influence of positive ISO 9001:2008 of the work discipline of teachers, with a correlation coefficient of 0,307 which means the level of influence of the ISO 9001:2008 of the work discipline of the teachers is quite high. The magnitude of the contribution of the ISO 9001:2008 of the work discipline of the teachers indicated by the value of the coefficient of determination (r^2) of 0,095 which means the ISO 9001:2008 gives the relative contribution of 9.5% of the work discipline of the teacher. Thus, ISO 9001:2008 significantly contributed to the work discipline of the teacher.
3. There is a direct influence of positive managerial skills of the principal against the ISO 9001:2008, with the correlation coefficient 0,340 which means the level of influence of the managerial skills of the principal against the ISO 9001:2008 is quite high. The magnitude of the contribution of managerial ability principal to the ISO 9001:2008 is indicated by the value of the coefficient of determination (r^2) equal to 0,116 which means the managerial skills of the principal gives the relative contribution of 11.6% against the ISO 9001:2008. Thus, the managerial skills of school principals significantly contributed to the ISO 9001:2008.

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VISIONARY LEADERSHIP AND THE SELF EFFICACY WITH ORGANIZATIONAL COMMITMENT

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ABSTRACT

The aims of this study is to identify and analyze the relationship between school principal visionary leadership and teacher's self-efficacy toward teacher's organizational commitment. The study used a survey method. Population of 223 teachers, and a sample of 143 teachers. Data collected by questionnaire technique. Data analyzed with correlation and regression techniques. The results showed that: 1) there is a positive and significant relationship between the visionary leadership of the head teacher of the school with organizational commitment; 2) there is a positive and significant relationship between self-efficacy with organizational commitment of teachers; and 3) there is a positive and significant relationship between the visionary leadership of the principal and teacher self-efficacy simultaneously with organizational commitment of teachers. Its impliacion, the teacher organizational commitment can be enhanced through the visionary leadership of the principal and teacher self-efficacy.

Keywords: Visionary leadership; Self-efficacy; Organizational commitment

ABSTRAK

Penelitian ini bertujuan untuk mengetahui dan menganalisis hubungan antara kepemimpinan visioner kepala sekolah dan efikasi diri guru dengan komitmen organisasional guru. Penelitian menggunakan metode survei. Populasi berjumlah 223 guru, dan sampel sebanyak 143 guru. Data dihimpun melalui kuesioner skala Likert dengan 5 alternatif jawaban, dan dianalisa dengan teknik korelasi dan regresi. Hasil penelitian menunjukkan bahwa: 1) terdapat hubungan positif dan signifikan antara kepemimpinan visioner kepala sekolah dengan komitmen organisasional guru; 2) terdapat hubungan positif dan signifikan antara efikasi diri dengan komitmen organisasional guru; dan 3) terdapat hubungan positif dan signifikan antara kepemimpinan visioner kepala sekolah dan efikasi diri guru secara simultan dengan komitmen organisasional guru. Implikasinya, komitmen organisasional guru dapat ditingkatkan melalui kepemimpinan visioner kepala sekolah dan efikasi diri guru.

Kata kunci: Kepemimpinan visioner; Efikasi diri; Komitmen organisasional

INTRODUCTION

Education in Indonesia from elementary level to high, has not been able to produce human resources (HR) quality. It is an issue that is very precarious for the people of Indonesia. Human Development Index (HDI) reported by UNDP in the year 2013 mentioned that Indonesia is ranked 108 out of 186 countries. HUMAN resources is not qualified not only to make the Indonesian nation not able to compete with other nations, but individually also potentially result in residents experiencing difficulties in producing goods and services that are of superior quality, even also difficult to show the best performance in work. This certainly does not provide benefits for the nation and state of Indonesia, collectively and individually.

Therefore education provides a great contribution on the progress of the nation, then among the many development agenda of the nation, education became one of important agenda and strategic demands serious attention from all parties. It is this which prompted the government together with the community carry out the construction of education as an effort to realize national ideals, namely the intellectual life of the nation. A quality education is one form of investment in human capital, and that determines the quality of HUMAN resources of a nation. If Indonesia is able to implement the national education with the good, then its contribution will be very large on the progress in the other areas. Education quality is a key factor for the country to win the global economic competition.

However, the development of education in Indonesia has not been able to realize quality HUMAN resources, at least judging based on the HDI of Indonesia is always in the top 100 ranking in the last 5 years. The development of education in Indonesia has not succeeded in creating HUMAN resources that can compete in the international world. This phenomenon comes from lack of the failure of the implementation of formal education in schools, including organizational commitment of teachers support efforts to achieve quality education.

The law of the Republic of Indonesia Number 14 Year 2005 on Teachers and Lecturers, said that teachers and lecturers has the function, role, and a very strategic position in the development of the field of education, so that needs to be developed as a dignified profession. A professional teacher are required to meet a number of requirements, among other things, have the education qualification of the profession and the scientific competence, have the ability to communicate well, has the soul of a creative and productive, have a work ethic and a high commitment to his profession and always do self-development.

This is due to teacher is one of the factors that will determine high and low of the quality of education. Thus the enactment of such legislation demands teachers to improve their professionalism and do self-development through training, writing scientific papers, and so on. Teachers are also required not only as an educator who is able to transform the values of science, but also as moral guardians for students. Even not rarely the teacher is considered as the second person after the parents of the students in the educational process. Therefore, when organizational commitment of teachers is inadequate, then it can have a serious

impact on the provision of education, at least teaching and learning process. Organizational commitment is related to self-identification of values, goals, and objectives of the organization; the involvement and willingness of the self to seek optimal as possible for the sake of the interests of the organization; and a strong desire to remain a member of the organization. Essence organizational commitment is total involvement and active participation of a person against the organization. This can be interpreted, if there is no organizational commitment of teachers then there will be no activity, including the activity of learning in school.

Therefore, when organizational commitment of teachers is inadequate, it can have a serious impact on education, especially on the PBM. Organizational commitment is related to self-identification of values, goals, and objectives of the organization; the involvement and willingness of the self to seek optimal as possible for the sake of the interests of the organization; and a strong desire to remain a member of the organization. Essence organizational commitment is total involvement and active participation of a person against the organization. That is, if there is no organizational commitment of teachers then there will be no activity, in particular TEACHING and learning activities in school.

The conditions of the organizational commitment is always fluctuating. At the time of a certain high, but at other times low. These conditions don't just happen, but rather is influenced by many factors, internal and external. The two factors include visionary leadership and the efficacy of the self. Visionary leadership is the effort to influence others to achieve organizational goals based on the vision that has been set effectively. The head of school has a role most decisive in a school organization. In running his leadership, the principal must have the ability required of the organization and the members, one of which is to have a vision far into the future. The principal should be visionary, so that it can inspire subordinates to build a better future. How leaders influence subordinates that right, in accordance with the vision that has been set and in accordance with the actual condition of the subordinate will be perceived and is perceived positively by subordinates, so that it can increase the organizational commitment of subordinates. The existence of visionary leadership in the school environment is very necessary to build a shared vision that can encourage teachers to improve their commitment on the organization of the school. But in reality not all the principal can fulfill the expectations of the teacher, including the visionary leadership that is applied. Not all the vision of the head of school in accordance with the vision of the teachers, both in preparing the standard featured and brilliant ideas, clarify the purpose and direction of the school in the future, inspire enthusiasm and maintain the commitment of the school community, ensures the uniqueness of the organization with different competencies, and implement ambition realistically.

Similarly, the efficacy of the self as one's belief over the ability to run a specific task, can also increase organizational commitment, because in the efficacy of the self-contained strong belief of the teacher to drive the motivation, cognitive resources, and a way of acting necessary to carry out the work successfully.

Teachers have efficacy higher self will tend to do a good job. This trend will encourage teachers to be ready-ready to perform tasks and work as best as possible for the sake of and on behalf of the achievement of the goals of the organization as a tangible manifestation of dri's commitment to the organization.

The above description clearly shows the importance of the role of organizational commitment of teachers in the dynamics of school organization, particularly related to the learning activities. But in reality in the field there are still many teachers who lack organizational commitment in teaching and educating for a variety of reasons. This tendency, among others, also occur among teachers of junior high Schools in Kecamatan Kramat Jati, East Jakarta, which is planned to be the object of this research. The indication, among others, appear in kekurangseriusan in carrying out the task, use work hours for personal purposes, use school facilities for personal benefit, less heed to the command or supervision of superiors, and not able to achieve the employment targets according to the standard and time specified.

Based on the exposure at the top, then research is done to determine, analyze and test:

1. The positive relationship between visionary leadership the Head of School with the organizational commitment of Secondary School teachers the First Country in the District of Kramat Jati, East Jakarta.
2. The positive relationship between teacher self efficacywith organizational commitment of Secondary School teachers the First Country in the District of Kramat Jati, East Jakarta.
3. The positive relationship between visionary leadership the Head of School and the efficacy of the teacher self together with the organizational commitment of Secondary School teachers the First Country in the District of Kramat Jati, East Jakarta.

LITERATURE REVIEW

Organizational Commitment

Organizational commitment, Mowdey, et. al. (Slocum, et. al. 2007:328) reflects the strength of employees in identifying the involvement of the self into parts of the organization, characterized by acceptance of the values and goals of the organization, readiness and willingness to strive earnestly on behalf of the organization, and desire to maintain membership in the organization. Darmawan (2013:171): the desire of the employee to maintain membership in the organization and are willing to do business for the achievement of organizational goals. Porter (Yusof. 2007:106): the relative strength than the individual in identifying his involvement in the organization. Kreitner et. al. 2014:165), is the degree to which someone knows the company and its objectives. Newstrom, et. al. 207:207), the level/degree of self-identification of employees with the organization and his desire to continue their active participation in the organization. Luthan (2008:147), a strong desire to remain a member of the organization; a desire to show the business a high level on behalf of the organization; and a strong belief in accepting the values and goals of the organization. Hunt, et. al. (Tsai, et. al. 2008:565-581): interest and relationship of employees to the

organization. Mathieu, et. al. (Silverthorne. 2004); a work attitude that is directly related to employee participation and the desire to stay within the organization and be clearly associated with performance. McDonald, et. al. (2008:84-91): “organizational commitment as a psychological treaty signed between the person and the organization.” A knot of words, organizational commitment is related to the strong desire of employees in the form of the involvement and the active participation to the organization, cognitive and affective. Meyer, et. al. (Luthan. Op. cit.:148): there are three dimensions of commitment organisasional: 1) Affective commitment. 2) basis of continuance commitment. 3) Normative commitment. Buchanan (Gibson, et. al. 2010:186): employee commitment to the organization includes: (a) self-identification of employees with organizational goals, (b) the psychological attachment of employees in the tasks of the organization, and (c) loyalty of employees to the organization indicated by the lack of desire of employees to leave the organization. Moore (Ivancevich, et. al. 2008:184) divide organizational commitment into three: 1) a sense of identification with the organization's goals, 2) a feeling of involvement in organizational duties, and 3) a feeling of loyalty for the organization.

