

# The Influence Of The Management System And Teacher Performance On The Quality Of Learning At MTs Bilingual Muslimat NU Pucang Sidoarjo

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Keywords	ABSTRACT
<i>Influence, Management System, Teacher Performance, Quality of Learning, MTs.</i>	<i>School as institution formal, informal and non-formal education requires good management for ensure effectiveness and efficiency of the educational process in order to achieve objective education. Teacher, as factor main in the learning process teach, play role key in reach quality more education good. Quality Education is very dependent on teacher performance, and quality teachers are needed For fulfil demands society. A number draft management explain management as tools, energy, systems, processes, tasks and efforts used For reach objective organization. Function management involve planning, organization, guidance, coordination, supervision, and communication. Performance, on the other hand, involves achievement, ability work, and the results that have been achieved achieved. Teacher performance is very important in reach quality more education good. Therefore that, researchthis entitled " Influence System Management and Teacher Performance Quality Learning at MTs Bilingual Muslimat NU Pucang Sidoarjo " for explore impact system management and teacher performance towards quality learning at school that.</i>

## INTRODUCTION

Schools as formal, informal and non-formal educational institutions require good management so that the educational process is more effective and efficient so that educational goals can be achieved. In the context of education, schools have stakeholders including: principals, educators, students, community, government and the business world, therefore schools need accurate management in order to provide optimal results for the needs and demands of all parties who are stakeholders (Negeri; Elfrida *et al.* 2020).

The Ministry of Education and Culture (1994:63) states that "Teachers are human resources who are expected to be able to direct and utilize other factors so as to create a quality teaching and learning process". Without ignoring other factors, teachers can be considered as the main factor in improving the quality of education".

From the view above, it shows that teachers as educational operational personnel are a component, without teachers educational goals will not be achieved. School productivity, both quality and quantity, is largely determined by the teacher's teaching performance, to create optimal and enjoyable teaching and learning conditions for students in order to achieve quality teaching and learning. The teacher as an educator is a factor that determines the high or low quality of education. this

condition requires a teacher who is qualified in accordance with the demands of society's needs (Klassen dan Tze 2014; Gore *et al.* 2017; Canales dan Maldonado 2018; Graham *et al.* 2020).

Various studies show that teachers can influence student learning behavior more effectively. The teacher's function in handling the learning process in the classroom is very strategic in an effort to improve school management, especially in the learning process. The teacher's relationship to learning interactions shows his performance, this is in line with the opinion of Rochman Natawijaya (1999), "The teacher's performance can be seen when carrying out teaching and learning interactions in the classroom, including how he prepares it."

Comprehensive studies of management concepts vary greatly, a definition is usually colored and determined by life background, education, philosophical basis, goals and experts' point of view in looking at problems, interests, processes and targets to be achieved. They see the figure of management as tools/means, forces, systems, processes, functions, tasks, even efforts/activities (Ukas 2004: 10).

Management as a tool/way (Means) was expressed by Millon Brown (1960). As follows, "management means the effective use of people, money, equipment, materials, and methods to accomplish a specified". Meaning: management means tools/ways to use people, money, equipment, materials and methods effectively to achieve certain goals.

Management as Energy/Power/Strength was expressed by Earl. F. Lundgren (1974). as follows "Management is the force that through decision making based on knowledge and understanding, interrelates, via appropriate linking processes all the elements of the organizational system in the manner designed to achieve the organizational objective". This means that management is energy/strength, through making decisions based on knowledge and understanding that are interrelated and integrated through an appropriate process environment from all elements of the organizational system in a way that is designed to achieve organizational goals (Wei *et al.* 2015; Martínez-Zarzuelo *et al.* 2022).

Management is the system of cooperative human behavior directed toward a certain through continuous efforts of rational action". This means: management is a system of cooperative human behavior (cooperation) which is directed towards achieving certain goals through rational actions carried out continuously (Hamidaton *et al.* 2018).

Management as a Process was expressed by Mondy, Sharplin, Premeaux (1991) as follows "Management is the process of getting things done through the efforts of other people". Meaning: Management is the process of getting something through the efforts of other people.

