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The Influence of Transformational Leadership, Interpersonal Communication,
and Organizational Conflict On Organizational Effectiveness

Mukhtar, Risnita, and Muhammad Anggung Manumanoso Prasetyo

Public Relation Management in Developing Organizational Behavior

Mukhtar, Risnita, and Citra Juniarni

Management Performance Model of Senior High School Teachers of Muhammadiyah In South Sumatera

Rulitawati, Ahmad Husein Ritonga, Lias Hasibuan

Android-Based National Examination: Honest Character Applicator

Santi Vera Mulyani, Nurhayati, and Mohd Hilmy Baihaq Yussof

The Principal's Strategy in Preparing Students Ready to Face the Industrial Revolution 4.0

Nova Maryanti, Rohana, and Muhammad Kristiawan

The Effect of Certified Teachers and Hedmaster Leadership on Teachers' Performance

Heriana Hartiwi, Anna Yu Kozlova, and Fitri Masitoh

The Effect of Visionary Leadership and Lecturer's Performance on Students' Achievements

Herdayati, Edi Harapan, Tobari, and Asya N Samsonova

Professional Competence Understanding Level of Elementary School
in Implementing Curriculum 2013

Wachidi, Adrian Rodgers, and Dmitriy Yu Tumanov

The Effectiveness of Role Playing Model on Upgrading Students' Skill of Appreciation

Liza Murniviyanti, Mohsin Shaikh, and Gusmaizal Syandri

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Content

The Influence of Transformational Leadership, Interpersonal Communication, and Organizational Conflict On Organizational Effectiveness Mukhtar, Risnita, and Muhammad Anggung Manumanoso Prasetyo	1 - 17
Public Relation Management in Developing Organizational Behavior Mukhtar, Risnita, and Citra Juniarni	18 - 29
Management Performance Model of Senior High School Teachers of Muhammadiyah In South Sumatera Rulitawati, Ahmad Husein Ritonga, Lias Hasibuan	30 - 43
Android-Based National Examination: Honest Character Applicator Santi Vera Mulyani, Nurhayati, and Mohd Hilmy Baihaqy Yussof	44 - 53
The Principal's Strategy in Preparing Students Ready to Face the Industrial Revolution 4.0 Nova Maryanti, Rohana, and Muhammad Kristiawan	54 - 69
The Effect of Certified Teachers and Hedmaster Leadership on Teachers' Performance Heriana Hartiwi, Anna Yu Kozlova, and Fitri Masitoh	70 - 88
The Effect of Visionary Leadership and Lecturer's Performance on Students' Achievements Herdayati, Edi Harapan, Tobari, and Asya N Samsonova	89 - 98
Professional Competence Understanding Level of Elementary School in Implementing Curriculum 2013 Wachidi, Adrian Rodgers, and Dmitriy Yu Tumanov	99 - 105
The Effectiveness of Role Playing Model on Upgrading Students' Skill of Appreciation Liza Murniviyanti, Mohsin Shaikh, and Gusmaizal Syandri	106 - 110
The Principal's Strategy for Managing Conflicts Due to the Stress of Female Teachers as a Result of the Implementation of Full Day School Hertining Dyah Listiningrum, Tobari, and Nila Kesumawati	111 - 120

Management Performance Model of High School Teachers of Muhammadiyah in South Sumatera

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Abstract: This research aimed at analyzing school management which manages teachers' management model that impacts the performance of High School teachers of Muhammadiyah in South-Sumatera Province. This field research applied a descriptive-qualitative approach. The technique for collecting the data was through observation, interview and documentation. The research subjects selected by using *purposive sampling technique*. The technique for analyzing the data was through data analysis by reducing, presenting, verifying and drawing conclusions, and also using reliable and extended participation techniques, careful observation, triangulation and consulting with advisors. The results showed that management performance model in Senior High School of Muhammadiyah was a successful management model which enables to improve teachers' performance. The success of applying this model can be regarded on management performance model of teachers in line with POAC management, in which POAC was implemented to meet teachers' success, and also other factors, such as humans' competency and motivation in managing teachers' performance, the effectiveness of managing performance starting from input, process and teachers' performance objective, as well as the use of facilities and infrastructure, time, finance (capital) had supported the success of teacher's performance.

