

International Journal of Educational Review

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The Influence of School Based Management and Work Motivation towards Teacher's Performance

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Abstract: This study was to determine whether there was an influence of school-based management (SBM) and work motivation on the teacher's performance of SD Negeri in Pulau Rimau. The method used was descriptive quantitative. The population used was 19 public elementary schools in Pulau Rimau and the sample was 3 schools. Data were collected using questionnaires and documentation. The results showed that there is significant influence between school-based management (SBM) and work motivation together on teacher's performance.

Keywords: School Based Management, Work Motivation, Teacher's Performance, Primary School

1. Introduction

The development of science is very much determined by the development of the world of education, where the world of education has a very strategic role in determining the direction of the quality of education back and forth (Irmayani et al, 2018; Andriani et al, 2018; Tobari et al, 2018). This can be felt when an educational institution in carrying out a really good education, it can be seen that the quality is different from educational institutions that carry out education only modestly, the results are mediocre. Next is the change in the national education system, from Act Number 2 of 1989 to Act Number 20 of 2003, an effort to renew education towards quality improvement.

Various attempts have been made to improve the quality of national education, including through various training and teacher competency improvement, procurement of books and learning tools, improvement of educational facilities and infrastructure, and improving the quality of school management (MONE, 2007). Thus, education quality indicators have not shown significant improvement. Some schools, especially in cities, show an encouraging quality of

education, but most others are still concerned. Specifically in the context of improving the quality of education the government has carried out various kinds of programs, including a) curriculum development, development of educational facilities and infrastructure, upgrading and teacher training, and so on. Thus it has not succeeded in improving the quality of national education. There are at least three factors that cause the quality of education does not increase equally. National education policies and operations that use the education production function approach or input-output analysis are not carried out consistently; this approach sees that educational institutions function as production centers which, if filled with all the inputs needed in these production activities, will produce an institution the desired output. This approach assumes that if educational inputs such as teachers, books, learning media, and other educational facilities and infrastructure are met, the quality of education will automatically improve. Though this approach is too focused on educational input and less attention on the educational process; b) The implementation of national education is carried out in a

bureaucratic-centralistic manner so that placing the school as an education provider is highly dependent on bureaucratic decisions that have a very long path and sometimes the policies issued are not in accordance with the conditions of the school. Because of this the school loses independence, flexibility, motivation, creativity to develop and advance the school; c) The lack of participation of school residents, especially teachers and the participation of the community, especially parents in the administration of education. Teacher participation in decision making is often ignored, whether or not there is a change in the school very much depends on the teacher. Any renewal is introduced if the teacher does not change, there will be no change in the school (Fitria et al, 2017; Fitria, 2018; Wandasari et al, 2019; Fathurrochman et al, 2019).

Based on the above facts, of course, efforts should be made to improve the quality of education, one of which is to reorient education so that efforts to improve the quality of education turn into the responsibility of schools with the implementation of School Based Management (SBM), in line with autonomy area. Many educational concepts in the 2003 National Education System Law have philosophical value, which can build a "New Paradigm" of Indonesian education. Through SBM with the transfer of authority in decision-making from the central government, regional offices, head of education to the school level, it is hoped that schools will be more independent and able to determine the direction of development in accordance with the conditions and environmental guidance. In its implementation it is realized that implementing the granting of authority to schools through the School Based Management (SBM) approach requires process and time.

In general, school-based management is a management model that gives more autonomy (authority and responsibility) to schools and encourages the direct

participation of school members (teachers, students, principals, employees) and the community (parents, community leaders, scientists, entrepreneurs, etc.), to improve the quality of schools based on national education policies and laws and regulations. Through this autonomy, schools are given the authority and responsibility to make decisions in accordance with the needs, abilities, and demands of the school and the community or existing stakeholders (MONE, 2007).

