

PERFORMANCE ANALYSIS OF MADRASAH ALIYAH 1 STATE ISLAMIC SENIOR HIGH SCHOOL IN CREATING A TRANSPARENT AND ACCOUNTABLE SCHOOL IN GORONTALO

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Abstract: Madrasah are Islamic institutions with the responsibility to provide quality educational services to the community. This quality service can be seen from the school's performance. The purpose of this research is to identify; (1) learning management (2) school management and leadership in Madrasah Aliyah 1 State Islamic Senior High School in Gorontalo. This quantitative research is located in Madrasah Aliyah 1 State Islamic Senior High School in Gorontalo with 46 teachers as research subjects. Data collection techniques used are questionnaires and documentation. The collected data were analyzed using the percentage technique presented in the form of tables and diagrams. The results showed that: (1) learning management obtained results of 81.02% including the effective category, and (2) the results of management and leadership management achievements obtained 87.84% including effective categories. Thus, it can be stated that the performance of Madrasah Aliyah 1 State Islamic Senior High School in Gorontalo is effective

Keywords: madrasah performance; management; leadership

schools are always required to provide maximum service to the community as users of educational services, because school policy is given the authority to organize the education process by the government. According to Lamas, Héctor A (2015) school performance is highly relevant to academic achievement or quality, and is one of the main controversial issues in educational research, as well as having received special attention in recent decades. This is in line with what was stated by O'Keefe, Bonnie; Lewis, Brandon; Schiess, Jennifer O'Neal; Weeby, Jason (2020) that school performance is very useful for people who are within the school structure, to realize school accountability and increase the achievement of school goals. Principal leadership is important to create a school environment that shares leadership in order to increase teacher's innovation power and involve them in the decision-making process, (Cobanoglu, N; 2021, Buyukbese, T., Cavusoglu, S., & Okun, O; 2019). The results of research by Budi Suhardiman (2011) shows that the influence of recruitment, competence, and compensation systems on the performance of school principals is very high.

The success of schools is in preparing quality education for the community, (Edward 2010: 211). Madrasah performance can be seen from the achievement of academic and non-academic aspects. This is in line with research conducted by Sitti Nur Afiffa (2017) where the preparation of school performance in an effort to improve the quality of education must prepare: inputs, processes, outputs and outcomes, benefits, and impacts. Meanwhile, the implementation of school performance in an effort to improve the quality of education must carry out: performance accountability, performance evaluation and financial accountability. This is in line with what was stated by Haris (2016: 9) that school/madrasah performance can be interpreted as a quantitative and qualitative measure that describes the level of achievement in a target or goal that has been set by taking into account indicators of input, process, and output

Organizational performance is the overall state of the organization for a certain period of time, as the result is influenced by the organization's operational activities in utilizing its resources. Sudarmanto (2009:7) stated that organizational performance is the achievement of results (outcomes) at the level or unit of organizational analysis. Performance is the result of certain work processes that contribute to the organization (Prawirosentono; 2009, Mangkuprawira and Hubeis; 2007, Mathis and Jackson in Arisudhana; 2014, Rahayu and Wijaya; 2014, Widodo 2008).

Construction of school performance has 4 dimensions, namely: (1) school leadership, (2) learning practices, (3) environmental conditions and academic climate, and (4) parental participation in education administration. In terms of the work climate, Timpe (1992) suggests that school performance will be effective if there are conditions such as: (1) the task or job that is clear, (2) the resources needed for work are easy to obtain, (3) the individual has the capacity, skills, abilities, and knowledge needed, (4) the individual often receives feedback, (5) the individual is satisfied with the award given.

