

The Relationship of School Based Management and Work Motivation with the Performance of Public Junior High School Teachers

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Abstract – This study answered the effect of School Based Management and teacher motivation partially and simultaneously on teacher performance in SMP Negeri in Prabumulih Timur District. The research method is quantitative. The number of research samples was 133 teachers. The statistical analysis technique used is linear regression. The results showed that there was a significant relationship between School Based Management (X_1) and work motivation (X_2) on teacher performance. This paper concludes that School Based Management and work motivation have a positive and significant effect. This study recommends that teachers develop students' realms of creativity, feeling and initiative as an implementation of the ideal concept of education.

Keywords – School Based Management, Teacher's Motivation, Teacher Performance.

I. INTRODUCTION

In Indonesia, the low quality of education is one of the four main problems of education that have been identified since the 60s. The attention to education is quite high, however, despite the many efforts that have been made, it seems that until now the problem of the quality of education has yet to be resolved. Complaints about the low quality of graduates continue to echo. Elementary, junior high and high school graduates are not able to understand and think critically, and are still dependent on teachers (Kurniasih, 2017).

School as an institution certainly has a vision, mission, goals and functions. To carry out the mission, realize the vision, achieve goals, and carry out its function schools need professional staff, organizational work procedures and resources that support both financially and non-financially. School as a system has components that are related to each other and contribute to achieving goals. These components

are students, curriculum, teaching materials, teachers, school principals, other education personnel, environment, facilities, facilities, learning processes and results or outputs. All these components must develop according to the demands of the times and the changes in the environment that occur around them (Nawawi, 2016).

To produce quality resources, it can be seen from the teacher's performance which is a benchmark in the success of an education (Asvio et al, 2019). According to Mangkunegara, teacher performance is a learning process as an effort to develop existing activities into better activities, so that the educational goals that have been set are achieved properly through a learning activity carried out by the teacher in accordance with the targets and objectives (Mangkunegara, 2011). In connection with the world of education, teacher performance can be defined as the extent to which a teacher works optimally according to his / her abilities in an effort to

achieve institutional goals. The ability of a teacher will be seen when teaching which can be measured from their teaching competence (Kurniasih, 2017).

Basically, performance is influenced by two factors, namely individual factors and situation factors. On the individual factor, if someone sees high performance as a pathway to fulfill their needs, then he will follow that path. While the situation factor states that performance is the result of the interaction between motivation and basic abilities. If motivation is high but basic skills are low, then performance will be low and if ability is high but motivation is low then performance will be low, or vice versa (Nanang, 2016).

Schools are part of an institution that is responsible for providing services to students and playing a role in education (Stakeholders) must be able to provide excellent service in terms of teaching administration, student affairs, staffing, finance and other educational facilities while promoting effective and effective services. One of the ways that madrasah or schools are efficient is to use school-based management, abbreviated as SBM. SBM is a widely discussed study to change the education system in Indonesia from centralized to decentralized since its enactment states that education is one of the areas of government that must be implemented by local governments as stated in Law Number 20 of 2003 concerning the renewed Regional Autonomy with Law Number 32 Year 2004.

Along with autonomy and the principle of decentralization, improving quality requires participation and empowerment of all components of education and application of the concept of education as a system. Decentralization is expected to increase cooperation between school principals, teachers, employees and the community in improving quality and productivity (Gunawan, 2013).

School Based Management is a management model that provides greater autonomy of authority and responsibility to schools, flexibility, encourages direct participation of school members and the community, improves school quality based on national policies (Rohiat, 2010). Burhanuddin explained that School-Based Management is an education management model that provides educational autonomy to schools and this model encourages decision making to always involve all school members being served while still leading to the goals of national education (Burhanuddin, 2015). Meanwhile, according to Suparlan School Based Management is a very popular education policy. Officials often convey it in various speech occasions in front of teachers and principals. Even the parents of students have known him a lot from the school

committee or got it from training opportunities (Suparlan, 2014).

Furthermore, Rohiat added several reasons for using the SBM approach, namely: 1) the importance of school autonomy, with this autonomy schools will be able to develop schools or madrasahs optimally by seeing their potential while still paying attention to local wisdom. 2) flexible, with SBM schools or madrasah are more flexible and agile in utilizing school resources, 3) with SBM schools will know the strengths, weaknesses, opportunities and threats that exist (Rohiat, 2010).

