

# The Influence Of School Management On Teacher Performance (Survey at Bina Pangudi Luhur Vocational School)

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## Abstract:

School Management is an activity carried out effectively and efficiently to improve school performance in achieving educational goals, both national goals and institutional goals, the results of which can be seen from several factors as indicators of the performance achieved by the school. School management is tasked with creating a learning schedule that will be implemented at school. Lesson schedules cannot be created haphazardly. A lesson schedule is required in every school. This type of research is quantitative research. The method used is descriptive analytical correlation aimed at finding whether there is an influence and if there is an influence, how much influence the school management has on the performance of teachers at Bina Pangudi Luhur Vocational School. In this study, the population was all 33 teachers at Bina Pangudi Luhur Vocational School, Jakarta. From the results of observations in the field, it is known that school management carried out by Bina Pangudi Luhur Vocational School teachers has an impact on teacher performance and determines the quality of teacher performance. Thus, this condition shows that school management has no significant effect on teacher performance variables. the same as the law of cause and effect, the better the learning management carried out by the principal and teachers of Bina Pangudi Luhur Vocational School, the better the teacher's performance in the learning process and the work results that can be achieved by a teacher in an educational institution in accordance with their duties and responsibilities.

**Keyword:** School Management, Teacher Performance, Vocational School

## Introduction:

School is an institution for students to receive instruction under the supervision of teachers<sup>1</sup>. Students study at school to get material appropriate to their subjects. At school there are principals, teachers, security guards, deputy principals and other school residents. Each school has its own duties<sup>2</sup>.

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<sup>1</sup> Ahmad Karim et al., "The Effect of The Supervision of The Principal and The Professional Competency of Teachers on Teacher Performance in Private MI in Pacet District," *Nidbomul Haq : Jurnal Manajemen Pendidikan Islam* (2021); Saihu Saihu, "THE URGENCY OF TOTAL QUALITY MANAGEMENT IN ACADEMIC SUPERVISION TO IMPROVE THE COMPETENCY OF TEACHERS," *Edukasi Islami: Jurnal Pendidikan Islam* (2020); M Bustanul Ulum, "Urgensi Supervisi Pendidikan Di Sekolah," *FALASIFA : Jurnal Studi Keislaman* (2018).

<sup>2</sup> Lee Jerome, Alex Elwick, and Raza Kazim, "The Impact of the Prevent Duty on Schools: A Review of the Evidence," *British Educational Research Journal* (2019); Thanos Touloupis, "How Do Teachers Approach Their School Duties? The Role of Self-Efficacy, Job Satisfaction, Burnout and Economic Crisis," in *Progress in Education. Volume 67*, 2021; Department of Education, "Health and Safety: Responsibilities and Duties for Schools," *Guidance Health and Safety*; Muhammad Ibnu Faruk Fauzi, "Manajemen Sarana Dan Prasarana Pendidikan," *Al-Rabwah* (2021).

results of which can be seen from several factors as indicators of the performance achieved by the school<sup>3</sup>. School management is tasked with creating a learning schedule that will be implemented at school. Lesson schedules cannot be created haphazardly. A lesson schedule is required in every school. The lesson schedule must be made well and effectively. So that the teaching and learning activities of teachers and students run well. Discussing the lesson schedule, of course the lesson schedule can influence students/teachers. Certain lesson schedules that are different from the school entry schedule can affect students and teachers. One of the students complained that the school entry time was different from the entry time for Islamic Religious Education subjects<sup>4</sup>.

Implementing the school rules at Budi Pangudi Luhur Vocational School, teachers apply punishments to students. Punishments are carried out every time someone violates them. However, in reality, violations of school rules still occur frequently. So it can be said that up to now the rules and regulations for students that have been set by the school have not been fully followed by all students.

This problem does not occur in just one or two schools. This problem seems trivial, but it can affect the teaching and learning process. This problem happened not just once or twice. This problem also affects the student's assessment and graduation. This cannot be allowed to continue. This problem must be handled immediately correctly and effectively, so that the teaching and learning process becomes better. Absenteeism is increasing. Assessments and graduations are also improving.