The benefits and objectives of performance assessment for institutions is (1) to know the state of the skills and abilities of each employee on a regular basis. (2) to be used as the basis for planning the personnel field, especially the improvement of conditions for improving the quality and work results. (3) to be used as the basis for the development and utilization of employees optimally. (4) to encourage the creation of a healthy reciprocal relationship between superiors and subordinates. (5) to know the condition of the organization as a whole from the personnel field, especially employee performance at work. (6) Personally, employees can find out their respective strengths and weaknesses so as to spur their development, and (7) the results of the work implementation assessment that can be useful for research and development in the field of personnel as a whole, (Astheny; 2015, Halim. A, et al 2009)

The Ministry of National Education of the Republic of Indonesia in the school performance assessment guidebook suggests several characteristics of school performance, namely (1) school management and leadership, (2) curriculum and learning management, (3) personnel management, (4) student management, (5) financial management/school financing, (6) facility management, (7) school-community relationship management, (8) school environment management, and (9) school climate management. School performance indicators are related to managerial substance, namely (1) school management and leadership, (2) curriculum and learning, (3) manpower, (4) students, (5) school finances, (6) school facilities, (7) the relationship between the school and the community (Masaong and Tilome; 2011, Adair, in Syafaruddin, 2005).

With reference to several ideas above regarding the importance of school performance, this has prompted the author to examine in depth, focusing on: (1) learning management and (2) school management and leadership in Madrasah Aliyah 1 State Islamic Senior High School in Gorontalo.

RESEARCH METHODS

This study uses a quantitative approach with an explanatory design. This research was conducted to obtain data on school performance. The subjects in this study were all teachers in Madrasah Aliyah Negeri 1 Gorontalo City, totaling 46 people. The technique of collecting questionnaire data is by adopting and modifying the instruments issued by the Ministry of National Education in 2008. The data analysis technique used used a descriptive statistical approach using the following formula:

$$P = F/n \times 100\%$$

Ket : P = Percentage

F = Frequency on classification

n = Total Respondents

100% = Reduction - Factor

(Sudjana, 2002 : 47)

Meanwhile, to calculate the percentage of each indicator, the following formula is used a fixed number :

$$\text{Percentage} = \frac{\text{Reality Score}}{\text{Expectation Score}} \times 100\%$$

The results of the achievements of each indicator are classified according to the following table:

Table 1. Classification of achievement indicators

No	Score Percentage	Category
1	90,01% - 100,00%	Very Effective
2	80,01% – 90,00%	Effective
3	70,01% – 80,00%	Quite Effective
4	60,01% – 70,00%	Less Effective

Source: to adopt Thoha, 2013

RESEARCH RESULT

In this section, the results of the research will be presented in accordance with 2 indicators, namely: 1) learning management which is translated into 4 descriptors namely (a) teacher readiness, (b) classroom management, (c) teacher teaching methods and (d) CTL implementation, 2) management and leadership management indicators consist of 4 descriptors, namely (a) school planning, (b) program implementation, (c) supervision, and (d) leadership. Furthermore, it will be presented based on the statement items in each descriptor as outlined in the table.

Learning Management Indicators

The teacher readiness descriptor consists of 6 question items, with the following results:

Table 2. Outcomes of the teacher readiness descriptors

No	Reality Score	Expectation Score	Percentage	Category
1	132	160	82,50	Effective
2	148	160	92,50	Very Effective
3	142	160	88,75	Effective
4	136	160	85,00	Effective
5	130	160	81,25	Effective
6	122	160	76,25	Quite Effective
Total	810	960	84,38	Effective

The table 2 shows that the teacher readiness descriptor obtained 84.38% including the effective category, this means that the teacher is good at preparing everything needed in teaching, this will help the teacher in achieving the learning objectives well.

The class management descriptor consists of 3 question items, namely the teacher applies the moving class pattern in the teaching and learning process, as well as remedial by using the principles of complete learning and teacher enrichment by using the principle of complete learning, the results can be seen in the following table:

Table 3. The results of the achievement of class management descriptors

No	Reality Score	Expectation Score	Percentage	Category
1	100	160	62,50	Less effective
2	125	160	78,12	Effective
3	129	160	80,62	Effective
Total	354	480	73,75	Quite Effective

The table 3 shows that the class management descriptor obtained 73.75% including the category quite effectively, thus that teachers in applying the moving class pattern in the teaching and learning process, remedial by using the principles of learning thoroughly, and teachers enrichment by using learning principles thoroughly. finished.

