SCHOOL EFFECTIVENESS IN ADVENTIST JUNIOR HIGH SCHOOLS IN NORTH SULAWESI PROVINCE

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Article Information	ABSTRACT
	This study aims to analyze and describe the influence of the principal's managerial abilities, teacher performance, school culture and parental involvement on school effectiveness. This research is classified as a quantitative study where the data collected is in the form of numerical data from the results of the distribution of questionnaires, four free variables, namely the managerial ability of the principal (X1), teacher performance (X2), School Culture (X3) and parental involvement (X4) for bound variables, namely school effectiveness (Y). This study used 101 teacher respondents at Adventist Junior High School in North Sulawesi Province and a total of 202 populations were randomly sampled so that each respondent had an equal chance of being sampled. The data were then analyzed using multiple regression analysis to answer five research hypotheses. The results showed that the results that these four variables together have a positive and significant effect on school effectiveness.

INTRODUCTION

Quality education is the hope of all citizens, therefore development in the field of education must be carried out in a comprehensive and sustainable manner. Improving the quality of input and output, as well as the quality of processes that are driven by managerial strength and educational managerial leadership, namely principals and teachers (Damayanti, 2017).

To create a potential institution, motivation is needed from all officers in the institution in managing schools so that they are more effective in their implementation, for example educators (teachers), staff, to school principals (Salim, 2017). School effectiveness is a picture of a school that is able to achieve goals according to the program. Effective schools are able to create students who excel in every academic activity, have a high percentage of graduation and can continue their education at public, private, official universities and work according to competence. Complete and adequate school facilities and infrastructure. The school atmosphere is conducive, the principal, teachers and education staff work together to realize the school program.

School is an organization that has goals or targets, of course, has a vision, mission and goals that are packaged in a program, in the short, medium and long term. Thus the school has clear guidelines regarding the goals to be achieved and can determine the steps that must be taken to achieve these goals. Schools are expected to be able to organize and produce all the programs that have been planned. Schools in producing their programs, of course, must involve all the resources that exist in schools. namely educators and educational staff, students, facilities and infrastructure, the community. Komariah and Triatna (2005) argued that effectiveness is a measure that says the extent to which an organization carries out its goals or objectives (in quantity, quality and time). Makmun (1999) states that school effectiveness basically shows the degree of suitability between the results achieved (achievement or observed out put) and the expected results (objective target intended out put).

School effectiveness is the hope of current educational problems, not only in achieving goals or results but it is also important how to unite all components in the school so that achievement remains stable and consistent over time (Arby et al., 2019). Some of the problems that occur in the world of education are even further away from the effectiveness and quality improvement of schools, for example acts of violence in schools committed by students, brawls between schools, drug use, sexual crimes and other cases that even kill students and even teachers so that achieving effective schools requires collaboration and communication between all stakeholders involved in the school environment. The current era of digitalization which is an era of disruption with various kinds of new challenges now and in the future slows down schools to optimally implement overall school management optimally (Son, 2019). The principal is the driving force behind achieving the school's vision and mission. To support this success, a leader with good management abilities and skills is needed (Miswati, 2020). This view is confirmed by Salim (2017) who argues that the effectiveness of work orientation emphasizes 4 components, namely: (1) resources, funds, facilities and infrastructure that can be used already defined and limited, (2) the amount and quality of goods or services that must be produced has been determined, (3) the deadline for producing the goods or services has been set, and (4) the procedures that must be followed to complete the task have been formulated.

School as an organization engaged in the field of education which has the main goal of forming human beings who have personality, are intellectually qualified and also believe and fear Allah SWT. Such a big and noble goal, of course, is not easy for schools to achieve. In addition to adequate facilities and resources, good school principal leadership management is also very necessary to support the achievement of these goals. Based on the Regulation of the Minister of National Education Number 13 of 2007 dated April 17, 2007 concerning School Principal Standards, that a school principal must have competence namely; personality competence, managerial competence, entrepreneurial competence, supervision competence, and social competence. These five competencies are integrated into the principal's performance. Therefore, school principals must have the required competencies in order to realize the vision and mission of their school.