Keywords: Management Model, Teachers' Performance, High School

1. Introduction

Education has an important role to determine the development and the realization of the individual, especially for the development of the nation and the State (Kristiawan, 2016; Kristiawan et al, 2019; Sriwahyuni and Kristiawan, 2019). The progress of an educational institution depends on how the management, recognize, appreciate and utilize human resources that will be related to the quality of education, which will be given to students and members of the community (Kristiawan et al, 2017). Education is also one indicator that can be used to see development progress, especially in the development of human resources. Through education can explore the potential that exists in students as individuals, to further contribute to the family, community, nation and country in facing the challenges of

global society (Fitria et al, 2019; Kristiawan and Tobari, 2017).

Important feature of the globalization era is the high level of competition which covers almost all life, including the world of science and technology. The advancement of science and technology is both the basis and the spearhead of the development of global information that has led to the birth of a global culture that has an impact on changing patterns of human behavior. Ideally, these major changes can improve the quality of human resources in all fields. But in reality based on the report Program for International Students Assessment 2015 (PISA) program that ranked the quality of the education system in 72 countries, Indonesia was ranked 62.

Education is the most important indicator of the progress of country. Quality

education is certainly able to produce quality human resources (HR) as well. Regarding the importance of human resources, President Joko Widodo stated "the progress of a country is very dependent on the capabilities of its human resources. The Ministry of Education and Culture has a great responsibility in developing human resources in Indonesia". Quality human resources is more important than natural resource wealth (SDA) (<http://presidenri.go.id/berita-aktual-sdm-key>).

Indonesia is a developing country and it is actively implementing development, both in the physical and mental and spiritual fields. This can be seen from the goals of National education listed in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System explaining to develop the potential of students to become human beings who believe in and fear God Almighty, have a moral noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. (Law. RI. No. 20 of 2003). In the Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers of chapter I Article 1 paragraph 1, it means that the teacher's task is not only to develop aspects of knowledge, but also foster students' personalities for example in terms of discipline, motivation, responsibility and independence. Article 7 of the Law explains that the teaching profession is a special work carried out based on the principle of having a commitment to improve the quality of education, faith, piety and noble character. Then in Articles 8 and 9 concerning teachers and lecturers, teachers must have academic qualifications, competencies, educator certificates, physically and mentally healthy, and have the ability to realize national education goals (Law. RI. No. 14 of 2005). Academic qualifications as referred to in Article 8 are obtained through higher education undergraduate programs or diploma four programs. pedagogic competencies, personality, social

competencies, and professional competencies obtained through professional education.

The noble task of the teacher must be carried out unconditionally, sincerely, patiently and professionally, will be able to improve the ability of the teacher himself, in turn (not impossible) will become a rich teacher (Zainal Aqib, 2009). The nature of the teacher can be simplified as follows, namely affection for students, gentle, humble, respecting knowledge that is open to its grip, just, like *ijtihad*, consequent, words according to deeds and simple. The teacher must be prepared to handle emotional, physical and socio-emotional needs. However, perhaps the greatest need that is influenced by teachers every day is spiritual needs. In formal education institutions, teachers can act as "all-knowing" figures especially in the context of education which is interpreted as "cultural heirs" a term that often arises to interpret how the position and role of the teacher is the teacher can do no wrong. (Covey, Stephen R, 2009).

According to Snelbecker, quoted by Yaumi, said that the model is a concretization of a theory which is meant to be analogous to or representative of the process and variables in the theory (the model is the concretization of the theory intended to be analogous or representative of the processes and variables involved in theory). Yaumi explained that the model is a tangible in physical form or a description of the theory to be used as a reference in carrying out something. Prawiradilaga defines the model as a graphical display, work procedures that are regular and systematic, and contain thoughts that are descriptive or explanatory (Yaumi 2014: 135) management in the Big Indonesian Dictionary (KBBI) comes from the word manage, which means to lead, control, regulate, and strive to be better, more advanced and so on and be responsible for certain jobs (Peter Salim, Yeny Salim, 2002: 695). Synonymous with the word management, which comes from English, means to manage, that is to regulate or

