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Jurnal Informasi Keagamaan,
Manajemen & Strategi

The Influence of Teacher Competence on Fiqh
Learning Outcomes in Class VIII at MTs.S Nurul
Iman

Desi Novita Sari, Yusuf Abdullah, Yunus Ismail

The Effect of Organizational Culture and Work
Environment on Job Satisfaction Through Work
Ethic

Intan Maulida Rizaldy, Tuty Sariwulan, Nadya Fadillah

Principal Management in Improving Teacher
Competency

Fitri Br Surbakti, Dahniar Ritonga, Muhammad Aji Amarta

Implementation of School-Based Management
in Improving the Quality of Education at MTs N 1
Padangsidempuan

*Wardatun Thaibah Marpaung, Dian Pratiwi Br. Marpaung,
Inom Nasution*

Publisher:

Yayasan Pendidikan Islam Akmalia

Jl. Pendidikan, Bandar Klippa, Kec. Percut Sei Tuan, Kabupaten Deli
Serdang, Sumatera Utara 20371



Indexing:

ISSN GARUDA Google Scholar



Jurnal Informasi Keagamaan,
Manajemen & Strategi

KATA SAMBUTAN

Assalamualaikum, Wr. Wb.

Puji syukur kami panjatkan ke hadirat Allah SWT karena atas rahmat dan karunia-Nya, Jurnal **IKAMAS: Jurnal Informasi Keagamaan, Manajemen, dan Strategi** dapat kembali hadir dalam edisi Volume 3 Nomor 2 tahun 2023. Kami mengucapkan terima kasih yang setinggi-tingginya kepada para penulis, reviewer, serta semua pihak yang telah berkontribusi dalam kelancaran penerbitan jurnal ini.

Edisi kali ini membawa beragam artikel ilmiah yang mengangkat berbagai aspek keagamaan, manajemen, dan strategi, yang diharapkan dapat memberikan kontribusi signifikan bagi perkembangan ilmu pengetahuan dan kehidupan masyarakat. Setiap artikel yang terpilih telah melalui proses seleksi ketat oleh tim editorial dan reviewer yang kompeten, sehingga dapat memenuhi standar keilmuan yang tinggi.

Kami berharap Jurnal **IKAMAS: Jurnal Informasi Keagamaan, Manajemen, dan Strategi** ini dapat terus menjadi wadah yang bermanfaat bagi para akademisi, peneliti, praktisi, dan semua pihak yang tertarik dalam bidang keagamaan, manajemen, dan strategi. Dengan kerendahan hati, kami menerima setiap saran dan kritik membangun untuk perbaikan jurnal ini ke depannya.

Terakhir, kami mendoakan semoga jurnal ini dapat menjadi sarana yang membawa berkah dan manfaat luas bagi pengembangan ilmu pengetahuan serta peradaban umat manusia.

Wassalamu'alaikum Wr. Wb.

Editor-in-Chief,

Prof. Dr. Amiruddin Siahaan, M.Pd

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IKAMAS: Journal of Islamic Education Management

Vol. 03 No. 02 (2023) pp. 329-337

ISSN: 2964-2388

Available online at <https://ikamas.org/jurnal/index.php/ikamas/index>

<https://doi.org/10.62361/ikamas.v3i2>

The Influence of Teacher Competence on Fiqh Learning Outcomes in Class VIII at MTs.S Nurul Iman

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ARTICLE INFO

Keywords:

keywords 1; *teacher competency*

keywords 2;

Learning outcomes

keywords 3; *Fiqh*

tickle history:

Received 2023-08-21

Revised 2023-09-12

Accepted 2023-11-17

ABSTRACT

Nowadays there are still teachers who have not graduated from the Faculty of Teacher Training and Education, even though educational background is important for a teacher. These weaknesses lead to the low quality of education. An academic educational background that does not meet the requirements can have a negative influence on the teacher's teaching style, attitudes and behavior in teaching, and educational abilities. A teacher must have competence in teaching so that the expected goals can be achieved optimally so that student learning outcomes are affected. This research uses a quantitative approach with data collection techniques using interviews, documentary observation and closed questionnaires using Likert scale measuring instruments. The research results reveal that there is a high influence of teacher professional competence on the learning outcomes of class VIII students at MTs. S. Nurul Iman Padang Reba .

ABSTRAK

Dewasa ini masih terdapat guru yang bukan tamatan Fakultas Fakultas Keguruan dan Ilmu Pendidikan padahal latar belakang pendidikan penting bagi seorang guru. Kelemahan-kelemahan tersebut bermuaralah pada rendahnya mutu pendidikan. Latar belakang pendidikan akademik yang kurang memenuhi syarat, dapat memberikan pengaruh kurang baik kepada gaya mengajar guru, sikap dan tingkah laku dalam mendidik, dan kemampuan mendidik. Seorang guru harus memiliki kompetensi dalam mengajar agar tujuan yang diharapkan dapat tercapai secara maksimal sehingga hasil belajar siswa ikut terpengaruh. Penelitian ini menggunakan pendekatan kuantitatif dengan teknik pengumpulan data menggunakan wawancara, observasi dokumentasi dan angket/ kuesioner tertutup dengan menggunakan alat ukur skala likert. Hasil penelitian mengungkapkan bahwa terdapat pengaruh kompetensi profesional guru yang tinggi terhadap hasil belajar siswa kelas VIII di MTs. S. Nurul Iman Padang Reba.

INTRODUCTION

Teachers are ideal figures, bearers of the norms and values of life in society and bearers of light for students in the life of science. Considering the large role of the teacher, the teacher's personality is revealed a lot in his daily behavior and is imitated by his students and seen by the surrounding community. A teacher needs knowledge about the what, why, and how of the process of student mental development, because he is a formal educator in schools whose role is to fill students' awareness, develop their mentality, shape their morals and build good and integral personalities, so that they will be useful for the homeland and the future. nation. As educators, teachers are one of the determining factors for the success of every educational endeavor. In order to teach effectively, teachers can improve student learning (quantity) and improve the quality (quality) of their teaching. Students' learning opportunities can be increased by actively engaging them in learning. Meanwhile, in improving the quality of teaching, teachers should be able to plan teaching programs and be able to use learning methods that are appropriate to the subject matter while also being able to do so in the form of teaching and learning interactions. Teachers must also be good role models so they can provide behavioral guidance to their students.

Competence in a way general means authority For determine And decide something (Baharun, 2017). In Article 1 paragraph 10 of Law No. 14 of 2005 concerning Teacher And Lecturer, 20 mentioned that competence is set knowledge, Skills And behavior Which must owned, lived And mastered Teacher or lecturer in carry out task professionalism (Awwaliyah, 2017).

In Dictionary Big Indonesia, definition Teacher is "person Which work, livelihood or teaching profession." The teacher is a figure who carries out the duties of teaching, educating and guiding. If These three qualities are not inherent in a teacher, so he cannot seen as a teacher. A teacher can also be interpreted as anyone who is responsible for the development of students (AhmadTafsir, 2004). Teachers also mean all people who are authorized and responsible for guiding and developing students (Djamarah, 2002). Teachers have the task of instilling true Islamic ideology in children's souls. Teachers not only provide a correct understanding of religious teachings, but are also expected to be able to build a religious spirit and character that is built through teaching the Islamic religion (Nata, 2005).

Constitution No. 14 year 2005 about Teacher and Lecturer Chapter 4 confirm that Teacher as agent learning function to increase quality education national. For can carry out function properly, teachers are obliged to have certain conditions, one of which is: among them are competence (Hamalik, 2003). Competence teachers matter too ownership knowledge teacher And ownership Skills as well as ability as Teacher in carry out task And not quite enough he answered as educator . Matter This in line with Whichstated in Government Regulation (PP) Number 74 of 2008 concerning Teacher, that "Competence is set knowledge, skills and behaviors that

must be possessed, internalized, mastered and actualized by Teacher in carry out professional duties a n " (RI, 2008).

