

Correlation Among Knowledge of Scholl Based Management, Self-Concept, and Teaching Motivation with Teacher's Performance

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Abstrak: Tujuan penelitian untuk mengetahui apakah terdapat keterkaitan yang signifikan antara pengetahuan guru mengenai manajemen berbasis sekolah, konsep diri, dan motivasi mengajar dengan kinerja guru di SMP. Hasil penelitian menunjukkan: (1) terdapat hubungan yang signifikan dan positif antara pengetahuan guru mengenai manajemen berbasis sekolah dengan kinerja guru. Sekitar 30,5% skor varian kinerja guru dapat dijelaskan oleh varian pengetahuan guru mengenai manajemen berbasis sekolah. (2) terdapat hubungan yang signifikan dan positif antara konsep diri dengan kinerja guru. Sekitar 36,2% skor varian kinerja guru dapat dijelaskan oleh varian konsep diri. (3) terdapat hubungan yang signifikan dan positif antara motivasi mengajar dengan kinerja guru. Sekitar 40,1% skor varian kinerja guru dapat dijelaskan oleh varian motivasi mengajar. (4) terdapat hubungan yang signifikan dan positif antara pengetahuan guru mengenai manajemen berbasis sekolah, konsep diri, dan motivasi mengajar dengan kinerja guru. Sekitar 62,5% skor varian kinerja guru dapat dijelaskan oleh varian pengetahuan guru mengenai manajemen berbasis sekolah, konsep diri, dan motivasi mengajar.

Kata Kunci: manajemen berbasis sekolah, konsep diri, motivasi mengajar, kinerja guru

Abstract: The aim of this research is to find out the significant level empirically to correlation among teacher's knowledge about school based management, self-concept, and teaching motivation with teacher performance at junior high school. The analyse result shows, (1) positive and significant correlations between teacher's knowledge about school based management and teacher performance. Approximately 30.5% of teacher performance variant score could be explained by teacher knowledge about school based management. (2) positive and significant correlations between self-concept and teacher performance. About 36.2% of teacher performance variant score could be explained by self-concept variant. (3) positive and significant correlations between teaching motivation and teacher performance. Roughly 40.1% of teacher performance variant score could be explained by teaching motivation variant. (4) positive and significant correlations among teacher knowledge about school based management, self-concept, and teaching motivation with teacher performance. About 62.5% of teacher performance variant score could be explained by teacher knowledge about school based management, self-concept, and teaching motivation variants.

Keywords: school based management, self-concept, teaching motivation, teacher performance



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Various problem of education have to face by Indonesian nation so that to cause inferior

education in Indonesia. The problems that face include not yet spread chance to get education, means to improve quality education, inferior graduation in every

unit and level education, especially in base and middle level education, management problems with dezentralization education. Various means to improve quality education have already done include through education and training to improve competency of the teacher, supplying book and subject instrument, supplementary and repair medium infrastructure of the school together with repair of school management.

School based management to form exactly option to surmount education problem in Indonesia. Application of this school based management give chance to create the autonomy of the school in manage their school. The autonomy that have by the school will make know more the power, weakness, chance, and threat for themselves. So that school can optimize all of source that they have for quality improvement. Application of school based management in Indonesia nowadays clarify and in form school based quality improvement management (MPMBS). Beside of that the appression form foremost institution in education activity that the aim to give autonomy/work out, flexiblility and source to improve quality of the school. Education Departement South Lampung, as responsible institute above education always continual to perform various means to improve education quality especially in south Lampung regency.

The low indicator of quality education thereabouts are graduation percentage and score average national examination that still low, especially for junior high school. Report of result of National Last Examination (UAN) SMP/MTs, SMA/MA and SMK country school year of 2003/2004, position SMP in South Lampung regency still avaliable to the ninth. This case mean, that education quality of SMP at South Lampung Regency still low. The low of quality education related with teacher's dedication that still low, that basically influence by competence of the teacher in education process.

One of means quality education improvement in South Lampung Regency is the application of School Based Ouality Improvement Management (MPMBS) implementation of quality improvement programme with MPMBS approximation at level junior high school (SMP) at South Lampung start of year 2000 until 2004 to have 20 SMP country and private. Every

SMP that dividend to become path school give fund grating which named Operation Quality Management Subsidy (BOMM), as feint fund in order to the school able to search break through to improve quality, all at once as feint in order to the school to be able more to dig up participation of society. This path school MPMBS besides to obtain BOMM, also get technical guidance subsidy form Education First Continuation Directory (PLP) Jakarta.

