

THE INFLUENCE OF SCHOOL-BASED MANAGEMENT APPLICATION TOWARDS THE TEACHER PERFORMANCE AT SENIOR HIGH SCHOOL NUMBER 2 PALOPO

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ABSTRACT

One of the assumptions of school-based management is to increase the performance of the teacher. It will influence the quality improvement of the school especially the quality of students in academic and non-academic achievement. This research is aimed at finding out the influence of school-based management towards the teachers' performance at Senior High School Number 2 Palopo. This research applied ex-post-facto quantitative research. The variable of this research is the implementation of school-based management as the independent variable (X) while the teacher performance as the dependent variable (Y). The population of this research was 56 teachers and the sample was 56 teacher which determined by using purposive sampling with Slovin technique. The result of the research shows that there is a positive and significant influence of school-based management towards the teachers' performance at SMAN 2 Palopo. It is supported by the statistics data which shows that data output SPSS 23.0 for Window stable Coefficient(α) simple linear regression analysis. Sign value = 0,000 while the value of $\alpha = 0,05$. The significance value $< \alpha$ or 0,000 $< 0,05$, the conclusion is H_0 was rejected. It indicated that "there is a positive and significant influence of the school-based management application towards the teachers' performance at SMAN 2 Palopo.

KEYWORDS: *School-Based Management, The Performance of Teachers*

INTRODUCTION

Today, there is a significant change in the management paradigm of national development. The change of paradigm is based on the orientation development shift from centralized approach to decentralistic approach. This change along with the emergence of the democracy demand and the existence of the awareness that change should be based on the ability of the organization resources up to the bottom.

School-based management is an alternative way of schools in decentralized education. It is characterized by broad autonomy in schools, public participation and in order to national education policy. The establishment of this policy intended to bring up change management arrangement into the desentralistic of education. Mentioned by hasbullah (2015: 166) that "school-based management is a political approach to redesign school organizations by giving full authority to the school management to improve their own school. In addition, Rohiat (2009: 47) states that "school-based manajemen can be defined as management model that gives autonomy (authority and great responsibility for schools), giving fleksibilitas / suppleness to schools, encourage participation directly from residents (school teacher, students, the school principal, employees) and the society (parents, community leaders, scientists, entrepreneurs), and improve the school quality based

on national education rules. Bedjo (2007:30) states that school-based management is a school management model which gives authority to the school and supports participative decision making. It is directly involves all school community and society who are served in line with education national policy.

Involving school community is a characteristic of school-based management by inviting principal, teachers, counselor, curriculum developers, administrator, parents, residents, and students to be involved in developing the school quality. In practice, school-based management does not have a specific strategy used. The strategy can be different in the school and among different regions. Engkoswara & komariah (2001: 295) mention that “participation is important to improve a sense of belonging, a sense of belonging can improve a sense of responsibility then the increasing of responsibility can increase the dedication or the contribution. It is because participation is a process in which stakeholders get involved in decision making, policy making, planning, implementing, the education process in the school.

According to Mulyasa (2009) that based on the implementation in the developed countries, school-based management has some basic characteristics namely: the giving of broad autonomy to the schools, the high participation of the community and parents, a democratic and professional leadership of school principles, and the existence of high teamwork and run in a professional system. Based on those characteristics, in the implementation of the school based management, all the people in the school has the same chance to work optimally included a teacher who is carrying out the teaching process in school. Hutabarat (2015; 428) states that “school-based management (SBM) gives a hinger contribution toward teacher job performance at hinger school level”.

If it is seen from the object of the school based management, this management is focused on the teachers’ competence. Syaefuddin (2009:50-51) states that at least there are four different capability that should be owned by teachers in conducting school-based management which oriented to learning namely: (1) planning the learning process; (2) implementing and leading the learning process; (3) evaluating the learning process; and (4) mastering the learning material. Those four capacities should be mastered by a teacher. Even though those four skills have been mastered by teachers but the implementation of school-based management does not run well, it will affect the quality of teachers’ performance. It will influence the students’ mastery of their subject in the school.

Based on the results of the preliminary findings in senior high school number 2 palopo, researchers assume that the implementation of school-based management probably has given a contribution towards the improvement of teachers’ performance at senior high school number 2 Palopo, Indonesia. The statement is supported by the facts that the high number of students who are able to achieve academic performance and non-academic well. This fact supports the researcher to think that it is important to conduct research related to the influence of school-based management towards the teachers’ performance at senior high school number 2 Palopo. The main problem statement namely: Is there any influence of school-based management implementation towards the teachers’ performance in Senior high school number 2 Palopo?