Teachers, as one of the components in teaching and learning activities (KBM), have a position that really determines the success of learning, because the main function of teachers is to design, manage, implement and evaluate learning. Apart from that, the teacher's position in teaching and learning activities is also very strategic and decisive. Strategic because the teacher will determine the depth and breadth of the learning material, while critical is determining because the teacher will sort and select the learning material that will be presented to students. One of the factors that influences the success of a teacher's work is his or her performance in planning, implementing and evaluating the teaching and learning process.

Teacher will increase authoritative If learning accompanied by commendable and reflective values Teacher Which worthy of being a role model (Hatta, 2018). In detail supercompetence the can explained as following: a) Good personality competence and indicators essential: behave in accordance with legal norms, act in accordance with norm social, proud as Teacher, And own consistency in act accordingly norm; b) Subcompetence personality Which mature own indicator essential:displays independence in acting as an educator and has ethos Work as Teacher; c) Subcompetence personality Which wise own indicator essential:displays actions based on the benefits of students, schools, and society and demonstrate openness in thinking And Act; d) Subcompetence of an authoritative personality has essential indicators:have behavior that has a positive influence on students and have behavior respected; e) Personality subcompetence that has noble character and can be an example has essential indicators: acting according to religious norms (faith and piety, Honest, sincere, Like help), And have behavior Which emulated (Thalib, 2013).

Learning outcomes are the results of student learning activities that describe students' skills or mastery of teaching materials. Learning outcomes are usually expressed in test scores or grades given by the teacher (Mudjiono, 1994)or learning outcomes are changes in behavior obtained by students after experiencing learning activities. Acquisition of these aspects of behavior change depends on what the learner learns. Therefore, if students learn knowledge about concepts, then the change in behavior obtained is in the form of mastery of the concept. In learning, changes in behavior that must be achieved by students after carrying out learning activities are formulated in learning objectives.

Teachers are a motor for students to continue to move to improve their learning abilities at school so that children will be successful in their studies later. Children's success in learning is the teacher's success in educating them. To express learning outcomes, at least in the teaching and learning process, each teacher has their own views in line with their philosophy. To equalize perceptions, we should be guided by the applicable curriculum (Suparta, 2005). Knowing student learning outcomes allows teachers to: a) Assess student competency, whether the

predetermined goals have been achieved; b) Determine which goals have not been realized, so that appropriate corrective action can be taken; c) Obtain information on whether the teaching strategy used is appropriate or not; d) Determine student ranking in achieving agreed goals; e) Obtain information on whether the teaching strategy used is appropriate or not; f) Planning procedures for improving lesson plans (Djamarah, 2008).

In this way, the benefits of student learning outcomes for teachers can also be used as a reference for students, parents, government and other parties involved in evaluating the efforts that have been made, what factors support student learning success and what factors inhibit the process. learning. With the statement above, the author can conclude that learning outcomes are the abilities that students have after receiving their learning experience. Learning outcomes are used by teachers to be used as a measure or criterion in achieving an educational goal. This can be achieved if students understand learning accompanied by changes in behavior for the better.

Fiqh is one of the subjects at Madrasah Tsanawiyah which has the characteristic of emphasizing the ability to carry out worship and mu'amalah correctly and well. And aim for to enable students to understand the basic principles of Islamic law to be applied in life, so that they become Muslims who always adhere to Islamic law in a kaffah (perfect) manner (2008, 2009). Fiqh subjects are a field of study that aims to produce students who are knowledgeable, capable, creative and independent which can be achieved through classroom learning. Allah SWT is the God of the entire universe, everything in nature comes from Allah SWT. Likewise, science, everything comes from Allah SWT. Allah is the one who teaches his creatures about knowledge and everything . The scope of Islamic jurisprudence learning at Madrasah Tsanawiyah includes the provisions of Islamic law in maintaining harmony, harmony and balance between human relations and each other .

Our goal in studying Jurisprudence is to achieve the pleasure of Allah SWT, by implementing His Shari'ah on this earth, as a guide for individual life, family life, and community life. In order for life to be in accordance with sharia, the values of justice, benefit, grace and wisdom must be implemented in life. The purpose of studying jurisprudence is to apply attitudes and wisdom in drawing conclusions and applying the rules of jurisprudence to existing realities, so that it does not cause unnecessary access because the priority scale of application is taken into account.

By studying jurisprudence we will know detailed rules regarding human obligations and responsibilities towards Allah, their rights and obligations in marriage and their rights and obligations in social life. By studying jurisprudence we can know the procedures for purification, prayer, zakat and other legal rules. Studying jurisprudence is useful as a benchmark for behavior in living and living. By studying jurisprudence we will know which actions are obligatory, sunnat, permissible, haram, makruh, valid and invalid actions. By understanding the science

of jurisprudence, we will always try to behave and behave in a way that is pleasing to Allah SWT (Jazuly, 2010).

Various efforts to improve the quality of education have been made, among others, in the form of procuring textbooks, teacher handbooks, increasing teacher training, developing school libraries as learning resource centers and developing the curriculum as an overall learning experience program. Fiqh learning at Madrasah Tsanawiyah is often less interesting and tends to be boring for students, especially when students find fiqh students in the last hours of learning. Students will feel bored and want to go home quickly .

RESEARCH METHODS

This research uses a quantitative type of research. This research was carried out using a procedure that went through research workflow stages starting with a preliminary study to formulate problem identification, problem formulation and literature study which finally resulted in research tools in the form of teaching materials, learning approaches, research instruments, trials, selecting the research object to be researched. , conducting field research or the location to be researched, analyzing the data obtained, findings in the field and at the end of the research, namely making conclusions and recommendations.

For the purposes of testing the hypothesis of this research, in this case it is necessary to use data collection techniques, namely using non-tests. The non-test technique in this research uses a questionnaire to collect data on the Influence of Teacher Competence on Results Study Fiqh Students of Class V III MTs. Private Nurul Iman, Hinai District . The form of questionnaire used is a closed questionnaire, namely providing answer choices for each question. For every answer respondents will given score so that makes it easier researcher in manage results study Which form data quantitative. An instrument is a tool when research uses a method. The instruments used in the research are library research, observation guidelines, questionnaire guidelines, and documentation guidelines . The method is obtained from a list of questions that have been processed with numbers and discussed through statistical calculations (Arikunto, 2013).

RESULTS AND DISCUSSION

Description of Research Variable Levels

a. Distribution Frequency Competence Pedagogy

Pedagogical competence is measured by 4 indicators, namely understanding student, learning Which educate And dialogic, Evaluation results learning, and student development. Of the four indicators there is 8 statement so that score maximum 32 (8 x 4) And score minimum 8 (8x1). So intervals can is known result of $32 : 4 = 6$. From calculation in on can is known long class inner interval variable competence Teacher is 6. Can is known distributionfrequency as follows.

Table 1				
Distribution Frequency Competence Pedagogy				
No	Intervals Class	F	Presentation	Criteria
1	26 – 32	16	64%	Tall
2	20 – 25	9	36%	Enough
3	14 – 19	0	0%	Low
4	8 - 13	0	0%	Very low
		25	100%	

Based on table in on, can is known that level teacher's pedagogical competence have a high level of competence, namely 64% of the entire sample, a sufficient level of 36% of the entire sample and lowest level 0% from whole sample. Based on from table in on can be concluded that competence pedagogy Teacher Fiqh at Mts. S. Nurul Iman Padang Reba in the **HIGH category**.

b. Personality competency

This competency is measured through a steady, steady and ~~steady~~ attitude mature, disciplined wise And authoritative, become example for his students, And moral glorious. From to four indicator that there is 8 statement so that score maximum 32 (8 x 4) And score minimum 8 (8 x 1) can is known long class interval in a variable teacher competency is 6. The frequency distribution can be seen as follows following.

