

THE IMPACT OF TEACHER PERFORMANCE ON EDUCATION QUALITY IN DARUTTAQWA ISLAMIC BOARDING SCHOOL

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ABSTRACT : Islamic boarding schools are still considered less able to compete in formal education that only a few alumnus are interested in continuing their education to state or favorite universities. There are only a few Islamic boarding schools in Indonesia that are still able to compete with other public schools in terms of formal subjects, but this cannot be used as a reference to state that Islamic boarding schools can compete with public schools. This has made several Islamic boarding schools declare themselves as modern Islamic boarding school that are ready to compete with public schools, one of which is Daruttaqwa Islamic Boarding School. This study aims to determine the impact of teacher performance on the quality of education in Daruttaqwa Islamic Boarding School. The analytical method used in this study uses a structural equation model-partial least square (SEM-PLS). The results of the SEM analysis show that the teacher performance variable in the study is impacted by teacher competence and organizational culture, then teacher performance affects the quality of education. The recommended strategies include the need for training for teachers, helping teachers to obtain domestic and foreign scholarships, the need to simulate the formation of lesson plans at the beginning of each semester, requesting assistance from both the government and related institutions, recruiting new teachers, and do family gatherings or outbound activities.

Keywords -Daruttaqwa Islamic boarding school, teacher performance, teachers, education quality.

I. INTRODUCTION

Islamic boarding schools are still considered less able in compete to formal education that only a few alumnus are interested to continue their education to the state or favorite universities. There are only a few Islamic boarding schools in Indonesia that still able to compete with other public schools in terms of formal subjects, but this cannot be used as a reference that Islamic boarding schools can be compete with public schools. It made several Islamic boarding schoolsare declaring themselves as modern Islamic boarding school and ready to compete with public schools, one of it is Daruttaqwa Islamic Boarding School.

Daruttaqwa Islamic Boarding School is one of the modern Islamic boarding schools that try to improve their quality by balancing religion-based and general curriculum. This school hopes by balancing the general curriculum and religion, they will be able to increase the number of alumnus who able to continue their education to the state university or favorite university. Currently, based on data obtained from this boarding school, only about 10% of their alumnuscan continue their study to state or favorite universities. In addition, if we look from the general national exam (UN) scores, the scores can be reached is relatively low.

The strategy of balancing general subjects and religious subjects is very impactful if the teacher's ability can be adjusted to the curriculum. The role and function of the teacher is very important in educational institutions toachieve the goals that be set. One way to measure the success of teachers in teaching is with analyzing their performance. Teacher performance is expected to be good if they can carry out their duties and roles so that good and quality education will be achieved.

Quality standards or the quality of education are listed in PP No. 19 of 2005 which states that one indicator of the quality of education is educators and teaching staff. There are several theories to measure the teacher performance and the factors that impact it. There are several opinions that explain performance, namely Robbins (2001) and Miner (1988). Robbins explained about performance based on impactiveness and efficiency while Miner explainedabout performance is an assessment of employee behavior, things that can be used as an assessment are quality of work, quantity of work, determination of working time, and cooperation with

colleagues. Based on this opinion, the importance of assessing the performance of individuals is one of the measurement of the teacher's performance. There are several studies on the importance of measuring teacher performance such as Suyani (2018); Ministry of National Education (2004); Supardi (2014). These studies want to explain the importance of measuring teacher performance to improve the quality of education in the school.

Based on the results of interviews with the school, Daruttaqwa Islamic boarding school has repeatedly changed principals. The principal's leadership is expected to increase teacher performance. This can be said because based on the position of the principal, he has met certain requirements such as educational background, experience, and integrity (Soetjipto 2009). In addition, Mulyasa (2011) explains the functions of school principals, namely educators, managers, administrators, supervisors, leaders, and innovators are expected to be able to encourage principals to spur the performance of their subordinates.