RESEARCH METHODOLOGY

This research used quantitative research method namely expost-facto method. This expost-facto method is used to see positive impact and significant of the influence of the application of school-based management performance of teachers in senior high school number 2 palopo.

There are two variables in this research, namely school-based management as the independent variable (X) and teachers' performance as the dependent variable (Y). The population of this research was all the teachers at Senior with the total number 65. In choosing a sample, the researcher took 56 teachers which were chosen by following Slovin System in Siregar (2015:34). In analyzing data, the researcher used simple linear regression simple design as follows:



While the pattern of regression is $Y=a+bX$.

The instrument of this research was questionnaire with the use of alternative items Likert scale with four responses of the answer as mentioned by the Sugiyono (2014) namely Strongly Agree (SA), Agree (A), disagree (D) Strongly Disagree (SD) and often (O), sometimes (S), rarely do (R) and never (N). The score of each item types of statement can be seen in table 1 the following:

Table 1: The Score Items Such Statement

| Questions | Score | | | |
|-----------|-------|-----|-----|------|
| | SA/O | A/S | D/R | SD/N |
| Positive | 4 | 3 | 2 | 1 |
| Negative | 1 | 2 | 3 | 4 |

To give the description of the scores, the researcher used the indicators as follows:

Table 2: Degrees Assessment Every Indicator Variable

| Average of Interval | Assessment |
|---------------------|------------|
| 1,00 – 1,59 | Very low |
| 1,60 – 2,19 | Low |
| 2,20 – 2,79 | Quite |
| 2,80 – 3,39 | High |
| 3,40 – 4,00 | Very High |

The statements of the questionnaire about school-based management and performance of teachers that have been analyzed can be seen based on the indicators as presented in table 3 and table 4.

Table 3: Indicators of School-Based Management

| Indicator | Item Number | The Number of Items |
|---|-------------------|---------------------|
| 1. School Community participation and the community in formulating vision, mission and school program. | 7,8,9 | 3 |
| 3. The understanding of the school community about the vision, the mission and the purpose of school | 4,5,6,10,11,12,15 | 7 |
| 4. Making school program | 1,2,3 | 3 |
| 5. Socialization efforts school in developing the quality of a school | 34,35 | 2 |
| 6. Optimalization the use of school spending | 13,24,25,26 | 4 |
| 7. Implementation of curriculum | 14 | 1 |
| 8. Management into account the feasibility of the quality of school programs | 19,30,31 | 3 |
| 9. Professional development educators and education | 27,28 | 2 |
| 10. satisfaction with accountability | 29 | 1 |
| 11. Role of the community school, the community and the parents of students in the decisionmaking process | 16,17,20,21,22 | 5 |
| 13. The development of academic and non -academic | 18,23,32,33 | 4 |
| Total | | 35 |

Table 4: Teacher Performance Indicators

| Indicator | Item Number | The Number of Time |
|--|-------------------|--------------------|
| 1. Arrange a teaching program | 2,3,4 | 3 |
| 2. Compose learning preparation | 5,6 | 2 |
| 3. Conduct learning activities | 8, | 1 |
| 4. Presence in learning activities | 1,7, | 2 |
| 5. The use of the media to the learning activity | 13 | 1 |
| 6. The use of learning facilities and infrastructure | 14,15,17 | 3 |
| 7. the use of the learning methods | 11,12 | 2 |
| 8. the use of learning environment | 16 | 1 |
| 9. Arouse learning interest of student | 18,19, | 2 |
| 10. The development of the ability academic and non academic | 27,28,29 | 3 |
| 11. Evaluation of students' academic ability | 9,10,20,21,22,23 | 6 |
| 12. Implement the repair, remedial and enrichment | 24,25,26 | 3 |
| 13. Improve the teacher professionalism | 30,31,32,33,34,35 | 6 |
| Total | 35 | |

The item analysis for each statement was conducted after the tried out of the instrument as explained by Tiro & Sukarna (2012: 134) as follows:

- Construct validity: it was conducted by using confirmatory factor analysis based on the main items of the questionnaire
- Reliability: it was intended to know the consistency of the instrument in provide a score among respondents in the sense of the response that obtain the score that was good nor very less filled in accordance with their condition or the truth circumstances.

In data processing, the researcher used SPSS 23.0 program for windows in inferential statistics data analysis in the hypotheses testing in the form of simple linear regression analysis test.