Based on observations of the attendance of students who tend to be late or do not come in to assess assignments, many students do not come in but are still working on the assignments that have been given. Some students are diligent in coming in but rarely do their assignments. This problem cannot be left for too long, it must be addressed immediately by changing the lesson schedule or by providing mutual support between teachers and students, thereby increasing motivation and achievement in studying Islamic Religious Education.

## Methods

This type of research is quantitative research. The method used is descriptive analytical correlation because this research method aims to find out whether there is an influence and if there is an influence, how much influence the school management has on the performance of teachers at Bina Pangudi Luhur Vocational School.

The population in this research is all 33 teachers at Bina Pangudi Luhur Vocational School, Jakarta, in the 2022/2023 academic year. Medium sample According to Sugiyono<sup>5</sup> "A sample is part of the number and characteristics of a population." According to Riduwan<sup>6</sup> "saturated sampling is a sampling technique when the entire population is used as a sample and is also known as a census." So saturated sampling was carried out with a sample of 33 teachers at Bina Pangudi Luhur Vocational School, Jakarta.

Data collection technique. Data collection techniques are techniques or methods that can be used by researchers to collect data. Data collection techniques are the main step in research, because the main aim of research is to collect data, if researchers do not know data collection techniques then researchers will not get data that meets standards. To obtain the data of interest, the author used the following data collection techniques:

### a. Observation

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<sup>3</sup> S. Anastasiou and V. Garametsi, "Teachers' Views on the Priorities of Effective School Management," *Journal of Educational and Social Research* (2020); Ivana Campos Oliveira and Ione Vasques-Menezes, "Literature Review: The Concept of School Management," *Cadernos de Pesquisa* (2018).

<sup>4</sup> Muh Barid Nizarudin Wajdi and Tobroni Tobroni, "Implications of Multiculturalism and Tolerance in Islamic Religious Education," *EDUCATIO: Journal of Education* 5, no. 2 (2020): 182–192.

<sup>5</sup> P D Sugiyono, "Metode Penelitian Manajemen," *Bandung: Alfabeta, CV* (2013).

<sup>6</sup> Sunarto Riduwan, "Belajar Mudah Penelitian Untuk Guru, Karyawan, Dan Pemula," *Bandung: Alfabeta* (2006).

Observation or field observation is a data collection tool that is carried out by systematically observing and recording symptoms that are investigated directly on the research object. In this case, the author made observations on the respondents

b. Questionnaire

The primary data used in this research is a questionnaire. A questionnaire is a data collection technique that is carried out by giving respondents a set of questions or written statements to answer. In this research, the questions in the questionnaire are arranged according to the sequence of variables according to the dimensions, the aim is that the questions in the questionnaire do not deviate from the research objectives. In this study, researchers used a Likert scale to measure a person's attitudes, opinions and perceptions about social phenomena. The questionnaire used is a closed questionnaire. To find out and assess respondents' attitudes and perceptions about research variables. In this research, a Likert scale was used.

The type of data in this research is quantitative data, namely data obtained through questionnaire results. To obtain relevant, complete and accurate data, the author uses two types of data sources, namely primary data and secondary data.

- a. Primary Data, is data obtained through a questionnaire which is filled in directly by the respondent, and then the data will be analyzed using the specified analysis method.
- b. Secondary data, is data used to support primary data, this data is complementary or supporting primary data. Secondary data can be obtained from journals, information sources such as the internet on domestic and foreign sites, and from internal organizations.

Data analysis technique

The data analysis method used in this research is correlation

- a. Looking for Correlation numbers, with the formula:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{N \sum x^2 - (\sum x)^2} \sqrt{N \sum y^2 - (\sum y)^2}}$$

Information:

rx<sub>y</sub>: The "r" product moment correlation index number

N: Amount of data (Number of Case)

ΣX: The number of scores in the X distribution

ΣY: The number of scores in the Y distribution

ΣXY: The number of times the X score is multiplied by the Y score

(ΣX)<sup>2</sup>: The number of scores squared in the X distribution

(ΣY)<sup>2</sup>: The number of scores squared in the Y distribution.

