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Perceptions of GURU PENGGERAK About Managerial Ability in Building Conducive Schools

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Abstract. *Guru Penggerak is very important and a program that prepares teachers to become learning leaders. For this reason, it is felt that managerial ability is very important to build schools that are conducive to teacher mobilization. The purpose of this research is to find out the perceptions of guru penggerak regarding managerial abilities in building conducive schools. This research is a quantitative descriptive research and Guru Penggerak Batch 5 of Lamongan district as samples with a total of 40 respondents. Data was collected through a questionnaire with a questionnaire as a research instrument. The research data were then analyzed using descriptive statistical methods. The results of the study show that the driving teacher has a high perception of all the indicators that have been tested. That the perception of the driving teacher about managerial abilities in building a school environment is very high with an average score of 4.55 in the very high category. as a driving teacher has a role in schools, including as a learning leader, being a trainer for other teachers, encouraging collaboration, realizing student leadership, and being a driving force in the community of practitioners.*

Keywords – *Mobilizing Teachers, Conducive Schools, Managerial Skills*

Abstract . *Mobilizing Teachers are very important and are one of the programs that prepare teachers to become learning leaders. For this reason, perceptions of managerial ability are very important in order to build schools that are conducive to teacher mobilization. The purpose of this research is to find out the perceptions of Guru Penggerak about managerial abilities in building conducive schools. This research is a quantitative descriptive research and the sample taken is the driving force teachers of Batch 5 of Lamongan district with a total of 40 respondents. Data was collected through a questionnaire with a questionnaire as a research instrument. The research data was then analyzed using descriptive statistical methods. The results of the study show that the driving teacher has a high perception of all the indicators that have been tested. That the perception of the driving teacher regarding managerial abilities in building conducive schools is very high with an average score of 4.55 in the high category. as a driving teacher has a role in schools, including as a learning leader, being a coach for other teachers, encouraging collaboration, realizing student leadership, and being a driving force in the community of practitioners.*

Keywords – *Driving Teachers, Conducive Schools, Managerial Skills*

I. INTRODUCTION

Education is an important part of the development of a country. In addition, education plays a role in developing higher quality human resources in Indonesia. Education is very closely related to the quality of human resources, therefore the progress of a nation is largely determined by the quality of the nation's education itself. Therefore the role of the school as the most important organization for the implementation of quality education. Improving the quality of education is goals of national education and is an effort to increase quality of human resources in general.

KEMENDIKBUD determines the Free Learning Program Policy to make the government's idea to change the quality of Education. Nadiem Makarim stated that changes in education in Indonesia did not only use an administrative (administrative approach), but also made changes in culture. Every institution or school must have the ability to change school culture centered on culture-based learning and innovation. (Nadiem, 2020).

In July 2020, KEMENDIKBUD issued a Teacher Mobilization Program (PGP) to designate future education leaders. With the Teacher Mobilization Program, the government invites smart teachers to develop Indonesian education by producing student -centered learning and fostering a better educational ecosystem. The aim of this program is to create the best teachers through reflection, sharing and independent collaboration activities to develop themselves and other teachers who have the moral , emotional and religious character to act according to ethical rules, prepare , implement, review and assessing student and child -centered learning also includes being able to work together with parents and the community to advance the school and promote student leadership , and to develop and lead efforts to realize the best school vision for the benefit of students and the needs of the community around the school .

The Mobilizing Teacher Program is one of the Free Learning Programs which aims to boost the potential of teachers in terms of agents of change where mobilizing teachers can explore the thoughts and opinions of school

members in evaluating activities or programs that are a problem in developments in schools. The driving teacher tries to see, listen as well as observe the voices of "stakeholders and" make "an initiative to" change for the better. Driving Guru as a leader "in the perspective of the stakeholders themselves".

"Motivational Teacher" strengthens various skills to direct "and drive change such as visioning, through "visioning skills" the driving teacher can "have a good" mental picture and "imagination" in his "role as a leader" of change "in schools so as to be able to "equalize" driving force possessed "by the school".

In institutions, GURU PENGGERAK are able to " become " learning leaders, driving the environment who are both at school and in the school environment, can work together with colleagues and direct colleagues at school, and are able to succeed in student leadership. With this role , it is hoped that the driving teacher will be able to develop education starting from himself and then collaborate with school principals and colleagues to create pro-student programs and learning , so as to build conducive schools. Motivator teachers are equipped with various abilities in managing classes and the managerial abilities of a school principal. So that few or many GURU PENGGERAK know about managerial abilities.