Management as a task was expressed by Vermon A. Musselman, Eugene H. Hughes (1969) as follows "Management is as the task of planning, organizing and staffing and controlling the work of order to achieve one or more objectives". This means that management is a task rather than planning, organizing and assigning and supervising other work in order to achieve one or more goals.

Management as an Activity/Effort was expressed by Van Fleet (2011) as follows: "Management as a set of activities directed at the efficient and effective utilization of resources in the suit of one or more goals". Meaning: management is a set of activities aimed at the effective and efficient use of resources to achieve one or more goals.

Management functions are activities carried out in an effort to achieve organizational goals. this is in line with the opinion of Morris (1976) who stated that "management functions are a series of activities that have been determined and are interconnected and carried out by personnel, institutions or parts thereof who are given the task of carrying out these activities".

Tahalele and Soekarto (1975: 36), stated that the main aspects of managerial activities are three types of management functions, namely planning, execution and evaluation. Meanwhile, Nawawi (1988: 13-14), stated that the functions of management are planning, organization, guidance/direction, coordination, control, and communication.

Performance is a translation of the word performance which means doing, carrying out and carrying out fulfilling or carrying out vows; carry out and complete the responsibility of doing something that someone expects (Prawirosentono dan Primasari 2022). In the Indonesian dictionary, performance is defined as something achieved, demonstrated achievement, work ability. Meanwhile, the Department of Education and Culture. (1997:503) performance as achievement is the result that has been achieved from what has been done/done.

Swasto (1996) argues that "Performance is an action or implementation of a task that has been completed by someone within a certain period of time and can be measured. this can be related to the amount of quality and quantity of work that an individual can complete within a certain period of time". Likewise, Uce Muchtar Jusuf (1997:11) emphasized that: "Performance implies work ability or overall performance regarding aspects of knowledge, skills and daily behavior in carrying out tasks to achieve goals."

"Performance is the success of the organization and the people in the organization", this was stated by Hickman (1990: 25) which was reinforced by the opinion of Stoner and Freeman (1994: 294) that performance is the key that must function effectively so that the organization Overall it can be successful.

From the whole the meaning above can concluded that performance is behavior a person / group does it For realize task as not quite enough he answered in period time certain in accordance with condition work that has been done set. Form performance That Alone can form results end in the form of products goods / services, form behavior, skills, competencies, means, skills, combination skills, motivation, and form success somebody in his group.

Based on the description above, the author tried to carry out research activities entitled "The Influence of Management Systems and Teacher Performance on the Quality of Learning at MTs Bilingual Muslimat NU Pucang Sidoarjo".

## **METHODS**

Something activity study will succeed with good and can accountable If in the research process using method. Winarno Surachman (1982:131) said " method is method main thing used For reach goal". Appropriate methode for study entitled "Influence System Management and Teacher Performance Quality Learning at MTs Bilingual Muslimat NU Pucang Sidoarjo" is descriptive with approach quantitative. Descriptive method aim For describing, noting, analyzing, interpreting current conditions this happened.

Approach quantitative used in study this mean For get related factual picture with number statistics about influence system management head school and performance teaching teachers towards quality learning.

The data needed in this research is the management system, teacher performance, and learning quality. To reveal data on the principal's management system and teacher performance, two sets of Likert model questionnaires with five alternative answers were developed. Before being used, the two questionnaires were tested first to determine the validity of the items and the reliability of the instrument. Meanwhile, to reveal data on the quality of learning, there is a decommentation study

### **Data Collection Techniques**

Data collection techniques are the methods used to collect the necessary data and information to make it easier for researchers to understand the symptoms or problems that occur. this is as stated by Stanton (1998), that "data collection techniques are the methods taken and the tools used by researchers in collecting data". For research there are several data collection techniques, Husaini Usman and Purnomo Setiady Akbar (2000: 54) state that the types of data collection consist of "Observation, Interviews, Questionnaires and Documentation".

In the research entitled The Influence of Management Systems and Teacher Performance on the Quality of Learning at MTs Bilingual Muslimat NU Pucang Sidoarjo, data collection techniques used

questionnaires as the main data analysis technique and documentation studies as a complement. The research above uses a questionnaire to reveal data about the management system and teacher performance. The type of questionnaire used is a closed questionnaire which allows respondents to easily answer questions because alternative answers are available.