With the available of implementation MPMBS programme at school to give high impact for school society include is teacher. Because one of education quality improvement at school fixed by teacher, so teacher role in implementation MPMBS programme is very important. Quality improvement of education activity that mean is improvement teacher's dedication. Therefore wide knowledge about school based management is very important to have by teacher. Another factor that assumption to be able to influence teacher's dedication are self concept and work motivation of teacher. Based on identification problems that explanation, to describe there are some aspects that possible to become causation of problems appear that to be able to influence teacher's dedication are (1) teacher's knowledge about school based management, (2) self concept, (3) teaching motivation as free variable, and (4) teacher's dedication as tied up variable.

This writing have purpose to know: (1) Relationship between teacher's knowledge about school based management with teacher's performance at junior high school (SMP) that implement School Based Ouality Improvement Management (MPMBS). (2) Relationship between self concept with teacher's performance at junior high school (SMP) that implementat School Based Ouality Improvement Management (MPMBS). (3) Relationship between teaching motivation with teacher's performance at junior high school (SMP) that implement School Based Ouality Improvement Management (MPMBS). (4) Relationship between teacher's motivation with school based management, self concept and teaching motivation with teacher's performance at junior high school (SMP) that implement School Based Ouality Improvement Management (MPMBS).

METHOD

Research be held at junior high school (SMP) both country and private that implementation School Based Ouality Improvement Management (MPMBS) in South Lampung Regency at year 2005.

Methods that use in this research is survey with correlation approximation. This research to use three free variable that are teacher's knowledge, self concept and teaching motivation. Precisely the tied up variable is teacher's performance. This research design to be able to show at this figure:

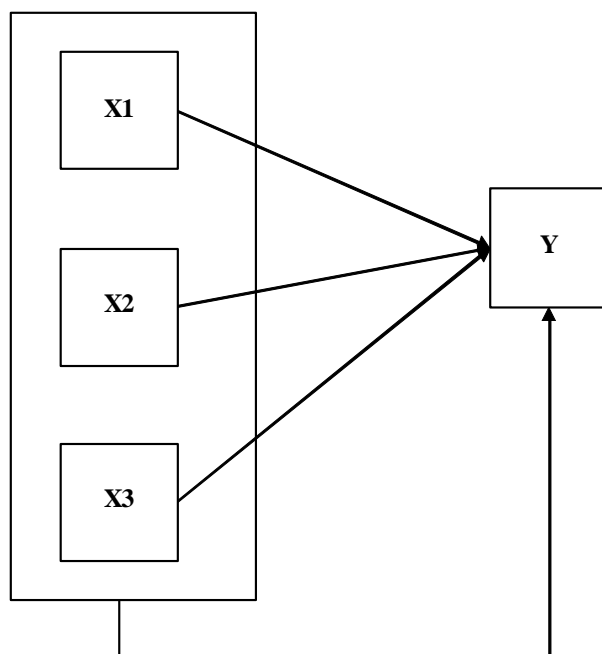


Figure 1. Constellation Relationship Between Variable

Keterangan:

- X_1 = teacher's knowledge about school based management.
 X_2 = self concept.
 X_3 = teaching motivation
 Y = teacher's performance

Population in this research is teacher at junior high school (SMP), precisely achievable population is teacher at junior high school (SMP) that to implement School Based Ouality Improvement Management (MPMBS). Withdrawal sample, be held with to take 10% from achievable population amount that are 110 teachers (Arikunto, 1998). Amount certainly of teachers for each school with certainly proportion concordant with amount if teachers that

research. Amount of sample for each school get with formula:

$$N = \frac{n}{S} \times 110$$

N is amount of sample at each school

n is amount of teachers at each school

S is amount of teachers at path school MPMBS

In this research technique data collect that use with quisioner, this answer choose use linkert scale. Collected data that analysis use method descriptive statistics and inferential statistics. Descriptive statistics use to describe research data with table and histology graph. Research hypothesis tested use technique linier regression experiment and simple correlation.