According to (Satriawan et al., 2021) " the driving teacher program changes patterns " a change in " education from a " centralized " pattern towards decentralization with the driving teacher as the agent and the school as the process leader " change . " The driving teacher plays a role in bringing transformational vision and " makes "The vision is shared by all stakeholders. The change process driven by the driving teacher is carried out using an appreciative inquiry approach to explore the potential and power of change from within the school through a dialogue process so as to " minimize " the occurrence of " strength " which is counterproductive ".

The ability "is a rational behavior to achieve the desired goal" is required. "In order to be able to carry out" activities in "their work, people must have the ability" knowledge "knowledge, attitudes and skills (skills) in accordance with the field of work. Management is a process of managing existing resources which has four functions, namely "planning", organizing, "moving and controlling". "Efforts to achieve education must be "proclaimed" taking into account existing resources, situations and conditions in order to achieve effective goals. Relevant resources and the implementation of these activities need to be "coordinated" in a "overall" manner in order to achieve harmonious cooperation "to" achieve the goal. The integration of organizational work requires direction, encouragement, coordination, and effective leadership. The implementation of all these activities must be controlled, monitored and evaluated for their "effectiveness" and "efficiency". "The result is a very useful feedback to refine and improve planning", organizing, and other "implementation of activities".

To create a conducive school there must be commitment from the school community (principal, teacher board, students, student guardians). This commitment is outlined in the school's vision, mission and goals which are then socialized to school members, so that the vision, mission and goals can go as expected. Improving the quality of education through School culture is also very important in creating a conducive school including, structuring the physical environment, structuring school personnel, structuring the social environment, structuring the work environment.

Perception is a process carried out by an individual to be able to recognize an objective fact or object using individual tools (Zamroni, 2013). With this ability, the driving teacher can assess or perceive managerial abilities in building a conducive school. presumption " That can be positive and negative depending on how far the teacher's perception " driving their managerial abilities after participating in a driving program in building conducive schools . " In a sociological perspective, there are indications of low managerial skills creating negative perceptions in the form of assumptions " the lack of managerial ability makes it difficult to build a conducive school.

In line with previous research conducted by Dinda Permatasari, Muhammad Akmansyah, Achi Rinaldi who argued that the influence of "teacher perceptions of the principal's managerial abilities" as well as "work motivation" has an "important" role in "improving teacher performance". Also research conducted by Norma Puspitasari, S.Pd on the managerial abilities of school principals in improving teacher performance. Also "research conducted by Anastasia Dewi Anggraeni" on the effect of "perceptions of the managerial abilities of school principals and organizational culture on" teacher performance. However, this research is different from previous research. This study uses different variable indicators such as the variable indicators of perceptions of driving teachers, and conducive schools.

From the explanation above it is known that GURU PENGGERAK are prepared to become leaders both in class and in a wider scope at school and in other practicing communities. On the other hand, experience and culture make the role of the driving teacher also a separate obstacle in creating a conducive school climate. From the background above, "researchers conducted research related to the "perception of the driving teacher" about managerial ability "in building a conducive "school" case study on GURU PENGGERAK Batch 5 Lamongan district.

II. METHOD

type of research uses research quantitative with a descriptive approach, in which research uses quantitative data, examines what is in the field and describes it to produce a clear and detailed picture of the perceptions of GURU PENGGERAK about managerial abilities in building conducive schools. This study uses primary data. In accordance with the opinion expressed by (Sugiyono 2018), "the data used in this study is direct data" (not through intermediary media) obtained by using a questionnaire given directly to the Batch 5 driving teacher.

The research instrument used in this study was a question sheet in the form of a questionnaire. The questionnaire contains questions consisting of 5 assessment indicators regarding the perceptions of GURU PENGGERAK adopted from the National Minister of Education Regulation No. 13 of 2007 concerning school / madrasah principal standards. For "Obtain correct and accurate data and information", the researcher will distribute questionnaires to the respondents to make them a source of data information. Respondents who were selected from the mobilization teachers had participated in the mobilization teacher education and had completed the module package from the Ministry of Education and Culture. These respondents included GURU PENGGERAK in the school area in Lamulan district, where there were GURU PENGGERAK from Batch 5 with a total population of 156 people. Of all the driving teachers, a sample of 40 people was selected using a random sampling technique. The number of samples corresponds to the minimum number of studies for statistical data analysis according to (Sugiyono, 2019). When the research was conducted starting in December 2022.

The collected data was then analyzed and given a score using a Likert scale of 1-5. To test and draw conclusions in research, the data analysis technique used is descriptive statistical analysis technique. Descriptive statistics are used in describing statistical data starting from the collection, preparation to presentation of research data so that it becomes useful data. The results of the analysis are in the form of data on average perceptions of GURU PENGGERAK with index scores between 1-5 and categorized into 5 levels. Scores 1-2 are categorized as very low, 2-3 categories are low, scores 3-4 are moderate categories and scores 4-5 are high categories. The purpose of this analysis is to provide an overview of the object under study through the selected sample to describe the population as a whole.