manage, in a special sense meaning to lead and leadership, namely activities carried out to manage an institution or organization, lead and run leadership in the organization (Hikmat, 2011). According to James A. F. Stoner in Ahmadi and Syukran Nafis (2011) interpreting management is the process of planning, organizing, leadership, and controlling organizational resources to achieve the goals set. In line with Terry and Franklin management is a process that consists of planning, organizing, mobilizing and controlling activities that are carried out to determine and meet the results goals that are realized with the use of humans and other resources (Management is the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish selected aims), (Jejen Musfah, 2017). The Deming Model describes the performance management process starting with preparing plans, taking action, monitoring the course and results of implementation, and finally conducting a review of the implementation and progress of work that has been achieved. And so on the work process will repeat again through the stages mentioned above. The Deming performance process model is called the Cycle (Wibowo, 2017). Torrington and Hall go through stages similar to the Deming Model cycle with different activities. The stages of the Torrington and Hall Model cycle go through stages: (1) formulating/determining performance expectations; (2) determine the support given for performance to achieve goals; (3) the implementation of the performance by the review (review) and an assessment of the performance; and (4) managing performance standards that must be maintained to achieve goals. Whereas Ken Blanchard and Garry Ridge's performance is quite simply called a system, consisting of three parts: (1) Performance Planning, which is setting goals, objectives, and work standards; (2) Day-to-Day Coaching or execution, which is observing and monitoring performance, praising progress and

redirecting if necessary; and (3) Performance Evaluation, which is sitting together to review performance at the end of a period of time.

Referring to the understanding of the teacher performance management model, the management model can be interpreted as a regular and systematic pattern work procedure that is used as a reference in carrying out educational organizations or so that the knowledge, abilities, and skills of employees are in accordance with the demands their work in showing their ability and success in carrying out tasks (Tobari et al, 2018; Renata et al, 2018).

According to Veitzal Rivai et al interpreted "performance is an achievement achieved by someone in carrying out their duties or work in accordance with established standards or criteria (Vieizal Rivai, 2011). Michael Armstrong interpret the performance of "achievement of objective measurement of work. (Michael Armstrong, 2006) While the August W. Smith, in Rusman interpret performance results from a process that humans do. (Rusman, 2013) Then Gibson et al interpret performance related to organizational goals, related to quality, efficiency and effectiveness of goals (James L. Gibson, 2019).

While Rusman defines performance can also mean work performance or performance results (Rusman, 2013). Then Michael Armstrong interpreted "Performance is often defined simply in the output terms of the achievement of quantified objectives. But performance is matter not only of what people achieve but how they achieve it", (Michael Armstrong, 2006) performance is simply defined in the context of the results is the achievement of the measurement of the target results. But performance is not just a problem that someone wants to achieve but how they achieve it. According to Armstrong, performance connects work results with behavior. As a result of work and behavior, performance is the activity of someone who is directed to the implementation of the organization that is charged to him, usually in

the form of a description of the main tasks and functions, regulations, direction and authority of the organization.

Related to teacher performance, according to Martinis Yamin, defines teacher performance as a behavior or response that gives results that refer to what they do when he faces a task (Martinis Yamin, 2010). There are two factors that affect employee performance (teacher), namely the competence and motivation of the teacher himself.

Teacher performance management model is needed so that the vision and mission goals of the school can be achieved, school leaders need a strategy in order to work together with teachers in realizing the vision and mission goals of the school, the leader strategy is needed in creating a conducive working atmosphere in each agency or school. The word "model" in the Indonesian Dictionary means the pattern (examples, references, variety) of something that will be created or produced (KBBI, 1997).

Schools as a formal educational institution certainly require impersonal management, in which they need and must be applied the principles of modern management, where the object of concern in general is not much different from the management of other organizations. According to Kristiawan et al (2017) There are seven elements that form the basis of management that can be applied to educational institutions are Man, Money, Materials, Machine, Method, Market, Minute.

To achieve the goals of education by an educational institution effectively and efficiently the motivating and self-motivating teachers need to improve their performance by planning personal programs, because it is the main key that must always be improved, because efforts to improve performance are carried out and initiated by oneself (teacher) and supported by school managers so that they become qualified teachers (Fathurrochman et al, 2019). Each party realizes the performance of teachers is

directly proportional to the performance of education, but not a few teachers work below the work standards that have been set not not able but not yet developed a good work culture. In order to optimize the implementation of education, it is necessary to manage teacher performance because teacher performance or performance in schools is a major thing that needs attention especially from all parties, especially the principal, supervisors and other stakeholders. This can be understood because with the existence of professional performance can lead to the achievement of quality educational processes and outputs (Barnawi and Arifin Muhammad, 2014).