Table 2				
Distribution Frequency Competence Personality				
No	Interval s Class	F	Presentati on	Criteria
1	26 - 32	22	88%	Tall
2	20 - 25	3	12%	Enough
3	14 - 19	0	0%	Low
4	8 - 13	0	0%	Very low
		25	100%	

Based on table in on, can is known that level personality competence of Fiqh teachers at Mts. S. Nurul Iman Padang Reba yang has a high level of competence, namely 88% of the entire sample and a sufficient level of 12% of the entire sample. Based on from table in on can concluded that competence pedagogy Teacher Fiqh at Mts. S. Nurul Iman Padang Reba is located in HIGH category .

c. Description Frequency Competence Social

Social competence is measured by 3 indicators, namely communication well with students and the school environment, communicating effectively be empathetic and polite with the wider community, and be inclusive and objective. Of the three indicators, there are 6 statements so that score maximum 24 (6 x 4) And

score minimum 6 (6×1). So intervals can be known as follows: $24 : 6 = 4.5$ rounded to 5. From the calculation above it can be seen that the length of the class interval in the variable teacher competency is 5. The frequency distribution can be seen as follows following.

Table 3
Distribution Frequency Competence Social

No	Intervals Class	F	Presentation	Criteria
1	21 – 24	14	56 %	Tall
2	16 – 20	11	44%	Enough
3	11 – 15	0	0%	Low
4	6 – 10	0	0%	Very low
		25	100%	

Based on table in on, can is known that level competence social Teacher Fiqh at Mts. S. Nurul Iman Padang Reba Which has a high level of competency, namely 56% of the total sample, and a sufficient rate of 44% of the entire sample. Concluded that competence social Teacher Fiqh at Mts. S. Nurul Iman Padang Reba is located in the **HIGH category**.

d. Description Frequency Competence Professional

Professional competence is measured by 3 indicators, namely mastery material, structure, draft And pattern think science Which in accordance, capable use technology (ICT) with functional, And Evaluate results program learning. From third indicator the there is 6 statement so that score maximum 24 (6×4) And score minimum 6 (6×1) So intervals can is known as following. $(24 : 4) - 6 = 4.5$ rounded to 5. From the above calculation it can be seen that the length of the class interval in variable competence Teacher is 5. Can is known distribution frequency as follows.

Table 4
Distribution Frequency Competence Professional

No	Intervals Class	F	Presentation	Criteria
1	21 - 24	11	44%	Tall
2	16 – 20	14	56%	Enough
3	11 - 15	0	0%	Low
4	6 - 10	0	0%	Very low
		25	100%	

Based on table in on, can is known that level Professional competence of Fiqh teachers at Mts. S. Nurul Iman Padang Reba yang have a high level of competence, namely 44% of the total sample, and a sufficient level of 56% of the entire sample Based on from table in on can it was concluded that the social competence of Fiqh teachers at Mts. S. Nurul Iman Padang Reba is located in the **ENOUGH category**.

Table 5
Interpretation “r” value *Products Moments*

The size (r_{xy})	Interpretation
0.00-0.25	Between variable X and variable Y indeed there is a correlation, but the correlation is veryweak or low so that the correlation is in ignore (assumed there is no correlation between variable X And variable Y),
0.25-0.50	Between variable X and Y be found correlation whichmom _ or low
0.50-0.75	Between variable X and Y be found correlation whichs edang or enough
075-1,00	Between variable X and Y be found correlation which s lifted strong and very tall.

So in matter This there is correlation which is very strong betweenTeacher Professionalism Competencies with Fiqh Learning Outcomes for Class VIII Students at MTs. S. Nurul Iman Padang Reba.

CONCLUSION

Based on the research problem that has been formulated and the results of the research that the researcher has conducted, the author can conclude that the level of teacher competence regarding the Fiqh learning outcomes for class VIII students at MTs. S. Nurul Iman Padang Reba can be said to be very good. This can be seen from the percentage table obtained from the frequency distribution which all places teacher competence (pedagogical competence, personality competence, social competence and professional competence) at a high level. This means that teacher competency is very necessary, especially in the learning process, not only one competency must be mastered, but efforts must be made to have all four competencies.

There is a positive influence between teacher competence on Fiqh learning outcomes for class VIII students at MTs. S. Nurul Iman Padang Reba This means that the higher the teacher's competence, namely pedagogical, personal, social and professional competence, the higher the learning outcomes obtained and vice versa. There is an overall positive and significant influence between teacher competence on student learning outcomes at Mts S. Nurul Iman Padang Reba. This shows the underlying competence.

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IKAMAS: Journal of Islamic Education Management

Vol. 03 No. 02 (2023) pp. 338-343

ISSN: 2964-2388

Available online at <https://ikamas.org/jurnal/index.php/ikamas/index>

<https://doi.org/10.62361/ikamas.v3i2>

Principal Management in Improving Teacher Competency

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ARTICLE INFO

Keywords:

keywords 1; *teacher competency*
keywords 2;
Principal
keywords 3;
Management

tickle history:

Received 2022-06-30

Revised 2023-04-12

Accepted 2023-10-21

ABSTRACT

Success in the world of education can be measured from various aspects. Starting from the quality of students, the quality of educators, the atmosphere of the school environment, to the school administration system. However, the main factor that most influences the dynamics of education in schools is the leader who is responsible for the running of the educational process, in this case the school principal. The professionalism of a teacher in teaching does not only depend on the principal, but the role of the principal in guiding teacher professionalism cannot be underestimated. The principal as the leader must be responsible for the professionalism of teachers so that teaching and learning activities in the school can run smoothly.

ABSTRAK

Keberhasilan dalam dunia pendidikan dapat diukur dari berbagai aspek. Mulai dari kualitas murid, kualitas pendidik, suasana lingkungan sekolah, sampai system administrasi sekolah. Akan tetapi, faktor utama yang paling mempengaruhi dinamika pendidikan di sekolah adalah pemimpin yang bertanggung jawab atas berjalannya proses pendidikan, dalam hal ini adalah kepala sekolah. Profesionalisme seorang guru dalam mengajar memang tidak hanya bergantung pada kepala sekolah saja, namun peran kepala sekolah dalam membimbing profesionalisme guru tidak bisa dianggap remeh. Kepala sekolah selaku pimpinan harus bertanggung jawab terhadap profesionalitas guru supaya kegiatan belajar mengajar di sekolah dapat berjalan dengan lancar.

INTRODUCTION

The world of education is being shaken by various changes in accordance with the demands and needs of society, and is being challenged to be able to answer various local problems and global changes that are occurring so rapidly. At the same time, the Indonesian nation is facing a very dramatic phenomenon, namely low competitiveness as an indicator that education has not been able to produce quality human resources (HR). Even though it is in accordance with the functions and objectives of national education as stated in Law no. 20 of 2003 that "National education functions to develop abilities and shape the character and civilization of the nation which aims to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens (Indonesia, 2003) ."