In addition to the principal's leadership, the factor that becomes a reference for analyzing performance is the competence of the teacher. Mulyasa (2011) explains that teacher competence is a combination of personal, scientific, technological, and spiritual which forms the standard competence of the teacher profession which include mastery of material, understanding of students, educational learning, personal development, and professionalism. Teacher competence is also regulated in Law No. RI. 14 of 2005 explains that there are four competencies, such as pedagogic, personality, social, and professional competencies. Daruttaqwa Islamic Boarding School in selecting teachers, they have a standard for that, such as minimum undergraduate major (S1), experience in micro teaching and willing to live in a boarding school. These are the considerations that teachers who work in pesantren must have competencies that are in accordance with the demands of the pesantren and must also be willing to live in the boarding school. Based on this, it is necessary to analyze the competence of teachers in the boarding school to determine their performance.

Teacher's competence need to be analyze to increase teacher's performance. However, to obtain a good quality education, it must be supported by facilities and infrastructure that are in accordance with applicable standards. Sukmadinata (2013) explained that school facilities and infrastructure are needed for the teaching and learning process both to achieve educational goals. Based on this, an analysis of facilities and infrastructure is also needed to analyze the performance of teachers in the school.

The fourth factor is organizational culture, organizational culture can affect the quality of the organizational environment and also can affect behavior (Lussier and Achua 2010). Wirawan (2007) said that the organizational culture can determine the performance of the organization. Schools are one form of organization, especially private schools owned by foundations. Organizational culture in schools can affect members of the organization and the environment in it. An unfavorable organizational culture or school foundation can affect members in the school foundation which also affects the quality of education. Based on the statement above, an analysis of the school's organizational culture is needed to determine the quality of education.

These four factors can be used as a reference for analyzing the educational performance of the boarding school. The results of the analysis of these four factors on the performance of education in the boarding school are needed to make a strategy. The strategy that can be used based on the results of the analysis is expected to improve the quality of the boarding school education so that this boarding school can compete with other Islamic schools or public schools in acceptance at state or favorite universities. Based on this, it is necessary to know the impact of teacher performance on the quality of education in Daruttaqwa Islamic Boarding School based on teacher competence, principal leadership, infrastructure, and organizational culture. In particular, the objectives of this study are (1) to analyze the impact of teacher competence, principal leadership, facilities and infrastructure, organizational culture on performance and the impact of teacher performance on the quality of education and (2) formulate strategies that can be used to improve the quality of education.

II. RESEARCH METHOD

The data that used in this study are primary data and secondary data in the form of questionnaires distributed to respondents, namely teachers, staff, and interviews with school principals and other books, articles, journals, data sourced from the internet. Data collection was carried out at the Daruttaqwa Islamic Boarding School in the Cibinong (Bogor district) and carried out in December 2020. The sample in the study was 60 respondents who were teachers and staffs at the Daruttaqwa Islamic Boarding School. The sampling technique used the census method (whole population).

Variable Operational Definition

Teacher competence (X1), measured by asking respondents to give an assessment of 20 statements divided into four indicators. Pedagogic competence (X11) is the ability to manage student learning. Personality competence (X12) is a good personal ability and can be a role model for students. Social competence (X13) is the ability of teachers to communicate and interact with individuals who are in school or outside of school. Professional competence (X14) is the teacher's ability to master the lesson well.

The principal's leadership (X2) is measured by asking respondents to give an assessment of 22 statements which are divided into six indicators. The principal as an educator (X21), the principal must always strive to improve the quality of learning carried out by the teacher. The principal as a manager (X22), the principal must have the right strategy to empower education personnel through cooperation or cooperation, provide opportunities for education staff to improve their profession, and encourage the involvement of all education personnel in various activities that support school programs. The principal as administrator (X23), the principal has a close relationship with various administrative management activities that are recording, compiling, and documenting all school programs. The principal as a supervisor (X24), the principal supervises the work carried out by education staff. The principal as a leader (X25), the principal must be able to provide instructions and supervision, increase the willingness of educational staff, open two-way communication, and delegate tasks. The principal as an innovator (X26), the principal must have the right strategy to establish a harmonious relationship with the environment, seek new ideas, integrate every activity, set an example for all education personnel in the school and develop innovative learning models.