Through the steps of the teacher performance management model as offered by some of the Scientists, it can be used as a tool in improving teacher performance. Teachers who have good performance will be able to realize the national goals of education, which is to develop the potential of learners to the maximum, so that they become human beings in accordance with the goals of national education. Thus the theoretical study related to improving teacher performance. Through this theoretical study, it can be used as an analytical tool in seeing the performance of teachers, especially Muhammadiyah high school teachers in Palembang. In addition, through direct research on the management model of high school teacher performance in the city of Palembang and analyzed with the theoretical study, the researcher can finally offer a theoretical offer of the Muhammadiyah 1 high school teacher performance management model in Palembang.

Based on preliminary research conducted by researchers, the object of research is Muhammadiyah High School Palembang, South Sumatra Province, which has been accredited A, Therefore the object of this research is Muhammadiyah 1 High School, which represents Muhammadiyah High School in South Sumatra Province and there are advantages in terms of quality and

quantity. School characteristics which are the reasons for the research include; The school has many advantages in terms of quantity and quality, the school has an "A" accreditation from the National Accreditation Board, the school has the same history, which is the oldest school, but each year the number of students continues to increase.

2. Research Method

This research is a descriptive qualitative study that reveals, finds and explores information about teacher performance management models in SMA Muhammadiyah 1 South Sumatra Province. The purpose of this study is to describe the object under study through the process of exploring facts and data objects in the field as they are. To achieve these objectives the data are extracted in a deep observation process. For this reason, this research was conducted using a qualitative approach. The qualitative approach in question is that the researcher first looks for literature or theory related to research, then the theory is compared with field conditions.

According to John W Creswell in understanding as a research approach that starts with assumptions, the lens of theoretical, and the study of research problems that have how individuals or groups interpret social or humanitarian issues that are observed. Still according to John W Creswell in Djam'an argued that qualitative research is a process of inquiry about understanding based on separate methodological traditions, clearly examining that exploring a social or problem human. The researcher builds a complex picture holistic examining words, reports, detailing the views of native speakers and conducting studies in a natural setting (Djam'an Satori and Aan Komariah, 2009). Then qualitative research is also called methods to explore and understand the meaning ascribed to social problems by involving important efforts such as asking questions and procedures for

collecting specific data from participants (Creswell, John W, 2014). The research approach is structured, planned and procedural to conduct a scientific research by integrating all the potential and sources that have been prepared. The research approach is very much determined by the research paradigm, which is a perspective chosen by the researcher. in Djam'an argued that qualitative research is a process of inquiry about understanding based on separate methodological traditions, clearly examining that exploring a social or human problem. The researcher builds a complex holistic picture examining words, reports, detailing the views of native speakers and conducting studies in a natural setting (Djam'an Satori and Aan Komariah, 2009). Through this qualitative approach, it is hoped that the picture of the quality, social reality and target perception of the teacher performance management model of Muhammadiyah 1 Palembang in South Sumatra Province will be lifted.

Data collection in qualitative research according to Patton was done by direct observation, in-depth and open interviews and written documents. Direct observation in this study, namely researchers involved in the daily activities of people who are being observed or used as a source of data. This means that researchers are directly involved in the activities of finding data needed through observation. Through participatory observation, the data obtained will be more complete, sharp, and come to know at the level of meaning of each behavior or phenomenon that arises. According to Stainback Participatory observation can be classified into four, namely: passive participation, moderate participation, direct and obscure observation, and complete observation (Sugiyono: 310-317). The method of *in-depth interviews* is the same as other interview methods, only the role of the interviewer, the purpose of the interview, the role of the informant, and how to do the interview which is different from the interview

in general, in-depth interviews are conducted many times and require a long time with the informant at the research location, this condition does not occur in general interviews (Sugiyono: 138-140). The document is a record of events that have passed. Document is usually in the form of writings, drawings, or monumental works of someone (Sugiyono: 329).