Another thing that is no less important than School Based Management in improving the quality of education is the work motivation of a teacher. Without work motivation, of course the teacher's performance will not go well as expected. As according to Wahyudi, who argues that work motivation is very helpful in the daily work activities of teachers, such as the BOS funds which they receive every month. BOS funds are very helpful for increasing teacher work motivation, in addition to the active role of the principal who always nurtures and fosters teachers both in the form of attention and others, so that teachers are not considered robots in carrying out their teaching activities (Wahyudi, 2012).

Furthermore, Wahyudi stated that work motivation is the factors that exist within a person that directs behavior, provides high morale to fulfill certain goals that have been set effectively and efficiently. Teacher work motivation is one of the factors in a teacher that can provide morale so that it can achieve predetermined goals (Wahyudi, 2012).

Ibrahim concludes that teacher's motivation has a positive and significant effect on teacher's performance. This study recommends that teacher's motivation needs to be considered. It is important to be stimulated so that teacher's motivation is within each teacher and it is necessary to improve facilities and infrastructure to support teacher's performance (Ibrahim, 2020).

Often times it is found that teachers are not enthusiastic in carrying out their assignments, as a result the learning objectives to be achieved are not successful. This is caused by various factors, one of which is a lack of teacher motivation. Basically, motivation is divided into two, namely internal motivation and external motivation. Internal motivation comes from the individual himself, while external motivation comes from outside the individual (Kartini, 2019).

Teacher's work motivation is characterized by professionalism which is reflected in all teacher's activities in carrying out their duties and responsibilities. Highly

motivated teachers will see the various shortcomings in the school as a challenge. The teacher will make every effort to overcome the shortcomings. With the good attention to the teacher, it will be able to cause the motivation of the teachers to do their best in doing the task, so that fostering commitment in doing quality work and is responsible for the progress of the organization (Dewi, 2015).

It must be realized, that occupying professional positions as a teacher, not only carry out the task as it is, but also must pay attention to what you want to achieve. Therefore, there is nothing wrong if the principal as a leader gives confidence to teachers to improve themselves and gives encouragement to positive efforts. Motivation can be given according to the needs of each employee. Everyone will have different levels of needs. Some have a strong drive to reach the goal. The level of needs is in accordance with the conditions and backgrounds of each individual (Darmiati, 2020).

According to Mangkunegara, teacher performance is a learning process as an effort to develop existing activities into better activities, so that the educational goals that have been set are achieved properly through a learning activity carried out by the teacher in accordance with the targets and objectives (Mangkunegara, 2011).

Furthermore, Rusyan argues that the teacher's performance is to carry out the learning process both in the classroom and outside the classroom in addition to other activities, such as doing school administration and learning administration, implementing guidance and services to students, and carrying out assessments (Rusyan, 2016).

From the description above, the researcher can assume that efforts to improve teacher performance certainly require several things, including school-based management must be improved and implemented according to the rules, work motivation must be increased by giving directions to school principals, supervisors, sub-district coordinators so that the effort itself teacher performance goals can be achieved as expected. Teachers must also be provided with provisions to deliver learning material to students, for example, given educational and training supplies, workshops, workshop seminars, so that teachers can find out about the development of the world of education as needed.

This effort is directed so that each educational institution always strives to provide quality assurance to interested parties, both teachers themselves and students as learning communities, namely a quality assurance that the delivery of education in schools is in accordance with what is required.

should happen and according to their expectations. If every education provider institution always strives to provide quality assurance and these efforts are carried out continuously, it is hoped that the quality of education nationally will continue to increase (Anwar, 2013).