Facilities and infrastructure (X3), measured by asking respondents to give an assessment of 18 statements which are divided into four indicators. Books and other sources (X31), reading sources that contain knowledge to support learning activities in normative, adaptive, and productive programs consisting of handbooks, complementary books, source books, and reading books. Educational media (X32) is an educational facility that is used as an intermediary in the teaching and learning process, to further enhance impactiveness and efficiency, but can also be used as a substitute for the role of the teacher. Educational equipment (X33), something that is used to make or carry out certain things for certain for the implementation of supporting learning activities and administrative activities. School furniture (X34) is a set of benches, tables, cabinets and the like that are used to carry out learning, support, and administrative activities.

Organizational culture (X4), measured by asking respondents to give an assessment of 17 statements divided into seven indicators. The relationship between superiors and subordinates (X41), seeks to build an atmosphere that encourages change and new ideas. Openness of communication (X42), provide clear and free flow of information and data access. Active support and cooperation (X43), create definite, fair and consistent procedures for each idea, accommodate input or suggestions from members. Attention and appreciation (X44), if possible separate some creative people from the pressures of daily work, provide support and needs. Freedom of opinion and avoid criticism (X45), avoid impatience and pessimism and despair. Time to think (X46), give free time to think, remove obstacles and continuous involvement in every problem. Management style and control leadership (X47), provide autonomy and freedom in work activities, there is still leadership control but their involvement and role is prioritized.

Teacher performance (Z), is measured by asking respondents to give an assessment of 15 statements which are divided into three indicators. Learning planning (Z1) is an activity to plan, compile and design learning starting from the initial activities, core activities and closing activities that are packaged as attractively as possible to create quality learning implementation. The learning procedure (Z2), which is the core of the learning activities, the plans that have been made must be implemented in the learning implementation activities. Learning assessment (Z3), is part of the learning process, namely assessing by looking at the extent to which the learning process is going well and providing follow-up on these results.

Quality of education (Y), is measured by asking respondents to give an assessment of 30 statements which are divided into seven indicators. The content standard (Y1) is the scope of the material and the level of competence as outlined in the criteria for graduate competencies, study material competencies, subject competencies, and learning syllabus that must be met by students at certain levels and types of education. Process standard (Y2), is a national education standard related to the implementation of learning in an educational unit to achieve graduate competency standards. Graduate competency standard (Y3), is a graduate's ability qualification that includes attitudes, knowledge, and skills. The standard of educators and education personnel (Y4), is the criteria for pre-service education and physical and mental feasibility, as well as in-service education. The educational assessment standard (Y5) is a national education standard relating to the mechanisms, procedures, and instruments for assessing student learning outcomes. The standard of facilities and infrastructure (Y6) is a national education standard relating to minimum criteria regarding study rooms, places to exercise, places of worship, libraries, laboratories, workshops, playgrounds, places for creation and recreation, as well as other learning resources, which are needed to support the learning process including the use of information and communication technology. The financing standard (Y7) is a standard that regulates the components and the amount of operating costs of an education unit which is valid for one year.

Islamic boarding schools are still considered less able to compete in formal lessons so that only a few graduates are interested in continuing their education to state or favorite universities. Daruttaqwa Islamic Boarding School is one of the modern pesantren that has experienced this. Based on the data and interviews that have been conducted, information is obtained that only about 10% of graduates are able to continue to state or favorite universities and the national exam (UN) scores from these Islamic boarding schools are said to be

unsatisfactory because the average UN scores are still relatively low. In addition, this Islamic boarding school is also still faced with the problem of a lack of teaching staff which causes many teachers to have double job desks and sometimes do not match their knowledge so that the totality of the quality of education received by students is lacking.