The Results of Research and Discussions

Description of the Research Results

Implementation of School-Based Management

1) The Respondents 'Answers Related to Participation of the School Community and the Community in Formulating Vision, Mission, and the School Program.

Table 5: Indicators 1 Item School-Based Management Statement

| Number | Question Item | Item Number | Mean Score | Category |
|-------------------------|---|-------------|-------------|-----------|
| 1 | All school community is participating in formulating vision-mission of the school. | 7 | 218/56=3,89 | Very High |
| 2 | Involving society to participate in formulating vision-mission of the school. | 8 | 171/56=3,05 | High |
| 3 | All school community and the society to participate in the formulation of work programs school. | 9 | 216/56=3,86 | Very High |
| Total Score | | | | |
| 3,60 (Very High) | | | | |

The mean score of respondents' answers regarding school community and society in formulating a vision, mission and school programs by 3,60 with a very high category. This proves that the school community and society has a very high level of participation in formulating vision, mission and school programs.

2) The Respondents ' Answers Related to the Understanding of School Community about the Vision, the Mission and the Purpose of School

Table 6: Indicators 2 School-Based Management Statements Item

| Number | Question Item | Item Number | Mean score | Category |
|-------------------------|--|-------------|-------------|-----------|
| 1 | The orientation of school-based management program launched by the government has been understood by the school principal. | 4 | 204/56=3,64 | Very High |
| 2 | Orientation the school-based management formulated by the government has been understood by school staff. | 5 | 203/56=3,62 | Very High |
| 3 | The orientation of school-based management program launched by the government has been understood by the teachers at the school. | 6 | 214/56=3,82 | Very High |
| 4 | The school community understands the formulation vision-mission of the school. | 10 | 221/56=3,95 | Very High |
| 5 | Society involved in making decision understand the formulation of vision-mission of the school. | 11 | 208/56=3,71 | Very High |
| 6 | School community and the public society understand the formulation of work programs launched by schools | 12 | 210/56=3,75 | Very High |
| 7 | All community school understand the planning components that will be undertaken by schools. | 15 | 208/56=3,71 | Very High |
| Total Score | | | | |
| 3,74 (Very High) | | | | |

The respondents rata-rata answer an explanation the school about vision, mission and the purpose of the school of 3,74 with the evaluation very high. This proved that very high school understanding residents about vision, mission and the purpose of school

3) Answer to the Respondents Making Schools

Table 7: Indicators 3 Items Statement School-Based Management

| Number | Question Item | Number Items Survey | Average of Value | Category |
|-------------------------|---|---------------------|------------------|-----------|
| 1 | Our school composing program in a planned appropriate national policy. | 1 | 213/56=3,80 | Very High |
| 2 | We put together a school a planned work programs in accordance with local policies. | 2 | 206/56=3,68 | Very High |
| 3 | Our school composing program in planned appropriate school policy. | 3 | 213/56=3,80 | Very High |
| Total Score | | | | |
| 3,76 (Very High) | | | | |

4) The Respondents ' Answers Related School Socialization Efforts in Developing the Quality of a School

Table 8: Indicators 4 Items School-Based Management Statement

| Number | Question Item | Number items survey | Average of value | Category |
|-------------------------|---|---------------------|------------------|-----------|
| 1 | the respondents ' answers related school socialization efforts in developing the quality of a school table 8: indicators 4 items school-based management statement. | 34 | 224/56=4,00 | Very High |
| 2 | Keeping a good relationship with parents in efforts of advancing the school. | 35 | 224/56=4,00 | Very High |
| Total Score | | | | |
| 3,74 (Very High) | | | | |

The average answers respondents related to socialization efforts of the school in developing the quality of schools of 4,00 with the evaluation very high. This proved that school community participation is very high in socialization effort of schoolin developing the quality of schools.

5) Respondents Optimization Answer to the Use of the Budget Schools

Table 9: Indicators 5 Items Statement School based Management

| No | Question Item | Number Items Survey | Average of Value | Category |
|--------------------|---|---------------------|------------------|-----------|
| 1 | Always supported the school operating that support the school activities. | 13 | 224/56=4,00 | Very High |
| 2 | The fight involving residents of school as per the participative in the budgeting process work programs of the school plan. | 24 | 111/56=1,98 | Low |
| 3 | Involves the associated in participative in plan budgeting process program in school. | 25 | 211/56=3,77 | Very High |
| 4 | Involving the parents of students in the plan the budgeting process participatory school work programs. | 26 | 158/56=2,82 | High |
| Total Score | | | | |
| 3,14 (High) | | | | |

The average answer the use of respondents regarding optimization school spending by 3,14 with the evaluation high. This proved that the use of the budget optimization schools has done well despite in aspect of the involvement of community schools still can be said so low.