School-Based Management System is a system that has advantages in school management because it gives broad authority and responsibility to schools to independently explore, allocate, determine priorities, control and account for the empowerment of resources, both to the community and government (Mulyasa, 2004). Competency-based learning emphasizes learning towards the creation and improvement of a series of abilities and potential students in order to be able to anticipate the challenges of their various lives. So that the orientation of learning that has been emphasized more on the aspects of "knowledge" and "material" targets which tend to be verbalistic has changed to be more emphasized on the aspects of "competency" and "skills" targets. The aim is to improve the quality of learning. Improving the quality of learning is a systematic process that is carried out continuously in improving the quality of the learning process and factors related to learning, with the aim that the school's targets are achieved (Salwa et al, 2019).

School Based Management (SBM) aims to improve school performance through the granting of greater authority and responsibility to schools that are implemented based on the principles of good school management, namely participation, transparency, and accountability of school financial performance in the management of education funds including the use, bookkeeping and reporting of school education funds.

According to Rahardja (2002) this SBM learning system has other characteristics including: a) Not centralistic, meaning that all educational activities are not dependent on the center (government); b) Has broad autonomy rights in developing creativity and empowering and optimizing existing resources; c) Has an entrepreneurial nature so that school management will be more flexible and innovative; d) Non-bureaucracy, which is a little overriding legal and technical requirements in the establishment of schools.

In addition to the four characteristics above, Umaedi (2007) stated that there are four reasons schools need to implement a School Based Management (SBM) program, namely: a) Schools as educational institutions are more aware of their strengths and weaknesses, so that they can optimize available resources to advance the institution; b) Schools are more aware of the needs of their institutions especially the educational inputs that will be developed in the education process in accordance with the needs of the school and the development of its students; c) Schools can be held accountable for the performance and quality of education produced by each school to parents, the community and the government, so that they will make every effort to implement and achieve the planned quality of education; d) Schools can conduct fair competition with other schools to improve learning with the support of parents, the community and the local regional government or even the central government.

Basically School Based Management (SBM) is the implementation of education management which is carried out based on the principles of good school governance, namely participation, transparency, and accountability. The School Based Management Implementation System strongly demands the participation of all related elements that include the school (starting from the principal, teachers to employees and school committees) in making decisions about education in schools (Apriana et al, 2019;

Andriani et al, 2018). It is intended that all elements involved in school management can complement each other in an effort to improve the quality of education delivery to deal with global challenges.

However, the reality that occurs with the implementation of School Based Management (SBM) there are still educational institutions that do not know much about the benefits of the School Based Management (SBM) Implementation. There are still those who consider that School Based Management (SBM) is starting to be less effective and efficient to be developed in schools (Suryosubroto, 2004). The collaboration is considered to make the resources in the area become less developed. Inability to develop the capabilities of each school raises competitiveness and distance. That means schools that are still in their infancy have become less able to compete because they are hampered by various policies from the center. Whereas on the other hand, the Implementation of School Based Management (SBM) is also very necessary for education units in accordance with Law Number 20 Year 2003 regarding Education Education Systems which says that the management of early childhood education units, primary education and secondary education is carried out based on minimum service standards with school-based management principles.

The teacher is one component that occupies a central position and is very strategic in the education system. Teachers are the dominant factor in relation to improving the quality of education, because teachers are an inseparable part of the overall education system that is directly involved in the teaching and learning process, it is the teacher who plays a direct role in teaching and educating. In this regard, various programs need to be carried out to improve the quality of teacher performance in developing aspects of education and learning (Khasanah et al, 2019; Renata et al, 2018; Murtiningsih et al, 2019).