The data in this study were analyzed using Miles and Huberman model. The data analyzed through several stages, as stated by Miles and Huberman (2009) data reduction, data display, and conclusion drawing/verification. In qualitative research checking the validity of the data (trustworthiness) is a very important and inseparable part of this research. According to Moleong (2016) data validity checking is based on four criteria, the degree of internal validity, external validity, dependability and certainty.

3. Results and Discussion

In this discussion the researcher will describe in depth the findings of research findings on the teacher performance management model then combined with existing theoretical concepts to find a meeting point between the two as a conceptually new discovery. Furthermore, the Muhammadiyah High School Teacher Performance Management Model in South Sumatra Province will be explained as follows.

Planning

Management as a process which after all is dexterity and specific skills. Trying various interrelated activities can be used to achieve the planned objectives. Work planning functions as a plan whose teaching program objectives are arranged based on needs and achievements like designing teaching programs; formulating teaching objectives, selecting and developing teaching materials, planning teaching and learning activities including making learning tools, namely Annual Program, Semester Program,

syllabus, Learning Implementation Plan and Minimum Completeness Criteria and planning an assessment. In this regard the summary of interviews with the Muhammadiyah 1 High School teachers in Palembang City, it can be seen that: Muhammadiyah 1 Palembang High School teachers in developing a syllabus containing components (a) Core Competencies a) K11, to live and practice the teachings they hold; b) K12, to live and practice honest, disciplined, polite, caring behavior (mutual cooperation, tolerance, peace); c) K13, understanding, applying and analyzing factual, conceptual and procedural knowledge based on his curiosity about science, technology, art, culture and humanities with humanity, nationality, state, and civilization insight related to the cause of phenomena and events, and applies procedural knowledge to specific fields of study according to their talents and interests to solve problems; d) K14; cultivate, reason, and serve in the realm of concrete and abstract domains related to self-development which they learn in school independently, act creatively and effectively and be able to use methods in accordance with principles scientific; (b) Basic Competencies and Indicators of Achievement; (c) Learning Objectives; (d) Teaching Material (e) Learning Methods; (f) Learning Media (g) Learning Resources; (h) Learning activities. For the syllabus of local content, adapted to the needs and conditions of the school, in addition it is also adapted to those promoted in the School and the socio-cultural community where students will later return to their communities. Then, the syllabus will be explained further into the RPP. In line with the results of observation and documentation owned by the teacher.

These findings are in line with Sukadi's opinion, that as a professional, one of the main tasks of a teacher is to plan learning. Before learning activities carried out by a teacher, then a teacher needs to make a learning plan. The purpose of making this learning plan is to make a plan that will be implemented when the learning process will take place, so that learning is expected to be

carried out properly in accordance with what has been planned. Schools can also facilitate activities related to the making of learning plans, either through training, training, and joint deliberations within the scope of the school to make learning tools (Sukadi, 2010: 68).

Organizing

Organizational structure in an educational organization means that it is an activity or bond that brings together program activities in an educational organization while also facilitating the achievement of specified educational goals. The duty of a leader to regulate and provide wisdom in regulating the steps that must be taken because the leader who has full and consistent authority and responsibility.

The principal holds the highest authority in a school. This authority makes the headmaster can manage his organization members well and promote the school, teachers and employees are organized in carrying out their daily activities, the discipline applied in schools has become the teacher's habit and employees carry out their respective duties.

Implementation

Implementation functions as a realization of the objectives of teaching programs that are prepared based on the needs and achievements of the teacher: Implement Teaching and Learning processes including: using teaching methods, using teaching tools, using teaching media, using teaching materials, promoting student involvement in teaching and conducting evaluations in teaching and learning process. It is known that Muhammadiyah 1 Palembang High School teachers have done a good learning process, starting from the pre-implementation of learning, the implementation of learning, evaluation of learning, as well as student development reports to their parents.

The learning process carried out by Muhammadiyah 1 Palembang High School teachers as the researchers explained earlier, both starting from the preparation of learning, learning implementation, and evaluation of learning can be seen that in general the Muhammadiyah 1 High School Palembang teachers have carried out the whole learning process well. This shows that the teachers of the Muhammadiyah 1 Palembang High School have performed well.