To realize these national goals, in the micro level education must be able to produce quality and professional human resources in accordance with the educational goals stated in the National Education System above. In preparing quality human resources, education must not only focus on short-term material needs, but must touch the basics of giving character to the vision and mission of education, namely deep attention to noble moral and spiritual ethics (Munandar, Syah, & Erihadiana, 2022). In this case, the quality of education is influenced by systemic improvements to all components of education such as improving the quality and equitable distribution of teachers, an improved curriculum, adequate learning resources, facilities and infrastructure, a conducive learning climate, and supported by government policies, both at the center and in the area. Of all this, the role of the teacher is the most determining component, because it is in the hands of the teacher that a curriculum, learning resources, facilities and infrastructure, and the learning climate become something that is meaningful for the lives of students. (Akmalia, 2019) . However, on the other hand, education in Indonesia is actually facing a big problem, namely the quantity and quality of education (Utami, 2019) . The next problem is related to the quality of education in Indonesia which is still questionable. The public and many education experts have indicated that the quality of education today is not as expected (Marpaung et al., 2023) . This is partly caused by teachers who have not or are not working seriously, as well as due to teachers' professional abilities being less than competent. There are many ways that can be taken to increase teacher competence, one way to increase teacher competence is through the management role of the school principal (Lubis, Rambe, Siregar, & Damanik, 2022; Solikhulhadi, 2021) .

A successful school principal is when they understand the existence of the school as a complex and unique organization, and are able to carry out the role of the principal as someone who is given the responsibility to lead the school. Islamic educational institutions generally have the aim of creating Muslim people who have noble morals, intelligent Muslim people with high quality, and Muslim people who

are strong and ready to face global competition. (Irani, AR, & Khairuddin, 2014) . To achieve these noble goals, it is certain that teachers at the school must have competent qualities in accordance with government regulations. However, this will be difficult to achieve if there is no role from the school principal.

The principal as a manager in an educational institution must have three main intelligences, namely professional intelligence, personal intelligence and managerial intelligence in order to be able to work together and do things with other people. With professional school principal management skills, it is hoped that he can develop effective school programs, create a conducive school climate and be able to guide and improve teacher competence. To review in more depth the importance of principal management and teacher competency at Mts Ali Imran, researchers are interested in researching principal management in improving teacher competency at Mts Ali Imran.

RESEARCH METHODS

This type of research is field research *with* a qualitative approach. Qualitative research itself is a research approach that uncovers certain social situations by describing reality correctly, formed by words based on techniques for collecting and analyzing relevant data obtained from natural situations. (Fadli, 2021) . With this approach, researchers will describe reality correctly based on analysis of the data obtained. Data analysis in qualitative research is carried out from the time the researcher prepares the proposal, carries out data collection in the field until the researcher obtains all the data. With this descriptive qualitative research, the researcher tries to reveal the principal's management in improving teacher competence at Mts Ali Imran as it happens in the field, and tries to avoid the view of the researcher's subjectivity. The data examined and reported in this research are the results of observations, interviews and documentation.

RESULTS AND DISCUSSION

Principal Management

Principal Management is a process consisting of planning, organizing, mobilizing and controlling actions carried out to determine and achieve predetermined targets through the use of human resources and other sources. Mts Ali Imran is a school that has a mission as a school that grows and develops the quality of human resources for all school members. Of course, it is required to have a top leader who can manage all its citizens. School principals must fully understand that schools that have quality human resources must certainly meet the competency standards set by the government. By increasing the quality of teacher competence, of course this can improve the quality of learning, which has an impact on improving the quality of students.

In the new paradigm of educational management, school principals must at least be able to function as educators, managers, administrators, supervisors, leaders, innovators and motivators. The school principal must understand all of this, and what is more important is how the school principal is able to practice and turn this into real action in the school. However, in accordance with the goals and objects of analysis of this research, the researcher limits the function of the school principal as a managerial figure only.

School Principals' Success in Improving Teacher Competency

One of the main objectives of the principal management research program is to identify whether the management led by the principal is effective or not. As an educational leader, the principal seeks to help create new goals, policies, structures, and procedures. This means that there is a need for leaders to equip themselves with knowledge and leadership skills to design, suggest and bring about innovations in education and administration that stem from a realistic assessment of current practices and are based on good ideas about administrative processes.

To determine the success of the school principal, researchers used Law No. 14 of 2005 concerning Teachers and Lecturers, Government Regulation no. 19 of 2005 which states that professional teachers must have a minimum academic qualification of S-1/D-IV and have four competency standards, namely pedagogical competence, professional competence, personality competence and social competence. Apart from that, the researcher added one more competency which refers to Minister of Religion Regulation no. 16 of 2010 paragraph 1 which concerns teacher competency in the field of religious leadership. With the existence of government regulations and laws that regulate standards for teacher competency, the researchers used the five competencies as indicators to see and determine the success achieved by the school principal in his efforts to improve teacher competency at Mts Ali Imran.

Supporting and Inhibiting Factors for School Principal Management in Improving Teacher Competency

The inhibiting factors that arise in the implementation of principal management in improving teacher competency at Mts Ali Imran include the issue of funding or operational costs where operational costs are still a major problem in private schools, including Mts Ali Imran. Then another factor is the quality of the students that Mts Ali Imran has, not superior students. Meanwhile, in improving teacher competency at Mts Ali Imran, the role of parents is not yet visible in the individual students.

The supporting factors for implementing school principal management in improving teacher competency at Mts Ali Imran include the existence of clear regulations from the government and from foundations or councils. With clear regulations, of course the school principal just needs to implement and implement the existing regulations and manage them in such a way as to achieve the school's vision, mission and goals. Another supporting factor is that the number of school residents is in the sufficient category, namely the number of teachers and employees at the school is sufficient to serve the total number of students. Apart from that, another factor is that Mts Ali Imran always collaborates with various educational institutions, whether with other schools, government agencies, Muhammadiyah, or universities.

CONCLUSION

The role of management strategies implemented by the principal in improving teacher competency at Mts Ali Imran, includes involving teachers at Mts Ali Imran to take part in training/upgrading, implementing interesting learning models, both variations in methods and variations in learning resources, developing the mental health of the students. teachers at Mts Ali Imran regarding matters relating to work ethic, commitment and responsibility for the duties of educators, as well as implementing study time effectively and efficiently at school, by implementing school regulations that teachers at Mts Ali Imran must be in teaching school. In analyzing the success of school principals in improving teacher competence at MTS Ali Imran, researchers used five standards set by the government, namely pedagogical competence, professional competence, personal competence, social competence and religious leadership competence as indicators of success achieved.

The success of achieving pedagogical competence is that the teachers have behaved like professional teachers who always guide and prioritize students' understanding of the importance of learning. Meanwhile, the success achieved in professional competence is that teachers always deepen and develop the subjects they master in order to provide maximum service to students. The success achieved in personality competency is that teachers have polite, virtuous personalities and always act as good role models for students and the community. For the success of social competence, teachers always prioritize social feelings with students, colleagues and the community. The success of religious leadership competency can be seen in that teachers, apart from teaching general knowledge to students, teachers also guide and prioritize religious knowledge as a basis for noble morals for students both now and in the future, conducting regular teacher performance assessments by The aim is to maintain the credibility of the professionalism of teachers at Mts Ali Imran

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IKAMAS: Journal of Islamic Education Management

Vol. 03 No. 02 (2023) pp. 344-358

ISSN: 2964-2388

Available online at <https://ikamas.org/jurnal/index.php/ikamas/index>

<https://doi.org/10.62361/ikamas.v3i2>

The Effect of Organizational Culture and Work Environment on Job Satisfaction Through Work Ethic

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ARTICLE INFO

Keywords:

keywords 1;
Organizational Culture
keywords 2; *Work Environment*
keywords 3; *Job Satisfaction*
keywords 4; *Work Ethic*

tickle history:

Received 2023-11-21

Revised 2023-11-25

Accepted 2023-12-29

ABSTRACT

This research aims to obtain valid knowledge regarding the influence of organizational culture and work environment on job satisfaction through work ethic at PT. X. The research method used is quantitative. The data analysis technique was carried out using the SEM (Structural Equation Modeling) approach using Smart PLS (Partial Least Square) software. The population is employees of PT. X. Based on the outside measurement of the model used as a measure of validity and reliability of indicators, which includes measurement of convergent validity, discriminant validity, extracted variance (AVE), composite reliability, and cronbach's alpha, it can be concluded that all indicators in this case research are valid. Based on the inner model measurements used in this research to measure the relationship between variables, organizational culture and work environment variables on job satisfaction have a strong influence of 91% and the influence of organizational culture and work environment variables on work ethic has a large influence. strong influence of 89%. It can be concluded that work ethic is able to mediate the influence between organizational culture and work environment on job satisfaction.

