

The Effect of School-Based Management and Academic Supervision on the Education Quality in Junior High School

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ABSTRACT

The education quality is a standard that educational institutions in Indonesia must maintain. Improving education is a commitment of the Republic of Indonesia, which is implemented through various regulations and regulations related to the national education system. One of the policies that have been taken is the Republic of Indonesia Government Regulation Number 32 the Year 2013, about Amendments to Government Regulation Number 19 of 2005 about National Education Standards. The purpose of this study was to see and describe: 1) the effect of school-based management on the education quality; 2) the influence of academic supervisors on the quality of education; 3) the effect of school-based management and academic supervision together on the quality of education in the Sungai Lilin District Public Junior High School. The research method used is quantitative. The results of this study indicate that: 1) there is a very significant positive influence between school-based management on the quality of education; 2) there is a very significant positive effect between academic supervision on the quality of education; 3) there is a positive influence between school-based management and academic supervision together on the education standard.

Keywords: School-Based Management, Academic Supervision, Quality of Education

1. INTRODUCTION

The National Education goals, namely to educate the nation's life and develop human beings as a whole, must have education quality. Improving the quality of education is a commitment of the Republic of Indonesia, which is implemented through various laws and regulations. One of the policies taken was the issuance of PP. 32 of 2013 about Amendments to Government Regulation No. 19 of 2005 about National Education Standards, which include: Content Standards, Process Standards, Graduate Competency Standards, Educators and Education Personnel Standards, Facilities and Infrastructure Standards, Management Standards, Financing Standards, and Education Assessment Standards. To ensure and control education quality following the national standards of education, evaluation, accreditation, and certification are conceded.

Many teachers still do not know the meaning of education quality standards, referring to these laws and regulations and monitoring in public schools in the Sungai Lilin sub-district. Also, most schools cannot yet ensure that the quality of education that is implemented has met: 1) Curriculum quality standards (K13) set by the government was made not following the conditions of the school and what was expected by the government, 2) The quantity of competency of graduates. It can be seen from the UN scores that many scores are below standard. 3) Achievement of school accreditation scores. Of the eight schools, there were only three schools that received an A accreditation score. 4) The teacher's learning process was not optimal, using the old method of teaching.

Referring to the explanation above, the authors researched at the Sungai Lilin Subdistrict Junior High School to know and describe: The effect of school-based management on education quality. The effect

of academic supervision on education quality. The effect of school-based management and academic supervision together on the education quality.

The benefits of this study are to provide an overview of how much influence school-based management and academic supervision have on the quality of education in SMP Negeri Kabupaten Sungai Lilin.

2. METHODS

2.1 Types of research

This study was conducted in eight State Junior High Schools in Sungai Lilin Subdistrict, Musi Banyuasin Regency, namely: SMP Negeri 1 Sungai Lilin, SMP Negeri 2 Sungai Lilin, SMP Negeri 3 Sungai Lilin, SMP Negeri 4 Sungai Lilin, SMP Negeri 5 Sungai Lilin, SMP Negeri 6 Sungai Lilin, SMP Negeri 7 Sungai Lilin, SMP Negeri 8 Sungai Lilin.

The time used in this study was three months, from October 2020 to December 2020, using quantitative methods. Furthermore, this research design is in the form of an influential study to define the effect of the three variables, namely the independent or independent variable of School-Based Management (X1) and Academic Supervision (X2). In contrast, the dependent or dependent variable is the Quality of Education (Y). The two independent variables, namely (X1) and (X2), are associated with the dependent variable (Y) with a pattern of relationship between variables X1 and Y, the relationship between variables X2 and Y, and the joint relationship X1 and X2 with variable Y.

The design in this study can be described as follows.

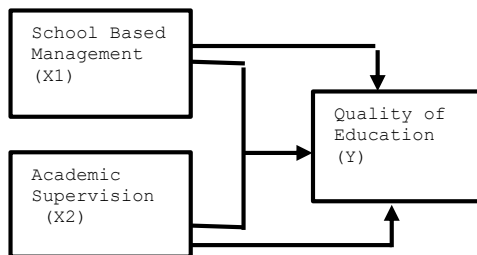


Figure 1. Research Framework Image

2.2 Research Subjects and Data

The method of sampling this research will use a simple random sampling technique. According to Siregar (2018: 31), "Simple Random Sampling is a sampling method that affords the same opportunities to every member in a sample population."

The research sample was calculated using the Slovin formula for a population of 170 teachers with an error rate of 5%. After being calculated based on

Slovin, the number of research samples at the State Junior High School in Sungai Lilin District were 119 teachers as respondents.

The data used in this research are primary, namely raw data that still needs to be processed, collected directly from the object of research by filling in a list of questions (questionnaire). This is a data collection technique by giving some written questions to the teachers. The questionnaire given to the teachers is closed, with the answers from the questionnaire have been provided.