- b. Give an interpretation of rx<sub>y</sub>

Statistical Hypothesis

The procedure that must be carried out to be able to interpret the results of the RXY is:

- a. Formulate alternative hypothesis (H<sub>a</sub>) and null hypothesis (H<sub>o</sub>)
- b. Test the truth or falsity of the hypothesis and first find the degrees of freedom (db) or degree of freedom (df), with the formula:

Information :

df : decline of freedom

N : number of cases

nr: the number of variables that are correlated (Sudjono, 1997:181)

By obtaining db or df, the quantity "r" product can be found moment, both at the 5% significance level and the 1% significance level.

$$df = N - nr$$

## Result And Discussion:

Regression analysis aims to determine whether or not there is linearity between the independent variable and the dependent variable. Then look for the appropriate equation to predict the average of X and Y, namely:  $Y = a + b$

Table 1. Regression Analysis Results

Model		Coefficients <sup>a</sup>		Standardized Coefficients Beta	t	Sig.
		Unstandardized Coefficients B	Std. Error			
1	(Constant)	1,121	2,121		,529	,601
	School Management (X)	,714	,051	,930	14,053	,000

a. Dependent Variable: Teacher Performance

(Y)

Sumber : Data Diolah SPSS

Based on the results of the calculations carried out, a is 1.121 and b is 0.714 in the form of a simple linear regression equation as follows:

$$\hat{Y} = 1.121 + 0.714X$$

From the regression equation it can be seen that the relationship between school management and teacher performance is in the same direction (positive), this is shown in the regression coefficient or b value in the regression equation which shows a positive number of 0.714 which means that every 1 unit increase in school management will be followed by the increase in teacher performance was 0.714 units at a constant of 1.121. Likewise, vice versa, if school management experiences a decrease of 1 unit, teacher performance will tend to decrease by 0.714 units at a constant of 1.121. The coefficient a (intercept) is 1.121, which means that if there is no school management ( $X=0$ ), the estimated teacher performance is 1.121 units.

### Correlation coefficient

This correlation test is used to determine the level (degree) of the influence of the independent variable on the dependent variable. The greater the correlation, the stronger the relationship.

Table 2. Results of Correlation Coefficient Analysis

		Correlations	
		Manajemen Sekolah (X)	Kinerja Guru (Y)
School Management (X)	Pearson Correlation	1	,930**
	Sig. (2-tailed)		,000
	N	33	33
Teacher Performance (Y)	Pearson Correlation	,930**	1
	Sig. (2-tailed)	,000	
	N	33	33

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Sumber : Data Diolah SPSS

From a simple correlation calculation,  $r$  is obtained at 0.930. From these results, it appears that the relationship between school management and teacher performance at Bina Pangudi Luhur Vocational School is very strong and in the same direction (positive).

#### Coefficient of Determination

To determine the magnitude of the contribution of the school management variable (X) to the teacher performance variable at Bina Pangudi Luhur Vocational School (Y), the determining coefficient is calculated as follows

Table 3. Results of Determination Coefficient Analysis  
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,930 <sup>a</sup>	,864	,860	1,87589

Predictors: (Constant), School Management (X)

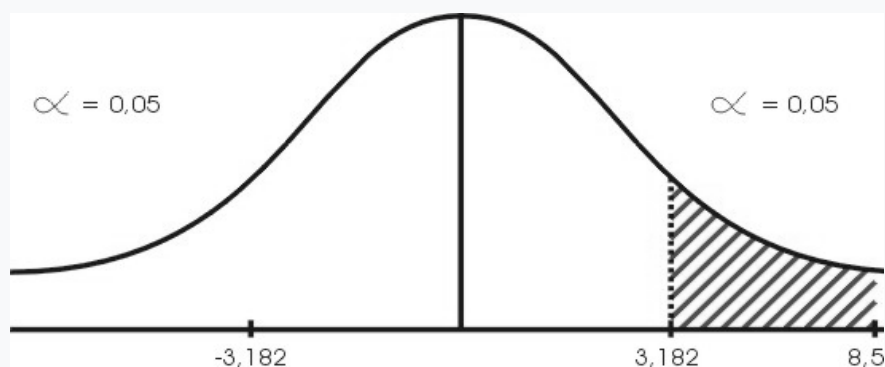
Sumber : Data Diolah SPSS

$$\begin{aligned}
 KP &= r^2 \times 100\% \\
 &= (0,930)^2 \times 100\% \\
 &= 0,864 \times 100\% \\
 &= 86,4\%
 \end{aligned}$$