Based on the initial interviews of researchers with each head of SMP Negeri Prabumulih Timur District, it was obtained information that School-Based Management had been programmed in accordance with the directions and instructions from the Prabumulih City Education Office, but still not being able to feel the maximum benefits, only 40% could only be felt. while 60% has not been felt maximally. The principal has tried and made efforts to improve teacher work motivation and teacher performance, but there are still some teachers who are not disciplined in carrying out their duties, such as arriving late, some are absent for reasons of family matters, there are still teachers who teach through lectures and assignments, sometimes without giving prior explanation. Teacher work motivation is only 45% in accordance with school directions, the remaining 55% is influenced by teacher factors in carrying out tasks. This is evident from the fact that there are still teachers who come late and do not attend due to family matters. In other words, teacher work motivation is not optimal, and teacher performance needs to be improved again.

II. RESEARCH METHODS

According to Arikunto, the research method is a scientific way to obtain data that has specific rational, empirical and systematic characteristics (Arikunto, 2010). Furthermore, Sugiyono argues that quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research on certain populations and samples, sampling techniques are generally randomized, data collection uses research instruments, data analysis is statistical with purpose to test the hypothesis that has been set (Sugiyono, 2015).

Based on the description above, the method in this research is a quantitative method with a correlation approach. In line with this research, Sugiyono argues that the survey method is used to obtain data on certain natural (not artificial) places, but the researcher treats data collection for example by distributing questionnaires, tests, structured interviews and so on (Sugiyono, 2015). The researcher determined the purposive sample in this study were civil servant teachers at each State Junior High School in East Prabumulih District, totaling 133 teachers.

III. RESULTS AND DISCUSSION

1. Testing the Partial Hypothesis of School Based Management (X_1) on Teacher Performance (Y)

Table 1. The Coefficient of Partial Simple Linear Regression Analysis for School Based Management variable (X_1) on Teacher Performance (Y)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2,484	,185		13,427	,000
School Based Management	,175	,063	,236	2,185	,006

a. Dependent Variable: Teacher Performance

Table 2. Results of the Analysis of the Coefficient School Based Management (X_1) terhadap Teacher Performance (Y)

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,436 ^a	,256	,149	,19583

a. Predictors: (Constant), School Based Management

b. Dependent Variable: Teacher Performance

Based on table 1, you can get the constant coefficient (Constant) = 2.484 and the coefficient number $X_1 = 0.175$, so that a simple linear regression equation is obtained $\hat{Y} = 2.484 + 0.175 X_1$, or the partial regression equation between the variables X_1 to Y is $Y = 2.484 + 0.175 X_1$. then the equation is used to explain the relationship of school-based management (X_1) with the performance of junior high school teachers in East Prabumulih District (Y).

The results of the coefficient analysis obtained t-count of 2.185. Hypothesis testing criteria if t-count > t-table then H_a is accepted, whereas if t-count < t-table then H_a is rejected and

to determine t table is sought at $\alpha = 5\%$: $2 = 2.5\%$ (2-sided test) with degrees of freedom (df) = nk or $df = 133 - 2 = 131$ (n is the number of samples and k is the number of independent variables). With a two-sided test (significant = 0.025) the results were obtained for the t table of 2.185. based on the explanation above, namely t-count = 2.484 and t-table = 2.185, then t-count > t-table which means that H_0 is rejected and H_a is accepted. This it can be said that partially school-based management has a significant relationship with the performance of junior high school teachers in East Prabumulih District

2. Testing the Partial Hypothesis of work motivation (X_2) on Teacher Performance (Y)

Table 3. The Coefficient of Partial Simple Linear Regression Analysis for Work motivation (X_2) on Teacher Performance (Y)

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2,390	,244		9,815	,000
Work motivation	,183	,073	,213	2,197	,014

a. Dependent Variable: Teacher Performance

Table 4. Results of the Analysis of the Coefficient work motivation (X2) on Teacher Performance (Y)

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,413 ^a	,245	,138	,19692

a. Predictors: (Constant): Work motivation

b. Dependent Variable: Teacher Performance

The results of simple linear regression analysis based on the Model Summary output obtained the R number of 0.413, which means that the relationship between the two variables X_2 to Y indicates that the category of the relationship is quite strong. Because the multiple correlation value is between 0.300 - 0.499. This it can be said that the relationship of teacher work motivation contributes quite strongly to the performance of junior high school teachers in East Prabumulih District.