Many factors influence performance, including the environment, management behavior, job design, performance appraisal, feedback and wage administration (Supardi, 2014). A person's performance is strongly influenced by the ability factor (motivation), motivation (motivation), and opportunity (opportunity), namely performance means that performance is a function of ability, motivation and opportunity (Robbins, 2012). Teacher performance can be shown from the ability of teachers to master the required competencies, namely pedagogical competencies, personal competencies, social competencies, and professional competencies (Law Number 14 of 2005). As education professional teachers have different work motivations from one teacher to another. This will result in differences in teacher performance in improving the quality of education. Herzberg (in his book Prof. Dr. J. Winardi, SE) states that "Work motivation is not a single dimension, but is composed of two factors: motivating factors (satisfier) and hygiene factors". Motivator factors are factors that cause job satisfaction, such as work performance, recognition, progress, a feeling that what they are doing is important and responsible. Hygiene factors are extrinsic factors, such as administrative policies, supervision, relationships with colleagues, salary, security at work, personal life, working conditions and status. Teacher work motivation is an important factor in improving teacher performance because as the main driver every teacher carries out his professional duties according to applicable regulations.

Based on observations made in the field that so far the class visit conducted by the principal has not been optimal so that the principal has not been able to see the performance of the teacher and the problems faced in the classroom more deeply. In addition, in almost every school several teachers did not prepare teaching tools in full, such as daily implementation plans, attendance, questions grids, improvement

programs, moral reports, KKM analysis. Thus it can be concluded that the low work motivation of teachers will have an impact on the low performance of teachers which can have implications for the low student learning outcomes. Therefore I am interested in conducting a research by looking at the level of teacher performance with the title "The Effect of School Based Management (SBM) Teacher's Work Motivation on Teacher Performance. However, so that this research is not too widespread, the researchers limited it only to teachers at Pulau Rimau Elementary School.

2. Research Method

This research uses a quantitative approach, because all data is realized in the form of numbers, and analyzed using statistics. Quantitative research uses descriptive methods, which are methods directed at solving problems by describing or describing what they are from research results. According to Sugiyono (2014), descriptive research is intended to provide a clearer picture of social situations by focusing on certain aspects and often shows the influence between various variables. This research includes quantitative research using the ex post facto approach. Ex post facto research is a systematic empirical search where researchers cannot directly control the independent variables because events have occurred. So in this study researchers are not required to provide treatment of the independent variables, but examine the facts that have happened / have been done by research subjects, then measure the effects of these independent variables on certain dependent variables (Arikunto, 2010). This study uses a quantitative approach because the research data are numbers. While this study uses descriptive because its activities include collecting data in order to test hypotheses or answer questions relating to the situation at the time that is running. The design of this study is called correlational research because researchers want to know

the level of relationship between different variables in a population.

Performance of Primary School Teachers who use the School Based Management (SBM) model arises for several reasons as revealed by Nurkolis (2006), among others, first, schools are more aware of their strengths, weaknesses, opportunities and threats so that schools can optimize the use of available resources for advance his school. Second, schools know more about their needs. Third, the involvement of school members and the community in decision making can create transparency and healthy democracy. The main step to change the school culture is to empower the principal as a leader and manager. During this time the duties and responsibilities of the principal as a leader and manager are very small. School principals tend to allocate time to do school administration activities rather than other activities such as providing work motivation to their subordinates. In the era of improving the quality of education in realizing the performance of qualified and competing primary school teachers, school-based management (SBM) and work motivation must be equipped with leadership abilities. In this study to look for the influence of School-Based Management (SBM) and Work Motivation on Teacher Performance SDN on Pulau Rimau.

3. Results and Discussion

As the researchers pointed out in the previous chapter, that the objectives of this study are: 1) to determine the effect of school based management (SBM) on the performance of SDN teachers on Pulau Rimau; 2) to determine the effect of work motivation on the performance of SDN teachers on Pulau Rimau; 3) to determine the effect of school-based management (SBM) and work motivation together on the performance of SDN teachers on Pulau Rimau. This research was conducted at SDN 2 Pulau Rimau with 15 teachers, SDN 3 Pulau Rimau at 13 teachers and at SDN 6 Pulau

Rimau at 12 teachers. Thus, the number of teachers sampled in the study amounted to 40 teachers. In this study, the questionnaire is the main data collection technique, so that the results of the questionnaire distribution provide answers about the influence between variables. The questionnaire in the form of questions that have gradations of alternative answers 1) Always (SL), 2) Often (SR), 3) Rarely (JR), 4) Never (TP).