In the Principal's Workbook, it states that managerial activities that must be carried out by school principals include: making school plans, school work plans (RKS), school activity plans and budgets (RKAS), preparing school activity guidelines and schedules, as well as school organizational structures, managing educators and education staff, managing students, managing school facilities, managing school financing, conducting school evaluations. As a headmaster manager, he must have the right strategy to empower education personnel through collaboration. Provide opportunities for education staff to improve their profession and encourage the involvement of all education staff in various activities that support school programs. Principals must be democratic in providing opportunities for all educational staff to develop their potential optimally. According to Rahmat revealed that as a manager, the principal must carry out management functions related to planning aspects as follows, a) the ability to determine organizational goals; b) the ability to formulate educational programs; c) the ability to develop development strategies; and d) the ability to determine standardization of goal achievement. c) the ability to develop development strategies; and d) the ability to determine standardization of goal achievement. c) the ability to develop development strategies; and d) the ability to determine standardization of goal achievement.

The principal is a leader, educator, creator, initiator, user, motivator, he is also a position holder, administrator, decision maker, and mediator. With independence, school principals are more empowered in creating and developing various programs according to their needs and potential. There are also other aspects in supporting school effectiveness, namely teacher performance, according to Rusyan et al (2000) teacher performance is carrying out the learning process both in the classroom and outside the classroom in addition to carrying out other activities, such as working on school administration and learning administration, carrying out guidance and services to students, and carrying out assessments.

Effective and efficient teacher performance will produce strong human resources, namely graduates who are efficient and effective in accordance with the goals set. Therefore, the teacher's performance in the learning process needs to be improved as an effort to develop existing activities for the better, which are based on ability not on heredity or heritage, as well as upholding quality, initiative and creativity, hard work and productivity. Rusyan et al (2000) suggested that in order to overcome global problems schools need to apply a performance culture in the learning process.

Meanwhile according to Zamroni (2011), school culture includes patterns of values, principles, traditions and habits that are formed in the long journey of the school, developed by the school over a long period of time and become a guide and are believed by all school members so as to encourage the emergence of attitudes and behavior that characterizes the behavior of the school community. School culture is a set of values that underlies behavior, traditions, daily habits, and symbols practiced by school principals, teachers, administrative officers, students, and the community around the school. A strong school culture will influence daily behavior so that its members will carry out work according to their duties and responsibilities according to the school culture. Anden (2013) argues that school culture is the adoption of organizational culture, namely norms that tell people about what is acceptable and what is not, dominant values that have been valued by organizations in the form of organizational rules, in the form of a philosophy adopted by an organization in interacting with people inside or outside the organization. As a distinctive character that is shared by all school members, school culture can be a guide that provides a framework and foundation in the form of ideas, enthusiasm, ideas, and ideals that direct teacher performance to achieve school goals and the expected quality of education. This is in line with Hamid (2013) who argues that school culture will influence the way work is done and the way school members behave. Thus, the culture that prevails in schools that are embraced by its members, plays an important role in improving the quality of performance of members in it. The fact shows that educational organizations, especially schools, have not produced quality output as a result of the low quality of the learning process. The school culture is still monotonous because all schools, regardless of the situation and condition of each school, must comply with uniform implementation instructions and technical instructions from superiors. Schools are not yet free to innovate and show initiative to be different from other schools while still being based on the general vision of education.

