

The effectiveness of teacher work between permanent and non-permanent teachers on the implementation of school- based management in Muhammadiyah Metro elementary school

By Agus Sujarwanta

Full Length Research Paper

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The effectiveness of teacher work between permanent and non-permanent teachers on the implementation of school-based management in Muhammadiyah Metro elementary school

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The study aims to obtain empirical evidence of the differences in the effectiveness of work on several aspects, including preparing and planning learning activities, the implementation of public administration, responsibility, and task. The study was carried out between the two groups, which were permanent and nonpermanent teachers in Muhammadiyah Metro Elementary School. The research was conducted in Muhammadiyah Metro Elementary School, Metro Center, Metro City of Lampung Province. The duration of the study was five months during February to June 2016 in the even semester of the 2015/2016 School Year. The ex-post facto method was used in this research. The population in this study was the teachers of Muhammadiyah Metro Elementary School. The sample used originated from two group which were: The permanent teacher and the nonpermanent teacher. The sample was taken based on the quota of each sample of 7 people with the total sample amounting to 14 people. Data collection on the effectiveness of teacher work was done using the assessment sheet by the school principal. The data of the research were analyzed using the nonparametric statistical technique, Mann Whitney test. The conclusions obtained in this study are: There is a significant difference between the effectiveness of work between permanent teachers and non-permanent teachers on the aspects of preparing and planning the learning activities; there is no significant difference in the effectiveness of work between permanent and non-permanent teachers on the aspects of general administration implementation; and there was no significant difference in the effectiveness of work between permanent teachers and non-permanent teachers on the aspects of responsibility and duties.

Key words: Teacher's work effectiveness, permanent teachers, non-permanent teachers, school-based management.

INTRODUCTION

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In the Law of the Republic of Indonesia, Number 20 of 2003 on the National Education System, it is mentioned

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that education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners can actively develop their potential to have spiritual power, self-control, personality, intelligence, noble character, as well as the skills, which were required for himself, the society, and the nation. This means the teacher's role in education can not be ignored.

The good achievement in the development of the education sector can not be separated from the role of teachers. Teachers play an important role in preparing learners towards facing their future. The effectiveness of the task implementation of the teacher leads to the implementation of teaching tasks in accordance with certain procedures, techniques, and methods to obtain learning outcomes in accordance with the goals set. Moreover, the improvement of education quality is determined by the readiness of human resources involved in the education process.

Therefore, the teachers are required to have the effectiveness of work that should able to provide and realize the expectations and wishes of all parties that are involved, especially the general public who have trusted the school institutions and teachers in fostering their children as learners. If the effectiveness of teacher work is not achieved, it will lead to students obtaining low quality education. Achieving the quality of good education is strongly influenced by the effectiveness of teachers in performing their duties so that the effectiveness of the teacher's work becomes an important factor in order to succeed in the educational process.

Behind the achievements and progress of Muhammadiyah Metro Elementary School today, there are still some obstacles or problems that are encountered. Among them are lack of adequate facilities and school infrastructure to serve the process of learning activities with the number of students of about 1,098. Among them are the language and science laboratory facilities that are not yet available, according to minimum standards. The volleyball and basketball fields are not available; schoolyard and vehicle parking area are narrow and limited, so there is often congestion at the time of picking up students which make the school environment less comfortable.

In addition, not all of the teachers and employee have understood the importance of implementing school-based management for improving the effectiveness of school management to ensure the quality of learning services, especially for the board of teachers and employees who recently joined and worked in Muhammadiyah Metro elementary school. Another problem is the lack of optimal application in the components of school-based management in the school. Based on this background, the researchers are interested in conducting research in Muhammadiyah Metro elementary schools that have implemented school-based management as an effort to improve the effectiveness of a teacher's work. These activities are part of the school management in realizing

the quality of primary school education. 3

The term "school-based management" first appeared in the United States when people began to question the relevance of education to the demands and the development of local communities; whether the learning process is in accordance with the needs of local communities. School-based management is a new paradigm of education, which provides broad autonomy at the school level with community participation, within the framework of national education policy. Autonomy is given to schools to freely manage their resources (human resources and source of funds) by allocating them in accordance with the priority needs that are expected to be more responsive to local needs.