Visionary Leadership

Leadership (Greenberg, et. al. 2008:85): the process of a person influences the group members towards the achievement of organizational goals. Robbins, et. al. (2009:585-586): ability to influence a group toward the achievement of a vision or set of goals. Daft, et. al. (2008:479): ability to influence people toward the achievement of organizational goals. Affect means the relationship between people is not passive and the influence is designed to achieve the goal. Taylor (Drafke. 2009:460): “the ability to influence the activities of others, through the process of communication, toward the attainment of goal.” Kinicki, et. al. (2008:479) “leadership is the ability to influence people toward attainment of goals.” Northouse (2013:5): the process of individual influences a group of individuals to achieve a common goal. Rivai. et al. (2012:3-4) leadership is essentially a:

(1) The process of affecting the followers in achieving organizational goals; (2) The art of influencing and directing people ... in achieving a common goal; (3). The ability to influence, inspire and direct the actions of a person ... to achieve the expected goals; (4). It involves three things, namely leader, followers, and situation specific; (5). The ability to influence a group to achieve the goal.

Visionary, according to Bennis (Sinamo, et al. 2012:217): ”the first basic ingredient of leadership is a guiding vision.” Every leader must have a clear view about what it wants to do. Bennis (Sinamo, et al. Ibid.), all effective leaders have the ability to initiate and create the vision, and translate it so true. Vision life it is important for anyone who leads an education, like a torch lights in the darkness of the cave life. But, according to Danim, et al. (2012:3), torch torch is not useful for people who are afraid to pursue the trip in the cave. Management education needs to be vision. Without vision, according to Bush (2008:35-36), the organization and the people in it have no clear direction, no right way in step into the future and

have no commitment. The vision was the hallmark of a leadership role. Goleman (2004:65), visionary leadership is a pattern of leadership that seek to move people towards the dreams together with the impact of climate emotions are most positive and most appropriate to be used when change requires new vision or when it takes a clear direction. Joseph (2007:25-28), there are ten competencies that need to be possessed by a leader are: 1) Self direction. 2) Flexibility. 3) Team work. 4) Strategy. 5) Decision making. 6) Managing change. 7) Delegation. 8) Communication. 9) Negotiation. and 10) Power and influence. Yukl (2010:115119) formulate a taxonomy that contains the 14 categories of leadership behavior, including:

1) Planning and organizing: 2) problem Solving: 3) Explain the role and objective: 4) provide information: 5) Monitoring: 6) Motivating and inspiring: 7) consultation: 8) Delegate: 9) Support: 10) to Develop and guide: 11) Managing conflict and team building: 12) Build network: 13) Gives the recognition: and 14) Give the award:

Gomez-Meija, et. al. (Op. cit.:504) mentions five bases of power of a leader, namely: 1) Coercive power. 2) Reward power. 3) Legitimate power. 4) Expert power. 5) Reference power. Node lata, visionary leadership is the effort to influence others in achieving organizational goals based on the vision that has been set effectively with the dimensions of: drawing up of superior standards and reflect the high ideas, clarify purpose and direction, inspire enthusiasm and maintain commitment, have effective communication, reflect the uniqueness of organizations and different competencies, and ambitious.

Self Efficacy

The efficacy of the self (English, self efficacy). Self efficacy was introduced by Bandura that serves one of the main aspects of the theory of social cognitive. Everyone has the efficacy of self. Efficacy-self, for Bandura (Feist, et. al. (2010:212): shape of a person's beliefs on the ability to control the functioning of the person itself and events in the environment. Myers (Zulkaida et. al. 2007:2): the ability associated with how individuals feel able to do something. Myers (2012:72): the feeling that he was competent and effective, in contrast to self-esteem, i.e. the feeling will be the value itself. Bandura et. al. for Myers (Ibid.) argued that trust in the competence and effectiveness of the self as a result of the granting of gratifikasi. Baron and Byrne (2004:183), the efficacy of the self that a person's beliefs will be their competence on the performance of a given task, reach a goal, or overcome an obstacle. Efficacy self (Ormrod. 2008:20): the assessment of a person about his own ability to execute certain behaviors or reach certain goals. Baron, et. al. (2003:205): "self efficacy is a relatively new topic in the study of organizational behavior, but have been identified have important implications that could affect performance on many different tasks." Robbins, et. al. (Stephen, et. al. Op. cit.:180) the efficacy of the self is also the belief of the individual that he is able to perform a task. Schultz, et. al. (2006:360) the efficacy of the self as a belief in one's ability to complete a task. George, et. al. (2008:104) says:

A high self-efficacy, can help motivate employee to attempt to achieve a difficult target. According to them, self-efficacy is capability owned by someone in order to conduct his or her duty successfully. Employee with a high self-efficacy has capability to achieve a difficult goal, and this capability strengthens support that they gain in forms of agreement and motivation in order to achieve a goal of organization.

Kreitner, et. al. (2000:195): the efficacy of high self-esteem encourage actions that build and goal-oriented, while the efficacy of the lower self to encourage activity and emotions that are passive and leads to failure. Branden (2001:128), someone will always defend the metaphysical efficacy of his with the continuous development of the particular-ized efficacy of his throughout his life. Cox (2002), self-confidence is an essential part and characteristic of one's personality that can facilitate a person's life. Knot words, the efficacy of the self is one's belief in their ability to carry out a specific task, with the dimensions: magnitude, generality, and strength.

METHODS

Research conducted at State junior high School in the District of Kramat Jati, East Jakarta, starting the month of October 2014 s/d. March 2015. Research using the survey method (Kerlinger. 2004:660), with a correlational design (Fraenkel, et. al. 2012:49-50). The target population is teachers at the school, while the population of affordable amount to 223 people, sample as many as 143 people obtained with the technique of proportionate random sampling from the 5 schools according to the formula of Slovin (Umar. 2006:108). Data collected with the questionnaire (Hadi. 2002:46), scale of Likert with 5 options of answers. In the validate (Azwar. 2003:5) instruments used the formula of correlation Product Moment Pearson, and in calculating the reliability used Cronbach Alpha formula. The results of the normality test instruments organizational Commitment, from 30 items of the statement there are 3 items that are not valid (1, 7 and 21), to the instruments of visionary Leadership, of the 30 questions, there are 4 items that are not valid (3, 7, 20 and 26), to instrument the efficacy of the self, from 30 items of questions, there are 3 items that are not valid (9, 17 and 30). The results of the calculation of the reliability for the instrument Kokmitmen organizational obtained Alpha coefficient of 0,933; for the instruments of visionary leadership obtained a coefficient Alpha of 0,951; and, for instruments of the efficacy of self-obtained coefficient Alpha amounted to 0,946, which means the third instrument had a high reliability. Data were analyzed with the techniques of descriptive and inferential statistical analysis. Before that, the first test of the requirements analysis, namely: test of normality test with a Lilliefors test of homogeneity with the test of Bartlett, and test linearity by ANOVA.

FINDINGS and DISCUSSION

A. Data Description

1. Organizational Commitment Of Teachers

Based on the results of the calculation of validity is known, there are 27 item statement is valid. Thus in theory the score of organizational commitment of teachers is in the range between 27 – 135. From the results of the calculation of descriptive statistics known value for this variable is 81 and the highest was 134, so the range of the data 53. Also known mean value, me, and mo, namely 111; 112; and 108, sd = 11,543 and var = 133,249.

From the data it is known the frequency distribution of the score variable of organizational commitment of teachers the majority of which is in the interval 116 - 122 = 32 respondents (22,38%), 102 – 108 and 109 – 115 each = 26 respondents (18,18%), 123 – 129 = 24 respondents (16,78%), 95 – 101 = 17 respondents (11,89%), 88 – 94 = 11 respondents (7,69%), 81 – 87 = 5 respondents (3,50%), and the interval 129 – 134 = 2 respondents (2,04%). The score of the smallest on the interval 130 – 136 = 2 respondents (1.40 percent).

2. Visionary Leadership The Head Of School

Based on the results of the calculation of the validity of the known amount of the statement is valid as many as 26 items. With such theoretically score visionary leadership the principal is in a range between 26 – 130. From the data of these variables are known the lowest score of 73 and a high of 130, so that the range of data 57. The value of the mean, me, and mo in a row 108; 110; and 104, sd = 13 and 13,885; and var = 192,802.

From the above data is known data that is in the interval 113 - 120, i.e., 32 respondents (22,38%), followed 105 – 112 = 31 respondents (21,68%), 97 – 104 = 23 respondents (16,08%); 121 - 128 = 19 respondents (13,29%); 89 - 96 = 16 respondents (11,19%); 129 - 136 = 8 respondents (5,59%); and the smallest on the interval 73 – 80 and 81 – 88, each of the 7 respondents (4,90%).

3. Teacher Self Efficacy

The amount of the statement is valid for the variable teacher self efficacy is 27, so a score of teacher self efficacy in theory is in a range between 27 – 135. From the data it is known that the score of min. for these variables = 81 and max. = 135, so the range of the data = 54. While the value of the mean, me and mo, respectively 114; sd = 10,310; and var = 106,302.