The way of teaching is still monotonous or less creative and innovative in delivering lessons, when sick there are teachers who do not delegate their duties and responsibilities to other teachers, and teachers who are less prepared in teaching and during working hours there are employees who leave the room for personal reasons. there are still teachers who, when carrying out learning activities, appear to lack educational creativity, where this can be seen from the presence of teachers who are reluctant to prepare learning tools so that teachers teach without careful planning. There are also teachers who carry out learning in a conventional way, too much text books with textbooks and do not consider other reference sources as a reference in learning. Teachers are less proactive towards changes in education policy, especially regarding the new curriculum. There are a number of teachers who have not used instructional media when teaching. Teachers tend to stutter about technology, this illustrates that they don't want to access technological advances yet. Likewise the social competence of teachers, among others, in communicating with students, fellow educators, education staff, parents/guardians of students who are not polite enough to scold children without control. Morals lessons that should be integrated in all subjects, the reality in the field of lessons that students get is mostly only filled with various materials. So that the moral values that must be taught are forgotten. This indicates the level of work productivity is still low, because of the loss of time that should be used to complete the work. The low performance of teachers is suspected to be due to the lack of satisfaction and welfare they get while working. Besides that, the involvement of parents in children's education, especially for children at the junior high school level, is a necessity. This study aims to analyze and describe the influence of the principal's managerial abilities, teacher performance, school culture and parental involvement on school effectiveness

METHODS

The research methods will discuss the following: (1) research design; (2) population and sample; (3) research variables; (4) variable operational definition; (5) data collection techniques; (6) research instruments; (7) instrument test; and (8) data processing and analysis techniques.

This research will use a type of quantitative research with survey research methods. Survey research is research conducted on large or small populations, but the data studied is data from samples taken from the population, so that relative events, distribution and relationships between sociological and psychological variables are found (Creswell & Creswell, 2017). Research is one of the determining factors for a researcher to obtain valid data according to research needs. In order to obtain data in accordance with the objectives to

be achieved, this study will use a quantitative approach in order to "maximize the objectivity of this research design using numbers, statistical processing, structures and controlled trials" (Sugiyono, 2010).

The use of survey methods in order to obtain facts from existing phenomena and seek factual information regarding social, economic or political institutions of a group or an area. The survey method dissects and skins problems and obtains justification for the conditions and ongoing practices" (Sugiyono, 2010). In this study, data were collected from respondents using a questionnaire or questionnaire. After the data is obtained, the results are presented descriptively and the results of the research data are analyzed to test the hypothesis.

This study uses a quantitative approach, survey method with correlational techniques. This study examines or analyzes the dependent variable; School Effectiveness and independent variables; 1) managerial ability of the principal (X1), teacher performance (X2), school culture (X3), parental involvement (X4). The problems in the research studied are described below.
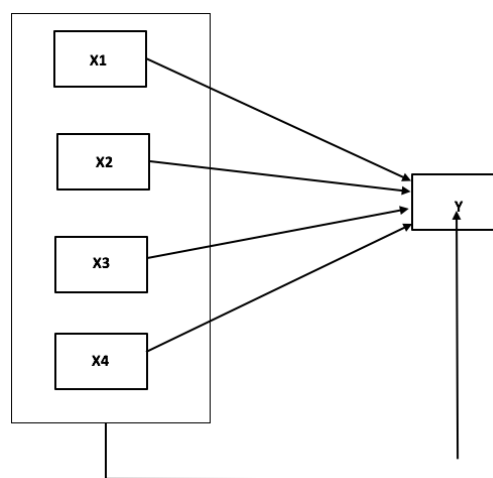

Figure 1. Research Model

Information :
$\hat{Y}$: School Effectiveness
X1 : Principal Managerial Capabilities
X2 : Teacher Performance
X3 : School Culture
X4 : Parental Engagement

This research was conducted with Adventist junior high school teachers in North Sulawesi Province for approximately four months starting from April 2022 to August 2022. Prior to data collection, several preparatory activities related to the research were carried out including; preparation of the theoretical framework, preparation of research instruments and instrument trials.

Population is an object/subject that has certain qualities and characteristics defined in this study. In this study, the population units were teachers in Adventist Junior High Schools, totaling 105, while the sample used was 101.