Supervision

Principal is a person who is appointed, given the full position and authority to guide and advance the school which is his responsibility properly, so that the school really meets or has satisfactory quality and excellence. Motivation at work is needed by the teacher. This is confirmed through the observation of researchers in which the principal always controls the teachers both directly and indirectly, can be directly seen through CCTV and indirectly through greetings at work.

Based on the research results above, it can be seen and can be drawn an assumption that supervision conducted by the Head of Muhammadiyah 1 Palembang High School has a positive impact on the performance carried out by teachers and employees.

Supporting factors and factors in habiting Teacher Performance in SMA Muhammadiyah 1 Palembang City.

The most important supporting factor of teacher performance is the motivation of the teacher himself. The performance of a teacher will be much better if the teacher is able to work based on sincerity as a form of reality from religious deeds, not merely mere material. Related to this, one of the factors that can support the performance of Muhammadiyah high school teachers is the motivation for the deeds of worship and getting the pleasure of Allah SWT. Therefore, in general Muhammadiyah high school teachers work as a means of worship to Allah

SWT by sharing knowledge. Another supporting factor that improved the performance of teachers in High School in Muhammadiyah 1 Palembang City was the factor of many parents' motivations, especially cadres from Muhammadiyah who wanted to put their children in this school on the grounds of Muhammadiyah education despite public schools but their religion was strong, especially in the field of Al-Islam, Kemuhammadiyah and Arabic. which is seeded and KBM Plus, where the aim is to prepare their children to become a generation that understands religion and has learning achievements.

Associated with problems that can lead to suboptimal teacher performance very much, both because it is caused by internal factors and external factors. Internal factors include competence as a teacher and also good self-motivation. Related to motivation, there are many factors that can motivate a teacher to have good performance, among others because of worship, struggle, humanity, or also because of economic factors, salary and certification. While external factors include the existence of good leadership from the principal, the existence of good teacher formation from the government, and the fulfillment of school infrastructure that can support a good teaching and learning process. If internal factors and external factors cannot be fulfilled properly, then a teacher will not have a good performance. Several cases related to internal and external factors that occur in the Muhammadiyah 1 Palembang high school teachers can be seen in the following interview with non-permanent / honorary teachers: Becoming a teacher is a chosen profession in life. The problem is when the economy is not enough to make ends meet. Being a private teacher who has not been certified is indeed not enough to meet the needs, let alone have a family. It makes many of the teachers here work odd jobs such as sales, home business. It's been done by the teacher here for years. As a result, the

teacher's teaching is often late. But for teachers who can manage the actual time can still be on time.

Factors that can support the performance of a teacher can improve better comes from within (internal) such as; First, intelligence. Intelligence is a factor that greatly influences the successful implementation of the task, Second, skills and abilities. Related to this, actually everyone has different skills and abilities of people. This is because there are differences from various experiences and exercises including the inherent potential that can be realized in the form of reality. Third, there is an interest in working more enthusiastically. Tasks that are in accordance with their abilities are then accompanied by high interest can support the achievement of good performance. In addition, the motives possessed can also provide a big boost to improving one's performance. Fourth, personality factors also influence how a person behaves towards his work and his openness to the best new experiences at work. Fifth, physical factors will influence the achievement of one's performance. A person's health is a factor that greatly determines success in completing a job.

Factors from outside oneself (external), First, the family environment. Family circumstances can have a major influence on one's performance. Second, the work environment also has a large influence on performance. A pleasant workplace situation can encourage someone to work optimally. Third, communication with good colleagues. Work implementation requires interaction and communication processes because basically actions or performance are related to the communication process both with colleagues and the principal as the leader.

The teacher performance management model developed at Muhammadiyah 1 Palembang High School, namely the regular and systematic supervision of education between supervisors (school supervisors/principals/ senior teachers)

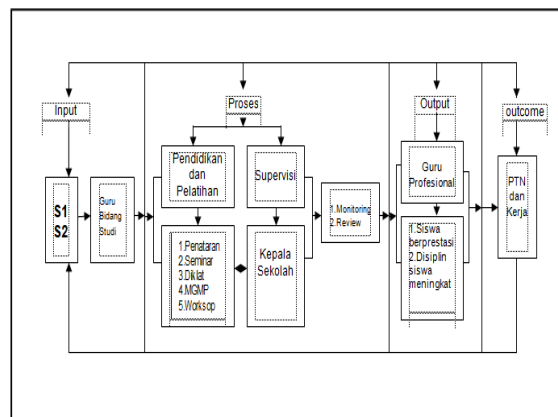
through the following stages: (1) the pre-observation stage, carried out before the class supervisor, supervises teacher administration to ensure the readiness of the teacher in teaching, (2) the stage of conducting observations in the classroom and recording the findings/performance of the teacher in learning, (3) the post-observation/reflection stage, carried out after the observation in the classroom.