From the above data, visible data that most is in the interval 109 – 115, which is 40 respondents (27,97%), followed 116 – 122 = 26 respondents (18,18%), 102 – 108 = 25 respondents (17,48%); 123 – 129 = 22 respondents (15,38%); 95 – 101 = 16 respondents (11,19%); 130 – 136 = 10 respondents (6,99%); 88 – 94 = 3 respondents (2,10%) and 81 – 87 = 1 respondents (0,70%).

B. Testing Requirements Data Analysis

1. Normality Test

From the results of the normality test of the error estimate \hat{Y} of top X1, X2 and X3 as it turned out, H0 is accepted and it can be concluded that the error estimate \hat{Y} of top X1, X2 and X3 come from a population with normal distribution.

2. Test Of Homogeneity Of Variance

From the results of the test of homogeneity of variances-the variance of Y over the grouping of X1, X2 and X3 can be concluded that the groups of data come from a population homogeneous.

C. Hypothesis Testing

1. The relationship between Visionary Leadership the Head of School with the Organizational Commitment of Teachers

From the results of calculation of simple regression for the relationship between visionary leadership the head of school with the organizational commitment of teachers obtained constants (a) of 52,159 and the regression coefficient (b) 0,540. Based on the constants and coefficient of regression, then it can be compiled regression equation $\hat{Y} = 52,159 + 0,540X_1$. The results of the calculation of the significance test and the linearity of the above regression equation are presented in table ANOVA below.

Tabel 1. ANOVA Significance Test dan Linearity Regression $\hat{Y} = 52.159 + 0.540X_1$

Source Varians	dk	Jk	RJK	F-Count	F-table	
					0,05	0,01
Total	142	250.272.400.000				
Regression (a)	1	1.750.156,643				
Regressi (b/a)	1	7.989,370	7.989,370	103,046**	3,908	6,818
Sisa (S)	141	10.931,986	77,532			
Tuna Cocok (TC)	47	3.716,036	79,065	1,030 ^{ns}	1,945	1,765
Galat (G)	94	7.215,950	76,765			

Description:

** = Peramaan regresi sangat signifikan ($F_{hitung} = 103.046 > F_{tabel} = 6,818$) pada $\alpha = 0,01$

* = Regresi berbentuk linier ($F_{hitung} = 0,903 < F_{tabel} = 1,030$) pada $\alpha = 0,05$

JK = Jumlah Kuadrat

dk = Degree of Freedom

RJK = Rata-rata Jumlah Kuadrat

From the table above, look to the regression equation $\hat{Y} = 52,159 + 0,540X_1$ is very significant. This is indicated by the calculated F value (103,046) that is greater than the value of F table at $\alpha = 0,01$, i.e. 6,818. While to test the linearity of regression values obtained F count of 1,030, while the value of F-table at $\alpha = 0.05$ with dk numerator 47 and dk denominator 94 1,495. The value of F-count is smaller than the value of F-table, so that the regression equation of organizational commitment of teachers over the leadership of a visionary head of school is linear. From the results of tests of significance and linearity of the regression above, it can be concluded that the regression equation $\hat{Y} = 52,159 + 0,540X_1$ very significant and linear. The value of the constants in that equation shows that when the variable of visionary leadership the principal has the value 0, then the organizational commitment of teachers value 52,159. Also gives the meaning that each increase of one score variable of visionary leadership the head of school will be followed by an increase in the score of organizational commitment of teachers of 0,540 on the constants 52,159.

The strength of the relationship between visionary leadership the head of school with the organizational commitment of teachers can be seen from the correlation coefficient. The results of the calculation of the coefficient of correlation and t test can be seen in table 2 below.

Table 2. Significancy Test Corellation Coefficient Effect Between Principal Visionary Leadership and Teacher Organizational Commitment

J Ob (n)	Ko Kor (r_{y1})	t_{hitung}	t_{tabel}	
			$\alpha = 0,05$	$\alpha = 0,01$
143	0,650	13,318**	1,977	2,704

Description:

** = Koefisien korelasi sangat signifikan ($t_{hitung} = 13,318 > t_{tabel} = 2,704$) pada $\alpha = 0,01$

Based on the results of the calculation of the significance test of the correlation coefficient, it is known $t = 13,318$ greater than $t_{table} = 2,704$ at the $\alpha = 0,01$. With such results it can be said that the correlation coefficient between the leadership of a visionary principal with the organizational commitment of teachers (r_{y1}) of 0,650 is very significant. This means the first hypothesis that states there is a positive relationship between visionary leadership the head of school with the organizational commitment of teachers, is accepted. By other terms, the more effective the leadership of a visionary principal, then the higher the organizational commitment of teachers. The results of determination coefficient of 0,422. This means 42,2% of the variation in organizational commitment of teachers can be explained by the variation of the visionary leadership of the head of school through the regression equation $\hat{Y} = 52,159 + 0,540X_1$. As for the rest of 57.8% is influenced by other variables.

The relationship between visionary leadership the head of school with the organizational commitment of teachers if the controlled variable efficacy teacher self-obtained partial correlation coefficient $r_{y1.2} = 0,470$. Testing the significance of the coefficient of partial correlation with control variable teacher self efficacy can be seen in the table below.

The results of the calculation as shown in table 3 is unknown if the controlled variable efficacy teacher self-obtained partial correlation coefficient $r_{y1.2} = 0,470$. The test of significance of the coefficient of partial correlation is performed with the t test obtained the value of $t_{count} = 7,138$, while the value of t_{table} with $df = 140 (n-3)$ at $\alpha = 0,01$ is 2,704. The value of $t_{count} (7,138) > t_{table} (2,704)$, so that the visionary leadership of the head of school has a positive and significant relationship with organizational commitment of teachers which is controlled by the efficacy of the teacher self.

Table 3. Test of Significance of the Partial Correlation Coefficient between the Leadership of a Visionary principal with the Organizational Commitment of Teachers controlled Teacher Self Efficacy

JOb (n)	Koefisien Korelasi ($r_{y1.2}$)	t_{hitung}	t_{tabel}	
			$\alpha = 0,05$	$\alpha = 0,01$
143	0,470	7,138**	1,977	2,704

Description:

** = Koefisien korelasi sangat signifikan ($t_{hitung} = 7,138 > t_{tabel} = 2,704$) pada $\alpha = 0,01$

The relationship between the Self Efficacy of the Teacher with the Organizational Commitment of Teachers

The results of calculation of simple regression for the relationship of teacher self efficacy with organizational commitment of teachers obtained constants (a) of 39,567 and the regression coefficient (b) 0,627. Thus the relationship between the efficacy of the self of the teacher with the organizational commitment of teachers obtained the regression equation $\hat{Y} = 39,567 + 0,627X_2$. The results of the calculation of the significance test and the linearity of the above regression equation are presented in the table ANOVA below.

Tabel 4 ANOVA Test of Significance and the Linearity of the Regression $\hat{Y} = 39.567 + 0.627X_2$

Sumber Varians	dk	Jk	RJK	F-hitung	F-tabel	
					0,05	0,01
Total	142	250.272.400.000				
Regresi (a)	1	1,750,156.643				
Regresi (b/a)	1	6,305.366	6,305.366	70.471**	3,908	6,818
Sisa (S)	141	12,615.991	89.475			
Tuna Cocok (TC)	40	3,323.412	83.085	0,903 ^{ns}	1,514	1,795
Galat (G)	101	9,292.579	92.006			

Description:

** = The regression equation is very significant ($F_{hitung} = 70,471 > F_{tabel} = 6,818$) pada $\alpha = 0,01$

* = Regression-shaped linear ($F_{hitung} = 0,903 < F_{tabel} = 1,514$) pada $\alpha = 0,05$

JK = The Sum Of The Squares

dk = Degrees Of Freedom

RJK = The average Sum of Squared

In the table 4 above shows the test of significance of the regression, we obtained the value of Fcount 70,471, while the Ftable at $\alpha = 0,01$ is 6,818. From the results of these calculations it is known that the value of Fcount (70,471) > than the value of Ftable (6,818), thus indicating that the regression equation $\hat{Y} = 39,567 + 0,627X_2$ is very significant. To test the linearity of regression of known value Fcount obtained (0,903) is smaller than the value of Ftable at $\alpha = 0,05$ with dk numerator of 40 and dk denominator 101 (1,514). It can therefore be concluded that the regression equation $\hat{Y} = 39,567 + 0,627X_2$ is linear. Of testing significance and testing the linearity of regression it can be concluded that the regression equation $\hat{Y} = 39,567 + 0,627X_2$ very significant and linear. Constant value that indicates when the variable teacher self efficacy is 0, then the organizational commitment of teachers has a score of 39,567.

The regression equation it also shows that each increase of one score efficacy teacher self-will be followed by the increase in the score of organizational commitment of teachers by 0,627 on the constants 39,567.

The closeness of the relationship between the efficacy of the self of the teacher with the organizational commitment of teachers can be seen from the magnitude of the correlation coefficient. A summary of the results of the calculation of the coefficient of correlation and t test can be seen in the table below.

Table 5. Significance Test of the Correlation Coefficient of the Relationship between Visionary Leadership the Head of School with the Organizational Commitment of Teachers

Observation (n)	The Correlation Coefficient (r_{y2})	t_{hitung}	t_{tabel}	
			$\alpha = 0,05$	$\alpha = 0,01$
143	0,577	10,235**	1,977	2,704

Description:

** = Koefisien korelasi sangat signifikan ($t_{hitung} = 10,235 > t_{tabel} = 2,704$) pada $\alpha = 0,01$

As seen in table 5, the results of the calculation of the significance test of correlation coefficient is known $t = 10,235$ greater than $t_{table} = 2,704$ at the $\alpha = 0,01$. These results indicate that the correlation coefficient of the relationship between the efficacy of the self of the teacher with the organizational commitment of teachers is very significant. Thus the second hypothesis, that there is a positive relationship between the efficacy of the self of the teacher with the organizational commitment of teachers, is accepted. Other terms, the good efficacy teacher self-the higher the organizational commitment of teachers.

The results of the determination coefficient 0,333, or the variation of the coefficient of determination by 33.3%. That is, 33.3% of the variation in organizational commitment of teachers can be explained by the variation of teacher self efficacy through the regression equation $\hat{Y} = 39,567 + 0,627X_2$. As for the rest of 66.7% is influenced by other variables.