RESULT

Correlation Teacher's Knowledge about MBS with Teacher's Performance

Analysis result sample linier regression from output programme SPSS version 10.00 toward pair research data between variable teacher's knowledge about MBS (X_1) with teacher's performance (Y).

Tabel 1. Output SPSS untuk Korelasi dan Regresi X_1 dengan Y

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	
1	(Constant)	46.715	2.681		17.422
	Pengetahuan Guru Mengenai MBS (X_1)	.929	.135	.552	6.880

a. Dependent Variable: Kinerja Guru (Y)

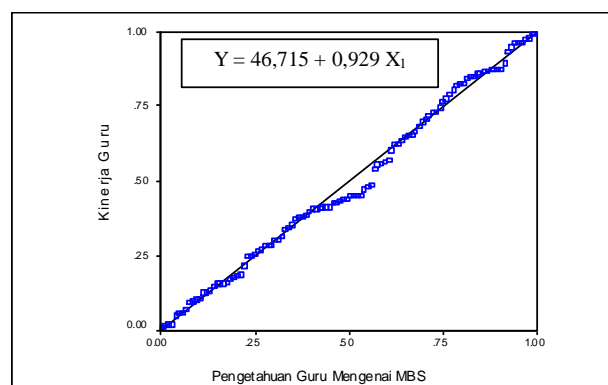


Figure 2. Regression Line $y = 46,715 + 0,929 X_1$

Correlation Between Self Concept with Teacher's Performance

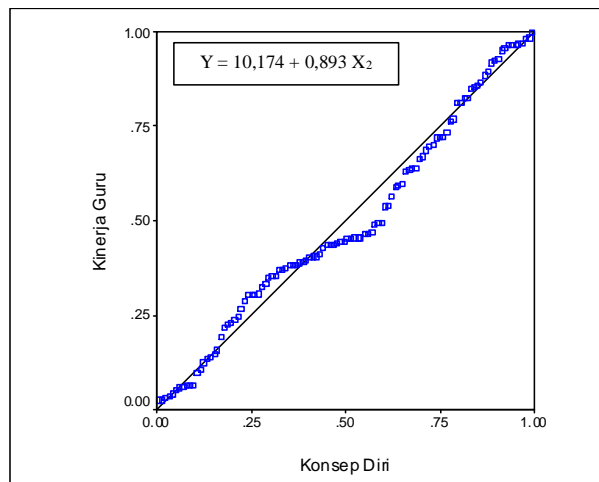


Figure 3. Regression Line $v = 10,174 + 0,893 X_2$

Correlation Between Teaching Motivation with Teacher's Performance

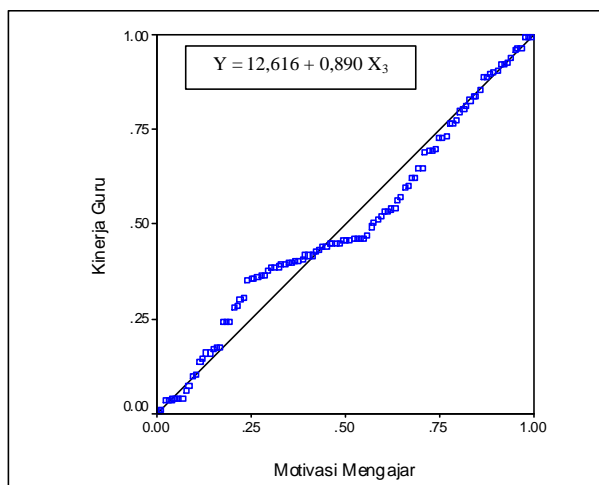


Figure 4. Regression Line $v = 12,616 + 0,890 X_3$

Correlation Between Teacher's Knowledge about MBS, Self Concept and Teaching Motivation Together with Teacher's Performance

DISCUSSION

Analysis results of the previous hypothesis examination can conclude that there are positive correlation between Teacher's Knowledge about MBS (X_1), Self Concept (X_2) and Teaching Motivation (X_3) separately although together with