The model in the research is to formulate strategies that can be given to improve the quality of education of the Daruttaqwa Islamic Boarding School. The analysis carried out is to analyze the impact of teacher competence, principal leadership, facilities and infrastructure, and organizational culture on teacher performance. Next is to analyze the impact of teacher performance on the quality of education. Teacher competency variable based on RI Law no. 14 of 2005 and Government Regulation No. 16 of 2007, principal leadership based on Mulyasa (2011), infrastructure based on Afework and Asfaw (2014), organizational culture based on Timpe (1992), teacher performance based on the Ministry of National Education (2008) and Supardi (2014), as well as the quality of education based on Government Regulation no. 19 of 2005. The following framework can be seen in Figure 1.

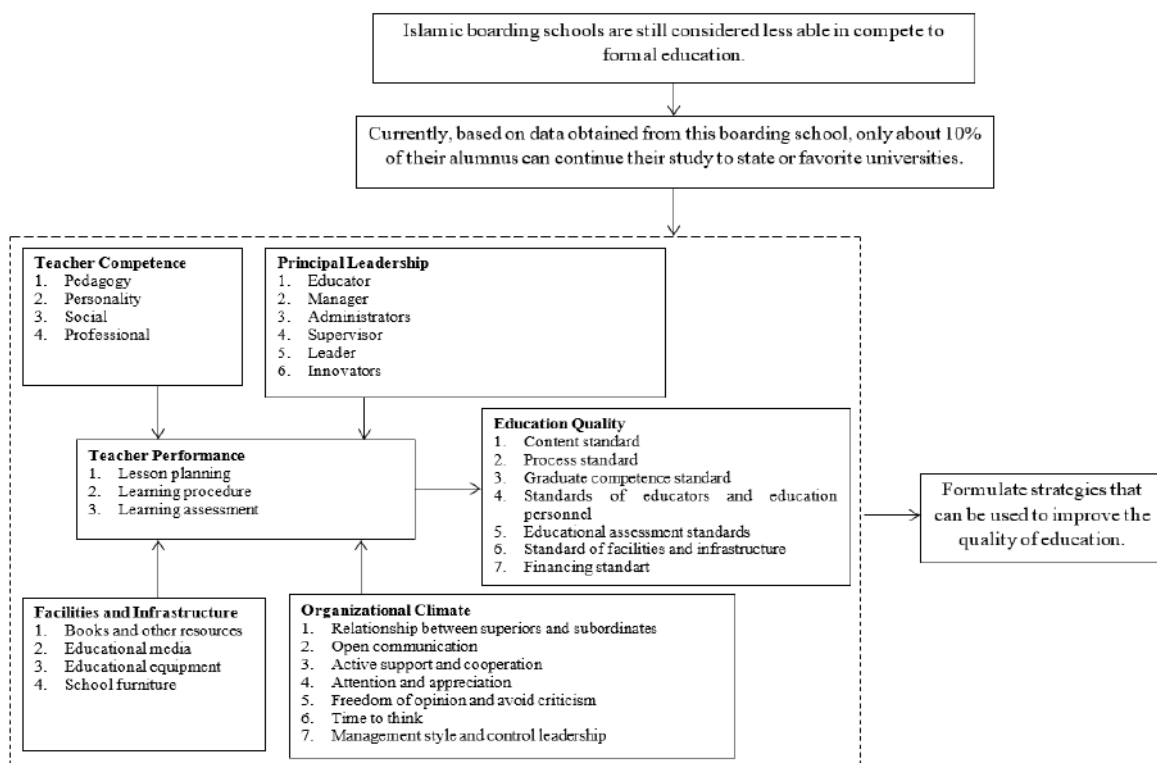


Figure 1. Research Framework

The hypotheses of this research are:

- H1: There is an impact of teacher competence on teacher performance.
- H2: There is an impact of principal's leadership on teacher performance.
- H3: There is an impact of facilities and infrastructure on teacher performance.
- H4: There is an impact of organizational culture on teacher performance.
- H5: There is an impact of teacher performance on the quality of education.