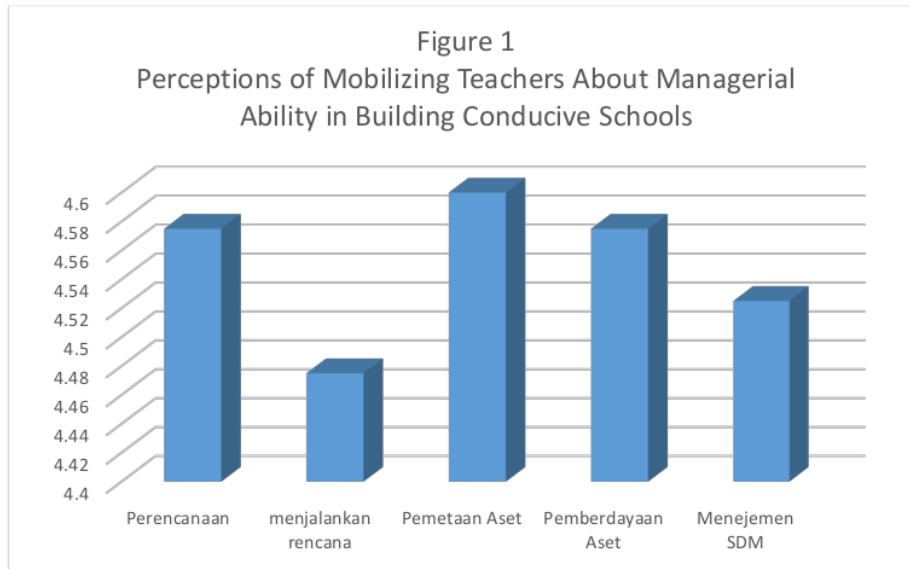
RESULTS AND DISCUSSION

According to Akdon in Ferry Darmawan et al (2013) revealed that a set of technical skills including managerial skills in carrying out responsibilities as school leaders can maximize all available resources to produce organizational goals effectively and efficiently. "In the field of management, the factor of managerial ability is important and decisive, because this factor" relates "to the" main "activities" of an organization, namely leading the "organization" in its efforts to achieve its goals. The managerial ability of the head is very important in building a conducive school. A leader must have the ability to implement management principles commonly known as managerial ability.

A conducive school is a school that has a comfortable atmosphere for carrying out educational activities, creates welfare for teachers and employees and is able to work together in achieving the set vision and mission. A conducive work climate in schools is important for teachers in carrying out their duties at school. All components of learning, both physical and non-physical, will be meaningless if many teachers are unable to work optimally.

Mobilizing teachers are government programs that function in producing learning leaders in schools and are trained as "candidates" . future educational leaders . The driving teacher has an important role in building a conducive school. The driving teacher has a role "among other things" namely "becoming a learning leader, being a coach for other teachers, encouraging collaboration, realizing student leadership", mobilizing and "practicing community". In this condition the driving teacher has the responsibility to create conducive school environmental conditions both in the classroom and as part of the school community. so that the ability of teachers to drive school management both in class and in their environment will greatly support the formation of conducive schools.

From the results of research conducted on mobilizing teachers Batch 5 in Lamongan district regarding perceived managerial abilities in building conducive schools, the results showed that most of the mobilizing teachers had high perceptions of their managerial abilities. The average has a perception value of 4.55 and has a high category. The average value is obtained from 5 perception indicators including planning, steps to implement the plan, asset mapping, asset empowerment and human resource management. The results of each variable indicator can be seen in the graph below.



From the graph above it can be seen that all indicators of perceptions about managerial ability show high scores. All indicators are above a score of 4. This means that each indicator shows a high level of perception. The highest perception is in the perception of asset mapping. Where the driving teacher has been able to map various assets owned by the school to be developed into a conducive school. While the lowest perception is in carrying out the plan but still in the high category.

The perception of the driving teacher in planning has an average score of 4.58 in the high category. This means that activating teachers have the perception that they are capable of compiling visions and missions in carrying out their roles both as classroom teachers and in a "school" community. According to Sobri, et al (2009: 103), planning can "formulate" as the whole process of thinking and determining "in full" of things that will come in order to determine the goals that have been planned". Sagala in (Surasuwasti et al, 2017) said "the effectiveness of school planning produces programs that are "good" and centered on student learning success, school finances, school buildings, laboratories, libraries, and community relations. Thus planning is effective if the teacher "motivator as a learning leader must be able to collaborate with all stakeholders in the school " in an effort to develop programs " in " achieving the expected goals " . According to Firmansyah and Mahardika (2018) Planning or planning is determining which activities to do first, before we carry them out later. Meanwhile, according to (Sadikin et al, 2020) planning is " integrative action that tries to maximize the effectiveness of ideas and ideas in a comprehensive manner from an organization so that goals can be achieved optimally " . In this case the driving teacher can develop individual programs for classroom learning or also collaborate in compiling broader programs that have an impact on students on a school scale.