ABSTRAK

Penelitian ini bertujuan untuk memperoleh pengetahuan yang valid mengenai pengaruh budaya organisasi dan lingkungan kerja terhadap kepuasan kerja melalui etos kerja di PT. X. Metode penelitian yang digunakan adalah kuantitatif. Teknik analisis data yang dilakukan menggunakan pendekatan SEM (Structural Equation Modeling) dengan menggunakan software Smart PLS (Partial Least Square). Populasinya adalah karyawan PT. X. Berdasarkan pengukuran luar model yang digunakan sebagai alat ukur validitas dan reliabilitas indikator, yang meliputi pengukuran validitas konvergen, validitas diskriminan, average variance diekstraksi (AVE), reliabilitas komposit, dan Cronbach's alpha, maka dapat disimpulkan bahwa seluruh indikator dalam hal ini penelitiannya valid. Berdasarkan pengukuran inner model yang digunakan dalam penelitian ini untuk mengukur hubungan antar variabel, variabel budaya organisasi dan lingkungan kerja terhadap kepuasan kerja mempunyai pengaruh yang kuat sebesar 91% dan pengaruh

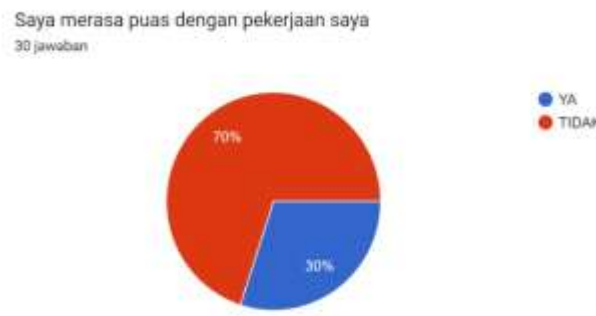
variabel budaya organisasi dan lingkungan kerja terhadap etos kerja mempunyai pengaruh yang besar. pengaruh kuat sebesar 89%. Dapat disimpulkan bahwa etos kerja mampu memediasi pengaruh antara budaya organisasi dan lingkungan kerja terhadap kepuasan kerja.

INTRODUCTION

According to CNBC Indonesia, the publication of Government Regulation of Law (in indonesia called Perppu) No 2/2022 concerning Job Creation on December 30, 2022 it caused protests from many workers, the main of problem contained in the Omnibus Law on Job Creation. Many workers feel dissatisfied with the Perppu, this problem makes researcher interested in doing research about job satisfaction.

A person who works in an organization has many hopes for their place of work to be able to fulfill their life needs. This need creates encouragement for employees to do their best work so that satisfaction within them will be created. Well-formed job satisfaction will have an influence on work behavior. Employees who are satisfied with their work will encourage them to further improve the quality of their work, which will then have an influence on improving the quality of their work (Sinambela, 2020). Job satisfaction in an organization will reflect the level to which an employee likes his job. An employee's behavior towards a job can be seen from their emotional responses and reactions to their work. Job satisfaction is the main thing that individuals must have at work. Each individual worker has different characteristics, so the level of job satisfaction is also different and the level of job satisfaction can have different impacts (Saputra, 2021).

PT. Tirta Sukses Indomakmur is a company operating in the food and beverage franchise industry focusing on boba drinks called Bobbatime. The company strives to continue to work effectively to establish a good corporate environment so that consumers have awareness of the Bobbatime brand. One form of target given is related to employee discipline through attendance and standard operational procedures that must be carried out by employees with discipline. When employees cannot meet targets, they will receive a verbal warning, written warning or warning letter. The punishment given can be a trigger to become better, but it can also place a burden on employees, causing quite high employee turnover for the company. Employees who cannot enjoy their work because the work is not in accordance with what they want or have create a feeling of dissatisfaction with what they do at work (Zulfa, 2021). Based on observations made by researchers and data obtained from the company, there are problems that indicate low employee job satisfaction. This can be seen from the high level of absenteeism among employees who arrive late and the number of employees leaving.



Pict 1. Work dissatisfiend percentage
Source: Authors (2024)

Based on diagram above, we know that the percentage of employee dissatisfaction at PT. Tirta Sukses Indomakmur, it can be seen that the percentage of job dissatisfaction is still high at 70%, while the level of job satisfaction is still low at 30%.

In the research carried out, shows that percentage of employee job satisfaction at PT. Tirta Sukses Indomakmur. From 70% of employees feel that they do not feel job satisfaction, while only 30% of employees feel job satisfaction. This statement is supported by the average percentage of employee turnover at PT. Tirta Sukses Indomakmur in the last 17 months was 10.36%. The factors with the highest percentage are Organizational Culture, Work Environment, then Work Ethic. Based on the explanation of the background of the problem and the results of pre-research conducted by the researcher, it can be seen that the factors that have the highest percentage of job satisfaction are the work environment, work ethic and organizational culture of. So with this data, researchers are interested in researching "The Influence of Organizational Culture and Work Environment on Job Satisfaction Through Work Ethic".

RESEARCH METHODS

This research is a population study where the entire population is sampled and the population is the entire group of people, events, or interesting things that will be investigated by the researcher (Putri et al, 2022). The analysis unit in this study is 101 employees in PT. Tirta Sukses Indomakmur, the population at PT. The current Tirta Sukses Indomakmur are including:

Tabel 1. Total employees at PT. TSI

No.	Departement	Total Employees
1.	Head Office	23
2.	Store Leader	26
3.	Crew	52

Total Population	101
<i>Source: Authors (2024)</i>	

In the structure in this study are organizational culture (X1) and work environment (X2) as a independent variabels, work ethic (Z) as mediation variabels and job satisfaction (Y) as dependent variabels. Research data obtained through the dissemination of questionnaires and measurement of research variable instruments using a likert scale (1-5), to measure data quality using research methods quantitative methodology with path analysis model.

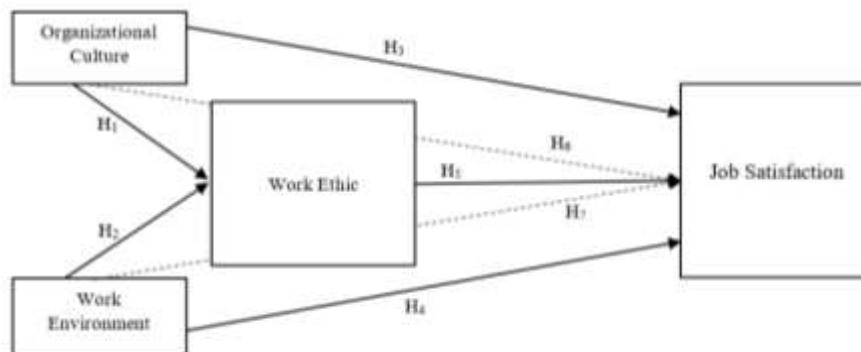


Figure 1. Conceptual Model of the Study
Source: Authors (2024)

This research includes 2 (two) independent variables, namely Organizational Culture (X1) and Work Environment (X2), the mediating variable is Work Ethic (Z), and the dependent variable is Job Satisfaction (Y). The data that researchers obtained is presented so that they can describe in detail and be able to test these variables in this research. The following is descriptive data based on respondent gender:

Tabel 2. Respondent based on gender

Gender	Total	Percentage
Man	50	49,5%
Woman	51	50,5%
Total	101	100%

Source: Authors (2024)

The table above shows that the characteristics of respondents based on male gender are 50, while respondents based on female gender are 51.