The relationship between the efficacy of the self with the organizational commitment of teachers if the controlled variable of visionary leadership the principal obtained partial correlation coefficient $r_{y1.2} = 0,318$. Testing the significance of the coefficient of partial correlation with control variable teacher self efficacy can be seen in the table below.

Table 6. Significance Test of the Coefficient of Partial Correlation between the Leadership of a Visionary principal with the Organizational Commitment of Teachers controlled by Self Teacher Efficacy

Jumlah Observasi (n)	Koefisien Korelasi ($r_{y1.2}$)	t_{hitung}	t_{tabel}	
			$\alpha = 0,05$	$\alpha = 0,01$
143	0,318	4.186**	1,977	2,704

Keterangan:

** = Koefisien korelasi sangat signifikan ($t_{hitung} = 4,186 > t_{tabel} = 2,704$) pada $\alpha = 0,01$

The results of the calculation as shown in table 6 be aware if the controlled variable of visionary leadership the principal obtained partial correlation coefficient $r_{y1.2} = 0,318$. The test of significance of the coefficient of partial correlation is performed with the t test obtained the value of $t_{count} = 4,186$, while the value of t_{table} with $df = 140$ ($n-3$) at $\alpha = 0,01$ is 2,704. The value of $t_{count} (4,186) > t_{table}$

(2,704), so that the efficacy of the teacher self has a positive and significant relationship with organizational commitment of teachers that is controlled by the visionary leadership of the principal.

The relationship of Visionary Leadership principals and Teacher self efficacy Together with the Organizational Commitment of Teachers.

From the calculation results of multiple regression for the relationship of visionary leadership principals and teacher self efficacy simultaneously with the organizational commitment of teachers obtained the value of the constant (a) of 31,157, the regression coefficient for the leadership of a visionary head of school (b1) 0,394 and the regression coefficient for the efficacy of the self of the teacher (b2) of 0.325. Then the relationship between visionary leadership the head of school and the efficacy of the teacher self simultaneously with the organizational commitment of teachers obtained the regression equation $\hat{Y} = 31,157 + 0,394X_1 + 0,325X_2$. The results of the calculation of the significance test of the regression equation presented in the table below.

Table 7 ANOVA Significance Test of the Regression $\hat{Y} = 31.157 + 0.394X_1 + 0.325X_2$

Source Of Variance	dk	Jk	RJK	F-hitung	F-tabel	
					0,05	0,01
Total	142	250.272.400.000				
Regression (b)	2	9,096.761	4.548,381	70.471**	3,908	6,819
Sisa (S)	140	9.824,596	70,176			

Description:

** = The regression equation is very significant ($F_{hitung} = 64.814 > F_{tabel} = 6,819$) pada $\alpha = 0,01$

JK = The Sum Of The Squares

dk = Degree of Freedom

RJK = The average Sum of Squared

From the table test the significance of regression equation can be concluded that the equation of the multiple regression $\hat{Y} = 31,157 + 0,394X_1 + 0,325X_2$ very significant. Such conclusion is based on the value of Fcount (64,814) is greater than Ftable (6,819). The regression equation is shown when the leadership of a visionary principal and the efficacy of the teacher self is 0, then the organizational commitment of teachers value 31,157. While the value of the regression coefficient is positive indicating the influence of which is directly proportional between the leadership of a visionary principal and the efficacy of self of teachers on the organizational commitment of teachers. Therefore, every increase of one unit of the variable of visionary leadership the head of school then the organizational commitment of teachers increases 0,394 and each increase of one score efficacy teacher self-then the organizational commitment of teachers increases 0,325 at constant 31,157.

The results of the calculation of the correlation coefficient of the relationship between visionary leadership the head of school and the efficacy of the teacher self together with the organizational commitment of teachers is shown by $R_{y12} = 0,693$. The results of testing the significance of the correlation coefficient of the relationship between visionary leadership the school principal, efficacy self teacher self together with the organizational commitment of teachers can be seen in the table below.

Table 8 Test of Significance of the Correlation Coefficient of the Relationship between Visionary Leadership the Head of School and the Efficacy of the Teacher Self Together with the Organizational Commitment of Teachers

Observation (n)	Correlation Coefficient (R_{y12})	t_{hitung}	t_{tabel}	
			$\alpha = 0,05$	$\alpha = 0,01$
143	0,693	42,941**	3,909	6,819

Keterangan:

** = Correlation Coefficient sangat signifikan ($t_{hitung} = 42,941 > t_{tabel} = 6,819$) pada $\alpha = 0,01$

From the results of the calculation of the significance test of multiple correlation coefficient, known $F_{count} = 42,941$ greater than the $F_{table} = 6,819$, so it can be concluded that the correlation coefficient of the relationship between visionary leadership the head of school and the efficacy of the teacher self together with the organizational commitment of teachers has correlation coefficient (R_{y12}) = 0,693 is very significant. Thus, the third hypothesis: there is a positive relationship between visionary leadership the head of school and the efficacy of the teacher self simultaneously with the organizational commitment of teachers, is accepted. In other words, the more effective the leadership of a visionary head of school and the better efficacy self teacher, then the higher the organizational commitment of teachers.

From the correlation coefficient can then be aware of the determination coefficient (R_{y122}), that is equal to 0,481 or variation of the coefficient of determination is 48,1%. This means by 48,1% of the variation in organizational commitment of teachers can be explained by the visionary leadership of the head of school and the efficacy of teacher self through the regression equation $\hat{Y} = 31,157 + 0,394X_1 + 0,325X_2$.

DISCUSSION

The results showed that the visionary leadership of the head of school and the efficacy of the self-teacher has a significant relationship with organizational commitment of teachers. This means that the leadership of a visionary principal and the efficacy of the teacher self to be a variable that has an important influence in determining the level of organizational commitment of teachers. The results of the research showed the visionary leadership of the head of school contribute to the organizational commitment of

teachers 42,2%, is to the efficacy of the self-the teacher gives a positive contribution on organizational commitment of teachers of 33.3%. While simultaneously, the leadership of a visionary principal and the efficacy of the teacher self-contribute to the organizational commitment of teachers by 48.1%.

The relationship between visionary leadership the head of school with the organizational commitment of teachers among others, related to the position of head of school as the holder of the highest authority in the school who have a central position in various school activities, including in determining the vision and mission and goals of the school. The principal is a manager in the dynamics of organizational life of the school, whose role is to manage the students as the main input of the education process together with other inputs such as curriculum, teachers, employees, references are available in the school, parents, society, the environment, infrastructure and also the funds as operational support, so as to produce the output and come out as expected by the stake holders. With conditions like that then the leadership of the head of the school encourages the school community want to move, do the activity enthusiastically and strive to individually and collectively achieve the goal of school and education. The principal charge of affect, motivate and awaken the spirit as well as enthusiasm which then enables the school community to contribute to the effectiveness and success of the school organization. The vision of the leadership of the head of school as appropriate or consider the vision and the actual condition of the teacher can encourage the commitment of teachers to the school, so teachers want to identify the self-involvement and their active participation in the organization of the school which is reflected in the identification of the goals of the organization, involvement in fulfilling the obligations on the organization, and loyalty to the organization.

Thus, the findings of this suit and at the same time supports the results of previous studies which concluded that leadership is significantly related to organizational commitment. The results of the research of Walumbwa, et. al. (2005:235-256), states that a leader which plays transformative leadership has strong influence on the organizational commitment of employees. This shows that the leadership of a visionary principal influence on organizational commitment of teachers.

Related to the existence of a positive and significant relationship between the efficacy of the self of the teacher with the organizational commitment of teachers implies the meaning that the efficacy of the self-the teacher will give impact on increasing the organizational commitment of teachers. As has been explained, that the efficacy of the teacher self-reflects the teacher's belief in his ability in performing a specific task. It becomes the wealth of the individual that can arouse the potential of individual other, especially organizational commitment of teachers. The efficacy of high self-esteem, which allows a teacher to complete his work quickly and with quality, be a capital important for teachers to be able to build commitment in the organization of the school. With a strong belief in the ability of the self to complete a task-the task of teaching, the teacher becomes easy to do what is best for the organization and achieve

organizational goals. When teachers feel light do the best for the organization, then the teacher has the organizational commitment is high.

According to the results of research Gillham, et. al. (2002:121) that: individuals with efficacy higher self has a commitment in solving the problem and will not give up when they find that the strategy that is being used was not successful. In the context of the dynamics of organizational life, a commitment like this is very needed, especially to solve various problems of organization, including for the achievement of organizational goals. Thus, the efficacy of the self has an influence on organizational commitment. Research Yu (2011:68-81) showed that the efficacy of self has a significant influence on organizational commitment. These results are also supported by research Brown III, et. al. (2002:1) proving that the efficacy of self has a significant influence on affective commitment and normative. This suggests that the efficacy of the self has influence on the organizational commitment of teachers. With that result, then the findings in this study expand the theory and results of previous research that shows the importance of the efficacy of the self in influencing organizational commitment.

Visionary leadership and the efficacy of the self simultaneously is also shown to have a significant relationship with organizational commitment. This can happen especially if a visionary leadership which portrayed the head of school supports the establishment of teacher self efficacy and vice versa visionary leadership to support the implementation of the visionary leadership of the head of the school in realizing the organizational commitment of teachers.

The results of the research above, the implications as follows:

1. Implications related to Visionary Leadership: a) Head of school improve skills in running leadership visionernya. With a lot of study material is visionary leadership, especially in drawing up the standard featured and ideas are brilliant, clarifying the purpose and direction of the organization school of the future that is promising of progress, inspire the spirit and keep the commitment of the school community on the progress of the school, have ability of effective communication, demonstrate the uniqueness of the organization with different competencies and promising progress of the school, as well as build ambisiusitas realistic to be achieved, so that these conditions can stimulate organizational commitment of teachers at a high level. b) the Head of the school is open to input and criticism from the school community related to leadership that is portrayed, especially from the teacher. Input and criticism can be used as a tool to improve the leadership, so that the behavior of its leadership to be accepted and supported by the school community.
2. The implications related to the Efficacy of the Self: a) the Head of the school trying to foster awareness in teachers about the importance of the efficacy of the self, by encouraging teachers to be proactive to improve the efficacy of himself, in the magnitude, generality and strength. Teachers are also trying to improve the efficacy of the self, through learning and following the activities and training on improved

efficacy self. b) the Head of the school trying to foster the efficacy of the teacher self in a proactive way to improve teaching competence of teachers. With a good mastery in the field of work, then the teacher will be ready and have faith in the face of various challenges of working with a scale that is widespread and common. In this way the expected efficacy of the self increases, so that it can encourage the increase of organizational commitment of teachers.