The concept of school-based management, according to Danim (2014), is defined as a "work process done by the school community by applying the rules of autonomy, accountability, participation, and sustainability in order to achieve the quality of education and learning objectives". The process of managing the school is done continuously by involving the entire components and stakeholders.

Meanwhile, according to Slamet (2014), the term school-based management comes from three words: management, based, and school. Management is the coordination and harmonization of the resources through a number of management units to achieve the goals or to fit the customer needs. The word "based" means "based on" or "focused on". The school is the lowest organization in the Department of National Education who is charged to provide the learners with the provision of "basic skills" on the basis of legalistic (macro, meso and micro) and professionalism (Daryatno, 2013).

Associated with the principle of school-based management, Usman (2016) states that there are several principles that need to be considered in implementing School-Based Management which was abbreviated as KB, the principles are as follows:

1. Commitment, the principals and school residents must be strong in mobilizing all school residents to have school-based management.
2. Readiness, all school residents must be physically and mentally ready for school-based management.
3. Engagement, effective education involving all parties to educate the learners.
4. Institutional, school as an institution is the most important unit for effective education process.
5. Decisions, all school decisions are made by those who really understand the education process.
6. Awareness, teachers should have the awareness to assist in decision-making educational programs and curriculum.
7. Independence, the school must be given autonomy, and can be independent in making decisions regarding allocation of funds.
8. Resilience, the change will last longer if it involves school stakeholders.

Based on some opinions about the basic principles of school-based management aforementioned, it can be concluded that school-based management is executed based on governance /management division of tasks and modern with clear authority, the power of institutional mission and vision, the principles of decentralization policies, and decision/decisions made collectively by involving all school stakeholders to realize the independence and resilience of the school.

The implementation and success of the educational process at all levels and units of education is largely determined by 10 teacher factors, resulting in low teacher quality which will have an impact on the low quality of education (Hamalik, 2014). The implementation and success of the educational process at all levels and units of education is largely determined 10 teacher factors, resulting in low teacher quality which will have an impact on the low quality of education (Hamalik, 2014).

In schools, teachers are the main force in addition to other education personnel who determine the good and bad quality of education, so the effectiveness of teacher work needs special attention. This urgency is impossible to negotiate because the key to improving school quality is the quality of the teacher (Tilaar, 2016). Therefore, teachers are required to work professionally in running the task of learning in the classroom.

Professional teachers will be committed to their tasks, and having high sense of responsibility for creating effective learning in schools. Teachers can perform tasks according to their roles and functions in the education process. Then it is expected that the teacher will be able to teach their subjects excellently in order to achieve the purpose of education in the school. The terminology "work effectiveness" consists of the concept of "effectiveness" and "work". The concept of effectiveness has been described earlier.

While the concept of work according to Armstrong (2013) "involves the exertion of effort and the application of knowledge and skills 22 achieve a purpose". Work process will involve the effort and the application of knowledge and skills to achieve the goals to be achieved. Meanwhile, Schermerhorn et al. (2013) revealed the concept of work seen from the involvement of individual work as follows:

"Job involvement is the extent to which an individual is dedicated to a job". Job involvement is the extent to which a person can dedicate himself to his work.

Champoux (2015) defines the effectiveness of work as:

5 "Work effectiveness is the behavioral outcome closely associated with internal work motivation. Internal work motivation is a feeling of self-reward from doing the job itself. Work effectiveness is the result of behavior most closely related to internal work motivation. The motivation of internal work is a feeling of self-esteem for the

achievement of the work that has been done by themselves. The effectiveness of teacher work, in this concept, is understood as the effectiveness of the implementation of teaching tasks.

According to Kyriacou (2014):

6 Effective teaching can be defined as intentional teaching by pupils intended by the teacher. In essence, there are two simple elements to effective teaching:

1. The teacher must have a clear idea of what learning is.
2. A learning experience is set up and delivered.

Furthermore, Kyriacou (2014) explains that effective teaching as a successful teaching achieves a learning that is in accordance with the wishes (expectations) of students and teachers. Basically, there are two simple elements for effective teaching:

1. The teacher must have a clear idea about what lessons should be taken into coaching, and
2. A learning experience that is set up and delivered in order to achieve this goal.