The teacher teaching method descriptor consists of 3 question items, with the following results:

Table 4 . The results of the teacher's teaching method descriptors

No	Reality Score	Expectation Score	Percentage	Category
1	131	160	81,88	Effective
2	133	160	83,13	Effective
3	133	160	83,13	Effective
Total	397	480	82,71	Effective

The table 4 shows that the teacher's teaching method descriptors obtained 82.71% results, including the effective category. This shows that the methods used by teachers in teaching are good and varied.

The teacher's CTL implementation descriptor consists of 3 question items, with the following results:

Table. 5 Outcomes of the teacher CTL implementation descriptors

No	Reality Score	Expectation Score	Percentage	Category
1	129	160	80,63	Effective
2	106	160	66,25	Less Effective
3	130	160	81,25	Effective
Total	365	480	76,04	Quite Effective

The table 5 shows that the achievement of teachers' CTL implementation results obtained 76.04% including the descent category, this means that teachers still need to improve or get used to the implementation of CTL in learning.

Learning management indicators which for this indicator consist of 4 descriptors, namely: (1) teacher readiness, (2) classroom management, (3) teacher teaching methods and (4) CTL implementation, for more details can be shown in table 4.20 below:

Table 6. Achievement of learning management indicators

No	Descriptor	Percentage	Category
1	Teacher readiness	84,00	Effective
2	Class management	73,75	More effective
3	Teaching method	82,70	Effective
4	CTL implementation	75,62	More effective
	Total	81,02	Effective

The table 6 shows that the achievement of learning management indicators obtained 81.02 including the effective category, meaning that the school's performance in terms of learning management carried out by teachers was effective or good. The achievement of learning management indicators can be seen in the following figure:

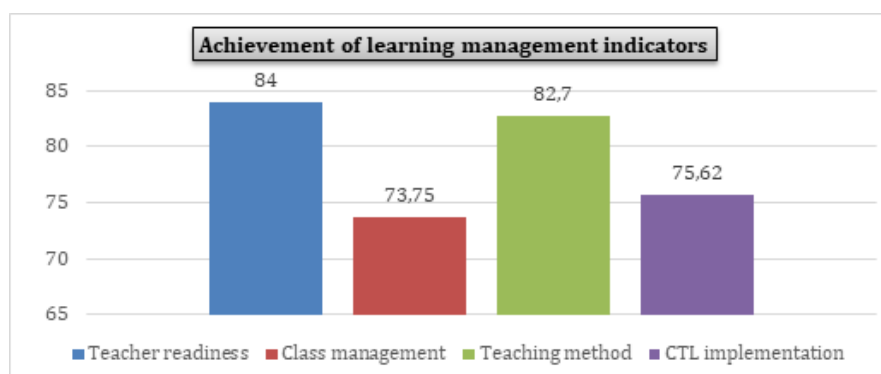


Figure 1 . Percentage of achievement of learning management indicators

Management and Leadership Management Indicators

Management and leadership management indicators consist of 4 descriptors, namely (a) school planning, (b) program implementation, (c) supervision, and (d) leadership. The following will be presented one by one using a frequency table. The school planning descriptor consists of 4 question items, with the following results:

Table 7 . Summary of school planning descriptors

No	Reality Score	Expectation Score	Percentage	Category
1	152	160	95,00	Very Effective
2	128	160	80,00	Effective
3	150	160	93,75	Very Effective
4	119	160	74,38	Quite Effective
Total	549	640	85,78	Effective

The table 7 shows that the achievement of obtaining school planning descriptors reaches 85.78% including the effective category, this shows that the school has prepared a good plan.

For program implementation descriptors consisting of 13 items the results can be seen in the following table:

Table 8. Summary of the results of school program implementation descriptors

No	Reality Score	Expectation Score	Percentage	Category
1	130	160	81,25	Effective
2	124	160	77,50	Quite Effective
3	129	160	80,63	Effective
4	115	160	71,88	Quite Effective
5	154	160	96,25	Very Effective
6	152	160	95,00	Very Effective
7	142	160	88,75	Effective
8	142	160	88,75	Effective

No	Reality Score	Expectation Score	Percentage	Category
9	135	160	84,38	Effective
10	134	160	83,75	Effective
11	148	160	92,50	Very Effective
12	138	160	86,25	Effective
13	140	160	87,50	Effective
Total	1783	2080	85,72	Effective

The table 8 shows that the achievement of the school program implementation descriptor reaches 85.72% including the effective category, this means that the school's performance in implementing the work program in accordance with the plan is good.