This study still has a number of limitations, both methodological and material, among others: 1). The respondents involved in the study is relatively limited, so that less promising a broad generalization. 2). This study is not discusses in detail the answers of respondents, so may not be aware of the indicators-the indicators that the implementation is still weak and indicators-what indicators are already implemented well. As a result can not be given more specific advice related to the deficiencies that are still there. 3). Research involves only the variables visionary leadership the head of school and the efficacy of the teacher self. In fact, there are other factors associated with the organizational commitment of teachers is not examined so it is not obtained more comprehensive information. 4). There is no control against other variables associated with organizational commitment of teachers.

CONCLUSIONS

1. There is a positive and significant relationship between the efficacy of the self of the teacher with the organizational commitment of Secondary School teachers the First Country in the District of Kramat Jati, East Jakarta. These findings meaningful higher efficacy self teacher, the higher the organizational commitment of teachers. On the contrary, the low efficacy teacher self-the lower the organizational commitment of teachers.
2. There is a positive and significant relationship between visionary leadership the head of school and the efficacy of the teacher self together with the organizational commitment of Secondary School teachers the First Country in the District of Kramat Jati, East Jakarta. These findings are meaningful, the more effective the leadership of a visionary principal and the high efficacy teacher self, then the higher the organizational commitment of teachers. Conversely, the ineffective leadership of a visionary head of school and the lower the efficacy of the self, then the lower the organizational commitment of teachers.

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COMMUNITY PARTICIPATION IN THE IMPLEMENTATION OF EDUCATION

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ABSTRACT

The study aims to describe the community participation in education. Research using qualitative methods, with a phenomenological approach. Subjects of research include: chairman of the foundation, headmaster, head of the panel madrasah, teachers, parents, donors, community leaders, religious leaders, education observers / NGOs, and education experts. The results showed: (1) Public participation in education form of financial and non financial; (2) Patterns of community participation in education there is a direct and representative; (3) Factors that affect the community participation in the provision of education for the culture of boarding schools are different from boarding schools in general, the alumni are scattered in various professions, managerial capabilities foundation's president modernize madrassas, status and position of a person, a strategic location, communication, economy, gender, age, old habitation, and the opportunity to participate; and (4) Impact of community participation in education is positive and negative.

Keywords: Society participation; Education providers

ABSTRAK

Penelitian bertujuan untuk mendeskripsikan partisipasi masyarakat dalam penyelenggaraan pendidikan. Penelitian kualitatif ini menggunakan pendekatan fenomenologi. Subjek penelitian meliputi: ketua yayasan, kepala madrasah, ketua majelis madrasah, guru, orang tua siswa, donatur, tokoh masyarakat, tokoh agama, pemerhati pendidikan/LSM, dan pakar pendidikan. Hasil penelitian menunjukkan bahwa: (1) Partisipasi masyarakat dalam penyelenggaraan pendidikan berbentuk finansial dan non finansial; (2) Pola partisipasi masyarakat dalam penyelenggaraan pendidikan ada yang langsung dan perwakilan; (3) Faktor-faktor yang mempengaruhi terjadinya partisipasi masyarakat dalam penyelenggaraan pendidikan karena kultur pesantren yang berbeda dari pesantren pada umumnya, alumni tersebar dalam berbagai profesi, kemampuan manajerial ketua yayasan memodernisasi madrasah, status dan kedudukan seseorang, lokasi yang strategis, komunikasi, ekonomi, jenis kelamin, usia, lama mukim, dan kesempatan untuk berpartisipasi; dan (4) Dampak partisipasi masyarakat dalam penyelenggaraan pendidikan bernilai positif dan negatif.

Kata kunci: Partisipasi masyarakat; Penyelenggaraan pendidikan

INTRODUCTION

Education and society are inseparable. They both need each other. Education exists because of the needs of the community, while the advance or retreat of the community is influenced and even determined by the education system. For the sake of the success of education, then education requires community participation. For Ahmad (2013:293) there are, “... *significantly positive correlation between community participation and ... education.*” So also the statement of Jordan, et. al. (Javarof. 2015:35): “*Family and community involvement [participation] frequently means helping reach goal defined by the schools.*”

Community participation is required by education in all over the world. But, the participation of society in developing countries is very low or limited. Thus the results of the research Aref (2015:1): *But in third world countries there are some important barriers in face of community participation in education activities.* And the results of the research Bekoe, et. al. (2013:124): *the contribution of the community towards the improvement of the school is generally low ...* . Also Kambuga (2013:1): *The nature and extent of community participation ... is generally limited.*

According to the World Bank there are several reasons that make the management of the school are not effective, including (Djalal, et al. Op. cit.:158-169): the role of the community in the management of the school is very small, whereas the support of the community is part of the success of an educational institution. To overcome this, it is necessary to the granting of autonomy in the form of school management that is accountable. While research Nurjihad (2010) show:

(a) the community tends to position itself as the object of development education, not to be the subject that will determine the policy direction of the education program; (b) a decline in the spirit of be part of the community caused by the school management is not optimal and the factor of government policy;

Regardless of the whys and wherefores of the low community participation in the implementation of education, participation must remain grown-develop for the sake of the success of education. How can the assortment. According to the results of research, suggestions Pailwar, et. al. (2005:373): *by mobilizing resources within the community.* While for Hariet, et. al. (2013:95): *should collaborate with all stakeholders.* Meanwhile, according to Kambuga (Op.cit.): *the mobilization of political support.*

Community participation in the implementation of education, can be embodied in various forms. The results of the research Subakir, et al. (2001:81) show:

community participation in education is not always in the form of money. A Chairman of the RT because it has been understand and know their obligations towards education, then he willingly establish and supervise group learning students in the region. At a time when students learn, no one can blame television or the radio. He also uses the means of the recitation of citizens to deliver the school program.

These quotations according to the results of research Kambuga (*Loc. cit.*), ... *the community participation in the ongoing construction of secondary school takes different forms of either cash contribution or labour power contribution.*

Based on the above explanation, the formulation of the research problem is as follows: 1). How the forms of community participation in the implementation of education in Madrasah Tsanawiyah (MTs) Boarding school Ummumsshabri (Pesri) Kendari? 2). How the pattern of community participation in the implementation of education in Madrasah Tsanawiyah (MTs) Boarding school Ummumsshabri (Pesri) Kendari? 3). What are the factors that affect the occurrence of community participation in the provision of education in Madrasah Tsanawiyah (MTs) Boarding school Ummumsshabri (Pesri) Kendari? 4). How the results or impact of community participation in the implementation of education in Madrasah Tsanawiyah (MTs) Boarding school Ummumsshabri (Pesri) Kendari?

LITERATURE REVIEW

Community Participation

Participation means taking part or follower participation. Budiono (2005:370): participate in an activity (Ibid.:336). Djalal, et al. (2001:201-202): the decision maker advise the people involved in the delivery of advice and opinions, items, skills, materials and services. McShane, et. al. (2010:221): employees influence how their work is organized and carried out. Newstrom, et. al. (2002:187): the mental and emotional involvement of people in group situations that encourages them to contribute to group goals and share responsibility for them. There are three important ideas in this definition involvement, contribution and responsibility. Solekhan (2014:141): a form of participation or involvement in active or proactive in an activity. Wagner (Locke. 2009:445): a process in which decision making problem solving, action planning or similar activities are shared and performed jointly by hierarchical superiors and their sub-ordinates. Campbell (1999:197): no more than taking part in some activity. Curtis, et. al. (Nasdian. 2013:91): concerned with the distribution of power in society, for it is power which enables groups to determine which needs, and whose needs will be met through the distribution of resources. Harris, et. al. (2001:111): tends to increase confidence and support for the decision reached and reduced antagonism or mistrust. Workes tend to support the decision they help make. Gibson, et. al. (2011:200): refers to the extent that a persons knowledge, opinions, and ideas are included in the decision making process. Encouragement of participation, Salusu (2008:233): people want to participate because there is no intention to establish and maintain self-esteem, want to gain the autonomy, responsibility, and power to take decisions on the job. Its purpose and benefits, Sinambeela, et al. (2011:37): bring together all the interests of the ... in a process of formulation and determination of policy in proportion The involvement of the wider community ... is one effective way to accommodate ... a variety of diverse purposes. Hadiwijoyo (2012:17), planning and

decision-making within programs is often done from top to bottom. The public is often privy without given a choice and the opportunity to give input. This is due to the assumption to achieve high efficiency Webler, et. al. (Purwanto, et al. 2008:187): the citizens of a country can help increase the assurance and certainty that the voice and interests of individuals and groups in society are listened to and responded to by the government in a fair manner. The basic thoughts underlying the participation, Hardjasoemantri (Karianga. 2011:214-215): a) provide information to the government about the problem posed by a plan of actions of the government ...; b) increase the community's willingness to accept the decision; c) help the protection of the law; and d) democratization of decision-making. Sumpeno (2008:137-138): 1) unity, ...; 2) grow from the bottom, ...; 3) trust and openness.