In managing teacher performance in Muhammadiyah 1 Palembang High School, it was compiled together by involving all teachers and employees in a democratic manner, after being compiled, it was socialized to all parties to be known together, so that the program developed received support and attention from all parties (stakeholders) and the program was evaluated, if in need of repair, repairs will be carried out immediately according to need.

Improvement of the performance of Muhammadiyah 1 Palembang high school teachers has been carried out systematically in the sense that school principals and teachers already have a plan work both written and stated in oral communication. The principal said to the teacher, that for today teachers teach in accordance with their fields of expertise, they also still have to add a lot of knowledge to attend seminars, workshops, scientific meetings, routine recitation, in improving the competencies that exist in him. In improving the performance of teachers in Palembang's Muhammadiyah 1 High School, supervision was carried out by the Education Office, Elementary Education, school principals and peers. The supervision has been scheduled both from the education office and by the school principal. The results of this supervision will be assessed by the school principal, for those who have not yet reached the specified results, then the follow-up is followed to increase their knowledge through the Subject Teachers' Consultation (MGMP), Workshops, and other trainings. In line with the supervision services carried out at Muhammadiyah 1 Palembang High School,

the appropriate Deming Cycle model was applied at the school. Where the model starts from the work plan, excellence or execution of work, monitor/supervision, assessment and review 1 means that the activity is followed up which is carried out by the principal including education and training, such as upgrading, seminars, training, MGMP, workshops, it is the principal's effort to print professional teachers. Supervision carried out by the principal gives a good impact on teaching staff (teachers). Output is the goal of educational institutions in producing professional teachers, which in turn can improve student achievement and student learning discipline increase.

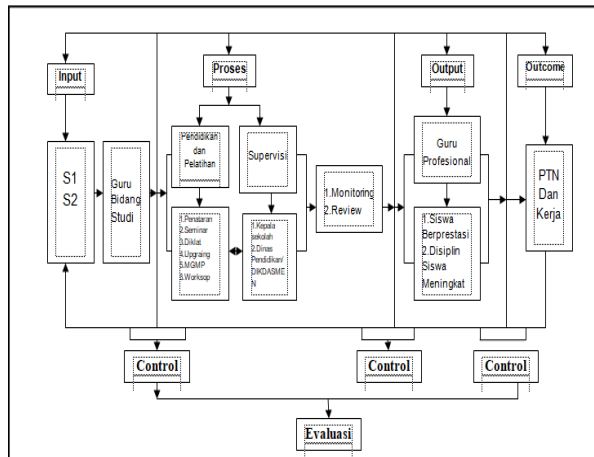
Innovations made by principal's school in enhancing the professional performance of teachers in SMA Muhammadiyah 1 Palembang by supervising every input, process, output. With the existence of control over the progress of Muhammadiyah schools. So it can be illustrated: The model of performance management of Palembang Muhammadiyah 1 High School teachers is drawn from the field data, where the principal manages the teacher's performance which has a positive impact on teacher performance.



This model is lifted from input, process, output and outcome. Inputs made by school principals can be seen from the educational qualifications of both S1 and S2, the existing educational qualifications for teachers there are of course general and special treatment

carried out by the principal. General treatment and special treatment for school principals who eventually become professional teachers, because the higher the level of education the better the achievements. At the stage of the process, to increase teacher professionalism, there are education and training programs such as upgrading, seminars, training, MGMP, workshops, to increase the teacher's insight into professional teachers. The impact of professional teachers, students can increase their performance, increase discipline, more active in worship, which is the output of the management of teacher performance. Then at the stage the outcome number of students who are accepted into state universities (PTN) and there can also be accepted by work.

Below is a model offered in the management of the performance of Muhammadiyah 1 Palembang high school teachers in South Sumatra.