Data analysis technique

The data in this study will be analyzed using structural equation modeling (SEM) analysis with the SmartPLS 3.0 application. SEM is one of the analytical tools that can provide analysis of the relationship between variables such as latent variables and indicator variables (Puspitawati 2013). The selection of SEM is done because it is able to provide an explanation of the impact between variables in a model directly or indirectly. SEM can also provide an explanation of the relationship between latent variables and indicator variables along with the magnitude of the correlation. SEM PLS has several stages of analysis consisting of evaluation of measurement models, evaluation of structural models, and hypothesis testing (Ghozali 2014).

SEM has two types of latent variables, namely exogenous and endogenous (Ghozali 2014). Exogenous variables always appear as independent variables in all equations in the model. Meanwhile, the endogenous

variable is the dependent variable in at least one equation in the model, although in all the remaining equations the variable is the independent variable. The variables studied in this study were teacher competence, principal leadership, facilities and infrastructure, organizational culture as an exogenous variable and education quality as an endogenous variable. In addition, in this study the teacher's performance variable as an intervening variable.

III. RESEARCH FINDINGS

Distribution of Respondents based on Demographic Aspects

Characteristics of respondents based on the age of the majority of respondents aged 25-34 years as many as 20 people with a percentage of 33.33%. The distribution of the gender characteristics of employees (teachers and staff) at the Daruttaqwa Islamic Boarding School can be said to tend to be balanced. There are 28 male employees with a percentage of 46.67%, while 32 female employees with a percentage of 53.33%. Characteristics of respondents seen from marital status showed that most of them were married as many as 36 people with a percentage of 60.00%. At the education level, the largest number of respondents is S1 as many as 39 people with a percentage of 65.00%. Characteristics of respondents based on years of service in general, employees who have a tenure of <3 years as many as 26 people with a percentage of 43.33%. The distribution of respondents based on position consists of principals, vice principals, teachers, and others, namely the language section, head of the computer lab, mosque employee, GTY, female student care coordinator, and the operator of the Daruttaqwa Islamic High School.

The Impact of Teacher Competence, Principal Leadership, Facilities and Infrastructure, Organizational Culture on Teacher Performance and Education Quality

The analysis was conducted to determine the impact of teacher competence, principal leadership, facilities and infrastructure, organizational culture on teacher performance and teacher performance on the quality of education using SEM analysis. The hypothesis decision is obtained by comparing the t-count value with the t-table or probability value (p-value) by taking into account the level of confidence. In this study, the level of confidence used is = 0.05 with a t-table value of 1.96. The path diagram results obtained are the results of hypothesis testing which can be summarized in Table 1.

Table 1. Hypothesis test results

Hipotesis	Original Sample	t-statistics	p-values	Conclusion
Teacher Competence → Teacher Performance (H1)	0,466	2,547	0,011	Accepted
Principal Leadership → Teacher Performance (H2)	0,114	0,613	0,540	Rejected
Facilities and Infrastructure → Teacher Performance (H3)	-0,123	1,187	0,236	Rejected
Organizational Culture → Teacher Performance (H4)	0,287	2,070	0,039	Accepted
Teacher Performance → Education Quality (H5)	0,741	8,451	0,000	Accepted

Based on the hypothesis testing in Table 1, it can be seen that there are three accepted hypotheses because exogenous variables affect endogenous variables. Hypotheses H1, H4, and H5 show that teacher competence and organizational culture affect teacher performance and teacher performance affects the quality of education. Based on the calculation results, the relationship between teacher competence and organizational culture on teacher performance and teacher performance on the quality of education is a significant positive as indicated by the original sample values of 0.466, 0.287, and 0.741 with p-values (0.011), (0.039), and (0.000) is less than (0.05). The hypothesis H2 and H3 are rejected.

The results showed that teacher competence had an impact on teacher performance. The results of this study are in accordance with the results of Kurniasih's research (2018) which found that teacher competence has a positive and significant impact on teacher performance. Every teacher must have competencies including pedagogic, personality, social and professional in order to improve the knowledge, skills, and attitudes of the students they teach. The existence of competencies possessed by a teacher will be a determining factor or key in producing excellent performance (Sedarmayanti 2013). The higher the competence, the higher the performance of the teacher.