The teacher only chose one of the answers provided. Each item of this questionnaire statement provides five alternative answers. The alternative answers to each questionnaire item of the statement are given a weighted score using a Likert scale. The measured variables are translated into variable indicators. These indicators are then used to arrange instrument items that could be questions or statements. The statements and questions consist of the Education Quality variable totaling 25 items, the School-Based Management variable totaling 30 items, and the Academic Supervision variable totaling 30 items.

3. RESULTS AND DISCUSSION

The research data obtained a description of some of the characteristics of each variable studied, both the dependent variable, namely the Quality of Education (Y) and the independent variable, namely School-Based Management (X1) and Academic Supervision (X2).

No	Variable	Lowest Score	Highest Score	Mean	Range	Standard Deviation
1.	School Based Management	60	141	105,08	81	24,424
2.	Academic Supervision	55	145	103,18	92	23,771
3.	Quality of Education	58	136	94,35	102	19,492

In the final section, hypothesis testing is carried out, followed by a discussion of research results obtained from data processing results through the SPSS version 26.0 software application. These data are described as follows:

Table 3.1 Descriptive

The School-Based Management calculation results show that the skewness value is -0.255 and the kurtosis value is -1.032. From these data, the value of skewness and kurtosis lies in the area between -2 to +2, so it can be said that the distribution of the sample data on school-based management scores is normal.

The calculation of Academic Supervision shows that the skewness value is -0.137 and the kurtosis value is -0.992. From these data, the value of skewness and kurtosis lies in the area between -2 to +2, so it can be said that the distribution of the data sample value of academic supervision is normal.

The calculation result shows that the skewness value is -0.042 and the kurtosis value is -1.137. These data the values of skewness and kurtosis are located in the area between -2 to +2. So, the distribution of the sample data on the value of education quality is normal.

Table 3.2 Linearity Test (Anova)

		Sum of Squares	Df	Mean Square	F	Sig.
Quality of Education *	Between Groups	22114,049	9	2457,117	11,790	,000
	Linearity	19930,350	1	19930,350	95,629	,000
	Linearity	2183,699	8	272,962	1,310	,246
School Based Management	Within Groups	22717,128	109	208,414		
	Total	44831,176	118			

		Sum of Squares	Df	Mean Square	F	Sig.
Quality of Education *	(Combined)	16575,559	9	1841,729	7,105	,000
	Linearity	15704,619	1	15704,619	60,583	,000
	Deviation from Linearity	870,941	8	108,868	,420	,907
Academic Supervision	Within Groups	28255,617	109	259,226		
	Total	44831,176	118			

Based on the significant value (sig) of the output, the deviation from Linearity Sig is $0.246 > 0.05$ and $0.907 > 0.05$. So it could be determined that there is a significant linear relationship between the school-based management variable (X1) and the education quality variable (Y), also, between the academic supervision variable (X2) and the education quality variable (Y).

Table 3.3 Multiple Correlation Linear Regression Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	39,257	6,101		6,435	,000
	School Based Management	,606	,135	,759	4,484	,000
	Academic Supervision	,360	,60	,498	6,047	,001

Based on the results of multiple linear regressions which examined the school-based management variable (X1) and academic supervision (X2) on the quality of education (Y), it can be written as follows:

$$Y = 39,3 + 0,606 X_1 + 0,360 X_2 + e (0,05)$$

From the multiple correlation linear regression equation, it can be explained as follows:

- 1) The constant coefficient of 39.3 means that if school-based management (X1) and academic supervision (X2) are 0 or constant, the quality of education (Y) is 39.3.
- 2) The coefficient value of the school-based management variable (X1) is 0.606, meaning that if school-based management (X1) increases by 1 unit score, the quality of education (Y) will increase by 0.606, assuming the school-based management coefficient is 0 or constant.
- 3) The coefficient value of the academic supervision variable (X2) is 0.360, meaning that if academic supervision (X2) increases by 1 unit score, the quality of education (Y) will increase by 0.360, assuming the academic supervision coefficient is 0 or constant.

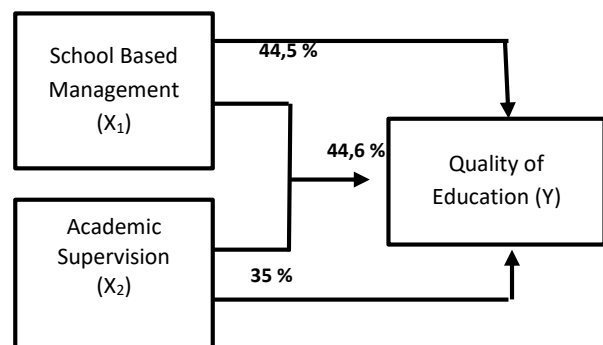


Figure 2. Image of Research Framework Results

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