Teacher performance management models are drawn from field data starting from input, process, output, can advance schools that cannot be separated from the supervision of the principal. At the supervision stage (supervision) is usually scheduled and programmed in other schools and the principal comes directly into the office in his workspace, but there are differences in Muhammadiyah high school principals when they come directly around and monitor the teaching and learning process sometimes

entering class seeing the process learn how to teach. The control exercised by the principal functions as a rail for school progress Assessments conducted by the principal are very important in advancing Muhammadiyah schools.

Based on the data exposure and discussion of how the teacher management model is carried out by the school management so that it affects the performance of teachers in Muhammadiyah High Schools in South Sumatra Province, it is concluded that: "Performance management models in High Schools Muhammadiyah Are successful management models that can improve teacher performance, the success of the model is seen from the teacher performance model of Planning, Organizing, Actuating, Controlling (POAC), that the POAC conducted also supports the success of the teacher. First the planning stage has been able to carry out its duties as a manager to carry out work plans that have been made in accordance with the objectives and vision, mission of the school. Second, the stage of organizing the roles and responsibilities of the principal as a leader in organizing all components in the school begins with teachers, administrative staff and students, in their implementation the headmaster is assisted by his deputy. Indirectly, delegation of organized tasks. Job implementation is carried out systematically, guided, and directed. Third, the Implementation as a realization of the work program objectives compiled based on the needs and achievements carried out by the principal such as: in the Teaching and Learning Process including: teachers using teaching methods, teachers using teaching tools, using teaching media, using teaching materials, promoting student involvement in teaching and conducting evaluations in the teaching and learning process. Because the principal is a barometer in the process of planning, providing motivation, and monitoring. Fourth, the supervision carried out by the principal is assisted by four vice principals, supervisory

activities carried out by the service supervision, better supervision of principals, peers as well as from the department of education and Primary and Secondary work supervision stage not having.

Several factors that support the performance of Muhammadiyah 1 High School teachers in Palembang can be improved properly, including the competency factors that have been fulfilled, the enthusiasm factor, the talent factor, the teacher's interest factor in carrying out their professional assignments because the teacher welfare needs have been met through salary provision and certification, factors of supporting facilities and infrastructure, factors of encouragement to perform deeds of worship and get a reward as a provision in the afterlife, good educational qualifications. The method of implementation is in accordance with the work plan and directed in line with the vision and mission of the educational institution's goals. These factors have led to the goals of the institution seen from the 5 M (Man, Money, Material, Machine, Method) While the factors that caused the non-optimal performance of teachers occurred in non-permanent teachers, because teacher certification was not evenly distributed by teachers and the health services they had not get it. and this can lead to a small portion of the performance of Muhammadiyah 1 High School teachers.

4. Conclusion

The effectiveness of management in improving teacher performance can be seen from the system starting from the input and process. Judging from the input of teacher admission through the test, academic qualifications, competencies and skills possessed by teachers. Then seen from the process of efforts have been made in order to improve teacher performance, including conducted by the head of education and training schools such as; upgrading, seminars, education and training, MGMP,

workshops, in collaboration with the Office of Education, the Elementary and Secondary Education Council, principals, unions and communities. The Office of Education undertakes efforts to foster professional teachers such as the Subject Teachers' Conference (MGMP), Principal Work Consultation (MKKS), efforts to emphasize the principals of the importance of teacher welfare, teacher recruitment selection, and improvement of school teacher competencies. In collaboration with the union and school committee, several school principals also made efforts to improve the welfare of school teachers by increasing hourly wages for teachers. In addition to increasing teacher competency, the principal through workshops, seminars, monthly study sessions, and other training related to teacher competency improvement. Management efficiency is seen from the accuracy in managing such as, financial, time, relatively implemented which makes the model of teacher performance management successful, successes are certainly supported by elements of performance management. The teacher performance management model developed at Muhammadiyah 1 Palembang High School is the principal's supervision service, and educational supervision conducted by the principal and the Education Office can improve teacher performance in education. Teacher performance management is in line with Deming, Torrington and Hall, Ken Blanchard and Garry Ridge performance models where the combination of the three models can break down the theory of how the teacher performance management model is at Muhammadiyah 1 High School, Palembang, South Sumatra.

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