For the leadership descriptor results, which consists of 4 items, can be seen in the following table:

Table 9. Summary of leadership descriptor results

No	Reality Score	Expectation Score	Percentage	Category
1	146	160	91,25	Very Effective
2	120	160	75,00	Quite Effective
3	146	160	91,25	Very Effective
4	149	160	93,13	Very Effective
Total	561	640	87,66	Effective

The table 9 shows that the achievement for the leadership descriptor is 87.66% including the effective category, this means that the principal's leadership has been carried out well.

The summary of management and leadership management indicators consists of 4 descriptors, namely: (1) school planning, (2) school program implementation, (3) supervision carried out by school principals, and (4) principal leadership, the results are seen in the following table:

Table 10 . Summary of management and leadership management indicators

No	Descriptor	Percentage	Category
1	School planning	85,78	Effective
2	Program Implementation	85,72	Effective
3	Supervision	92,19	Very Effective
4	Leadership	87,66	Effective
	Total	87,84	Effective

The table 10 shows the achievement of management and leadership management indicators 87.84% including the effective category, this means that the school's performance in the aspect of management and leadership management progressed as expected. The achievement of learning management indicators can also be seen in the following figure:

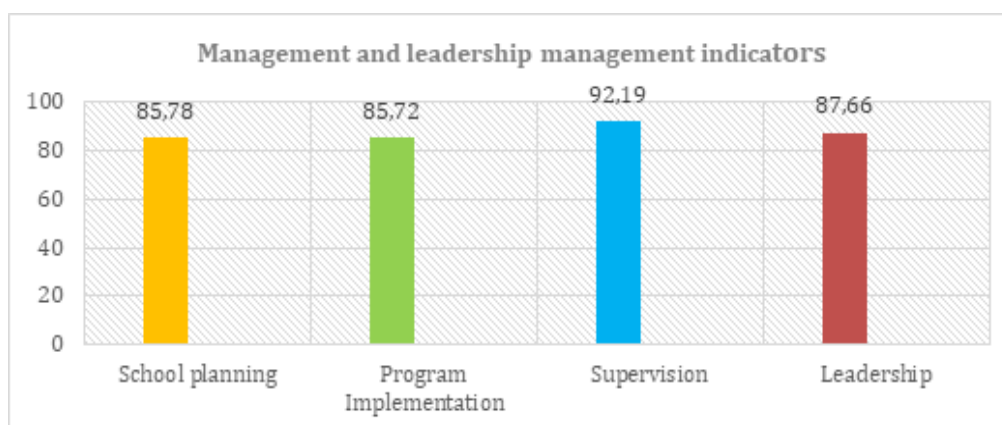


Figure 2 . Percentage of Management and leadership management indicators

DISCUSSION

The results showed that the teacher readiness descriptor reached 84.00%, including the effective category. Teacher readiness is very important in influencing student success in learning activities (Auliarahma Sidqi, N and Auliya, P, 2020). According to Pujiono (2014) that the readiness of teachers to implement learning in accordance with the curriculum can be seen from the aspects of content understanding, lesson planning, learning implementation, and learning completeness and teacher readiness in learning related to preparing lesson plans (RPP), materials and strategies and evaluating learning but only follow the demands of the school.

Class management descriptors reached 73,75 % including quite effective categories. This is in line with Mutiaramses, Neviyarni S, Murni, Ida. (2021) that if the class management carried out by the teacher is good, the student learning outcomes are also high and vice versa. If class management is not good, then student learning outcomes tend to be low. Meanwhile, according to Felasofia Salsabila (2021) that teacher skills in classroom management are one of the important points in the implementation of teaching and learning activities in the classroom. Meanwhile, according to Aspari and Anggraini (2021) that the learning process will run effectively if the teacher has the ability to manage the class well. Thus the teacher has the ability to manage the class so that the teaching and learning process will run effectively so that learning outcomes can be improved.