6) Answer Related Curriculum Respondents Keterlaksanaan

Table 10: Indicators 6 Items Statement School-Based Management

| No | Question Item | Number items survey | Average of value | Category |
|-------------------------|--|---------------------|------------------|-----------|
| 1 | Any enterprises of school in order to maximize resources school as per the effective and efficient implementation of the national curriculum succeeded in campaigning. | 14 | 224/56=4,00 | Very High |
| Total High | | | | |
| 4,00 (Very High) | | | | |

The average answers respondents regarding implementation curriculum of 4,00 with the evaluation very high. This proves that efforts very high school in optimalize implementation national curriculum Senior High School Number 2 Palopo.

7) The Respondents ' Answers Related Management into Account the Feasibility of the Quality of the Program Schools

Table 10: Indicators 7 Items School-Based Management Statement

| No | Question Item | Number Items Survey | Average of value | Category |
|-------------------------|---|---------------------|------------------|-----------|
| 1 | Head leadership schools were able to coordinate its working partners in the field of educators and education staff in carrying out their duties in a professional manner. | 19 | 224/56=4,00 | Very High |
| 2 | All the people of school are also participating to draw up a regulation concerning the management of the student activity ranging from came income home. | 30 | 154/56=2,75 | Enough |
| 3 | The process of admission to new students is conducted objectively by the committee notching the school principal. | 31 | 224/56=4,00 | Very High |
| Total Score | | | | |
| 3,58 (Very High) | | | | |

The average answers respondents regarding management quality feasibility school programs by 3,58 with the evaluation very high. This proved that very highquality management feasibility school programs at the school.

8) The Respondents' Answers Relate to the Development of Educators and Professionalism of the Teaching Staff

Table 11: Indicators 8 Items School-Based Management Statement

| Number | Question Item | Number Items Survey | Average of Value | Category |
|-------------------------|--|---------------------|------------------|-----------|
| 1 | The schools in preparing the increasing the quality of professionalism of teaching staff in schools. | 27 | $224/56=4,00$ | Very High |
| 2 | The schools in preparing the professionalism of the increasing the quality of teachers in school. | 28 | $224/56=4,00$ | Very High |
| Total Score | | | | |
| 4,00 (Very High) | | | | |

The average answers respondents regarding professional development educators and education of 4,00 with the evaluation very high. This proved that very high school concern in developing professionalism of educators and education at the school.

9) Answers Respondents Associated Satisfaction with Accountability

Table 12: Indicators 9 Items Statement School Based Management

| Number | Question Item | Number Items Survey | Average of Value | Category |
|-------------------------|---|---------------------|------------------|-----------|
| 1 | Carry out transparansi response to the reporting to himself from the results of the implementation of the program school activities to the residents including members of the community school, parents and the government. | 29 | $224/56=4,00$ | Very High |
| Total Score | | | | |
| 4,00 (Very High) | | | | |

The average answers respondents regarding satisfaction with the responsibility of 4,00 with the evaluation very high. This proved that very high satisfaction with accountability conducted in transparansi and accountable for any the work done by the school.

10) Answers Respondents Associated Role of the Community School, Society, and Parents in the Decision-Making Process

Table 13: Indicators 10 Items Statement School-Based Management

| Number | Question Item | Number Items Survey | Average of Value | Category |
|-------------------------|---|---------------------|------------------|-----------|
| 1 | Involving all the people of schools in school efforts. | 16 | $145/56=2,89$ | High |
| 2 | Involves the related in efforts school. | 17 | $224/56=4,00$ | Very High |
| 3 | The existence of the right granting to school residents to provide suggestions / response / criticism / suggestions about school policy. | 20 | $224/56=4,00$ | Very High |
| 4 | The existence of the right granting to the public related to in provide suggestions / response / criticism / suggestions about school policy. | 21 | $174/56=3,11$ | High |
| 5 | The granting the right to students parents in provide suggestions / response / criticism / advice about school policy. | 22 | $224/56=4,00$ | Very High |
| Total Score | | | | |
| 3,60 (Very High) | | | | |

The average answers respondents regarding the role of the community school, society and parents in the decision-making process of 3,60 with the evaluation very high. This proved that very high role of the community school, society, and parents in shaping decide for program-program to be held at the school.