Furthermore, Brophy et al. (2014) identifies 10 (ten) "characteristics of effective teaching" described as follows:

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1. Clarity of the teacher's explanations and directions.
2. Establishing a task-oriented classroom climate.
3. Making use of a variety of learning activities.
4. Establishing and maintaining momentum and pace for the lesson.
5. Encouraging pupil participation and getting all pupils involved.
6. Monitoring pupils' progress and attending quickly to pupils' needs.
7. Delivering a well-structured and well-organized lesson.
8. Providing pupils with positive and constructive feedback.
9. Ensuring coverage of the educational objectives.
10. Making good use of questioning techniques.

This quotation describes ten effective teaching characteristics such as: clarity of delivery and direction from the teacher, building a task-oriented classroom climate, creating varied learning activities, building and sustaining momentum and steps for mastery of learning, encouraging the participation of learners for the entire members to be involved In the learning process, to monitor the progress and give immediate response to all the needs of the learner, deliver the lessons in a structured and well-organized pattern, providing the learners with positive and constructive feedback, ensuring the coverage of educational goals, and able to create and use the questioning techniques.

The effectiveness of the teacher's work illustrates the extent to which the teacher can carry out the task the principal has given to him. Among others, to educate, teach, guide, train, and provide learning motivation to learners, in order to achieve the goals of learning in school. The implementation and completion all of the duties, is an illustration of the degree/level to which he is capable of performing his duties.

A teacher is expected to work effectively when the tasks assigned to him is accomplished according to procedures, methods, and techniques and achieve maximum results in accordance with the objectives of learning. In the context of this research, the operational effectiveness of teachers is the implementation of teacher duties that cover three aspects.

First, the administrative aspect of education that includes preparing and planning learning activities; second, is the general administration, namely, filling and signing the attendance register; and third, which is an aspect of responsibility and duty.

METHODOLOGY

This research is conducted on elementary school education unit, that is Central Metro Muhammadiyah primary school in Metro City which has implemented school based management in improving the effectiveness of school management.

The study was conducted on an even semester of the 2015/2016 lesson year, from February to June, 2016.

The research method used is an ex-post facto method. The independent variable is the attribute of teacher status. The status of teachers is based on administrative aspects, divided into groups of permanent and non-permanent teachers. While the dependent variable is the effectiveness of teacher work. Instrument used as a data collector, is the principal's assessment sheet in the form of a teacher activities list, which consists of; first, the administrative aspect of education that constitutes composing and planning learning activities:

1. Annual program
2. Semester program
3. Syllabus
4. Preparation for teaching
5. Discipline student absences
6. Providing recapitulation at the end of the month
7. Create a schedule of lessons list, picket, and school order.

Second, implement the general administrative aspects, namely:

1. Filling out and signing the attendance register
2. Filling the teacher's picket book on the weekdays
3. Complete the administration that is related to the individual duties and responsibilities.

Third, an aspect of responsibilities and duties, including:

1. Present 15 min before the lesson begins
2. Conducting counseling guidance and follow-up programs
3. Teaching professionally, both in the use of teaching aids, methods, strategies and teaching techniques
4. Do not perform actions that harm the students in teaching process
5. Maintain order in action, in every learning activity

6. To maximize the implementation and success of all school's programs

7. Performing the duties as a picketing teacher

8. Submit the teaching preparation paper to the vice principal of the curriculum department.

The teachers' effectiveness assessment sheet instrument is developed with reference to content effectiveness analysis and 18 mination conducted by the learning expert. The population in this research is Muhammadiyah Metro elementary teacher amounted to 14 people. Categorized by their attribute, the population are separated into two groups: the teacher's who are permanent employee of foundation consist of 7 people and the teacher who are not permanent as much as 7 people. Because the number of population is small and not determined by probability sampling technique, the data analysis used was non parametric statistics namely Mann Whitney test. This data analysis test method was chosen because the two samples, are different and the tested sample were totally independent.

RESULTS

School profile

The history of the implementation of school-based management undertaken by Muhammadiyah Metro Elementary School which began in 2001, has shown a positive impact on the change and development of the school until this research was conducted. Muhammadiyah Metro elementary school has a , "The realization of Muhammadiyah Metro elementary school as a superior school in achievement and noble character". Administratively, managed by Muhammadiyah Company, Muhammadiyah Metro Elementary School has become one of the leading private education institutions in Metro City. Many achievements have been achieved both academic achievement and non-academic achievement.