Tabel 3. Respondent based on work area

Work area	Total	Percentage
Jakarta	28	27,7%
East Java	8	7,9%
Central Java	11	10,9%
DIY	19	18,8%

West Kalimantan	35	34,7%
Total	101	100%

Source: Authors (2024)

In the table above, it can be seen that the characteristics of respondents based on work areas in Jakarta are 28, East Java is 8, Central Java is 11, DIY is 19 and West Kalimantan is 35.

RESULTS AND DISCUSSION

Result

There are 3 stages of results when using SEM-PLS, which are outer model, inner models and hypothesis testing that would be explained below:

Outer model

Convergent Validity

Convergent validity shows the extent to which an indicator is positively correlated with alternative indicators of the same construct. The general rule or rule of thumb for assessing convergent validity is that the loading factor value must be more than 0.7. The following are the results of convergent validity:

Tabel 4. Outer loading value

	Organizational Culture (X1)	Work Environment (X2)	Job Satisfaction (Y)	Work Ethic (Z)
X1.1	0,836			
X1.3	0,831			
X1.4	0,851			
X1.5	0,813			
X1.6	0,857			
X1.7	0,823			
X1.8	0,897			
X1.9	0,874			
X1.10	0,848			
X2.1		0,830		
X2.2		0,894		
X2.3		0,863		
X2.4		0,860		
X2.6		0,859		
X2.7		0,869		
X2.8		0,812		
X2.9		0,823		
X2.10		0,813		
Y1			0,701	
Y2			0,881	
Y3			0,848	
Y4			0,789	
Y5			0,801	
Y6			0,816	
Y7			0,793	

Y8	0,821	
Y9	0,780	
Y10	0,820	
Z1		0,733
Z2		0,802
Z3		0,871
Z4		0,841
Z5		0,830
Z6		0,806
Z7		0,800
Z8		0,842
Z9		0,871
Z10		0,772

Source: Data analyzed by researcher (2024)

Based on the results of the outer loadings in the table above, it can be concluded that all indicators in all variable constructs have a value of > 0.7 which can be said that all of them meet the validity requirements.

Discriminant Validity

Evaluating the cross-loading value is how discriminant validity may be determined using a reflecting indicator as the instrument. The value for each variable must be greater than 0.70. The criterion in cross loading is that each indicator that measures the construct must have a higher value than the other constructs. The following are the results of discriminant validity:

Tabel 5. Cross loading value

	Organizational Culture (X1)	Work Environment (X2)	Job Satisfaction (Y)	Work Ethic (Z)
X1.1	0,836	0.774	0.774	0.783
X1.3	0,831	0.763	0.794	0.786
X1.4	0,851	0.733	0.757	0.741
X1.5	0,813	0.677	0.734	0.686
X1.6	0,857	0.714	0.730	0.743
X1.7	0,823	0.654	0.707	0.707
X1.8	0,897	0.762	0.773	0.795
X1.9	0,874	0.806	0.816	0.821
X1.10	0,848	0.793	0.795	0.827
X2.1	0.792	0.830	0.784	0.785
X2.2	0.754	0.894	0.805	0.816
X2.3	0.699	0.863	0.765	0.765
X2.4	0.700	0.860	0.764	0.740
X2.6	0.789	0.859	0.829	0.820
X2.7	0.777	0.869	0.838	0.846
X2.8	0.693	0.812	0.740	0.715
X2.9	0.739	0.823	0.752	0.769
X2.10	0.738	0.813	0.731	0.792
Y1	0.653	0.624	0,701	0.672
Y2	0.745	0.783	0,881	0.793

Y3	0.756	0.822	0,848	0.805
Y4	0.760	0.715	0,789	0.771
Y5	0.759	0.715	0,801	0.760
Y6	0.775	0.735	0,816	0.783
Y7	0.696	0.764	0,793	0.767
Y8	0.736	0.713	0,821	0.771
Y9	0.683	0.723	0,780	0.743
Y10	0.710	0.810	0,820	0.741
Z1	0.693	0.663	0.671	0,733
Z2	0.679	0.727	0.747	0,802
Z3	0.788	0.766	0.845	0,871
Z4	0.783	0.793	0.784	0,841
Z5	0.762	0.810	0.774	0,830
Z6	0.733	0.786	0.767	0,806
Z7	0.687	0.747	0.763	0,800
Z8	0.769	0.795	0.837	0,842
Z9	0.795	0.799	0.809	0,871
Z10	0.702	0.671	0.713	0,772

Source: Data analyzed by researcher (2024)

Based on the results in the table above, it shows that the cross loading value on the construct of organizational culture (X1), Work Environment (X2), Job Satisfaction (Y) and Work Ethic (Z) has a greater construct value than the cross loading value on other constructs. So it can be concluded that these results show valid results.

Composite Reliability

A construct is declared valid if it has a cornbach's alpha value of > 0.7. Meanwhile, to find the reliability of each construct using composite reliability measurements, the cut-off value used to assess an acceptable level of reliability is > 0.7.

Tabel 6. Validity and reliability

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Organizational Culture (X1)	0.951	0.958	0.719
Work Environment (X2)	0.951	0.958	0.718
Job Satisfaction (Y)	0.940	0.949	0.650
Work Ethic (Z)	0.945	0.953	0.669

Source: Data analyzed by researcher (2024)

According to the findings in the table that was just shown, the cronbach's alpha value for each of the constructs is more than 0.7. In addition to this, the overall dependability value across all constructions is more than 0.70. It can be concluded that these four variables have fulfilled the research requirements and

reliability because their values are more than > 0.7 .

Inner model

R Square

R square is an analytical tool that measures the extent to which fluctuations in the value of endogenous (uninfluenced) variables can be explained by exogenous (influenced) variables. This may be done by comparing the two sets of variables. R-Square values that are greater than 0.67, less than 0.33, or less than 0.19 indicate that the model is strong, moderate, or weak, respectively.

Tabel 7. R Square Result

	R Square	R Square Adjusted
Work Ethics	0.894	0.892
Job Satisfaction	0.914	0.912

Source: Data analyzed by researcher (2024)

From the results of the table above, it can be seen that the R square value for work ethic is 0.894 which indicated that the model is strong. For the job satisfaction R square value is 0.914 which indicated that the model is strong.

F Square

The F square statistic can be utilized to determine the extent to which an endogenous (influenced) variable has an influence on an exogenous (influenced) variable. The value of the F square is either less than 0.02, greater than 0.15, or greater than 0.35, and each means that it gives a weak effect, moderate effect, strong effect.

Tabel 8. F Square Result

	Work Ethic (Z)	Job Satisfaction (Y)
Organizational Culture (X1)	0.354	0.087
Work Ethic (Z)		0.322
Job Satisfaction (Y)		
Work Environment (X2)	0.718	0.109

Source: Data analyzed by researcher (2024)

Hypothesis test

Direct Influence Analysis

In testing the hypothesis, it can be seen through the statistical value $> T_{table}$ or P Value < 0.05 with a 5% T-table error rate of 1.66. Researchers tested the hypothesis by looking at the results of the path coefficient to measure the direct effect.