Analysis of determination coefficient is used to determine the percentage of the contribution of the influence of the independent variable on the dependent variable. Based on table 4 it can be explained that the number obtained by the coefficient of determination R Square (R^2) is 0.245, which means that the relationship between teacher work motivation (X_2) and the performance of junior high school teachers in East Prabumulih District (Y) contributes to the relationship contribution of 24.5%.

3. Simultaneous Hypothesis Testing Variables X_1 dan X_2 to Y

Table 5.

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	,517	2	,259	6,998	,001 ^b
Residual	4,804	130	,037		
Total	5,321	132			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), School Based Management, Work motivation

Table 6. Result of Analysis of the Multiple Linear Regression Coefficient of School Based Management (X_1) and Work Motivation (X_2) Simultaneously to Teacher Performance (Y)

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1,924	,293		6,572	,000
MBS	,269	,062	,298	2,730	,007
Motivasi Kerja Guru	,175	,072	,203	2,438	,016

a. Dependent Variable: Teacher performance

Table 7. Results of Variable Determination Coefficient Analysis X1 and X2 simultaneously against Y

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.517 ^a	.279	.241	.19224

a. Predictors: (Constant), School Based Management, work motivation

b. Dependent Variable: Teacher performance

Based on table 7, you can get the constant coefficient (Constant) = 1.924 and the number of coefficient $X_1 = 0.269$ and the coefficient number $X_2 = 0.275$, so that the multiple linear regression equation $Y = 1.924 + 0.269 X_1 + 0.275 X_2$ is obtained. Furthermore, the equation is used to explain the relationship between school-based management (MBS) (X_1) and teacher work motivation (X_2) with the performance of junior high school teachers in Prabumulih Timur District (Y). The value of the variable coefficient $X_1 = 0.269$ and $X_2 = 0.275$ is positive, so the value of the Y variable always increases, meaning that if the higher the level of school-based management (X_1) and teacher work motivation (X_2), the higher the relationship with the performance of junior high school teachers in the District Prabumulih Timur (Y). F-count in table 5 above, it is known that the value obtained is 6.998. Hypothesis testing criteria if $F\text{-count} > F\text{-table}$ then H_a is accepted, and if on the other hand $F\text{-count} < F\text{-table}$ then H_a is rejected. Based on F-table at the real level α (0.05) with db numerator of 2 (determined from the number of independent variables and db in the denominator of 133 (determined from the number of samples minus the independent variable minus one) or it can be determined through the Excell program application in a blank cell type the formula = FINV (0.05,6,998) obtained a figure of 4.804 (Prayitno, 2010). Based on the above explanation, it is known that $F\text{-count} = 6.998$ and $F\text{-table} 4.804$ where $F\text{-count} > F\text{-table}$ which means that H_a is accepted or it can be said that school-based management and teacher work motivation have a relationship together with the performance of junior high school teachers in East Prabumulih District.

From the results of linear regression analysis, it can be shown through the theoretical pattern of the research framework of the contribution of the percentage of the relationship between each variable, namely X_1 with Y, variables X_2 with Y and variables X_1 and X_2 together with Y.

IV. CONCLUSION

Based on the research results, it can be concluded that 1). School Based Management has a relationship with the Performance of State Junior High School Teachers in East

Prabumulih District by providing a relationship contribution of 25.6%. 2). Teacher Work Motivation has a relationship with the Performance of State Junior High School Teachers in East Prabumulih District by providing a relationship contribution of 24.5%. 3). School-Based Management and Teacher Work Motivation have a joint relationship with the Performance of State Junior High School Teachers in East Prabumulih District by contributing a relationship of 27.1%.

V. IMPLICATIONS

Referring to the research results as described above, the implementation of these results is described as follows: 1) to achieve good performance. There are many factors that are interrelated and complex in nature to achieve good performance. The influencing factors include the MBS factor and work motivation; 2) To become a teacher who has a good performance must meet all professional demands. The teacher should develop the realm of creativity, taste and initiative of students as an implementation of the ideal concept of education. Teacher personality characteristics include: cognitive flexibility, and psychological openness; and 3) based on the theory and research results that have proven the truth, namely that SBM and work motivation together provide a positive contribution to the performance of teachers of State Junior High School Teachers in East Prabumulih District.

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