The results of self-evaluation of the implementation of school-based management governance of national education standards in Indonesia determined by the National Education Standards Agency in Indonesia can be summarized in Figure 1. From Figure 1, it can be explained that by using the minimum scale range of 1 and the maximum value is 3, then the results of self-evaluation of the implementation of school-based management obtained an overall average of 1.70, in other words, this achievement gives a proportion of 56.67%. The proportion of school-based management achievement in Muhammadiyah Metro elementary school is arranged in order based on the biggest value as presented in Table 1.

In the Table 1, it appears that there are 3 (three) standards whose achievements 15 below the total average, namely: assessment standards, graduate competency standards, and standards of educators and education personnel. Standards that are specifically concerned with the teachers and employees are the standards of educators and education personnel.

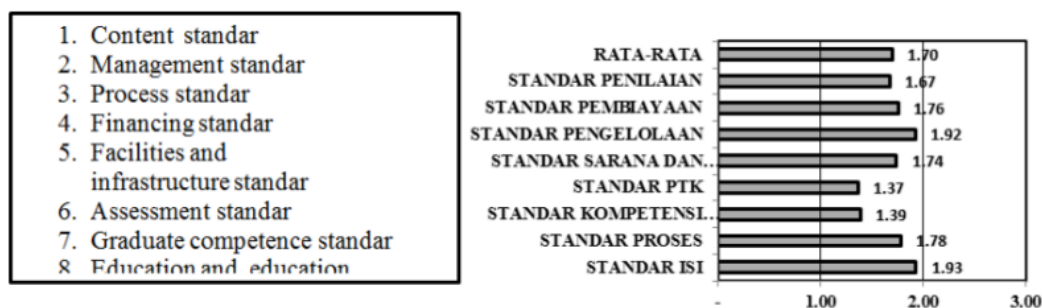


Figure 1. Self-evaluation of elementary school Muhammadiyah Metro, Center Metro, Metro City, Lampung Province in the school year 2015/2016.

Table 1. The order of proportion of achievements of school-based.

National standar	Management implementation	
	Score	Proportion (%)
Content standar	1.93	64.33
Management standar	1.92	64.00
Process standar	1.78	59.33
Financing standar	1.76	58.67
Facilities and infrastructure standar	1.74	58.00
Assessment standar	1.67	55.67
Graduate competence standar	1.39	46.33
Education and education personnel standard	1.37	45.67

The proportion of its achievements in the implementation of school-based management is the lowest (1.37; 45.67%). This achievement is also below the total average proportion of 8 national standards of education that is achieved by the Muhammadiyah Metro elementary school (1.70; 56.67%). The profile becomes important for further tracking regarding educational standards, specifically the teachers. The administrative status of teachers in this study is divided into consisting of permanent and non-permanent teachers. The statistical analysis of the hypothesis test can be seen in the following report.

The hypothesis test result

First, the hypothesis test results intend to obtain empirical evidence that "there is a difference in the effectiveness of teachers' work on the aspects of composing and planning of teaching and learning activities between a group of permanent and non-permanent teachers of Muhammadiyah Metro elementary school, in the implementation of school-based management". Mann Whitney test using statistical package for social sciences (SPSS) 16.0

software for windows was used for data analysis. The obtained results are presented in Table 2.

The test results show that the value of Asymp. Sig. (2-tailed) = 0.009 < α = 0.05. This means that we reject H_0 at α = 0.05 then the hypothesis stating that "there is a difference between the effectiveness of teacher work on an aspect of arranging and planning of learning activity between permanent teacher and non permanent teacher of Muhammadiyah Metro elementary school in the implementation of school-based management" which was significantly tested.

The test results provide evidence¹ that the teacher's effectiveness between two groups (permanent and non-permanent teachers) in the implementation of school-based management in Muhammadiyah Metro elementary schools, on the aspects of composing and planning learning activities, is significantly different. The total score on the aspects of preparing and planning learning activities on permanent teachers group ($n = 7$) is 126 (85.71%). While on the same aspect, the total score of non-permanent teachers group ($n = 7$) is 104 (70.75%). With the results of the aforementioned test, the implementation of activities to arrange and plan the learning activities in permanent teachers group are better than the other group.

