



The Impact of Managerial Principles and Teacher Performances on the Effectiveness of Education in Islamic School

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Abstract. Studies on the Al-Quran learning center TPQ which is an institution for teaching Islam at the primary level for elementary school children are still scarce. Regardless the number of TPQs is considerably large. This study aims to provide a preliminary assessment of learning effectiveness that evaluates the learning success of TPQ students. The source of data in this study is primary data obtained from the administrators of 269 TPQ located in Gunungkidul Regency, Special Region of Yogyakarta. The research study carried out is quantitative by distributing questionnaires. There are various conditions in the TPQ of Gunungkidul Regency, including the lack of TPQ learning management such as the unavailability of a learning syllabus, the absence of a semester system, and the application of the report card system. On the subject of educator management, there are as many as 69.5% of less competent educators. In terms of managerial principles, 58% of TPQ do not have a clear vision and mission. This research acts as preliminary research to determine what affects learning effectiveness.

Keywords: Learning Effectiveness · Islamic School · Teacher Performance · Managerial Principles

1 Introduction

Based on the Instructions for the Implementation of Al-Qur'an Education from the Decree of the Director General of Islamic Education Number 91 of 2020, TPQ as the Al-Qur'an Primary School is one of the non-formal institutions where the core learning materials in TPQ are reading, writing, memorizing, and practice the Qur'an teachings in daily life. Hence, Head of PD Pontren, Ministry of Religion, Gunungkidul Regency, H. Yosep Muniri, S.Ag., M.A. On May 31, 2022, said that according to EMIS data, there are 1,013 active TPQs in Gunungkidul with 4,052 teachers and 42,717 students consisting of PAUD, TK, SD grades 1, 2, and 3. Although based on Coordinating board (BADKO) of TPA-TPQ Gunungkidul on 30 May 2022, the TPQ which already has a TPQ legal registration number in 2021 is 995 TPQ. The majority of TPQs in Gunungkidul hold activities two or three times a week, more often on weekends (Saturday and Sunday). The time chosen for regular teaching is in the afternoon after Asr. The majority of TPQ are taught by three to six teachers from the local communities.

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In educational institutions, leaders are not only responsible for one problem but cover all existing fields, ranging from institution management, educators, students, infrastructure, and finance. Therefore, the ability to manage is needed in an institution, including in the TPQ. According to [1], management can be carried out by planning, organizing, actuating (implementation by trying to move members), and controlling (supervision). These four things are abbreviated as POAC. The managerial ability of the leaders of educational institutions is required to achieve the goals of the organization effectively and efficiently.

In addition to managerial factors, the teaching performance of educators is also a factor in the effectiveness of students' learning. In addition to mastery of subject matter and skills, educators are expected to comprehend the principles of teaching and measure the learning achievement of students. Efforts taken to improve the performance of educators are through formal education such as colleges or non-formal training. TPQ educators in Gunungkidul Regency mostly participate in various TPQ management training organized by government institutions, for instance, held by the TPA-TPQ Coordinating board (BADKO).

This study aims as an early step to determine the factors which affect the effectiveness of learning at the TPQ in Gunungkidul. The analysis used is quantitative analysis. The source of data in this study is primary data obtained from the administrators of 269 TPQs located in Gunungkidul Regency, Special Region of Yogyakarta.

1.1 Learning Effectiveness

In the Great Dictionary of the Indonesian Language (KBBI), the word effective itself means that it has an effect, obtaining results, or comes into effect (in laws, regulations). Effectiveness means success or something done works well. Learning in KBBI means trying to gain knowledge, practice, or change behavior or responses caused by experience.

Kyriacou [2] explains that the effectiveness of learning is the success of students in using time management in learning and student involvement in the learning process. According to [3], one of the factors that determine the effectiveness of learning comes from the strategy provided by schools and teachers. According to [4], an indicator of student learning success is the ability of students to utilize time intensively. A positive learning climate between educators and students will affect the effectiveness of learning [5]. Concurrently, according to [6], the effectiveness of learning depends on the problem-solving ability of students in solving problems.

