Preliminary Study on the Impact of Managerial Principles and Student Learning Motivation upon the Effectiveness of Education in the TPQ as an Islamic Primary School at Gunungkidul Regency

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Abstract. An early Al Quran teaching for children is in Indonesia usually initiated at TPQ (*Taman Pendidikan Quran*) as primary education institution. Studies on the TPQs to understand the effectiveness of education is still limited. On the contrary Indonesia has significantly large TPQs in number. This study's objective is to define the effectiveness of the learning and teaching that happen in TPQs. Data would be primarily collected from the administrators of 269 TPQs in Gunungkidul Regency, Special Region of Yogyakarta. The research study undertaken is quantitative by distributing questionnaires. The survey shows that 58% of TPQs do not have a written vision and mission, and 18.6% of TPQs do not have good management structure. Meanwhile, 39.8% of TPQs have problems with teaching and learning process disturbances due to other classes, and 82.9% of TPQs do not have a clear learning time period, where this can affect students' learning motivation. This research is a first step to determine the determinants of the effectiveness of TPQ students' learning.

Keywords: learning effectiveness · Islamic school · managerial principle · student learning motivation

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 is one of the non-formal institutions to Islam teaching for primary school level. In the TPQ student main focusses is to learn reading, writing, memorizing, and practice the contents of the Quran. Head of PD Pontren, Ministry of Religion, Gunungkidul Regency, H. Yosep Muniri, S.Ag., M.A. On May 31, 2022 mentioned according to EMIS data, there are currently 1,013 active TPQs in Gunungkidul with 4,052 teachers and 42,717 students embodying of PAUD, Kindergarten, SD grades 1, 2, and 3. Coordination Board (BADKO) of TPA-TPQ Gunungkidul on 30 May 2022 stated around 995 TPQs has been

already registered in 2021. Larger part of TPQs in Gunungkidul have class sessions at least two or three times a week, more often on weekends (Saturday and Sunday). Hence, they have at the minimum three to six teachers from the people in the neighborhood who will hold regular teaching in the afternoon after Asr prayer.

Leaders in school and other educational institution are responsible for varies of area not limited to institutions, educators, students, infrastructure, and finance. Moreover, the capability in management is compulsory inside an institution, particularly in the TPQ as an Islamic school [1]. Assert that management can be established some keys as well as planning, organizing (determination of work), actuating (applying to move members), and controlling (supervision). These four things are known as POAC. The managerial readiness of the leaders of educational institutions is obliged to accomplish the mission of the organization effectively and efficiently.

Motivation is a concept to grasp essential factors that influences human behavior and performance. Practitioners and researchers define motivation as the preeminent part of student achievement to ascertain the consistent on that achievement. The instinct of a human being to have motivation has existed in the person since he starts to know new things and learn them [2]. Student's motivation is a challenge in itself in this digital era, and from the survey, 63.9% of respondents stated that the cause of student laziness due to gadgets or smartphones.

This study's subject has a purpose to preliminarily identify the elements that impact the effectiveness of learning at the TPQ in Gunungkidul. The analysis of this subject is quantitative analysis. Hence, the data has been analyzed in this study as primary data from the administrators of 269 TPQs located in Gunungkidul Regency, Special Region of Yogyakarta.

A. Study of Literature
1) Learning Effectiveness

In the great dictionary of Indonesia language (KBBI), effectiveness is the same as effectiveness. The word "effective" itself means that it has an effect, is effective (about drugs), can bring results, or comes into effect (in laws, regulations). Effectiveness means success or something done works well. KBBI states that "learning" is trying to gain knowledge, practice, or change behavior or responses caused by experience.

Kyriacou (2009) explained that the effectiveness of learning is the success of students in managing time for learning and student involvement in the learning process [3]. According to All, Castellar, & Looy (2014), one of the factors that determine the effectiveness of learning is the learning strategy provided by schools and teachers [4]. According to Biwer, Egbrink, Aalten, & de Bruin (2020), an indicator of student learning success is the ability of students to use time intensively [5]. A positive learning environment between educators and students will affect the effectiveness of learning [6]. Meanwhile, according to Janse van Rensburg (2018), the effectiveness of learning depends on the problem-solving ability of students in solving problems in learning [7].