Data collection was carried out by direct survey to Adventist Junior High Schools in North Sulawesi Province. Data collection tool used is a questionnaire or questionnaire. Preparation of a questionnaire through planning with the following steps:
1) Identifying the purpose of measurement, namely regarding the variables to be measured, the sample to be measured, seeing the distribution of items, and determining the characteristics of the respondents,
2) Seeing the contents of the measuring instrument is in accordance with what will be measured, meaning that the measuring instrument must contain items from the whole, the part to be measured, and whether it matches the dimensions to be measured, and

3) Seeing and identifying items according to theoretical conceptions.

Before explaining the analysis of the data used to test the research hypothesis, the influence between the research variables will be explained first. This influence will clarify the data analysis used in hypothesis testing. The influence model between variables is in accordance with the theoretical framework that has been built in the figure 1. In operational variables the researcher uses an ordinal scale. The ordinal scale is used to provide value information on answers. Each examination of the managerial abilities of school principals, teacher performance, school culture and parental involvement in the research variables is measured using a Likert Scale, as follows:

Table 1. Likert Scale

Statement	Answer Score	
	Positive	Negative
Always	5	1
Often	4	2
Sometimes	3	3
Seldom	2	4
Never	1	5

The scoring based on the Likert scale is as follows: always given a score of 5, often given a value of 4, sometimes given a value of 3, rarely given a value of 2 and never given a value of 1. So the research respondents only chose from the alternatives choices that have been given in each of the research questionnaires. The type of questionnaire used is the Likert scale model, namely the measurement score according to the number of indicators to be analyzed and translated into variable indicators. Then the indicators are used as a starting point in compiling indicator items in the form of statements or questions through several stages:
1) Reviewing theories related to all the indicators studied,
2) Develop indicators of each variable,
3) Arrange the grid, 4) Arrange the questions for each variable,
4) Carry out trials with; Test the validity of the instrument and reliability test.

Testing the level of validity of the instrument using the correlation coefficient between item scores and the total score, with the Product Moment correlation coefficient, and Cronbach's alpha.

RESULTS

Testing this hypothesis is used to test the research hypothesis as stated in Chapter II. The hypothesis testing is based on processing research data that has been obtained from questionnaires using SPSS 24 analysis, namely by means of multiple regression analysis as shown in table 4. Hypothesis testing is carried out using Critical Ratio criteria above 2.00 and a P-value below 0.05. If the value of the research results meets these criteria, then the research hypothesis can be accepted. In detail, testing this hypothesis will be discussed in stages according to the research hypothesis.

First hypothesis: The Principal's Managerial Ability has a positive and significant effect on School Effectiveness.

The first hypothesis in this study is that the Managerial Capability of Principals has a positive and significant effect on the Effectiveness of Adventist Junior High Schools in North Sulawesi. The results of data processing through SPSS version 24 obtained the Critical Ratio value for the relationship between the Principal Managerial Capability variable and the School Effectiveness variable as shown in table 4 which is 0.003 with a P-value of 0.05. The Principal Managerial Capability Variable (X1) has a positive and significant effect on the effectiveness of Adventist Middle School schools in North Sulawesi. This can be seen from the significant Managerial Ability of the Principal (X1) 0.003 <0.05 and the value of tcount is greater than ttable (2.535 > 1.98447), then H0 is rejected and H1 is accepted. So the hypothesis which states that there is an effect of the Principal's Managerial Ability on School Effectiveness is partially accepted. This study proves that the Managerial Capability of Principals has a positive and significant effect on the effectiveness of Adventist Junior

High Schools in North Sulawesi. So that the Principal is required to have good managerial skills so that school effectiveness can be achieved properly. These results are in line with the results of early studies of effective schools in the Austin (1978), Brookeover & Lezotte (1979), Edmonds & Fredrickson (1979), Phi Delta Kappa (1980), in Huda (2019). This study proves that the Managerial Capability of Principals has a positive and significant effect on the effectiveness of Adventist Junior High Schools in North Sulawesi. So that the Principal is required to have good managerial skills so that school effectiveness can be achieved properly. These results are in line with the results of early studies of effective schools in the Austin (1978), Brookeover & Lezotte (1979), Edmonds & Fredrickson (1979), Phi Delta Kappa (1980), in Huda (2019) have concluded that effective schools are characterized, as follows:

1) Having strong leadership means that the Principal's Managerial ability has a very positive and significant influence on school effectiveness
2) Have high expectations for students and teachers, which means that teacher performance has a very positive and significant effect on school effectiveness
3) Having a conducive environment means that a good school culture has a very positive and significant effect on school effectiveness
4) The principal acts as an Instructional Leader, meaning that the managerial role must be carried out properly by the principal so that it can be said that the Managerial Ability of the Principal has a very positive and significant effect on school effectiveness.
5) The progress of student learning achievement is often monitored
6) Active parental involvement means that parental involvement actively has a positive and significant effect on school effectiveness.

The second hypothesis (2) the influence of the Teacher Performance Variable (X2) on School Effectiveness (Y) of Adventist Middle Schools in North Sulawesi

The Teacher Performance Variable (X2) has a positive and significant effect on the effectiveness of Adventist Middle Schools in North Sulawesi. This can be seen from the significant Teacher Performance (X2) 0001 <0.05 and the tcount value is smaller than ttable (9.023<1.98447), then H0 is rejected and H1 is accepted. So the hypothesis which states that there is an effect of Teacher Performance (X2) on School Effectiveness is partially accepted.

According to Mortimore (1991) in Nurdin (2011) states that an effective school is characterized as follows: (1) the school has a clear vision and mission and is carried out consistently; (2) The school environment is good, and there is discipline and order among students and staff; (3) strong principal leadership; (4) Awards for teachers and staff and students who excel; (5) clear delegation of authority; (6) Support from the surrounding community (7) The school has a clear program design; (8) Schools have their own system focus; (9) Students are given responsibility; (10) Teachers apply innovative learning strategies; (11) Continuous evaluation; (12) School curricula that are designed and integrated with one another; (13) Involve parents and the community.

From the points above it is clear that the component of teacher performance is one of the determining elements in school effectiveness related to the award for teachers given by the school at the fourth pawn and also the teacher implementing innovative learning strategies at the tenth point.

Third hypothesis (3) Effect of School Culture Variable (X3) on School Effectiveness (Y) Adventist Junior High Schools in North Sulawesi

School Culture Variable (X3) has a positive and significant effect on the effectiveness of Adventist Middle Schools in North Sulawesi. This can be seen from the significance of School Culture (X3) 0008<0.05 and the tcount value is greater than ttable (2,706> 1.98447), then H0 is rejected and H1 is accepted. So the hypothesis which states that there is an influence of School Culture (X3) on School Effectiveness (Y) is partially accepted. According to Mortimore (1991) in Nurdin (2011) Effective schools are characterized as follows:

1) The school has a clear vision and mission that has been implemented consistently;
2) The school environment is good, and there is discipline and order among students and staff;
3) Strong principal leadership;
4) Awards for teachers and staff and students who excel;

5) Clear delegation of authority;
6) Local community support
7) The school has a clear program design;
8) Schools have their own system focus;
9) Students are given responsibility;
10) Teachers apply innovative learning strategies;
11) Ongoing evaluation;
12) School curriculum that is designed and integrated with each other;
13) Involve parents and the community.

Based on the thirteen points above describing the components of school culture, the points above form a healthy school culture. If the Adventist Middle School in North Sulawesi meets the criteria mentioned above, school effectiveness will no longer be something impossible.

The fourth hypothesis (4) is the effect of parental involvement (X4) on school effectiveness (Y) of Adventist Middle Schools in North Sulawesi

Parental involvement (X4) has a positive and significant effect on the effectiveness of Adventist Middle Schools in North Sulawesi. This can be seen from the significant Parental Engagement (X4) 0010<0.05 and the tcount value is greater than ttable (2,620> 1.98447), then H0 is rejected and H1 is accepted. So the hypothesis which states that there is an effect of Parental Involvement (X4) on School Effectiveness (Y) is partially accepted.