11) Answers Respondents Relate to the Development of Academic and Non

Table 14: Indicators 11 Items Statement School-Based Management

| Number | Question Item | Number Items Survey | Average of Value | Category |
|-------------------------|--|---------------------|------------------|-----------|
| 1 | Community/parents // schools directly involved in the development of academic and non-academic students in a school. | 18 | 185/56=3,30 | High |
| 2 | School programs arranged based on grouping the academic and non academic. | 23 | 200/56=3,57 | Very High |
| 3 | School residents those involved available in the raising of facilities and infrastructure that support the activities of the academic and non-academic department in a school. | 32 | 202/56=3,61 | Very High |
| 4 | The public regarding including parents involved in maintenance and equipment support the activities academic and non-academic at school. | 33 | 224/56=4,00 | Very High |
| Total Score | | | | |
| 3,62 (Very High) | | | | |

The average value of the respondents ' answers about the development of academic and non-academic as much as 3.62 with the evaluation is very high. This proved that the implementation of the development of academic and non-academic department in school work is in the very good see very high school in perlibatannya concern.

Performance Variables Teachers

1) The Respondents ' Answers Related to Arranging a Program Teaching.

Table 15: Indicators 1 Item Statement on Teacher Performance

| Number | Question Item | Number Items Survey | Average of Value | Category |
|-------------------------|---|---------------------|------------------|-----------|
| 1 | Saya membuat program tahunan sebelum tahun ajaran baru dimulai. | 2 | 224/56=4,00 | Very High |
| 2 | Saya membuat program semester sebelum melaksanakan kegiatan pengajaran. | 3 | 224/56=4,00 | Very High |
| 3 | Saya membuat program mingguan sebelum melaksanakan kegiatan pengajaran. | 4 | 207/56=3,70 | Very High |
| Total Score | | | | |
| 3,90 (Very High) | | | | |

The respondents rata-rata answers on the preparation of teaching program of 3,90 with the evaluation very high. This proved that very high performance of teachers in the preparation of teaching program.

2) The Respondents ' Answers Related to Composing Preparation Learning

Table 16: Indicators 2 Items Statement on Teacher Performance

| No. | Question Item | Number Items Survey | Average of Value | Kategori |
|-------------------------|---|---------------------|------------------|-----------|
| 1 | I developed syllabus learning according to the study he could. | 5 | $224/56=4,00$ | Very High |
| 2 | I made implementation plan learning (lesson plans) before teaching. | 6 | $224/56=4,00$ | Very High |
| Total High | | | | |
| 4,00 (Very High) | | | | |

The average value of the respondents ' answers on the establishment of the preparation of learning as much as 4,00 with the evaluation is very high. This proved that very the high performance of teachers in it the preparation of their experiences in the preparation senior high school number 2 palopo.

3) Answers Respondents Related to Conducting Learning

Table 17: Indicators 3 Items Statement a Teacher

| No. | Question Item | Number Items Survey | Average of Value | Category |
|-----------------------------|---|---------------------|------------------|---------------|
| 1 | Saya melaksanakan kegiatan pembelajaran sesuai perencanaan yang telah dibuat. | 8 | $217/56=3,88$ | Sangat Tinggi |
| Skor Total | | | | |
| 3,88 (Sangat Tinggi) | | | | |

The respondents rata-rata answers on the implementation of learning activities of 3,88 with the evaluation high. This proved that very high performance of teachers in terms of activities in other senior high school numbers 2 palopo.

4) Related to the Coming of the Respondents ' Answers in Learning Activities

Table 18: Indicators 4 Items Statement on Teacher Performance

| Number | Question Item | Number items survey | Average of value | Category |
|-------------------------|--|---------------------|------------------|-----------|
| 1 | I present and home from school in accordance with the schedule set school. | 1 | $224/56=4,00$ | Very High |
| 2 | I ran learning activities just in time. | 7 | $214/56=3,82$ | Very High |
| Total Score | | | | |
| 3,91 (Very High) | | | | |

The average score in the respondents ' answers about the presence of learning activities as much as 3,91 with the evaluation is very high. This proved that very high presence in the performance of teachers in aspects of learning activities in senior high school number 2 palopo.