The achievement of the teacher's teaching method descriptors reached 82.70% including the effective category. According to Santoso, Nindia Rahma and Ryan Rizki (2021) that interactive learning media can be used to improve teacher teaching strategies to be more innovative and of high quality. Teachers should be willing to change old learning strategies and not just scenarios on paper lesson plans, Pujiono (2014). Teachers' teaching strategies have a very important role in improving student achievement in an effort to produce quality students who are knowledgeable, intelligent, insightful, noble and able to improve student achievement (Arafa and Supriyanto; 2021). Thus, changes in teaching strategies, methods and learning media used by teachers will increase students' learning motivation.

The findings of the CTL implementation descriptors reached 75.62% including the category of quite effective. These results are in line with Winarni's (2021) research that the implementation of a contextual approach can improve student learning achievement in mathematics. Likewise, Ulwiyah and Kholifatul (2021) stated that the application of the CTL model and smart tree media to increase students' motivation to learn and have a positive and significant effect on increasing students' learning motivation. More specifically, it was stated by Armanila (2021) that there is a philosophical red thread between the CTL approach and the normativity-historical study that will shape the religious experience of students, this religious experience is then explored using the CTL approach so as to produce meaning for students.

Retained Earnings learning management indicators obtain an average value of 81.02 including effective category. This means that the school's performance in terms of learning management carried

out by teachers is effective or good, but when viewed from several descriptors, of course there are still things that need to be improved, so schools still need to make improvements.

Management and leadership management indicators consist of 4 descriptors, namely: (1) school planning reaches 85.78% including effective category, (2) school program implementation reaches 85.72 including effective category, (3) supervision carried out by school principals, reached 92.19 including the very effective category and (4) the principal's leadership reached 87.66 including the effective category. According to Siti and Badrudin (2016) the implementation of the principal's leadership indicators is effective in developing a clear vision plan for the future, optimizing the management of inputs, processes, and outputs, continuous evaluation and teacher involvement in decision making, the success achieved management can be seen from the achievement or quality of teachers and students. The same thing was stated by Santoso (2014) Principal leadership has a strong, positive, and significant effect on teacher teaching performance, management of learning facilities, learning processes, and the quality of graduate competencies. According to Suking (2014) that to improve the quality of education, it is necessary to support policies related to teachers, namely the rolling teacher as the best alternative solution to overcome the problems of planning, appointment, distribution/placement and teacher development. Sumintono, Elslee Y.A. Sheyoputri, Na Jiang, Ifa H. Misbach and Jumintono, (2015) The preparation and development of school leaders is now considered to be fundamental to school and system improvement. In the pursuit of educational change and reform, the leadership of the principal is deemed to be of critical importance.

Meanwhile, according to Saripudin (2014) the leadership of the madrasah principal and teacher teaching performance or madrasa culture will have an influence on increasing student satisfaction. Research conducted by Yasri (2017) carries out a standardized learning process and compiles and carries out an assessment of student learning outcomes, ensures the quality of planning, completes routine work, solves problems, improves working relationships and cooperation. This is different from what was stated by Zaenab, Septiana Sari and Soe'oed. (2020) that one of the strategies made by the principal to increase the effectiveness of the performance of teachers who are more active and creative is to be given additional financial rewards and send teachers to participate in knowledge, skills, and competency improvement training. Raihani. (2008) the principals demonstrated ability in developing the school vision, setting strategies, building capacity, and establishing a broader network to achieve the benefits of school improvement.

Overall achievement for management and leadership indicators reached 87.84% including the effective category. This means that the school's performance in terms of management and leadership management is good or has gone according to expectations, but of course this can still be improved through implementing programs in accordance with the plans that have been prepared together, as well as good supervision by the school and the leadership of the principal. always consistent in running it.

CONCLUSION

Overall achievement for management and leadership was categorised as effective. This means that the school's performance in terms of leadership and management was categorised as good or has operated according to expectations.

Overall learning management categorised as effective. This means that the school's performance in terms of learning management, carried out by teachers, was effective or good.

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