Tabel 9. Path Coefficient Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Organizational culture -> Work ethics	0,402	0,400	0,071	5,683	0,000
Work environment -> Work ethics	0,573	0,576	0,069	8,247	0,000
Organizational culture -> Job satisfaction	0,209	0,220	0,081	2,578	0,010
Work environment -> Job satisfaction	0,263	0,252	0,101	2,601	0,010
Etos Kerja -> Job satisfaction	0,511	0,512	0,100	5,102	0,000

Source: Data analyzed by researcher (2024)

Based on the Path Coefficient results between the variables above, the researchers found that:

H₁ : *There is a positive and significant influence of organizational culture variables on work ethic.*

Based on the path coefficient test results in the table above, the original sample value is 0.402 and the T-statistic value is 5.683 > T-table 1.66. Then based on the P-value, namely 0.000 < 0.05, it can be concluded that the organizational culture variable has a significant effect on work ethic, so that H₁ in this research is accepted.

H₂ : *There is a positive and significant influence of work environment variables on work ethic.*

Based on the path coefficient test results in the table above, the original sample value is 0.573 and the T-statistic value is 8.247 > T-table 1.66. Then based on the P-value, namely 0.000 < 0.05, it can be concluded that work environment variables have a significant effect on work ethic, so that H₂ in this study is accepted.

H₃ : *There is a positive and significant influence of organizational culture variables on job satisfaction.*

Based on the path coefficient test results in the table above, the original sample value is 0.209 and the T-statistic value is 2.578 > T-table 1.66. Then based on the P-value, namely 0.01 < 0.05, it can be concluded that organizational culture variables have a significant effect on job satisfaction, so that H₃ in this research is accepted.

H₄ : *There is a positive and significant influence of work environment variables on job satisfaction.*

Based on the path coefficient test results in the table above, the original sample value is 0.263 and the T-statistic value is 2.601 > T-table 1.66. Then based on the P-value, namely 0.01 < 0.05, it can be concluded that work environment variables have a significant effect on job satisfaction, so that H₄ in this study is accepted.

H₅ : *There is a positive and significant influence of the work ethic variable on job satisfaction.*

Based on the path coefficient test results in the table above, the original sample value is 0.511 and the T-statistic value is 5.102 > T-table 1.66. Then based on the P-value, namely 0.000 < 0.05, it can be concluded that the work ethic variable has a significant effect on job satisfaction, so that H₅ in this study is accepted.

Indirect Influence Analysis

This test is used to test the hypothesis of the indirect effect of the independent variable on the mediated or intervening dependent variable.

Table 9. Results of Indirect Influence Analysis (Mediation)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Organizational culture -> Work ethics -> Job satisfaction	0,206	0,203	0,050	4,145	0,000
Work environment -> Work ethics -> Job satisfaction	0,293	0,296	0,073	3,992	0,000

Source: Data analyzed by researcher (2024)

Based on the results of the analysis of indirect influence (mediation) between the variables above, researchers found that:

H₆: *There is a positive and significant influence of organizational culture variables on job satisfaction through work ethic.*

Based on the path coefficient test results in the table above, the original sample value is 0.206 and the T-statistic value is 4.145 > T-table 1.66. Then based on the P-value, namely 0.000 < 0.05, it can be concluded that the organizational culture variable has a significant effect on job satisfaction through work ethic, so that H₆ in this research is accepted.

H₇: *There is a positive and significant influence of work environment variables on job satisfaction through work ethic.*

CONCLUSION

Based on the results of the discussion above and the research that the researcher has conducted, the researcher concludes the following: 1) The results of the first hypothesis test show that there is a positive direct influence between organizational culture variables on work ethic. So it can be concluded that the organizational culture of PT employees. Tirta Sukses Indomakmur can influence work ethic. This means that the company must improve the existing organizational culture so that employees can mobilize their loyalty to the company and the company can achieve its goals or targets well, 2) The results of the second hypothesis test show that there is a positive direct influence between work environment variables on work ethic. So it can be concluded that the work

environment for employees of PT. Tirta Sukses Indomakmur can influence work ethic. This means that a conducive and supportive work environment is needed by employees so that they can carry out their work with full responsibility and totality in working on the job desk.

3) The results of the third hypothesis test show that there is a positive direct influence between organizational culture variables on job satisfaction. So it can be concluded that the organizational culture of PT employees. Tirta Sukses Indomakmur can influence job satisfaction. This means that a good organizational culture within the company will create a sense of comfort so that employees feel appreciated for their hard work, from this employee job satisfaction can increase, 4) The results of the fourth hypothesis test show that there is a positive direct influence between work environment variables on job satisfaction. So it can be concluded that the work environment for employees of PT. Tirta Sukses Indomakmur can influence job satisfaction. This means that it is getting better and a sense of mutual support among employees will create a sense of satisfaction for each employee who works at the company, 5) The results of the fifth hypothesis test show that there is a positive and significant direct influence between the work ethic variable on job satisfaction. So it can be concluded that the work ethic of PT employees. Tirta Sukses Indomakmur can influence job satisfaction. This means that the work ethic of each employee will create a greater sense of responsibility for employees towards their work so that they will feel satisfied when they complete their work.

6) The results of the sixth hypothesis test show that there is a positive and significant indirect influence between organizational culture variables on job satisfaction through work ethic. So it can be concluded that the organizational culture of PT employees. Tirta Sukses Indomakmur influences job satisfaction indirectly through work ethic. This means that every employee who has a good work ethic will create a positive organizational culture, this will also have a good influence on job satisfaction for all existing employees, 7) The results of the seventh hypothesis test show that there is a positive and significant indirect influence between work environment variables on job satisfaction through work ethic. So it can be concluded that the work environment for employees of PT. Tirta Sukses Indomakmur influences job satisfaction indirectly through work ethic. This means that the work environment must be maintained as well as possible so that all employees have a positive perspective regarding their respective jobs

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IKAMAS: Journal of Islamic Education Management

Vol. 03 No. 02 (2023) pp. 359-364

ISSN: 2964-2388

Available online at <https://ikamas.org/jurnal/index.php/ikamas/index>

<https://doi.org/10.62361/ikamas.v3i2>

Implementation of School-Based Management in Improving the Quality of Education at MTs N 1 Padangsidempuan

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ARTICLE INFO

Keywords:

keywords 1; *School Based Management*

keywords 2; *Quality of Education*

keywords 3; MTs N 1 Padangsidempuan

ABSTRACT

In general, this research aims to gain knowledge regarding the implementation of school-based management at MTsN. In line with this general objective, this research specifically aims to determine the benefits of SBM at MTs N 1 Padang Sidempuan, to understand the implementation of SBM at MTs N1 Padang Sidempuan and to understand the role of SBM in improving the quality of education at MTs N 1 Padang Sidempuan . The research method used is descriptive field research. The results of the research reveal that school independence in meeting the availability of teaching and educational staff is sufficient, and school independence in meeting the availability of facilities and infrastructure is sufficient and sufficient to improve the quality of education

ABSTRAK

tickle history:

Received 2023-11-21

Revised 2023-11-25

Accepted 2023-12-29

Secara umum, penelitian ini bertujuan untuk mendapatkan suatu pengetahuan mengenai penerapan manajemen berbasis sekolah di MTsN ini. Sejalan dengan adanya tujuan umum tersebut, maka secara khusus penelitian ini bertujuan untuk mengetahui manfaat MBS di MTs N 1 Padang Sidempuan, mengetahui implementasi MBS yang dilakukan di MTs N1 Padang Sidempuan serta memahami peran MBS dalam meningkatkan mutu pendidikan di MTs N 1 Padang Sidempuan. Metode penelitian yang digunakan adalah penelitian lapangan (field research) yang bersifat deskriptif. Hasil penelitian mengungkapkan bahwa kemandirian sekolah dalam memenuhi ketersediaan tenaga pendidik dan kependidikan sudah tercukupi, dan kemandirian sekolah dalam memenuhi ketersediaan sarana dan prasarana sudah tercukupi dan memadai dalam meningkatkan mutu pendidikan.