Then in the process of running the program that has been made, the driving teacher believes that the overall answers about the process of running the program that has been made are high to very high. With an average score of 4.48. If seen from these results, it shows that there is a decrease in perception by the driving teacher in carrying out the program that has been made compared to the planning process. This is because many factors influence the success of the program that has been made. The implementation process will be more complicated than the planning process that is made. "In the process of implementing a program, it can actually be successful, less successful, or fail altogether when viewed from the form of the results achieved or outcomes. Because in this process, various elements can be seen whose influence supports or hinders the achievement of program goals. Program implementation is a series of activities carried out by individuals and groups in the form of carrying out activities supported by policies, procedures and resources intended to bring results to achieve the goals and objectives that have been set. (Fabiana Meijon Fadul, 2019) .

The third indicator is the perception of the driving teacher in the ability to map assets in the school. This asset mapping is included in the weaknesses and strengths that are owned to support the programs that have been made.

From the results of the research conducted, the results were 4.6 or in the high category. Asset-based school development "is not just the use of local assets in school development activities. But it is an attempt to shift or change the perspective, that "schools" actually have resources and potential that can be utilized to improve and improve the conditions of "schools". Asset mapping is used in preparing asset-based school programs. According to Kretzman in (Riyanti 2021) "The asset-based approach aims to identify and utilize tangible and intangible assets available to the community rather than looking for deficiencies".

The next indicator is regarding the empowerment of existing assets in schools in creating conducive schools. Asset mapping that is carried out will not be useful if the utilization is not optimal. Utilization of these assets is in the form of program implementation that utilizes all the assets owned by the school as the carrying capacity of the programs that have been made. From the results of the analysis, it shows that the perceptions of GURU PENGGERAKin the use of assets owned by schools are included in the high category with an average of 4.58. This is slightly lower than the asset mapping. This is because indeed in the utilization of assets used in implementing school programs, it will not be able to absorb all the resources that exist in schools. There are many factors that will influence the implementation of the program. There are still many organizations, both schools and government agencies, that have not implemented effective asset management. This is because not many employees are able and competent in managing organizational assets (Syahril et al., 2019).

The last indicator in assessing the perceptions of GURU PENGGERAKin building conducive schools, human resource management. This human resource management is a form of the role of the driving teacher in encouraging collaboration. Good collaboration will form a conducive working climate and the goals that have been formulated can work well. The results of the study show that the perception of the driving teacher in human resource management is 4.53 or in the high category. Human resource management for GURU PENGGERAKis not only about positions but being able to collaborate in encouraging the creation of conducive schools. Collaboration is a form of cooperation that is carried out by considering the division of tasks that are adjusted to the abilities and competencies of each member. A good division of labor and in accordance with the competence of each person will make the work more effective. According to (Mardiasmo (2017) Effectiveness is a measure of the success or failure of achieving an organization's goals. In addition to the division of tasks according to competence, to achieve organizational goals, the work environment also needs to be maintained so that the workplace situation can be conducive. The work climate created by the head Schools must prioritize kinship so that everyone works happily.

CONCLUSION

From the discussion above, it can be concluded that the driving teacher has a high perception of all the indicators that have been tested. Whereas the perception of the driving teacher regarding managerial abilities in building a conducive school with an average score of 4.55 in the high category. In planning indicators, GURU PENGGERAKhave an average score of 4.58 in the high category. In creating a conducive school, planning is very important because by doing good planning and carried out in collaboration with all stakeholders in the school and adapted to the characteristics of the school, creating a conducive school can be done well. For indicators of program implementation, the driving teacher has an average perception score of 4.48. The score is in the high category on a scale of 1-5. Perceptions of program implementation have less value than planning. This is because program implementation always has different constraints in each program and situation and has different challenges. In the asset mapping indicator, GURU PENGGERAKhave a high perception with an average score of 4.6 on a scale of 1-5. Asset mapping is very useful for teachers in planning and implementing programs. By knowing the assets they have, they can be optimized in such a way that they can compile and implement programs to create conducive schools. In the indicator of the use of activating teacher assets, the average perception is 4.58 on a scale of 1-5. Appropriate and optimal use of assets will be able to create a conducive school. One of them can be done by placing human resources according to their abilities and capacities. In the next indicator, human resource management. In this indicator the driving teacher has a perception of 4.53. Human resources are the main actors in creating conducive schools. With good human resource management and in accordance with the program objectives achieved, conducive schools can be achieved properly.

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