Education and Society

Bryson (2011:159), Environment outside the organization in order to identify the opportunities and challenges the organization faces (and ideally, in conjunction with stakeholder analyses, to identify key success factors. Naim, et al. (2010:13), there is a relation of reciprocity between the world of education with the social conditions of the community. Ahmad (2001:63), the system of education ... is closely related to the various systems of economic, political, etc. to foster and develop communities that have a complete system and become the foundation of the whole system and the purpose of society it-yourself. Saripudin (2010:34), the process of education always takes place in an educational environment. [that] the environment includes physical, social, intellectual, and values. Nasution (2015:10), a group or society guarantee kelangsung his life through education. Kotler (Pidarta. 1998:37), among others: a) identification of human-human key in the community; b) note the wishful thinking and their thoughts against educational institutions; c) formulate the purpose of the relationship of institutions with society the right with the wishful thinking and their thoughts. Nuraedi, et al. (2010:283-284): will be able to foster creativity and the dynamics of both sides Tilaar (2000:22), Education deeply rooted in society also means the participation and control of society that the “owner” of education. Suyatno (2001:77), awareness about the importance of the participation of parents and community in the process of managing education, especially in schools has been going on since long since understood the concept of tri center of education (family, community and government). Forms of community participation in education, Effendi (Dwiningrum. 2001:58): the participation of vertical and horizontal. Some examples, Rodliyah (2012:34), among others: 1) oversee the development of personal and children's learning process at home; 2) provides facilities and learning supplies needed children and ... school for the advancement of education. Pattern, it can be done through a system of representatives (Law No. 25 of 2000, Law Number 20 Year 2003, and Keputusan the Minister of Education Number 044/U/2002), namely the School Committee/Assembly Madarasah. To achieve the objectives and programs (Sidi. 2003:134-135), the School Committee must do various efforts in the form of the function:-use the capabilities that exist in the parents, the community and the environment The

factors that influence it, Slamet (Rodliyah. Op. cit.:56-58): 1) gender, 2) age, 3) education level, 4) level penghaslan, and 5) livelihoods. How to mobilize participation, Rusdiana (2015:126): 1) Involving community and parents in a proportionate and professional in developing the planning, implementation, and program evaluation school/madrasah, 2) Establish an intensive communication in the form of a joint meeting between the school and the community. Factor-inhibiting factor, Adisasmita (2006:135): a) the nature of the lazy, apathetic, ...; b) aspects of the topography (hills and ravines), geographical (small islands scattered its location), demographic (population a little), and economic (poor village). Positive impact, Sagala (2009:247), among others: a) Develop democratic attitudes in the school and strive to meet the needs of the community; b) the occurrence of are equal and harmonious relationship between the school and stakeholders. Westra (Suryobroto. 2002:79), among others: 1) more communication occurs in two directions; 2) the more subordinates that influence the decision; 3) the manager and the participants less aggressive.

METHODS

Research (Spradley. 1980:52) was conducted in Madrasah Tsanawiyah (MTs) Boarding school Ummusshabri (Pesri) Kendari, Southeast Sulawesi, from September 2015 to February 2016. Qualitative research (Strauss, et. al. 2009:4) uses a phenomenological approach (Sukidin. 2002:32). The primary Data collected through the techniques of observation (Moleong. 1994:126; Denzin, et. al. 2009:527; Sugiyono. 2009:62-63) and interview (Sugiyono. 2010:194-197) of the key informants (Bungin. 2003:53), namely: the chairman of the foundation, the head of the madrasah, the chairman of the committee/assembly of madrasah, teachers, parents of students, donors, community leaders, religious leaders, education NGOS, education experts and experts on public policy. And secondary data collected through document analysis. To test the credibility of the data, then do the triangulation related techniques, time and resources. Data were analyzed with the techniques analyzed the interactive Milles, et. al. (1984).

FINDINGS and DISCUSSION

The Findings Of The Study

1. Sub-focus 1: Forms of Community Participation in the Implementation of Education

Community participation in education means the promotion of sertaannya in providing ideas, constructive criticism, and support over the implementation of the education. Decentralization and democratization of education, highly require the participation of the community. The community must be partners madrasah in implementing and advancing education.

The results of the interview with pemerihati education, also with experts on public policy shows that, the madrasah and the community are like two sides of one same currency. Both ask and give.

Madrasah exist because of the needs of the community, even the community affect forward or pullback madrasah. On the contrary, the progress of society also thanks to the positive influence of madrasah.

There are several forms of community participation in the implementation of education. There is a participation of the tangible money, possessions, labor, skills, ideas and social. Of the diverse manifestation of it, according to the results of the interview with the chairman of the assembly of the madrasah, community participation is classified into 2 (two), namely: the participation of financial and non-financial.

The participation of financial or material e.g. in the form of money and possessions. Participation money is a form of participation to meet the needs of the madrasah, for example, the cost of try out in the face of a national exam – as shown by the results of observation. The participation of possessions is a participation in the form of donations of material possessions for example the procurement of building materials.

While the participation of non-financial/non-material is the participation in the form of power to support the success of the program, such as contribution of labor the bachelor of education at the madrasah. Participation skills means providing training so that students master certain skills, such as the hospital sent a nurse to give you the skills provision of the first care of the accident victims. The participation of the fruits of the mind is the participation in the form of brainstorming, constructive criticism.

According to one of the guardians of students, community participation can be given on: 1) decision making, 2) program implementation, 3) the retrieval of benefits, 4) supervision, and 5) evaluation.

Although there are many forms and the opportunity to participate, the fact is that not all the chances and potential of participation carried out thoroughly by the community. There is a participation that often and rarely made public. The forms of participation that are prevalent, namely the participation of financial in the form of money and possessions.

Of the various forms of participation, it is expected to be excavated and developed by the madrasah to optimize participation for the success of the program madrasah. In that context, madrasah, according to the results of the interview with the Chairman of the Foundation: a) Establish effective communication with parents of students and the general public, b) Involve the community and parents of students in the planning and implementation of the program, and c) Inviting the public at each meeting the activities of the madrasah.

2. Sub-focus 2: the Pattern of Community Participation in Education

a. Pattern directly

On the pattern of direct participation, the community interacts directly with the madrasah. The pattern of direct participation occurs when people can directly give a donation, submit ideas, discuss problems, and provide an assessment of the implementation of the program.

Direct participation is usually done by the people of economy class in the middle to the top. Also by those who are bound emotionally to the madrasah. For example, have emotional ties with the leadership of the foundation, the school children in this school, know that the madrasahs need help, have long lived in the madrasah, and the profile of the foundation – related public confidence regarding the performance of the foundation.

In addition, there are also a number of people who participate in the incidental. The culprit referred to as donors incidental.

In addition to individuals, there is also participation in institutional – as said the Chairman of the Institution of Social Welfare of the Child (LKSA), which get help from the Department of Social Rp. 800.000. to help the students of economically weak.

b. Pattern Representative

On the pattern of representative, people to interact indirectly with the madrasah. This pattern occurs when people give a donation, submit ideas, discuss problems, and provide an assessment of the implementation of the program through a representative. For that, we need a container that can menampung and voicing the aspirations and needs of stakeholders.

The results of the study of the document shows that the container named assembly madrasah. Its members consist of representatives of representative stakeholders: (1) the head of the madrasah, (2) teachers, (3) students, (4) parents, (5) community leaders, and (6) the supervisory madrasah.

The structure of the organization describing the duties of the madrasah, consisting of the chairman, secretary, treasurer, and member of the group that handles affairs special.

The goal, among others: 1. Facilitate and increase the participation of stakeholders in formulating, establishing, implementing, and monitoring the implementation of the policy of the madrasah as well as the accountability ... the quality of education 2. Facilitate the stakeholders in the management of the madrasah according to their role and function, related to the planning, implementation and evaluation of the program madrasah proportionally.

His duties, among others: 1. The joint madrasah formulate and establish vision and mission of the madrasah, the standard of education services, drawing up the Draft Budget of Receipts and Expenditures of the Madrasa, developing the potential towards the achievement akademik and non-akademik. 2. Discuss and increase the honorarium for the Head of Madrasah, Teacher and Administrative Personnel.

Its functions, among others: 1. To encourage the growth of attention and commitment the community on the implementation of quality education. 2. Do work with the community ..., and government related to the implementation of quality education.

The pattern of community participation in the provision of education in madrasah this is more likely on the representative system, as it is said by the chairman of the madrasah, thus also according to the results of interviews with parents of students, and the results of the observation.

3. Sub-focus 3: Factors that Influence the Occurrence of Community Participation in Education

There are several factors that can affect community participation in a program. Such factors, according to an education expert, including:

- a. The culture of the Boarding school Ummusabri ... different with boarding school in general ...
- b. The Alumni has been widespread, there is to be a teacher, lecturer, MILITARY/Police, employers, and others who prove that [this school] can meet the needs of the community.
- c. The ability manajeral Chairman of the Foundation which is capable of converting MTs Pesri madrasah ordinary into the madrasah modern

According to an observer of education, the factors are social status, program of activities and natural conditions around. While for the Chairman of the GUPPI Southeast Sulawesi, namely: a. Leadership, b. Education, c. Communication.

For the chairman of the assembly of the madrasah, parents of students who established most provide assistance in cash in the amount of relatively large. They rarely do the physical labor yourself. While parents of students who earn mediocre tend to participate in it the most.

In addition to economic, factors long mukim someone in lingkungan specific experience and interact with the environment that will affect their participation, as said by the parents of students, the shape of the real community support that they do not interfere with the safety and maintain the cleanliness of the madrasah. Even they will be rebuked if there are people who throw the garbage or doing the commotion around the madrasah.

Age is a factor that affects a person's attitude over the social activities, including participation in education. Those who are middle aged and above with the attachment of strong moral norms and values of society, tend to participate more than the old middle class, as indicated the results of the observation.

The gender factor also affects one's participation in development - education. The presence of social stratification, which distinguish the status and the degree of a person, will lead to differences in rights and obligations between men and women. According to religious leaders: if invited to the meeting, which are present mostly men. This is because of the nature of the division of household affairs: the husband earn a living outside the home, while the wife takes care of the household. That

opinion, according to the results of observation: time of meeting Places, which are present mostly men.