By looking at the calculation results above, the R square is 0.864 or 86.4%. This shows the large contribution of school management relationships to teacher performance in SMK Bina Pangudi Luhur was 86.4% while the remaining 13.6% was the relationship of other factors.

#### Illustrations:

Compare the test statistical value with the critical area



Gambar 1

Based on the data and analysis that has been carried out, it shows that the results of the regression analysis carried out obtained a of 1.121 and b of 0.714 or  $\hat{Y} = 1.121 + 0.714X$ . This means that the regression coefficient or b value in the regression equation shows a positive number of 0.714 which means that every 1 unit increase in school management will result in teacher performance of 0.714 units. The results of the Correlation Coefficient analysis obtained  $r$  of 0.930, meaning that the relationship between school management and teacher performance is quite strong and in the same direction (positive).

The results of the Coefficient of Determination analysis showed that the contribution of school management relationships to teacher performance was 86.4%, while the remaining 13.6% was the relationship between other factors such as price, promotion, and so on which the author did not examine. The results of the Hypothesis Testing analysis showed that  $t_{count} > t_{table}$  or  $14.053 > 2.03951$ , so  $H_0$  was rejected and  $H_a$  was accepted, meaning that there was a significant positive influence of school management on teacher performance at Bina Pangudi Luhur Vocational School.

The influence of school management on teacher performance is 86.4% because there are several dimensions in school management variables that have not been realized and implemented optimally. The test results above confirm the assumption that the use of dimensions in school management variables can determine the quality of teacher performance. From the results of observations in the field, it is known that school management carried out by Bina Pangudi Luhur Vocational School teachers has an impact on the good performance of teachers and determines the quality of teacher performance. Thus, this condition shows that school management has no significant effect on teacher performance variables. As is the law of cause and effect, the better the learning management carried out by the principal and teachers of Bina Pangudi Luhur Vocational School, the better the teacher's performance in the learning process and the work results that can be achieved by a teacher in an educational institution in accordance with their duties and responsibilities. In other words, the work results achieved by a person in carrying out the tasks assigned to him are based on his skills, experience and sincerity.

School management refers to the set of activities and decisions undertaken by school principals and administrative staff to manage resources, plan activities, facilitate learning, and create a supportive environment for students and school staff. Teacher performance, on the other hand, refers to the teacher's ability to carry out teaching and classroom management duties effectively, create a conducive learning environment, and contribute to student development.

Effective school management produces clear policies and a good governance system. These policies influence teachers' teaching, learning, assessment, and professional development procedures<sup>7</sup>. Good school management provides adequate resources for teachers, such as teaching materials, equipment, administrative support, and training. These resources support teacher performance in providing effective teaching. An effective principal can provide clear direction, motivate staff, and create a positive work culture. Good leadership can inspire teachers to improve their performance.

School management that supports teacher professional development, including training, workshops, and other resources, can improve teachers' skills and knowledge, which in turn influences the quality of their teaching<sup>8</sup>. School management that creates a positive, inclusive and collaborative work environment will encourage better teacher performance<sup>9</sup>. A school culture that supports and motivates teachers to innovate and collaborate will improve the quality of teaching. Overall, good school management creates conditions that support optimal teacher performance. When teachers feel supported, have sufficient resources, are given clear direction, and are in a

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<sup>7</sup> Anastasiou and Garametsi, "Teachers' Views on the Priorities of Effective School Management"; Cucun Sunaengsih et al., "Principal Leadership in the Implementation of Effective School Management," *Mimbar Sekolah Dasar* (2019); Sunarto, E. Handayani Tyas, and Lamhot Naibaho, "Effective School Management in Industrial Revolution Era 4.0," in *Proceedings of the 2nd Annual Conference on Blended Learning, Educational Technology and Innovation (ACBLETI 2020)*, 2021.