According to an expert's opinion, respondents can respond to questions/statements by using a Likert scale model. The use of a Likert scale so that respondents can respond to statements by giving one of the 5 alternative answers to each statement. Each response is associated with a value and the individual value is determined by the sum of the values for each statement. For positive values starting from strongly agree = 5, agree = 4, doubtful = 3, disagree = 2, strongly disagree = 1. Meanwhile for statements with negative values will be reversed, namely strongly agree = 1, agree = 2, doubtful = 3, disagree = 4, strongly disagree = 5". Scarvia B. Anderson in Suharsini Arikunto (1998: 65), states that "A test is valid if it measures what it aims to measure", meaning that a test is said to be valid if the test measures what it is intended to measure.

Apart from questionnaires and observations used in efforts to extract data from the field, documentation studies are also needed to reveal data related to information about the school, for example the school's vision and mission, physical condition of the school, facilities and infrastructure and personnel of the school.

## RESULTS

### Description Variable Research and Discussion

#### 1. System Overview Management Head School

System management head school in study this covers function management and substance management. Function management which includes: planning, organizing, mobilizing, coordinating, directing and supervising. Whereas substance management which includes aspect : source learning, curriculum, and facilities learn.

By overall, in study this revealed that the average score system management head school is 202.28 so If shared Many data disclosure instrument items were used namely 50 items, then produce the average figure is 4.04.this figure If compared to with interpretation criteria, namely :

**Table 1. Categories Interpretation**

Average score	Category Interpretation
Less than or The same with 1.5	Very less
Between 1.5 - 2.5	Not enough
Between 2.5 - 3.5	Enough
Between 3.5 - 4.5	Good
More or The same with 4.5	Very good

So included category good. Is in the interval between 3.5-4.5. That is, system management head UPI PPL Laboratory Elementary School general classified good. By more detailed, results findings about management head school this served as following.

#### a. Function Management

Regarding with Importance Management (Item No. 1 to with 5) obtained results as following.

**Item Number 1**, Exposing statement opinions of the Heads School about importance management.this item of 47 Heads School, including 29 heads School answered strongly agree, 18 Heads School answer agree. With that's what this data says the score is :  $(9 \times 5) + (18 \times 4) = 217 / 47$  Average 4.62.this figure shows very well, being in the interval between 4.5 -5.5 With thereby means opinion Head School to importance management it's been very good.

**Item No. 2** Expose statement opinions of the Heads School about concepts new in management. Of the 47 Heads School produce 14 people 's answers stated Strongly Agree and 33 people stated Agreed. From this data acquisition score :  $(14 \times 5) + (33 \times 4) = 202 / 47$  Average 4.29.this figure show

Good is in the interval 3.5 - 4.5. With thereby Head School in management always create draft draft new Already good.

**Item No. 3** state about role Head school as thinker and developer on The school he built produces items acquisition answer of 47 Heads School : 19 Heads school answered strongly agree and 28 Heads School answer agree, this data show score  $(19 \times 5) + (28 \times 4) = 207/47$  Average 4.40. this figure category Good is in the interval 3.5 - 4.5. With thereby that Head School role as thinker and developer on the school he founded Already good.

**Item No. 4.** state Head School always stick to the basics and goals National education. Acquisition answer of 47 Heads School, 27 people Head School stated Strongly Agree and 20 Heads School state Agree, this data show score :  $(27 \times 5) + (20 \times 4) = 215/47$  Average 4.51. this figure state category Good once. Is in the interval 4.5 - 5.5. With thereby matter this show that Head School always stick to the basics and goals education national Good once.

**Item No.5** state Head School always For understand technique educational and administrative as well as tough leadership in organize activity education To use reach quality quality school. this item obtain answer of 47 Heads School : 25 people Head School expressed Strongly Agree and 22 Heads School state agree, with that's what this data says show score :  $(25 \times 5) + (22 \times 4) = 213/47$  Average 4.53. this figure show very good results. Is in the interval 4.5- 5.5. this thing show that Head School in organize education always understand about technique educational, and administrative as well as operate tough leadership For reach very good quality school.