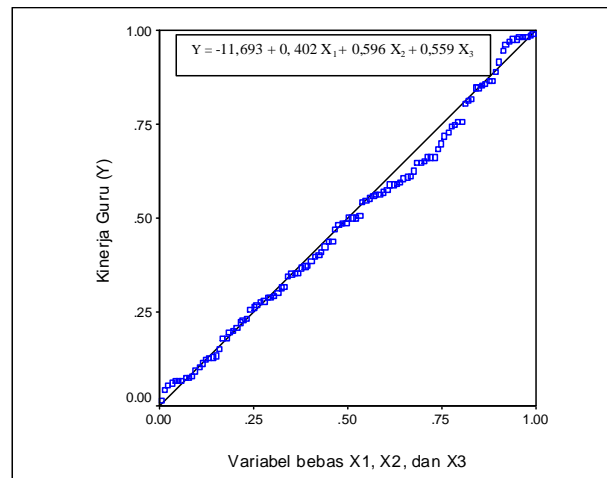


Figure 5. Regression Line $v = -11,693 + 0,402 X_1 + 0,596 X_2 + 0,559 X_3$

teacher's performance (Y). This case show from all of correlation coefficient number and determination from results hypothesis examination above marked positive, separately although together. More details analysis results and hypothesis examination can explain.

First Hypothesis, explain there are positive correlation between teacher's knowledge about MBS with teacher's performance. This case show with correlation coefficient in the amount of 0,552. The big contribution of teacher's knowledge about MBS with teacher's performance show with determination coefficient in the amount of 0,305 or 30,5%. In other words teacher's knowledge about MBS have contribution in the amount of 30,5% toward teacher's performance, the rest 69,5% are contribution from another factors. Factor of teacher's knowledge about MBS in improve teacher's performance are big enough, where variable components of teacher's knowledge about MBS to include: (1) knowledge about technical term, (2) knowledge about special event, (3) knowledge about convention, (4) knowledge about direction and sequence, (5) knowledge about classification, (6) knowledge about criteria, (7) knowledge about methodology, include: (a) foundation concept, (b) implementation, and (c) monitoring and evaluation.

The big contribution of teacher's knowledge about MPMBS will very big when knowledge information about MPMBS get quickly, precisely and correct by

teacher. This case is connected with application concept strategy MPMBS at school, so that not happen obscurity concept MPMBS. Finalize phase of implementation MPMBS at South Lampung Regency are 1) socialization phase, 2) piloting phase and 3) desirable phase. Each clarification are as this: (1) Socialization phase, substantive manner the socialization concept of MPMBS to all furrow education service of South Lampung Regency and stakeholder, wisdom that become centre authority, district and school, changing of correlation pattern subordination, changing of attitude and behavior bureaucracy leader although society, rule regulation and transparent together with accountability. (2) Socialization phase become very important cause the wide area at South Lampung Regency especially district that difficult to reach by mass media although electronic. geography phase South Lampung Regency that wide make difficult information stream exactly. Piloting phase, implementation concept MPMBS be held with examination model with programme gift help BOMM to 20 path school MPMBS and 13 school target from 162 SMP in South Lampung Regency. Expected with this school attempt concept MPMBS able to understanding by school party. Output that expected from this attempt include quality improvement of academic although non academic together with some innovation at school. (3) Desirable phase, this process need some phases that caused by condition of area that wide and school amount more enough together with variability that various. This phase also very definite by the big of budget that sufficient, facility and finance of district government.

The implementation phase MPMBS not yet able whole be held at South Lampung Regency, so that information about concept MPMBS can not receive well by school. Beside that case the less power source that have competency to deliver concept MPMBS to the school form valuable obstacle. Improvement teacher's knowledge about MPMBS must resources more better in order to increase teacher's. How big contribution that give by teacher's knowledge about MBS will always influential toward teacher's performance. Because of that, the increase that happen to teacher's knowledge about MBS will support toward improvement teacher's performance.

Contradictory of result hypothesis examination above, so to increase teacher's performance to junior high school (SMP) that implement MPMBS namely path school and target school at South Lampung Regency. There are need quality improvement of teacher's knowledge about MBS. Therefore necessary effort to improve teacher's knowledge about MBS. The effort that able to go although to cultivate teacher's knowledge about MBS among them with teacher have: knowledge about technical term, special event, convention, direction and sequence, classification and category, criteria, and methodology.