Table 2. Summary of Mann Whitney's test results on differences in teacher performance effectiveness on aspects of composing and planning the learning activities.

4-st statistics ^b	Effectiveness of teacher work
Mann-Whitney U	5.000
Wilcoxon W	33.000
Z	-2.628
Asymp. Sig. (2-tailed)	0.009
Exact Sig. (2*(1-tailed Sig.))	0.011 ^a

^aNot corrected for ties; ^bGrouping variable: teacher status.

Table 3. Summary of Mann Whitney test results on differences in the aspect of general administrative task implementation.

4-st statistics ^b	Effectiveness of teacher work
Mann-Whitney U	18.500
Wilcoxon W	46.500
Z	-0.791
Asymp. Sig. (2-tailed)	0.429
Exact Sig. (2*(1-tailed Sig.))	0.456 ^a

^aNot corrected for ties; ^bGrouping Variable: teacher status.

Second, the hypothesis test results are intended to obtain empirical evidence that "there is a difference in the effectiveness of teacher performance on the general administrative aspects between the groups of permanent teachers and non-permanent teachers of Muhammadiyah Metro elementary school in the implementation of school-based management". From the data analysis results with Mann Whitney test using SPSS 16.0 for windows software, we obtained the following results as presented in Table 3.

The test results show that the value of Asymp. Sig. (2-tailed) = 0.429 > $\alpha = 0.05$. This means we accept H_0 at $\alpha = 0.05$, then the hypothesis stating that "there is a difference of effectiveness of teacher performance in implementing the aspect of general administration, between the group of permanent teacher and non permanent teacher of Muhammadiyah Metro elementary school, in the implementation of school-based management" was not significantly tested.

The total score on the aspects of the implementation of general administration, in the group of permanent teachers ($n = 7$) was 54 (85.71%). While in the same aspect, the total score in the group of non-permanent teachers ($n = 7$) was 51 (80.95%). With the aforementioned test results, there is no statistically significant difference in the implementation of general administration in both groups (permanent and non-permanent teachers). The magnitude of the achievements of both groups is more than 80%, we can conclude that the implementation of general administration aspect in both groups are

equally excellent.

Third, the hypothesis test results are intended to obtain empirical evidence that "there is a difference in the effectiveness of teachers' performance in the aspects of responsibilities and tasks between the groups of permanent and non-permanent teachers of Muhammadiyah Metro elementary school in the implementation of school-based management". From the data analysis results with Mann Whitney test using SPSS 16.0 for windows software, we obtained the following results as presented in Table 4.

The test results show that the value of Asymp. Sig. (2-tailed) = 0.094 > $\alpha = 0.05$. This means H_0 is accepted at $\alpha = 0.05$ then the hypothesis stating that "there is a difference of effectiveness of teacher work on an aspect of responsibility and duty between the group of permanent teacher and non permanent elementary school Muhammadiyah Metro in the implementation of school-based management" was not significantly tested.

The total score on the aspects of responsibility and duty in the group of permanent teachers ($n = 7$) was 144 (76.19%). In the same aspect, the total score in the group of non-permanent teachers ($n = 7$) was 138 (73.02%). The test results aforementioned, have a meaning that the aspects of responsibility and duties on permanent teachers and non permanent teachers are not fixed there with no difference. The proportion of achievements in both teachers' status is more than 70%, it indicates the implementation on the aspects of responsibility and duties between the two teacher groups, both groups are

Table 4. Summary of Mann Whitney's test results on differences in aspects of responsibilities and tasks.

Test statistics ^b	Effectiveness of teacher work
Mann-Whitney U	12.000
Wilcoxon W	40.000
Z	-1.672
Asymp. Sig. (2-tailed)	0.094
Exact Sig. (2*(1-tailed Sig.))	0.128 ^a

^aNot corrected for ties; ^bGrouping Variable: teacher status.

Table 5. Differences in the effectiveness of teachers' work on aspects of preparing and planning learning activities between permanent and non-permanent teachers.