Whole **item No. 1 to No. 5** produces an average :  $4.62 + 4.29 + 4.40 + 4.51 + 4.53 = 22.35 / 5 = 4.47$ . this number category Good is in the interval 4.5- 5.5. Chiefs ' opinions UPI District PPL Laboratory Elementary School Cileunyi, about importance understanding management in maintenance education and: Strive For create concepts new For interest management, as for : In implementing management always manager in matter source Power human, source learning and facilities learn. In carry out management always adhering to the basics and goals of National Education in addition to : Always understand technique educational and administrative too: Running tough leadership For can organizing education To use reach quality quality school

## 2. Perception Overview Head School On Teacher Teaching Performance

By overall, in study this revealed that the average score teacher performance is 204.98 so If shared Many data disclosure instrument items were used namely 50 items, then produce the average figure is 4.0996. this figure If compared to with criteria interpretation, namely:

**Table 2. Average Teacher Performance Score**

Average score	Category Interpretation
Less than or The same with 1.5	Very less
Between 1.5 - 2.5	Not enough
Between 2.5 - 3.5	Enough
Between 3.5 - 4.5	Good
More or The same with 4.5	Very good

So it is in the good category. this means that the performance of UPI PPL Laboratory Elementary school teachers is generally classified as very good. this teacher's performance is seen in professional abilities, social abilities and personal abilities.

## 3. Quality Overview Learning

Quality learning in study this represented in the results learning that is acquisition average value class all over field studies from class I up with class VI in each school located in the UPI PPL Laboratory Elementary School District Cileunyi.

Research results show that the average value all over The school is used as the unit of analysis is 6.9768 on a scale of 10 with the median being 6.9300 and the mode being 7.000. If the average value That compared to with guidelines interpretation mark asman has stated in Chapter III, namely as following :

**Table: 3. Interpretation Value Category**

Mark	Category
number10	Special
number 9	Very good
number 8	Good
number 7	More Enough
number 6	Enough
number 5	Not Enough
number 4	Not enough
number 3	Very Less
number 2	Bad
Number 1	Very Bad

So the average value of 6.9768 is close to 7 so it can be interpreted that the quality of learning at the UPI PPL Laboratory Elementary School is in the more than adequate category. In detail, an overview of the quality of learning at each school can be seen in the following table:

**Table: 4. Quality Learning**

No	Earned Grade Average						Amount	Average
	Class I	Class II	Class III	Class IV	Class V	Class VI		
1	7	7	7	7	7	7	42	7
2	7.8	7.4	7.2	7	6,7	7.4	43.5	7.25
3	6,8	6,8	6.2	7.1	6.2	6,8	39.9	6.65
4	6.9	7	7	7.2	7.4	7.4	42.9	7.15
5	7	7	6,8	6,8	7.1	7.2	41.9	6.98
6	7.3	6.9	6.67	6.75	6.66	7	42.06	7.01
7	7.71	7.78	7.66	7.66	7.61	7.66	46.08	7.68
8	7.5	7.1	7.28	7.9	6.9	6,8	43.48	7.25
9	7	7	7	6	6	7	40	6.67
10	7	7	7	6.5	6.5	7	41	6.83
11	7	7	7	6,7	7	6,8	41.5	6.92
12	6.9	7.1	7	7	7	7.3	42.3	7.05
13	7	7	7	7	7	7	42	7
14	7	7	6.5	7	7	7	41.5	6.92
15	7.3	7.4	6,7	7.07	6.83	7.4	42.7	7.12
16	7	7	6.5	6.5	6.5	7	40.5	6.75
17	7	6.9	7	7	6.5	7	41.4	6.9
18	8.5	7.9	7.6	7.3	7.3	7.2	45.8	7.63
19	7	6.5	6.4	6.5	6.5	7.05	39.95	6.66
20	7.8	7	7	6.5	6.4	6,8	41.5	6.92
21	7.1	6.5	6,7	6.5	6,7	7	40.5	6.75
22	7.42	7.02	6.87	7.05	7.8	7.5	43.66	7.28
23	6.65	6.91	7	7	6.42	6.80	40.78	6,8
24	6	7	7	7	7	7	41	6.83
25	6,7	6.9	6,8	7.1	6,8	7	41.3	6.88
26	6.9	6.9	6,8	7	6,8	7.2	41.6	6.93
27	7	7	6.1	6,8	6,8	7.4	41.1	6.85
28	7.6	7	7	7	7	6.4	42	7
29	6.6	6.5	6.3	6.5	6,7	6.9	39.5	6.58
30	7.4	7.4	6,8	7.1	7.2	7	42.9	7.15
31	7	6.5	6	7	6	7	39.5	6.58
32	7	7	7	7	7	7	42	7
33	6,7	6.3	7.5	6,10	6.95	6.85	40.4	6.73