Based on the results of testing the validity of school-based management instruments (SBM) it is known that the calculated r count value varies, and that value $> r$ tabel product moment is $N = 40$ with a confidence interval of 0.312 with a significance level of 5%, and 0.403 with a significance level of 1%. From the results obtained it turns out that each item of question items counted > 0.312 with a significance level of 5%, and 0.403 with a significance level of 1%. Thus, items on school-based management questionnaire (SBM) items are declared valid and can be used for research.

Based on the results of the study through the distribution of questionnaires, that the average questionnaire was declared valid and reliable. The test criteria are carried out by comparing the significant value at the level = 0.05, if the calculation result turns out to be $\text{sig} < 0.05$, then the instrument items are declared valid, and vice versa. The reliability test used was Cronbach's alpha. Reliability decision making of a variable is determined by comparing the value of Cronbach's alpha > 0.6 . then the variable being tested is reliable.

Multiple correlation analysis, analyzed using the SPSS For Windows Version 21 program, the results obtained can be interpreted as follows: 1) In the summary model the value of $r = 0.676$ is obtained, so it can be stated that there is a moderate relationship between school-based management and work motivation towards teacher performance; 2) Raise Adjusted R Square (coefficient of determination (R^2)) of 0.428 or 42.8%. This means that the

percentage contribution of the independent variable (school-based management and work motivation) to the dependent variable (teacher performance) is 42.8%, while the rest 75.2% is influenced by other variables not included in this study.

As the researchers have pointed out, that the statistical hypothesis test in this study uses SPSS For Windows version 21, the results of the analysis obtained as stated above, the calculated value for school-based management (SBM) variables was 3.037, while the value of the table is 1.996 ($df = 70 - 2 - 1 = 67$). In addition, the significance value is $= 0.05$. Because $t_{count} > t_{table}$ ($3.037 > 1.996$) and significance value $< \text{significance level } \alpha 0.05$ ($0.005 < 0.05$), and for work motivation variables are 4.415, the $t_{count} > t_{table}$ ($4.415 > 1.996$), and the value of significance $< \text{significance level } \alpha 0.05$ ($0.005 < 0.05$), the hypothesis proposed in this study was accepted. This means that there is a significant influence between school-based management (SBM) and work motivation together on the performance of elementary school teachers on Pulau Rimau.

Along with autonomy and the principle of decentralization, improving quality requires participation and empowerment of all components of education and the application of the concept of education as a system. Decentralization is expected to increase collaboration between principals, teachers, staff and the community in improving quality and productivity (Gunawan, 2006). School Based Management (SBM) will take place effectively and efficiently if supported by professional human resources to operate the school, sufficient funds so that schools are able to pay staff according to their functions, adequate infrastructure to support the teaching-learning process, and community support (parents of students) who are high both in terms of thought assistance and financial donations.

School-based management must be improved and implemented according to the rules, work motivation must be improved by

giving direction to school principals, supervisors, district Korwil so that the effort itself can be achieved in accordance with the expected teacher performance goals. Teachers must also be provided with provisions to deliver learning materials to students, for example given training and education supplies, workshops, seminar workshops, so that teachers can know the development of the education world as needed. Sani (2017) In carrying out their duties, the teacher is not in an empty environment. It is part of a "big machine" of national education, and because of that it is bound to nationally established guidelines for what it must do. It is normal everywhere, but in the context of teacher professionalism where teaching is considered a professional job, the teacher is required to be professional in carrying out his duties. According to Mangkunegara (2011) teacher performance is a learning process as an effort to develop existing activities into better activities, so that educational goals that have been set are achieved well through a learning activity carried out by teachers in accordance with the targets and objectives.