Indicator	Score		Information
	Permanent teacher (%)	Non permanent teacher (%)	
Preparing an annual program	18 (75.00)	13 (54.17)	Gaps
Preparing an semester program	17 (70.83)	11 (45.83)	Gaps
Compile syllabus	18 (75.00)	18 (75.00)	Similar
Preparation for teaching	19 (79.17)	17 (70.83)	Gaps
Protecting students' absences	18 (75.00)	11 (45.83)	Gaps
Create a recapitulation of data at the end of the month	18 (75.00)	17 (70.83)	Gaps
Make a list of lessons, pickets, and school rules	18 (75.00)	17 (75.00)	Gaps

showing equally good qualities.

From the three hypothesis test result aforementioned, we can obtain empirical evidence that in the implementation of school-based management in Muhammadiyah Metro elementary school, gaps are still encountered, specifically on the aspects of composing and planning the learning activities. In this case, the effectiveness of the teacher's performance of non-permanent teachers group, on the aspects of preparing and planning learning activities, need more attention in order to get improvement in the future.

DISCUSSION

From the results of the hypothesis test aforementioned, the concern to be discussed is the result of the first hypothesis test. The fact that the effectiveness of permanent teachers on aspects of preparing and planning learning activities are higher in the group permanent teachers compared with non-permanent teachers. The gap between the two can be seen through the scores of each indicator as presented in Table 5.

According to Table 5, it appears that from the seven indicators compiled, only one indicator has the quality of composing syllabus. While the six other indicators, namely the preparation of the annual program, preparing the semester program, preparation of teaching, discipline student absences, make data recapitulation at the end of

the month and make a schedule of lists of lessons, pickets, and school rules there are significant differences(gap).

In the group of non-permanent teachers, the six indicators are still under the group of permanent teachers, it is requiring more attention to improve them. Given the fact that there are still gaps in the aspects of preparing and planning learning activities, it should be understood that based on Government Regulation of the Republic of Indonesia number 19 of 2005 On National Education Standards, in Article 49 paragraph 1, it is necessary to increase the independence, partnership, participation, openness, and accountability of the school. School-based management model according to Sagala (2013), refers to two dimensions of understanding:

1. "The governance reform in school management" concerning the reform in school management, emphasize the importance of building school autonomy to respond to the stakeholder aspirations; and
2. "An overall push for curriculum and instructional reform" concerning curriculum development and teaching reform, opening opportunities for innovation development in teaching and learning process ".

These two understandings are actually a whole, in which the main orientation of school management change is aimed at improving the quality of teaching and learning. The idea of using a school-based management model as

an effort to reposition the real rules of the school or educational institution (back to basic). In this case, the role of the school is to provide its prime services (business core) in the implementation of teaching and learning process.

The role of schools in including community participation is something that needs more attention. This is due to the increased efficiency that can be gained through the flexibility of managing resources with community participation and simplification of bureaucracy while improving the quality can be gained through parent participation in the schools, the flexibility of school and classroom management, and increasing the professionalism of teachers and principals.

According to Mulyasa (2014), an increase in equalization among others can be obtained through increased community participation that enables governments to concentrate more on a particular group. This is possible because in some communities there is a growing sense of ownership of the school. In fulfilling the satisfactory learning service, the aspirations of the people must be accommodated in a particular place that is usually called "school committee" which aimed at improving the school performance, which is reflected in the formulation of vision, mission, goals, and priority programs of the school.

Conclusion

From the results of research that has been discussed earlier, it can be concluded that: first, there is a difference in the effectiveness of work between permanent and non-permanent teachers; where the difference lies in the aspects of composing and planning learning activities. The gaps in teachers that are non permanent are: indicators of preparing the annual program, preparing the semester program, preparing for teaching, disciplining the students' absence, making a recapitulation of data at the end of the month, and making a schedule of lesson lists, picket and school rules. Secondly, there is no difference in the effectiveness of work between permanent teachers and non-permanent teachers on the aspects of general

administration implementation. It can be stated that the administration of general administration has been carried out well equally by both teachers' groups. Third, there is no difference in the effectiveness of work between permanent teachers and non-permanent teachers on the aspects of responsibility and duty. It can be stated that teachers in both teachers' groups performed their responsibilities and duties excellently.

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CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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