34	7	7	6.88	6.61	6.55	6.83	40.87	6.82
35	7.3	7.2	6.61	6.63	6.21	7.85	41.8	6.97
36	6.5	7.4	6,8	7.3	6.5	7.3	41.8	6.97
37	7	7.5	8	7	7.5	7.5	44.5	7.41
38	7.5	7.5	7	7	7	7	43	7.17
39	7	7	7	6.5	7	7	41.5	6.92
40	7	7	7	6.5	7	7	41.5	6.92
41	7.5	7.5	8	7	7.5	7.5	45	7.5
42	7	7	6	7	7	7	41	6.83
43	7	7	6	7	6,7	6.5	40.2	6,7
44	7	7	7	7	7	7	42	7
45	7	7	7	7	7	7	42	7
46	7.1	6,7	7.1	6,8	6,8	6.6	41.1	6.85
47	7.3	7.1	7.01	7.5	7	7	42.91	7.15

By comparing the average price with the median and mode, information is obtained that the three prices do not show significant differences. This means that the learning quality score tends to follow a normal distribution model. This means that there are elementary schools that have shown that the quality of learning is good, but there are also those that are still not good. Most are in the sufficient category.

### Hypothesis Test Results and Discussion

Based on statistical calculations using the SPSS system as implied in the attachment, hypothesis testing is known from the score obtained for each variable, as in the following table:

**TABLE 5. RECAPITULATION OF SCORE OBTAINING X1, X2 AND Y**

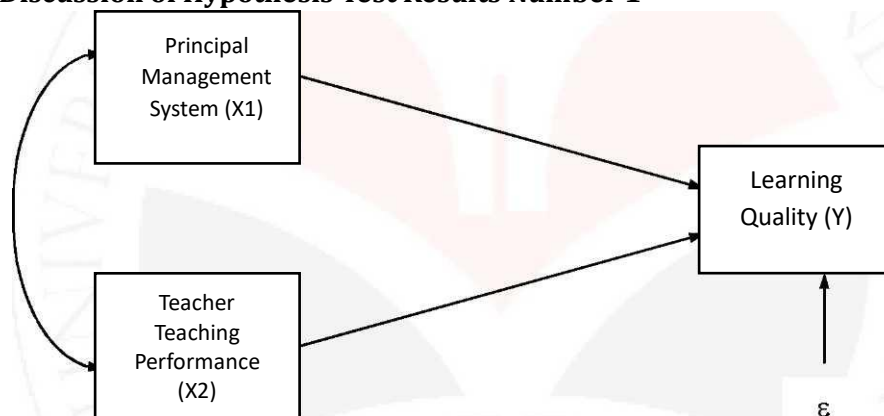
NO	PRIMARY SCHOOL NAME	X1	X2	Y	AMOUNT
1.	SD A	217	213	7	437
2.	SD B	202	212	7.25	421.25
3.	SD C	207	220	6.65	427
4.	SD D	215	206	7.15	421
5.	SD E	213	217	6.98	430
6.	SD F	213	205	7.01	418
7.	SD G	211	207	7.68	418
8.	ALREADY	211	184	7.25	395
9.	Elementary School I	210	202	6.67	412
10.	SD J	205	201	6.83	201
11.	SD K	195	214	6.92	409
12.	SD L	192	190	7.05	382
13.	SD M	193	198	7	398
14.	SD N	194	214	6.92	408
15.	SD O	207	211	7.12	418
16.	SD P	202	180	6.75	382
17.	SD Q	204	217	6.9	421
18.	SD R	212	211	7.63	423
19.	SD S	201	205	6.66	406
20.	SD T	209	231	6.92	440
21.	U Elementary School	194	210	6.75	404
22.	SD V	196	212	7.28	408
23.	SD W	201	211	6,8	412
24.	SD X	200	206	6.83	406
25.	SD Y	195	181	6.88	376
26.	SD Z	200	196	6.93	396
27.	AA Elementary School	211	205	6.85	416