5) The Respondents ' Answers Related to the Use of the Media to the Activity of Learning

Table 19: Indicators 5 Items a Statement on Teacher Performance

| Number | Question Item | Number items survey | Average of value | Category |
|-------------------------|---|---------------------|------------------|-----------|
| 1 | I use media learning that effective in learning activities. | 13 | $204/56=3,64$ | Very High |
| Total Score | | | | |
| 3,89 (Very High) | | | | |

The average value of the respondents' answers regarding the use of the media to the activity of learning as much as 3,64 with the evaluation is very high. This proved that the majority of teachers for uses the media to the activity of pembelajarannya in senior high school number 2 palopo.

6) The Respondents' Answers Related to the Utilization of Learning Facilities and Infrastructure

Table 20: Indicators 6 Items Statement on Teacher Performance

| Number. | Question Item | Number Items Survey | Average of Value | Category |
|-------------------------|---|---------------------|------------------|-----------|
| 1 | I use the learning facilities provided by the school to support teaching activities. | 14 | 212/56=3,78 | High |
| 2 | I utilize the resources available in schools for use in the activity of the teaching. | 15 | 217/56=3,88 | Very High |
| 3 | I use of the instruments of learning which he of the subject matter. | 17 | 210/56=3,75 | Very High |
| Total Score | | | | |
| 3,80 (Very High) | | | | |

The average score in the respondents' answers about the presence of learning activities as much as 3,80 with the evaluation is very high. This proved that it is enough availability of facilities and infrastructure that provided school to be able to support the performance of teachers in teaching. It shows that it is a high level in term of the utilization of the existing infrastructure at school.

7) Answers Respondents Related to the Use of Learning Method

Table 21: Indicators 7 Items Statement a Teacher

| Number | Question Item | Number Items Survey | Average of Value | Category |
|-------------------------|---|---------------------|------------------|-----------|
| 1 | I practicing / strategy / model / approach learning innovative in teaching | 11 | 205/56=3,66 | Very High |
| 2 | Method / strategy / model / approach learning i apply make students active in learning. | 12 | 211/56=3,77 | Very High |
| Total Score | | | | |
| 3,72 (Very High) | | | | |

The average value of the respondents' answers regarding the use of a method of learning in activity of learning as much as 0.34 with the evaluation is very high. This proved that the majority of teachers are effective in using the method of learning in the activity of learning in senior high school number 2 palopo.

Table 22

| No. | Question Item | Number items survey | Average of value | Category |
|-------------------------|--|---------------------|------------------|-----------|
| 1 | I support and ask the students to use the school environment to learn. | 16 | 202/56=3,61 | Very High |
| Total Score | | | | |
| 3,61 (Very High) | | | | |

The respondents rata-rata answers on the use of learning environment in an activity learning of 3,61 with the evaluation very high. This proved that the majority of teachers exploiting the environment learn in an activity pembelajarannya in high school of the land 2 palopo not solely available resources in the classroom, but also took available resources outside the classroom.

Table 23

| Number | Question Item | Number Items Survey | Average of Value | Category |
|-------------------------|---|---------------------|------------------|-----------|
| 1 | During the process of learning, i gave intensive counseling to students in their study. | 18 | $209/56=3,73$ | Very High |
| 2 | Students are easier to understand the teaching material that i have given in learning activities. | 19 | $213/56=3,80$ | Very High |
| Total Score | | | | |
| 3,76 (Very High) | | | | |

The average answers respondents regarding improving student learning interest in an activity pembelajarannya of 3,76 with the evaluation very high. This proved that very high efforts to teachers in state senior high school 2 palopo in intrigued learn students.

10) The Ability of Respondents Relates to the Development of Academic and Non-Academic

Table 24: Indicators 10 Items Statement a Teacher

| No. | Question Item | Number Items Survey | Rata-Rata Nilai | Kategori |
|----------------------|--|---------------------|-----------------|----------|
| 1 | I give an extra class to students who want to develop the ability in academic. | 27 | $164/56=2,93$ | High |
| 2 | I give an extra class to students who want to develop the ability in non-academic. | 28 | $124/56=2,21$ | Enough |
| 3 | I guide students in extracurricular activities. | 29 | $167/56=2,98$ | High |
| Total Score | | | | |
| 2,71 (Enough) | | | | |

The average value of the respondents ' answers about the effort the development of the ability of academic and non-academic students of 2.71 with the evaluation enough. This proved that teachers in efforts to develop the ability of academic students in academic and non-academic senior high school 2 palopo still is considered in enough category especially with regard to the issue of non-academic students.