1.2 Managerial Principles

Katz [7] explains the managerial principle is the ability to run an organization on achieving goals. Meanwhile, according to [8], managerial principles are skills acquired through relevant education and experience so that managers can do their jobs effectively based on the conceptual, interpersonal, and technical skills possessed by managers [1]. In education area, these three factors have a major influence on school effectiveness, as researched

by [9]. The managerial principles include four basic things, namely professional capacity; learning atmosphere at school; parent, school, and community relationships; and instructional guidance [10].

1.3 Teacher's Teaching Performance

Performance according to Dessler's [11] definition is a comparison between actual work results and work standards determined by the organization. According to [12], teacher performance is a job that has been achieved by teachers both individually, in teams, and in school organizational systems in carrying out their duties and responsibilities as educators to implement the school's vision and mission. According to Fitria [9], teacher performance can be assessed from five indicators; quality of work, accuracy of work, initiative, ability, and communication. According to [5], there are two factors that determine the effectiveness of an educator, namely teaching skills and a positive personality. [13] argue that to accomplish effective learning in students, it is necessary to have the capability of educators to provide clear and precise instructions (high clarity and high immediacy) in delivering lessons [4].

2 Method

This study examines the influence between independent variables: managerial principles, and teacher teaching performance as an intervening variable, as well as the dependent variable the learning effectiveness of TPQ students in Gunungkidul, both direct and indirect effects in the path analysis framework of decomposition model. The research was conducted by giving survey to TPQ management as respondents regarding the condition of TPQ in Gunungkidul. The questions asked have been prepared in advance and are made based on the indicators of each variable.

This study took place in Gunungkidul Regency, Special Region of Yogyakarta, with a total sample of 269 TPQs spread over 18 sub-districts/*Kapanewon*. The source of data in this study is primary data obtained directly from the TPQ administrators who were selected as samples. The data collection process was carried out on May 30, 2022 with a closed questionnaire technique by giving a set of written questions to respondents using the Guttman measurement scale. This measurement scale will get a firm answer, "yes-no" to the 32 questions asked.

3 Findings and Discussions

Indicating from the data obtained, there are particularly 69.5% of TPQ administrators who have participated in TPQ management training organized by the TPA-TPQ Coordinating Board (BADKO) either at the sub-district or district level. However, there are still many TPQs that do not have a well-organized TPQ management system. This reality can be perceived from the data that shows, there is only 20.4% TPQ have a learning syllabus, 58% of TPQ do not have a clear vision and mission in writing, 82.9% of TPQ have not implemented the learning semester system, and 76.2% have not implemented the system of report card.

The condition of the competences of TPQ educators in Gunungkidul on average is still below the standard, survey data point out there are still 56.6% of TPQ teachers who do not have sufficient knowledge capacity. In addition, there are still 49.8% of TPQ who do not have a clear learning plan and there are 44.2% of TPQ which states shortage of educators. Furthermore, there are as many as 69.5% of TPQ educators in Gunungkidul who do not have a background in studying religion in Islamic boarding schools *pesantren* or similar religious education institutions. Alongside the lack of teaching knowledge, the welfare of TPQ teachers is also less concerned, where as many as 71.4% of TPQ Gunungkidul are still unable to pay attention to the well-being of their educators.

4 Conclusion

In this preliminary study, it is found that there is deficiency and hole in the Al-Quran early education system so that the expected learning outcomes for each TPQs can vary. As it can be noticed because Al-Quran education is only localized, and its success is influenced by the awareness and initiative of the educators and the environment support in where they are studied. Early Al-Quran education should be the attention of the government and the competent authorities as parties who play an important role in managerial to create a standardized system equally. This state is also confirmed by the uneven performance of teachers and educators because there is no actual or minimum support from superior authorities so autopilot action can occur and develop unjustly out of the progress of the environment and local system where the TPQ is. In line with a well-achieved managerial having an influence on the actual work that has been achieved by the teacher to establish the school's vision and mission, as well as influencing the impulses and emotions to advance students on learning, then these variables will all have a significant and positive effect on the success of student learning as expected.

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