The factor of opportunity/access. To engage educational activities, a person must have the opportunity to participate. According to the expert of public policy, there are 4 points that influence community participation: a. Communication inten between fellow citizens, between citizens and leaders; b. Climate social, economic, political, and culture ... that encourages growth and development participation; c. The opportunity to participate. d. Freedom berprakarsa and be creative. For a regular donors, these factors, among others: 1. Mindset of the society that increasingly advanced which considers education very important. 2. Social stratification that puts a certain level of education as a prestige

The basic elements of social participation, according to an expert on public policy, namely: a) public Trust; b) Solidarity and social integrity of the community; c) the Responsibility of-java social and community commitment; d) Willingness and ability to fix things and build on its own strengths; e) Organization, rational decisions, and the efficiency of the effort;) Deliberation-and consensus in decision-making; g) Sensitivity and community responses to the problem.

While the factors inhibiting the participation, according to the Chairman of the Foundation: 1) the Presence of apathy because during this time the community is rarely involved in decision-making; 2) the absence of public confidence in the madrasa; and 3) the high cost of education in the MTs Pesri. According to the head of the madrasah, the inhibiting factor of the government, namely:

a) Weak commitment politikpara decision-makers in the region to seriously involve the community preformance decision-making concerning public services; b) the Weak support of HUMAN resources to implement a strategy to increase the participation of the service nature of the public service; c) the Low ability of the legislature to actualize the interests of the community; d) Weak budget support, because the activities of public participation are often only seen as a project.

4. Sub-focus 4: the Results or Impact Pratisipasi the Community in the Implementation of Education there are two, namely:

a. Results or a Positive Impact.

According to the Head of the Madrasah, kepedualian the community in the organization of education in our school, have a very positive impact. That opinion, according to the results of observation: Building 2 storey built in 2014 about 80% of the funds from the parents of students, donors and the general public. Some parents offer her son – who has just completed higher education department of teacher training – to teach in madrasah. According to an observer of education in the success of the program madrasah, we can expand the horizons as we discuss the progress to be achieved students. Also improve the representation of various community groups that participate, as

said a regular donors, which justified the chairman of the assembly of the madrasa: engagement elements of the community in strategic decision-making can increase the desire and the representation of community groups, especially during this time marginalized in the activities of the madrasah.

The various groups of powers can be represented with the assembly of the madrasah, which will be a counterweight to other groups, so as to maintain the decision made to remain on the right track. Another positive impact, said the parents of students:

Cooperation can build different perspectives in the form of ideas and ideas of the various stakeholders. [This] allows the madrasah has a lot of options that are beneficial to the success of the program madrasah. Community involvement also means to accommodate the knowledge, experience, and creativity so that the local gives a variety of options. Considerations, opinions, and advice given by members will reduce the potential for failure of a decision.

Meanwhile, according to the Chairman of the Foundation, that:Parents of students and the wider community who support the work program of the madrasah is derived from various elements and layers of society. With the involvement of their, it can help the establishment of transparency and communication as well as relationships in the reciprocity between them.

By involving stakeholders and discuss with parties who will (potentially) receive a result of a program will be able to avoid the uncertainties and errors of interpretation. According to a donor is not fixed: with the participation of the community can then improve the approach, literatif, and ensure that the solution is based on the idea that constructive, views and thinking that far ahead according of the understanding and views of the city. For experts of education, the school is owned by the community. Public participation-sertaannya will encourage the soul wants to have, have a strong commitment, and bertanggung-responsible for the interests of the institution. Saving community leaders, participation can build community capacity to support the success of programs of school and become social capital between members that participate.

b. Results or a Negative Impact.

The department of religion was filled by hundreds of students while the jobs available are very limited. This number is constantly increasing as time goes by.Consciously or not, participation can be detrimental to those involved, as said by a public figure:

Parents and community participate in the success of the program in MTs Pesri Kendari very much. This is a great potential when properly managed. But in fact, in certain conditions the process of participation is used to manipulate a large number of the citizens of the community for the sake of personal interests.Those who manipulate the participation of, for example, when there are certain

parties who participate with the hope to gain the sympathy of the community. This happens at the moment of election of Regional Head and members of the legislature.

Participation could potentially lead to conflict, as said one of the donors remain: Participation can cause conflict. Because the implementation is not based on an agreement which was built jointly by the parties participating. The process of participation often-times leads to instability of social relations that exist and lead to conflicts that can threaten the implementation of programs that have been planned. This never happened in the MTs Pesri.

The statement according to the results of observation: There is the unfinished building was built. Then I met the head of the madrasah, I asked what the cause of the building was not yet finished. The head of the madrasah said that the actual budget was there just a misunderstanding occurs between members of the assembly of madrasah involved as a contractor that manages the construction of it.

Participation can add to the cost and time of a program without any guarantee that participation will give you real results. In the region-the region that occurred injustice and social poverty, participation will be expensive and the expenses for that process can not be justified. This happens if there is inequality of income between groups of rich and poor. According to the parents of the students: on the implementation of a program, there are discrepancies between the plans with the results achieved, then it let us down. There may be certain parties who manipulate, and it undermines the spirit of the implementation of the program.

The Discussion Of The Research Findings

1. Forms of Community Participation in the Implementation of Education

Participation is a complex concept and often interpreted differently. The term participation is widely used in the context of development. Participation helps the success of the program according to the ability of each person. Participation, for Soleh (2014:111-112): the involvement of a person or group of people in an activity to achieve the goal. Engagement is driven by awareness and well-volunteers to participate to improve the situation. Adisasmita (Op. cit.:34): the involvement of citizens in development, which include: planning and implementation of the program. Participation is the actualization of the willingness and ability of the community to make sacrifices and contribute to the implementation of the program.

Its main purpose, according to Sinambela, et al. (Op. cit.:37): bring together all the interests ... in the ... the formulation and determination of policy proportionally to all parties involved and affected by the defined policy. The involvement of the wider community in the process of determining policy is an effective way to accommodate and accommodate a variety of interests.

Community involvement in the process of the determination of public policies that provide strategic value for the community to be important condition the development of political, economic, social and cultural. Planning, formulation and public policy making with participatory approach is very strategic because it becomes the essence of the fundamental in aggregating and articulating the aspirations of the public as a motor of the prime mover.

Decentralization and democratization of education in the context of regional autonomy, the very require the participation of the community. The Madrasah should become a partner of the community in carrying out the education, therefore cooperation between them is very important. The Madrasah and the community is responsible to educate the younger generation.

Forms of community participation in education are: First, the participation of financial, from donors fixed and not fixed, the parents and the community. The institution of business and industry are also expected to provide scholarships or operating costs of education. Second, the participation of the material, for the construction of the building. Community support public facilities for the implementation of education. Third, the participation of academic, public concern related to support for the implementation of academic activities. Those who have a certain expertise can be resource persons who can improve the quality of education. The world of industry and business can also be the sharing of experience and competence through the provision of internship opportunities. Fourth, the participation of cultural, community concern over maintenance of the value of culture and the moral community. The community must participate to become top filter culture invansion that is not in accordance with the culture and values of the community. The attitude and behavior of the grown-suburkan in the madrasah, to be supported by the attitudes and behavior of society. Fifth, the participation of the evaluative, community involvement in the control over the implementation of the education, so that the community can give ratings and feeback on the performance of educational institutions.

The forms of participation that are common with parents and the community is the provision of assistance – money or possessions. There is misunderstandings most of the citizens of the community that the form of participation that is most important is the provision of a donation. Indeed, community participation is not always in the form of money or possessions. In addition to financial, there is participation in the form of non-financial.

2. The pattern of Community Participation in Education

Community participation in education is community involvement in – planning, implementation, monitoring, and evaluation – education. For Gaventa, et. al. (Dwiningrum. Op. cit.:54): community participation has given birth to the concept of participation towards a concern with various forms of

involvement of citizens in policy-making and decision-making in a variety of arena a key influence in the lives of the citizens of the community.

1) Pattern Directly:

On the pattern of direct participation, the community interacts directly with the madrasah. The pattern of this participation has turned the concept of participation towards a concern with various forms of involvement of citizens in policy-making and decision-making in the various activities of the madrasahs that affect the lives of the citizens of the madrasah. Direct participation in decision-making about public policy in madrasah can cover the failure of representative democracy.

In this madrasah, the direct participation commonly done by people who are already well established. The culprit is usually have an emotional bond with the madrasah – the chairman of the foundation, his son's school in a madrasah and madrasah facing a problem and need help, have long lived in the madrasah, and the profile of the foundation. Profile the foundation is a public trust on the performance of the foundation, the better the profile of the foundation according to the community assessment, the higher the involvement of the community on the activities of the madrasah.

There are also a number of people who participate in the incidental. The culprit called donors incidental, which help funds with the amount of donation according to the wishes.

2) The Pattern Of Representatives

Community participation in the provision of education in madrasah is more likely on the pattern of the representatives through the Assembly of the Madrasah, or the School Committee.

Law Number 25 Year 2000 about National Development Program (Propenas) 2000-2004, the Decision of the Minister of National Education Number 044/U/2002 concerning Education Council and School Committee, and the Law of National Education System Number 20 Year 2003, Article 56, Paragraph 3 (Understand the New Paradigm of National Education, Op. cit.:58) states: the Committee of the school or madrasah as an independent institution, formed and play a role in improving quality of care by giving consideration, referrals and support personnel, facilities, and supervision of education at educational unit level.

The school committee is the body of the self that embodies the role of the community in improving the quality, equity and efficiency of education management at the unit level education – preschool education, the education school and outside of school. The committee is a non-profit and non-political formed based on the deliberative democratic by the stakeholders at the level of the educational unit as a representation of various elements which are responsible for the quality improvement process and the quality of educational outcomes.

Committee/school board formed in every place and region (Fatah. 203:118) can be developed for distinctive and are rooted from cultural, demographic, ecological, value-the value of the deal as well as the trust that is built according to the potential of the community. Therefore, the school board built should be the development of a wealth of philosophical society of the collective.

To achieve the purpose and program, (Sidi. Op. cit.:134-135) the school committee must utilize the capabilities that exist in the parents, the community, and the environment, including NGOS field of education. If the School Committee is functioning means that the educational process goes according to democratic principles. That is, the school environment into a laboratory and an example of the microstructure of the realization of civil society, thus the public schools perform the function of legislative-executive, participation, transparency and accountability.

Pay attention to the goals, tasks and functions of the madrasa council or council/school committee, then the role of the community to participate and promote education in madrasah is very large.