Table 25

| Number | Question Item | Number Items Survey | Average of Value | Category |
|--------------------|---|---------------------|------------------|-----------|
| 1 | I gave the early pretest for students before teaching. | 9 | $89/56=1,59$ | Very Low |
| 2 | I give you the end of posttest for students after learning activities take place. | 10 | $214/56=3,82$ | Very High |
| 3 | I reflect all obstacles experienced during learning activities held. | 20 | $181/56=3,23$ | High |
| 4 | I first half out of his mid to students. | 21 | $224/56=4,00$ | Very High |
| 5 | I gave a final exam semester to students. | 22 | $224/56=4,00$ | Very High |
| 6 | I evaluate the results of students to study objectively. | 23 | $204/56=3,64$ | Very High |
| Total Score | | | | |
| 3,38 (High) | | | | |

The average answers respondents regarding an activity to evaluate the ability of academic 3,38 students with the evaluation high. While in general, the assessment is good, it is just the act of granting evaluation in the form of pretest still considered as very low.

11) The Respondents ' Answers Related Experience in the Implementation of Improvement, Remedial Enrichment

Table 26: Indicators 12 Items Statement on Teacher Performance

| Number | Question Item | Number Items survey | Average of Value | Category |
|--------------------|---|---------------------|------------------|-----------|
| 1 | I could provide the opportunity improved results learning to students who received scores of under kkm. | 24 | $224/56=4,00$ | Very High |
| 2 | I provide services tutoring to students who experienced inaction study outside schedule teaching set by the school. | 25 | $109/56=1,95$ | Low |
| 3 | I give you for students from enrichment activities achieved a score of above kkm. | 26 | $189/56=3,75$ | High |
| Total Score | | | | |
| 3,23 (High) | | | | |

The average value of the respondents ' answers on the implementation of the, remedial or enrichment of 3.23 with the evaluation high. In spite of this fact, the lack of service delivery in the aspect of guidance in studying outside the school for students that have been missing in learning.

13) The Respondents ' Answers Related to the Development of Professionalism of the Teacher's

Table 27: Indicators 13 Items Statement on Teacher Performance

| Number | Question Item | Number Items Survey | Average if Value | Category |
|---------------------|--|---------------------|------------------|----------|
| 1 | I participate in training to develop keprofesionalan functional career for educators to education. | 30 | $159/56=2,84$ | High |
| 2 | I join a seminar (activity workshop scientific) relating to the profession. | 31 | $178/56=3,18$ | High |
| 3 | I became pemateri which held a seminar in the activities of the school. | 32 | $56/56=1,00$ | Very Low |
| 4 | I made a piece of writing scientific dealing with my profession. | 33 | $168/56=3,00$ | Low |
| 5 | I did research activities in the field of education. | 34 | $161/56=2,88$ | High |
| 6 | I brought the material educations in front of guru-guru in my school. | 35 | $140/56=2,50$ | Enough |
| Total Score | | | | |
| 2,57 (Cukup) | | | | |

The average value of the respondents' answers on the enhancement of teachers' professionalism as much as 2.57 with the evaluation enough. While in general in the evaluation enough, but in teachers' professional including their involvement in a training seminar, and also involvement in doing research in the education sector included in the category of high assessment.

The classic assumption that the regression equation deserved used or applied so there must be some assumption that must be met as has been mentioned before the normality data and the linearity data.

The Data Normality

Normality the data used to test whether the residual resulting from regression were distributed normally and or not. To prove that whether the residual force of nuclear weapons was distributed normally and is presented in figure charts normal p-p plot of regression standardized residual following. When data of plotting the points data spread around diagonal lines and spread followed the direction diagonal lines, thus it can be said the residual spread normally. Thus, as in view in the figure it can be said that the data have met assuming normality of data.