Another hypothesis is that organizational culture has a positive and significant impact on teacher performance. This means that the better the organizational culture of the Daruttaqwa Islamic Boarding School,

the higher the teacher's performance. This result is in accordance with the results obtained by Rohmawati (2017) who found organizational culture to have a positive and significant impact on teacher performance. Organizational culture in an educational institution plays an important role in supporting the achievement of optimal teacher performance. A good organizational culture must always be created in order to create pleasant conditions while at school and will improve teacher performance to create good quality education in schools.

Finally, another hypothesis is that teacher performance affects the quality of education. The results of this study are in accordance with the results of research conducted by Idris (2017) who found that teacher performance had a positive and significant impact on the quality of education. Teacher performance is an inseparable part of a process even as a determining factor in efforts to achieve the goals to be achieved by the school. The importance of teacher performance needs to be carried out, because it will affect the goals to be achieved by schools, especially regarding the quality of education in schools.

Teacher Performance Strategy on Education Quality at Daruttaqwa Islamic Boarding School

Based on the results of the study, several things that need to be considered are:

1. The results showed that teacher competence had a positive and significant impact on teacher performance. The indicator that best describes the teacher's competence is the personality indicator. As a teacher, it is important to have good personal abilities and can be an example for students. A recommendation is needed to support this, namely the need to include teachers in training carried out by the relevant education agency, especially competency improvement training.
2. The results also show that organizational culture has a positive and significant impact on teacher performance. The indicators that best describe are support and cooperation. What can be recommended to Daruttaqwa Islamic Boarding School is the need to carry out activities such as family gatherings or outbound activities that can increase intimacy and cooperation between teachers.
3. The results of this study also show that teacher performance has a positive and significant impact on the quality of education. The indicator that best describes the teacher's performance is the learning procedure. The thing that can be suggested to the Pesantren is to always simulate the formation of lesson plans at the beginning of each semester before the implementation of learning so that the implementation of learning is more organized.
4. In addition, based on the results of the interview, it is known that there are still teachers who have double jobs to teach with different subjects and do not match the educational background of the teacher. For the boarding school, it is recommended to recruit new teachers by adjusting the needs of the subject teachers needed or by utilizing graduates from Daruttaqwa who want to serve in this boarding school. Then the Islamic boarding school provides high school scholarships for their students in the hope that these students will be willing to serve again in this boarding school.

IV. CONCLUSION AND RECOMMENDATION

Conclusion

Based on the research, the results of the SEM model test show that the teacher performance variable in this study is only impacted by teacher competence (H1) and organizational climate (H4). The teacher's performance has a positive and significant impact on the quality of education (H5). The indicators that contribute greatly to the teacher competency variable are personality, support and cooperation, which are the indicators that contribute the most to the organizational culture. As for the variables of teacher performance and quality of education, the indicators that contribute the most are learning procedures and financing standards.

The recommended strategies include, firstly, it is necessary to conduct training for teachers for the development of learning materials with the relevant education agency. Second, helping teachers to obtain domestic and foreign scholarships organized by the government or by utilizing the authority of the school to improve the skills possessed by the teachers at Daruttaqwa Islamic Boarding School. Third, the need to simulate the development of lesson plans at the beginning of each semester before the implementation of learning and apply fun and interesting learning method by involving students. Fourth, requesting assistance from both the government and related institutions to develop facilities and infrastructure. Fifth, recruiting new teachers by adjusting the required subjects. Sixth, conducting family gatherings or outbound activities to increase intimacy and cooperation between teachers.

Recommendation

Suggestions that can be recommended to this Pesantren is to consider the recommended strategies. The suggestion for further research is to add other factors, namely organizational culture, the role of parents, and the leadership role of the *Kyai* in the Islamic boarding school.

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