<sup>8</sup> Pāvēls Jurs et al., "Efficient Management of School and Teachers' Professional Development – Challenges and Development Perspectives," *Peņem Eģitīm ve Oģretim Dergisi* (2023); Rose Sam Mbuli and Jiajun Zhang, "Analysis of Teacher Professional Development in Tanzania: View Point School Management Practice," *Journal of Social Sciences Advancement* (2020).

<sup>9</sup> Maya Puspita Dewi and Muh Barid Nizarudin Wajdi, "The Influence of Organizational Commitment and Ethical Leadership Toward Employee Competency of the Department of Education in Tasikmalaya" (2019).

positive work environment, they tend to provide better instruction and contribute to student success.

School management is increasingly important and demands serious attention from all parties involved. The curriculum, infrastructure, teaching staff and other components do not guarantee the achievement of quality improvement if these components are not managed well. Therefore, a qualified manager or leader is needed who can create conditions so that all components are interrelated and can work together well to achieve school goals. Two important aspects of educational activities that need to be considered by administration/management are aspects of educational goals (national, institutional and instructional) and components or factors that support the success of providing education to achieve the stated institutional goals. Based on these two aspects, management/administrative strategies need to be regulated or created through the necessary processes so that national, institutional and instructional goals can be achieved effectively and efficiently. (Budiono, 2019)

Developed countries are demonstrated by the quality of their human resources produced through education. Indonesia, as one of the countries with the largest population in the world, is on its way to becoming a large and developed country through education. The change in the government system from centralization to decentralization or better known as regional autonomy gives great hope to every formal educational institution or school to develop and improve its quality in accordance with school conditions. By adopting management patterns in western countries, school-based management, which is better known as school-based management and adapted to the conditions of Indonesia, it is hoped that it will be able to provide freedom for schools to improve the quality of all activity programs in schools, without waiting for orders from the central government or area. (Anisa & Effane, 2022)

efforts to improve teacher performance in schools. The method used in writing this scientific article uses library research. Data was collected through text studies and relevant research results. Data analysis is carried out in the following steps: First, the data that has been collected is classified based on the formulation of the problem being studied. Second, the data studied qualitatively was analyzed using content analysis. Third, based on the results of data analysis and interpretation, conclusions are drawn which are accompanied by suggestions. The results of the literature study show that. First, the principal's transformational leadership plays a very important role in efforts to improve teacher performance. Second, the principal is able to make changes by providing strong motivation to teachers, facilitating teachers, carrying out innovations and having a strong determination to advance and develop teacher performance in an effort to improve the quality of student learning. Key words: principal's transformational leadership, teacher performance. (Angelina, 2021)

Effectiveness is something that shows the level of achievement of a goal. Teacher performance is the act of displaying or carrying out an activity, in this case the teacher's main task is teaching. An effective teacher must have extensive knowledge, have an attitude that supports the teaching and learning process and relationships between humans that are not engineered, master knowledge in the subject to be taught, have technical skills regarding learning that make it easier for students to learn. And must be a leader, innovator, motivator and so on. (Asiah, 2016)

## **Conclusion:**

Based on the analysis from the previous chapter in this research, it can be concluded:

1. There is a significant positive influence of school management on teacher performance at Bina Pangudi Luhur Vocational School. Where  $t_{count} > t_{table}$  or  $14.053 > 2.03951$  then  $H_0$  is rejected and  $H_a$  is accepted, whereas
2. The magnitude of the influence of school management on teacher performance at Bina Pangudi Luhur Vocational School. Seen from the Determination Coefficient, it is found that the

contribution of the influence of school management on teacher performance is 86.4%, while the remainder is the relationship between other factors such as price, promotion, and so on which the author did not examine.

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