Second Hypothesis, to declare there are positive correlation between self concept with teacher's performance. This case show with correlation coefficient in the amount of 0,602. The big contribution of self concept toward teacher's performance show with determination coefficient in the amount of 0,362 or 36,2%. In other word self concept have contribution in the amount of 36,2% toward teacher's performance, the rest 63,8% to form contribution from another factors. Self concept factor high enough give contribution to teacher's performance, where the indicator inside to include: self confidence, and self respect of teacher. How big contribution that give by self concept will always influential toward their performance. Therefore, the improvement of self concept will support toward that improvement of teacher's performance.

The conclusion that get from result hypothesis examination of this research that to improve teacher's performance so self concept necessary to get attention. Self concept of teacher at junior high school (SMP) that be held MPMBS namely path school MPMBS and target school at South Lampung Regency, to improve their performance with maximally. To reach target that expected in improvement teacher's performance necessary have high self concept, so that teachers able to implement their duty well, to take initiative in implement their duty.

Third hypothesis, to declare there are positive correlation between teaching motivation of school with teacher's performance. This case show with correlation coefficient in the amount of 0,6333. The big contribution teaching motivation of school toward teacher's performance show with determination

coefficient in the amount of 0,401 or 40,1% toward teacher's performance, the rest 59,9% to form contribution another factors. Teaching motivation factor give high enough contribution in improve teacher's performance, where teaching motivation variable to include aspects: hope, reward, prestige, and work correlation. How big contribution that give by teaching motivatio always influential toward teacher's performance. Therefore, improvement toward teaching motivation will support toward that teacher's performance.

Conclusion which get from this research that for improve teacher's performance so need attention to teaching motivation. Improvement of teaching motivation to become motion effort or stimulate power that create there are wish to perform activity in apply their duty as a teacher, that be held systematically, repeated, continual, progressive to reach purpose that they want.

Fourth Hypothesis, to declare there are positive correlation between teacher's knowledge about MBS, self concept and teaching motivation together with teacher's performance. This case show with correlation coefficient in the amount of 0,791. The big contribution that give teacher's knowledge about MBS, self concept and teaching motivation together toward teacher's performance show with determination coefficient in the amount of 0,625 or 62,5%. In other word, teacher's knowledge about MBS, self concept and teaching motivation together have contribution in the amount of 62,5% toward teacher's performance, the rest 37,5% to form contribution from another factors. The big or little contribution that give by teacher's knowledge about MBS, self concept and teaching motivation together will influence toward teacher's performance. Therefore there are improvement teacher's knowledge about MBS, self concept and teaching motivation together will support improvement toward teacher's performance.

The conclusion can get from this research hypothesis examination is for improve teacher's performance, so necessary improvement teacher's knowledge about MBS, self concept and teaching motivation. The improvement of teacher's knowledge about MBS, self concept and teaching motivation together will give valuable contribution toward teacher's performance. Moreover teacher's performance can more increase

to go through improvement teacher's knowledge about MBS, self concept and teaching motivation. The effort to improvement teacher's performance and in the end will improve quality education not only become teacher's duty itself, but also become government's duty and society to improve their part.

CONCLUSION AND SUGGESTION

Conclusion

Teacher's knowledge about MPMBS have strong correlation toward teacher's performance, when teacher's knowledge about MPMBS is high so teacher's performance also high, like otherwise if teacher's knowledge about MPMBS low so teacher's performance also low.

Self concept of teacher have strong correlation toward teacher's performance, when teaching motivation of teacher high so teacher's performance also high.

Teaching motivation of teacher have strong correlation toward teacher's performance, when teaching motivation of teacher high so teacher's performance also high.

Suggestion

For teacher, wish always effort to improve knowledge that related with management especially MPMBS and always improve their self concept namely improve self confidence and self respect, so that teacher have high conviction to implement their duty to teach well.

For school, wish headmaster make efficiency to teacher in every school activities. Participation of the teacher in activity will give feeling follow to own and responsible on school programme. The creation of condusive learn environment will give motivation to the teacher in implement effective study. Give more responsible, give reward and punishment that concordant, to follow teacher in various training and scientific meeting with give chance get good career ladder can improve self concept of teacher with improve their teachng motivation, finally improve their performance.

For government, especially education service wish effort to allocate tool and infrastructure of school with widen access to receive it. In implementation of training activity, navy yard and scientific meeting, wish

to come in subject matter that related with MPMBS, self concept and teaching motivation.

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