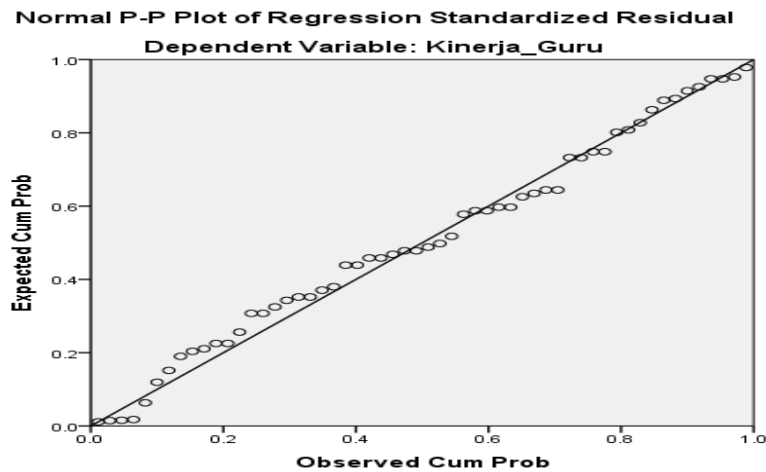


Figure 1

The Data Linearity

Linearity the data aims to know whether two variables had links that is linear significantly or not. On testing can be seen when the probability > 0,05 based on the significance deviation from linearity in table anova, so the second set it can be said to have a linear relation. She said can be seen in data share output anova the table.

| ANOVA Table | | | | | | | |
|--------------------|----------------|--------------------------|----------------|----|-------------|------|------|
| | | | Sum of Squares | df | Mean Square | F | Sig. |
| Kinerja_Guru * MBS | Between Groups | (Combined) | 63.236 | 10 | 6.324 | .748 | .676 |
| | | Linearity | 2.132 | 1 | 2.132 | .252 | .618 |
| | | Deviation from Linearity | 61.104 | 9 | 6.789 | .804 | .615 |
| | Within Groups | | 380.193 | 45 | 8.449 | | |
| | Total | | 443.429 | 55 | | | |

Figure 2

Referring to the table anova share on, known the probability = 0,615 showing that the probability > 0,05, so that it can be concluded that deals linear the second set.

The results of the analysis regression a liner simple linear regression analysis simple aims to understand the influence of the implementation of school-based management performance of teachers in secondary schools made governor over the land palopo 2. Based on the results of output coefficients (α) data on spss 23.0 for windows obtained the regression equation is namely $y = 109,174 + 0,071x$.

Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | 95.0% Confidence Interval for B | |
|--------------|-----------------------------|------------|---------------------------|-------|------|---------------------------------|-------------|
| | B | Std. Error | Beta | | | Lower Bound | Upper Bound |
| 1 (Constant) | 109.174 | 17.704 | | 6.167 | .000 | 73.681 | 144.668 |
| X | .071 | .138 | .069 | .511 | .612 | -.207 | .348 |

a. Dependent Variable: Y

Figure 3

As the regression equation as above, can be analyzed in several ways:

- Management if no the implementation of school-based ($x = 0$), it is estimated that the performance of teachers in run profession as educators namely 109,174, and if supported by existence of the implementation of school-based management such as the length of the application of 1 year ($x = 1$), so the performance of teachers in run profession as educators are expected to rise at $109,174 + 0,071 (1) = 109,245$
- The regression coefficient $b = 0,071$ indicates the amount of the increase in the performance of teachers in carrying out profession as educators to every addition the length of the application of school-based management in senior high school number 2 palopo.

Hypothesis acceptance of the basis of hypothesis based on hypothesis do with ascertaining criteria testing:

if the $sign \leq \alpha$, then H_0 be refused

if the $sign \geq \alpha$ then H_1 received

By virtue of the table coefficient (α) above, $sign. = 0,000$ for testing the one hand (1-tailed) the testing the right so known the magnitude of $\alpha=0,05$ and therefore value $sign. < \alpha$ or $0,000 < 0,05$ but the bottom line is H_0 rejected indicating that “ is the positively and significantly from the school-based management on performance teachers in state senior high school number 2 palopo “.

The discussion of the results the research indicated that the implementation of the school-based management positive and significant influence performance of teachers in senior high school number 2 palopo. Which means that the implementation of the management based schools: 1) community participation in the formulation of vision school and the community, the mission and school programs; 2) understanding school residents about the vision, the mission and the purpose of school; 3) the manufacture of school programs; 4) school socialization efforts in developing the quality of a school; 5) the optimization of the use of the budget school; 6) keterlaksanaan; 7) curriculum management into account the feasibility of the quality of school programs; 8) teaching staffs and the professional development of teaching staff; 9) satisfaction with accountability; 10) role of the community school, the community and the parents of students in the process of decision-making; and 11) the development of academic and non academic had a means for the performance of teachers in carrying out as educators in the profession.

CONCLUSIONS

Based on the formulation of a problem can be drawn a research a conclusion, at the same time be testing shows the formulation of a problem that simple linear regression analysis that has been carried out indicate that implementation of school-based management positive and significant influence performance of teachers in Senior high school number 2 palopo.

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