28.	BB School	Elementary	208	242	7	457
29.	SDCC		196	205	6.58	401
30.	DD School	Elementary	192	193	7.15	385
31.	EE School	Elementary	195	201	6.58	396
32.	FF School	Elementary	191	201	7	399
33.	GG School	Elementary	191	202	6.73	393
34.	HH School	Elementary	196	192	6.82	388
35.	Elementary School II		193	196	6.97	389
36.	JJ Elementary School		204	204	6.97	408
37.	KK School	Elementary	252	206	7.41	458
38.	LL School	Elementary	199	212	7.17	411
39.	MM School	Elementary	201	185	6.92	386
40.	NN School	Elementary	193	205	6.92	398
41.	OO School	Elementary	201	190	7.5	391
42.	PP School	Elementary	195	201	6.83	396
43.	QQ School	Elementary	202	203	6,7	405
44.	RR School	Elementary	198	209	7	414
45.	SS Elementary School		197	220	7	424
46.	TT School	Elementary	207	217	6.85	430.85
47.	UU School	Elementary	186	191	7.15	377
AMOUNT			9302	9634	56.1	18992.1

The general hypothesis tested in this research is formulated as follows: "The principal's management system and teacher performance, individually or simultaneously, have a positive effect on the quality of learning." Schematically, the causal relationship structure model is stated in hypothesis mentioned above, yes depicted as following.

By operational, testing hypothesis that done through testing four hypothesis simple as following.

### Testing and Discussion of Hypothesis Test Results Number 1





**Figure 1. Relationship Model Causal System Management Head School (X<sub>1</sub>), Teacher Performance (X<sub>2</sub>) against Quality Learning (Y)**

Hypothesis number 1 in study this, formulated as follows : " System management head school influential positive to teacher performance ". In hypothesis this, System management head school treated as an exogenous variable, meanwhile teacher performance is treated as an endogenous variable. For needs testing, hypothesis study the furthermore explained to in hypothesis statistics as following :

$$H_0: P = 0$$

$$H_1: P > 0$$

Criteria the test,  $H_0$  is rejected if : p-value price for coefficient path (P) obtained based on empirical data, more small from  $\alpha$ . In research Here, price  $\alpha$  is set of 0.05.

Test results produce price  $P = 0.397$  with The p-value is 0.006. It turns out, the p-value for coefficient track the more small of 0.05 so  $H_0$  is rejected. That is, System management head school influential positive significant to teacher performance. Because of the hypothesis formulated in study this shaped hypothesis alternative or hypothesis Work so formulated hypothesis in study this accepted.

**Testing and Discussion of Hypothesis Test Results Number 2**

Hypothesis number 2 in study this, formulated as follows : " System management head school influential positive to quality learning ". In hypothesis this, system management head school treated as an exogenous variable, meanwhile quality learning treated as an endogenous variable. For needs testing, hypothesis study the furthermore explained to in hypothesis statistics as following :

$$H_0: P = 0$$

$$H_1: P > 0$$

Criteria the test,  $H_0$  is rejected if : p-value price for coefficient path (P) obtained based on empirical data, more small from  $\alpha$ . In research Here, price  $\alpha$  is set of 0.05.

Test results produce price  $P = 0.330$  with The p-value is 0.023. It turns out, the p-value for coefficient track the more small of 0.05 so  $H_0$  is rejected. That is, System management head school influential positive significant to quality learning. Because of the hypothesis formulated in study this shaped hypothesis alternative or hypothesis Work so formulated hypothesis in study this accepted.