3. The factors that affect Community Participation in Education

Educational institutions are owned and located in the heart of the community. This indicates the presence of the symbiotic relationship between educational institutions and the community, which requires both of them for working together in *sinergik*.

The process of such a relationship, according to Kotler (Pidarta. Op. cit.:37): (a) Identification of human-human key in the community; (b) Note the wishful thinking and their thoughts to education with box-box by chance; (c) Formulate the purpose of the relationship of institutions with society the right with the wishful thinking and their mind; (d) the value of the cost-effectiveness of the program; and (e) Implement and value the result. The process of inter-relationship such as this is shown to make certain programs that are already real in the time that has been determined.

The participation of parents and communities in education is very important, because of his great influence over the success of the education of the child. According to Castro, et. al. (2015:33): the parental models most linked to high achievement are those focusing on the general supervision of the children's learning activities. Davies, et. al. (2013:80): found evidence for impact of creative environments on pupil attainment. The learning process of the child takes place in school, home and community. Therefore, all three entities must work together for the sake of children's learning achievements. According to Willems, et. al. (2012:9), the goals for student academic success are best achieved through the cooperation and support of schools, families, and communities.

The factors that affect the occurrence of community participation, according to Slamet (Rodliyah. Op. cit.:56-58): (1) gender – a man will be different participation than women; (2) age – shows the difference in the position and degrees of seniority; (3) level of education – that affect community

participation; (4) the level of income – income affects the financial ability of the community to participate; and (5) livelihoods. All of these factors greatly affect the level of community participation in decision-making and planning in the school.

The factors that affect community participation in education in this madrasah is:

- 1). The culture of the Boarding schools different from boarding schools in general, so that MTs Pesri more open and modern. Management participation is quite open and flexible in utilizing every potential to achieve the progress of the madrasah.
- 2). Alumni are scattered in various professions, as teachers, lecturers, members of the TNI/Police, employers, and others that prove that madrasahs can meet the needs of the community.
- 3). The managerial skills of the chairman of the foundation in modernize the madrasah. This shows the ability to capture and manage the participation of the community well.
- 4). The social Status of the person's education. Education level can give understanding to play a major role in the construction, such as in the field of education.
- 5). Geographical circumstances. The location of the madrasah is very strategic, in the office of the government and the private sector, near the institutions of general education (high SCHOOL, SMEA), and the centers of the economy.
- 6). Communication, ideas, policy, and program planning madrasah which is easily known and understood community.
- 7). Economy. The job determines the level of income. A good income allows a person to participate in the activities of the madrasah.
- 8). Long mukim someone. The longer a person lives in an environment, increasingly strong sense of having such environments, thus enlarging the participation in environmental activities. Likewise the community that is long lived in the vicinity madrasah will have the emotional bond is thick with the madrasah, so that they keep the existence, cleanliness and comfort of the madrasah.
- 9). Age, are factors that affect a person's attitude on social activities, including education. Those who are middle aged and above have the attachment to the moral value and norm of the society is steady, tend to participate more in education than those who come from the other age groups.
- 10). Gender. The participation of a man and a woman in construction is different. Due to the presence of social stratification, which distinguish rank and position, will lead to differences in rights and obligations between men and women. When meeting the graduation in madrasah month of May 2015, the participants of the meeting mostly men.
- 11). The opportunity to participate. There are many citizens who are financially able but not participating, in particular by providing relief funds because it does not have access/ opportunity to participate.

Barriers experienced by the madrasah in the invites public participation because it is not yet fully disadai that education is the responsibility shared.

Inhibiting factors from the government: (a) lack of political will of the decision makers to seriously involve the community in decision-making related to public services; (b) weak human resources to implement strategies to increase community participation in the public service; (c) the low

ability of the legislature in the realization of the interests of the community; (d) weak budget support, because the activities of public participation are often only seen as a project.

Inhibiting factors of the community, namely: (a) the apathy of the community because it is rarely involved in decision making in the madrasah; (b) the absence of public trust in the madrasah; and (c) the high cost of education in madrasah.

4. The results or Impact of Community Participation in the Delivery of Education in this Madrasah

A. Results or a positive impact:

- 1) Helped financing the construction of the foundation. Help people usually for the construction of physical buildings, places of ablution, and others.
- 2) Expand knowledge and representation. Through participation, the members of which engage each other to exchange ideas, thus expanding knowledge. By involving the community in decision-making then it can improve the representation of community groups, particularly marginalized groups in the activities of the madrasah.
- 3) Build diverse perspectives of various stakeholders. The diversity of perspective allows the madrasah has a lot of alternatives that are beneficial to the success of the program madrasah.
- 4) Build transparency, communication and a reciprocal relationship between those who engage the program of the madrasah. By involving stakeholders and discuss with parties who will (potentially) receive a result of an activity will be able to avoid the uncertainties and errors interpretasi.
- 5) To improve the approach literatif, and ensure that the solution is based on the idea that constructive, views and visionary thinking appropriate local knowledge and understanding. By giving opportunities in decision-making, decision-makers can expand the experience of the community and obtain feedback from the circles wider. So the activities of the madrasah is effective and relevant to the interests of the community.
- 6) Encourage commitment and accountability. Community participation will encourage the soul wants to have, have a strong commitment and responsibility to the interests of the madrasah.
- 7) Build the capacity and capability of the community to support the success of the program madrasah, and be social capital between members that participate.

According To Sagala (Op. cit. :247) the positive impact of community participation, namely:

- (1) develop democratic attitudes in the school and strive to meet the needs of the community;
 - (2) increase community participation in planning school and monitoring their implementation, support children's learning, physical support to the school, the control of society, of thought, expertise and skills;
 - (3) the occurrence of are equal and harmonious relationship between the school and stakeholders;
 - (4) a growing sense of responsibility of society towards progress and the quality of the school.
- (2) While for Westra (Suryobroto. Op. cit.:79): (1) more two-way communication occurs; (2) the more subordinates so that affects the decision; (3) the

manager and the participants are less aggressive; and (3) the potential to provide a significant contribution to positive is recognized in the higher degrees.

B. The results or the negative impact:

- a. Bring up the new problem, which occurred non-conformities – number and relevance – among the graduates with the world of work. The department of religion was filled by hundreds of students being in employment is very limited. Inequality continues to grow, because each year there are always new graduates, while the graduates of the previous year have not been accommodated.
- b. The manipulation of a large number of the citizens of the community for the sake of personal interests.
- c. Cause conflict, because the implementation is not according to the agreement of the participants.
- d. Costly, because of the time and the cost incurred is perceived as something expensive for local communities.
- e. If participation does not reach the target, it will upset other members.

CONCLUSIONS and RECOMMENDATIONS

Conclusions

1. Forms of community participation in the implementation of education on MTs Pesri there are 2 kinds, namely: a. The participation of financial, in the form of funds and materials. b. The participation of non-financial, such as participation of academic, cultural, evaluative, decision-making, the implementation of the program, taking the benefits, supervision, and discordant thoughts.
2. The pattern of community participation in the implementation of education in the MTs Pesri there are 2, namely: a. The pattern directly, i.e. the people to interact directly with the madrasah. b. The pattern of delegation, namely the community participated through the council of the madrasah. This pattern is more likely to be made public.
3. The factors that affect community participation in the implementation of education in the MTs Persi: a. The culture of the boarding school is open and modern. b. Alumni are scattered in various professions. c. The managerial skills of the chairman of the foundation modernize the madrasah. d. A person's social Status based on education. e. The strategic location of the madrasah. f. Communication, idea, policy, plan and program that is easy to understand the community. g. Economy. h. Long mukim someone in the madrasah. i. Age, most middle to upper class. j. Sex, most men than women. k. Opportunity, related to time and access.
4. The impact of community participation in the implementation of education in the MTs Pesri there are 2 kinds: a. Positive impact: 1) to assist in financing the construction of the foundation. 2) Expand the knowledge base and representation. 3) Build a diverse perspective of the various stakeholders. 4) Help the establishment of transparency, communication and a reciprocal relationship between those involved

in the program madrasah. 5) Improve the approach literatif, and ensure that the solution is based on constructive ideas, thoughts and views of visionaries in accordance with local knowledge. 6) Encourage commitment and accountability, kepedualian and involvement, as well as the responsibility of society to the madrasah. 7) Build the capacity of the community to support the success of the program madrasah, and became the social capital of the participants. b. Negative impact: 1) Raises a new issue: inequality between graduates with the world of work – the number and relevance. 2) Manipulation for the sake of personal interests. 3) Lead to conflict, because its implementation is not based on the agreement of the participants. 4) costly because of the time and the cost incurred is perceived as something expensive for local communities. 5) If participation does not reach the target, will make the disappointed members of the other further weakened the spirit of community participation.

Recommendations:

1. Foundations need to more actively disseminate community participation in the implementation of education. This is to give you an understanding and opportunity to participate in the wider community.
2. Madrasahs need to manage the participation of the well, so participation in addition to the form of financial, also can be done with the monitoring, evaluation, influence decision-making, and ask pertanggung-answers on the implementation of the program.
3. Assembly of the madrasah should be more active to encourage and invite the community to support all program madrasah.
4. Parents of students, need to further increase participation for the sake of the quality of education sons and daughters.
5. Donors, need to increase participation for the success of the program madrasah.
6. Religious and community leaders, it is necessary to provide an understanding of the community that this school belongs to the community and the people that have supported sustainability.
7. Education observers/ NGOS, should educate the public that participation given to support the success of the program madrasah.
8. The expert of education and public policy, the need to contribute their thoughts on the madrasah in order to manage the participation of the well, so that public confidence is maintained. And provide understanding to the community about the importance of participation in the success of the program madrasah.
9. Business entity and industry, should be able to donate funds or materials, for the success of education.
10. The government needs to pay more attention to the private madrasah, so that the madrasah not only expect the community participation in the management of education.

11. People need to realize that the success of education in addition to being the responsibility of the madrasas and the government, also the community. With that awareness, the public will support his success.
12. The researchers, should be able to continue and develop research on this topic or topic about the uniqueness of community participation in the implementation of education.

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