The main factor why humans work is that there are needs that must be met. Activities in work contain elements of a social activity that produces something and ultimately aims to meet the needs and to achieve a better standard of living. In achieving a better standard of living and success in working cannot be separated from work motivation, and the strength or weakness of one's work motivation affects the high and low Performance (Kurniasih, 2017).

Basically, Performance is influenced by two factors, namely individual factors and situation factors. On the individual factor, if someone sees a high performance is a path to meet their needs, then he will follow that path. While the situation factor states that performance is the result of interaction between motivation and basic abilities. If motivation is high but basic abilities are low, performance will be low and if ability is high

but motivation is low then performance will be low, or vice versa. Teacher Performance Assessment is very important because it answers their fundamental questions about how good the quality of teaching is. Performance appraisal feedback will provide several things including: assurance that the teacher is contributing and doing the right things, awareness of the impact of teaching performance on desired outcomes (eg, student satisfaction), Performance measures (quality, quantity, speed, etc.), recognition of the importance and value of teacher performance. Performance results in outcomes - productivity for the organization and rewards for personnel in the form of salaries, benefits, job guarantees, recognition from coworkers and superiors, as well as promotion opportunities for individual employees. This is in line with motivator factors and health factors. Employees in general often measure job satisfaction from this reward angle, which is the most tangible thing they receive from work. Individuals can get job satisfaction from their personal sense of achievement through work and also from feedback on their performance (Zahroh, 2015).

Teacher performance is the ability of teachers to complete tasks and responsibilities as educators who are shown with optimal work results in accordance with educational goals. Teacher performance evaluation is very much needed as a monitoring tool for teachers in their work. This assessment is used as an evaluation material for educational institutions in an effort to improve teacher performance. Teachers who have optimal performance can be seen from the ability of teachers to complete learning design tasks that are in accordance with the demands of the school, carry out effective learning, and conduct learning assessments that are able to measure the ability of students.

4. Conclusion

Based on the results of the study it can be concluded that there is an influence of school-based management (SBM) and work motivation together on the performance of SDN teachers on Pulau Rimau. This is evident from the results of the distribution of questionnaires obtained as follows: 1) The results of the study through the distribution of questionnaires, that the average questionnaire was declared valid and reliable. The test criteria are carried out by comparing the significant value at the level = 0.05, if the calculation result turns out to be $\text{sig} < 0.05$, then the instrument items are declared valid, and vice versa. The reliability test used was Cronbach's alpha. Reliability decision making of a variable is determined by comparing the value of Cronbach's alpha > 0.6 . then the variables tested were tested. In the summary model the value of $r = 0.676$ was obtained, so it can be stated that there is a moderate relationship between school-based management and work motivation on teacher performance; 2) Raise Adjusted R Square (coefficient of determination (R^2)) of 0.428 or 42.8%. This means that the percentage contribution of the influence of independent variables (school-based management and work motivation) to the dependent variable (teacher performance) is 42.8%, while the rest 75.2% is influenced by other variables not included in this study: 3) The results of the analysis of the tcount for school-based management (SBM) are 3.037, while the ttable is 1.996 ($df = 70 - 2 - 1 = 67$). In addition, the significance value is = 0.05. Because $t_{\text{count}} > t_{\text{table}}$ ($3.037 > 1.996$) and significance value $< \text{significance level } \alpha 0.05$ ($0.005 < 0.05$), and for work motivation variables are 4.415, $t_{\text{count}} > t_{\text{table}}$ ($4.415 > 1.996$), and the value of significance $< \text{significance level } 0,0i 0.05i$ ($0i, 005 < 0.05i$), the hypothetical meaning proposed in this study was accepted. This means that there is a significant influence between school-based management (SBM) and work motivation

together on the performance of elementary school teachers on Pulau Rimau.

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