**Testing and Discussion of Hypothesis Test Results Number 3**

Hypothesis number 3 in study this, formulated as follows : "Teacher performance is influential positive to quality learning ". In hypothesis In this case, teacher performance is treated as an exogenous variable, meanwhile quality learning treated as an endogenous variable. For needs testing, hypothesis study the furthermore explained to in hypothesis statistics as following :

$$H_0: P = 0$$

$$H_1: P > 0$$

Criteria the test,  $H_0$  is rejected if : p-value price for coefficient path (P) obtained based on empirical data, more small from  $\alpha$ . In research Here, price  $\alpha$  is set of 0.05. Test results produce price  $P = 0.500$  with The p-value is 0.000. It turns out, the p-value for coefficient track the more small of 0.05 so  $H_0$  is rejected. this means that teacher performance has an influence positive significant to quality learning. Because of the hypothesis formulated in study this shaped hypothesis alternative or hypothesis Work so formulated hypothesis in study this accepted.

**Testing and Discussion of Hypothesis Test Results Number 4**

Hypothesis number 4 in study this, formulated as follows : " System management head schools and teacher performance, collectively simultaneous influential positive to quality learning ". In hypothesis this, system management head schools and teacher performance are treated as an exogenous variable, meanwhile quality learning treated as an endogenous variable. For needs testing, hypothesis study the furthermore explained to in hypothesis statistics as following :

$$H_0: P = 0$$

$$H_1: P > 0$$

Criteria the test,  $H_0$  is rejected if : p-value price for coefficient path (P) obtained based on empirical data, more small from  $\alpha$ . In research Here, price  $\alpha$  is set of 0.05. Test results produce price  $P = 0.520$  with The p-value is 0.001. It turns out, the p-value for coefficient track the more small of 0.05 so  $H_0$  is rejected. That is, system management head schools and teacher performance, collectively simultaneous, influential positive significant to quality learning. Because of the hypothesis formulated in study this shaped hypothesis alternative or hypotasis Work so formulated hypothesis in study this accepted.

Refer to the results testing hypothesis above, then in a way whole hypothesis generally formulated in study this, that is system management head schools and teacher performance, collectively individually nor simultaneous, influential positive to quality learning, in fact empirical accepted. By the whole, system management head schools and teacher performance, influence positive to quality learning of 27.00%. By partial, system management head school influential positive to quality learning of 10.90%. Temporary Therefore, teacher performance has an influence positive to quality learning of 25.00%. Looks that, teacher performance has more influence big compared to with system management head school, against quality learning.

On the other hand, system management head school own influence positive significant to teacher performance was 15.70%.this means that increasingly Good system management head school, will increasingly the performance of the teachers at the school concerned is also good.

## CONCLUSION

System management Head School in study this covers function management and substance management. Function management which includes : planning, organizing, actuating, coordinating direction (directing) and supervision ( controlling ) Meanwhile substance management covers aspect : source learning, curriculum and facilities learn. System management Head School produce the average figure of 4.04 is in the interval between 3.5 -4.5 incl category good. It means system management Head UPI District PPL Laboratory Elementary School Cileunyi in general classified good. Teachers' teaching performance in the author 's research do it includes : abilities professional, ability social and abilities personal. Acquisition the average figure of 4.09 is in the interval between 3.5 4.5 classified good. It means performance teaching elementary school teacher PPL Laboratory UPI Subdistrict Cileunyi in a way general classified Already good. Quality learning in activities study is results stated learning with acquisition class average start from class I up with class VI from each schools located in the PPL UPI Laboratory Elementary School District Cileunyi. Quality Quality learning the tend follows the normal distribution model. It means there is an elementary school already show quality learning including OK, but some still do not enough good. Average value The school is used as the unit of analysis is 6.97 on a scale of 10. A value of 6.97 is close to 7 so can interpreted quality learning at the UPI PPL Laboratory Elementary School including enough. System management Head School influential positive significant to teacher performance was 15.70 %.. Teacher Teaching Performance had an influence positive significant to quality learning of 25.00%. System management Head School influential positive significant to quality learning of 10.90%. System management Head School and performance teach teachers simultaneous influential positive significant to quality learning of 27.00%.

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