INTRODUCTION

Education is an effort carried out by humans which has an important role in determining the nature, fate and even the form of personality of humans and society. Education is essentially more than just teaching, which is said to be a process of transferring knowledge, transforming values, and forming personality from all aspects it covers (Hidayat, 2018) . Education can also be said to be a process that is necessary to achieve balance and perfection in the development of individuals and society (A. Siahaan et al., 2023) . With education, religious values, culture, thoughts and skills can be passed on to the next generation, so that they will be truly ready to face a brighter future in life.

Education is also an activity that has a specific purpose and purpose that is directed to develop the potential that humans have as humans or as a society to the fullest. Education can increase the talent that exists in a person to the optimal limit that he can do, so that every human being can honorably participate in the development of humans and society that occurs continuously (Tuala, 2016) . Education can be said to be a light that can guide people in determining the direction and purpose of their lives (Akmalia, 2018) .

Education has an important role in human life. Without education, a person could live without direction and purpose. Therefore, every education given to humans must be of good quality. Good quality education will produce good graduates (Susanto, Sasongko, & Kristiawan, 2021) . So, in order to realize good quality education, various efforts need to be made from all related parties so that the quality of education in accordance with existing standards can be achieved. All related parties must help and support each other in implementing these efforts because the quality of education is not just the responsibility of one person, but is the responsibility of all related parties involved in an educational institution (Syafaruddin, 2015) .

One of the efforts that can be made to improve and maintain education so that it remains of good quality is to carry out various innovations that can support this (Muttaqin, 2018) . This innovation must start in various ways, one of which is by implementing good management in every program held at the school and in all matters related to school development. It is believed that good management will produce good achievements.

And the model for providing education to achieve educational quality that is in accordance with current educational standards is to apply the concept of School Based Management (SBM) (AKIN Siahaan, 2007) . SBM is present as a new effort to improve the quality of education and is expected to be able to overcome various problems that hinder the development and improvement of the quality of this

education. Therefore, the implementation of SBM is considered important in an educational institution.

Therefore, researchers will try to examine more deeply how SBM is implemented in an educational institution so that the quality of education that meets standards and is in line with expectations can be achieved. This really needs to be discussed and researched considering the importance of quality education in creating good quality graduates so they can live a good future .

RESEARCH METHODS

The research method used is descriptive field research. This approach was used to study and obtain in-depth data regarding the implementation of school-based management to improve the quality of education at MTs N 1 Padangsidimpuan. The data collection techniques used were interviews, observation and documentation (Emzir, 2015) . Research informants are those who provide information and know about the implementation of school-based management to improve the quality of education at MTs N 1 Padangsidimpuan, including the Deputy Head of Curriculum.

Data analysis is a method used to analyze data obtained from research. In this research, researchers used non-statistical analysis suitable for descriptive data or textual data that is not expressed in numerical form. The analysis is carried out by reducing data, presenting data, and drawing conclusions and verification. Checking the validity of the data that researchers use is triangulation (Arikunto, 2016) . Researchers use triangulation with sources, which means comparing and counter-checking the degree of trustworthiness of information obtained through different times and tools by: comparing data from observations from interviews with the contents of a related document.

RESULTS AND DISCUSSION

Benefits of School-Based Management at MTsN 1 Padangsidimpuan

Management is certainly very useful for how leaders accommodate all their subordinates in carrying out their respective functional duties. With management, of course all the work in the school, including teacher work, administration, can be carried out well. With school-based management in schools, work can be well coordinated according to the main tasks and functions of each.

Based on research findings through observation, interviews and documentation from resource persons, it is explained that the benefits of having school-based management at MTsN 1 Padangsidimpuan include: 1) With the existence of SBM, schools can understand the skills and abilities of school personnel. These abilities and expertise will be utilized in the interests of improving the quality of education at MTsN 1 Padangsidimpuan, 2) With the existence of MBS, the work of all school personnel is well coordinated in accordance with their respective main

tasks and functions, 3) The people who are responsible are increasingly visible. their respective work, 4) Teachers, school staff are involved in decision making so that decision making is more transparent, and 5) Increased communication between fellow personnel at the school.

Implementation of School-Based Management at MTsN 1 Padangsidimpuan

The implementation of SBM can be seen through the process of planning activities or preparing school programs by involving elements of teachers and the community, which will encourage openness and will reduce the level of planning errors to a minimum. The principal as a manager plays a managerial function by carrying out the process of planning, organizing, mobilizing and organizing.

The implementation of school-based management at MTsN 1 Padangsidimpuan can be seen from the time the meeting takes place. The meeting will be held to include all school staff. The planning process, program preparation, decision making will involve teachers and other school staff for the sake of transparency of the decision and for the smoothness of the planning process to implementation to minimize the possibility of errors that will occur.

Another form of implementation can be seen from the assignment of teachers who are experts, competent and responsible whose work will be assigned or given tasks according to their respective expertise. For example, in developing students who will take part in OSN. Before making this decision, the school principal will communicate again with his representatives and the teacher whether the teacher is suitable to be the OSN coach that will be carried out, whether the teacher is willing to coach the OSN participants. Apart from that, in selecting students who will take part in the OSN, the principal, deputy principal, and subject teachers will discuss which students or students have abilities in certain subject areas.

With the implementation of MBS, all plans are also made, the work at MTsN 1 Padangsidimpuan runs well and is coordinated according to their respective duties and functions. If SBM is not implemented, there will be several people who carry out tasks that are not their own duties or responsibilities and there will be several people who carry out tasks irresponsibly, meaning they do not complete the work assigned to them properly.

The implementation of SBM at MTsN 1 Padangsidimpuan provides many benefits, this is because SBM provides great freedom and flexibility to the school, accompanied by a set of responsibilities. With autonomy which provides this flexibility, the school can further improve the welfare of teachers so that they can concentrate more on their tasks. Apart from that, the implementation of SBM can also encourage the professionalism of teachers at MTsN 1 Padangsidimpuan and the principal of MTsN 1 Padangsidimpuan as school leaders, this is because the SBM concept requires freedom for teachers and school principals in preparing the curriculum and school programs.

The Role of School-Based Management at MTsN 1 Padangsidimpuan in Improving the Quality of Education

School-based management at MTsN 1 Padangsidimpuan certainly has a very important role because it is a reference for improving the quality of education in particular. Management is certainly very useful for how leaders accommodate all their subordinates to carry out their respective functional duties. With management, of course all the work in the school, including teacher work, administration, can be carried out well. With school-based management in schools, work can be well coordinated according to the main tasks and functions of each.

SBM has an important role in educational institutions, so it is necessary to know how SBM is implemented in improving the quality of education. The implementation of SBM can be seen through the process of planning activities or preparing school programs by involving elements of teachers and the community, which will encourage openness and will reduce the level of planning errors to a minimum. The activities carried out by the school principal are in accordance with the theory put forward by Wahyusumidjo which states that one of the roles of the school principal has many functions, including the following: as a manager, the school principal must play a managerial function by carrying out the process of planning, organizing, mobilizing and coordinating. Planning relates to setting goals and strategies to achieve those goals. Organizing is related to designing and creating an organizational structure. This includes selecting people who are competent in carrying out the work and looking for the most appropriate supporting resources.

CONCLUSION

Based on the research results, it can be seen that the implementation of School-Based Management (SBM) has been seen strongly in improving the quality of education at MTs N 1 Padangsidimpuan, this is proven by the school's independence in meeting the availability of teaching and educational staff, and the school's independence in meeting the availability. Facilities and infrastructure are sufficient and adequate.

The impacts caused by the implementation of school-based management at MTs N 1 Padangsidimpuan include: 1) The school has independence in developing human resources; 2) Develop a sense of responsibility among school members in carrying out their duties and functions; 3) Developing school creativity in implementing programs; 4) Achievements achieved by the school; 5) Schools have accountability in increasing graduates who are absorbed into PTN and PTS.

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