2) Managerial Principles

Katz (2009) explains the managerial principle is the proficiency to run an organization to excecute its goals [8]. Meanwhile, according to Jones & George (2014), managerial principles are expertise acquired through relevant education and experience so that

managers has the ability to do their duties effectively based on the conceptual, interpersonal, and technical skills possessed by managers [9]. Besides, these three elements also play an important role on school effectiveness, as studied by Mukarromah, Mudjito, & Purbaningrum (2019) [10]. The managerial principles encompasses four basic things, namely professional capacity, learning atmosphere at school as well as parent, school, and community, and instructional guidance [11].

3) Learning Motivation

Several references have cited the definition of such motivation. According to Brophy (2004), motivation is a theoretical construct used for persistence and quality of behavior, especially goal-directed behavior [12]. Middleton & Perks (2014) interpret that motivation is a deeper energy that exists in every student and has a direction or purpose [13]. Lee & Brophy (1996) also mentions that motivation is a student's desire to actualize something [14].

Learning motivation according to Clark & Mayer (2016) is an inner psychological process to encourage, maintain, and direct student learning activities as expected by the teacher [15]. The same thing was agreed by Jude, Kajura, & Birevu (2014) [16]. Alhadabi et al. (2019), and Huang & Chuang (2016) explain that learning motivation is good academic performance, showing a willingness to try, accept challenges, and learn. Learning motivation consists of intrinsic motivation which is characterized by interest and curiosity and extrinsic motivation that predispose external factors such as rewards, values, competition, and approval of parents and teachers [17,18].

Practitioners and researchers in education concur the motivation as the key part in encouraging students to maintain their commitment in learning goals [2]. Students' motivation can be shaped by classes that apply active and interactive [19]. Furthermore, motivation can be nourished when students become aware of values and goals, where this will be relevant to the academic achievement [20].

Students' learning motivation has an influence on learning outcomes as noted by Qi (2018) and Lin & Chen (2017) [21, 22]. Avcı (2022) emphasize that learning motivation has direct effect on academic accomplishment [23]. However, this will be supported by changes in teaching strategies as expressed by Tremblay-Wragg, Raby, Ménard, & Plante (2021) [24]. One of the teaching strategies is education games, this can be proven to increase the motivation as Lu, Chang, Kuo, & Kumar (2019) studied [25].

2 Methods

A. Data Collection

This study investigates the impact between independent variables is financial management and teaching performance as an intervening variable, and the dependent variable is the learning effectiveness of TPQ students in Gunungkidul, both direct and indirect effects in the framework of path analysis of decomposition model. The research was conducted by conducting a 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 has been proposed with a total sample of 269 TPQ spread over 18 Districts/Kapanewon in Gunungkidul Regency, Special Region of Yogyakarta. The data

taken in this study is primary data from the TPQ administrators who were chosen as samples. The data collection process was collected on May 30, 2022, with a closed questionnaire technique by delivering a set of inscribed questions to respondents to answer using the Guttman measurement scale. This measurement scale would give a firm answer, "yes-no" to the 32 questions asked.

3 Results and Discussion

Regarding managerial principles, the data got from survey results imply that 58% of TPQ do not have a black-and-white vision and mission. This vision and mission are crucial since the goals and strategies of TPQ can be structured and planned in order learning process grow more effective. In addition, the survey results show that 18.6% of TPQ do not have a complete management structure, as many as 25.3% of TPQ have a head (chairman) with minimum managerial ability. This managerial principle certainly takes an important part as the basic foundation of the TPQ institution, starting from the good leadership ability of a leader in managing TPQ.

On the matter of student motivation, it was found that 63.9% of TPQ in Gunungkidul Regency affirmed that students' laziness in participating TPQ's activities was caused by the bad influence of gadgets. Meanwhile, as many as 39.8% of TPQs had problems with teaching and learning process disturbances due to other classes, 82.9% of TPQs did not have a clear learning period, such as the semester system, and 76.2% of TPQs did not have report cards to report student learning outcomes. The things above can be interpreted as factors that directly affect student learning motivation, because not only internal factors, motivation is also formed on external factors, as comfortable and systematic learning conditions.

4 Conclusion

Based on the survey taken, it shows that there are some issues regarding the effectiveness of learning in the TPQs of Gunungkidul Regency that can be indicated: (1) Direct and indirect influences of managerial principles on the effectiveness of students' learning in TPQs in Gunungkidul Regency, (2) Positive relationship between managerial principles and learning effectiveness in TPQs in Gunungkidul Regency, (3) Direct and Indirect influences of student learning motivation on learning effectiveness, (4) Positive relationship between students' motivation and learning effectiveness in TPQs in Gunungkidul Regency.

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