These results are in line with the results of early studies of effective schools in the United States Weber (1971), Austin (1978), Brookeover & Lezotte (1979), Edmonds & Fredrickson (1979), Phi Delta Kappa (1980) in Nurdin (2011), it has been concluded that effective schools are characterized by , as follows:

1) Having strong leadership means that the Principal's Managerial ability has a very positive and significant influence on school effectiveness
2) Have high expectations for students and teachers, which means that teacher performance has a very positive and significant effect on school effectiveness
3) Having a conducive environment means that a good school culture has a very positive and significant effect on school effectiveness
4) The principal acts as an Instructional Leader, meaning that the managerial role must be carried out properly by the principal so that it can be said that the Managerial Ability of the Principal has a very positive and significant effect on school effectiveness.
5) The progress of student learning achievement is often monitored
6) Active parental involvement means that active parental involvement has a positive and significant effect on school effectiveness

The fifth hypothesis (5) is the effect of the variable Principal Managerial Capability, Teacher Performance, School Culture and Parental Involvement on the Effectiveness of Adventist Junior High Schools in North Sulawesi

Based on the test results in the table above, it can be seen that the Fcount value is 7.782 with a Ftable value of 3.09 so that the Fcount > Ftable or 7.782 > 3.09, and a significant level of 0.000 <0.05 then H0 is rejected and H5 is accepted, thus it can be concluded that the variables of Principal Managerial Ability (X1), Teacher Performance (X2), School Culture (X3) and Parental Involvement (X4) together have a positive and significant effect on the Effectiveness of Adventist Junior High Schools in North Sulawesi. Thus, the vital components in achieving school effectiveness based on the results of this study are as follows:

1) Principal Managerial Capability
   As a leader in a school, the principal is required to have managerial skills that will be used for managerial tasks in schools so that school management is carried out effectively.
2) Teacher Performance

The teacher as a manager in the class plays a very important role in school effectiveness because with optimal performance, school effectiveness will be achieved because the principles of effectiveness, efficiency and productivity are fulfilled through carrying out the teacher's duties.

3) School Culture

School culture as one of the components that influence school effectiveness is in accordance with research results where a healthy school culture can increase school effectiveness.

4) Parental Engagement

More active involvement of parents will support school effectiveness because parents who are actively involved will play a more active role in children's learning processes and activities both at home and at school so that in this way children will be more maximal in participating in teaching and learning activities so that schools are helped to improve student achievement and school effectiveness can be more optimal.

These results complement Nurdin's previous research (2011) which states that schools are effective, namely:

1) The principal's leadership is strong.
2) High expectations of student achievement.
3) Emphasis on basic skills.
4) Order and controlled atmosphere.

So with the findings of the current research it is concluded that effective schools are characterized as follows:

1) The principal's leadership is strong.
2) High expectations of student achievement.
3) Emphasis on basic skills.
4) Order and controlled atmosphere.
5) Managerial ability of a good school principal
6) Healthy School Culture
7) High teacher performance
8) Active parental involvement.

CONCLUSION

After carrying out the research and conducting data analysis and data interpretation, several conclusions can be drawn, namely; (1) the Managerial Capability of the Principal has a positive and significant effect on the effectiveness of the school so that schools are very interested in improving the managerial abilities of the principal so that school effectiveness can be achieved, (2) teacher performance has a positive and significant effect on school effectiveness so it is very necessary to pay attention to teacher performance so that school effectiveness can be achieved, (3) school culture has a positive and significant effect on school effectiveness so that a positive or good culture needs to be cultivated so that school effectiveness can be achieved, (4) parental involvement has a positive and significant effect on school effectiveness so that, if parents are actively involved, school effectiveness will be easily achieved, and (4) managerial abilities of school principals, teacher performance, school culture and parental involvement are important components in achieving or even increasing school effectiveness. This is illustrated by the research results that these four variables together have a positive and significant effect on school effectiveness.

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