

ANALYSIS INFLUENCES TEACHER EMPOWERMENT, JOB CHARACTERISTICS, AND PARTNERSHIPS WITH SCHOOL COMMITTEES ON TEACHER PERFORMANCE ROUDLATUN NASYIIN MOJOKERTO

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ABSTRACT

The performance of a teacher or teacher is a behavior or response that gives results that refer to what they do when they face a task. The study aims: 1) To find out how the description of teacher empowerment, job characteristics, partnerships with school committees, and the performance of Roudlatun Foundation teacher Nasyiin Mojokerto, 2) Knowing if there is a positive and significant influence between teacher empowerment and the performance of Roudlatun Foundation teacher Nasyiin Mojokerto, 3) Knowing if there is a positive and significant influence between the characteristics of the work on the Roudlatun Foundation teacher Nasyiin Mojokerto, and 4) Find out if there is a positive and significant influence between the partnership with the school committee on the performance of Roudlatun Nasyiin Mojokerto Foundation teachers. This type of research is quantitative research with a sample of 69 teachers. The analysis used is multiple linear regression. The results of this study are descriptions of teacher empowerment included in very high categories, clear Job Characteristics, and Partnership with good School Committee, as well as high teacher performance, positive and significant influence between teacher empowerment on teacher performance, positive and significant influence between job characteristics on teacher performance, as well as not a positive and significant influence and significant partnership with the school committee on the performance of Roudlatun Foundation teacher Nasyiin Mojokerto.

Keywords: Teacher Empowerment, Job Characteristics, Partnership with School Committee, Teacher Performance.

INTRODUCTION

The role of a teacher in the creation of a quality learning process is very important. Especially in this day and age, where teaching and learning are more directed at the creation of student independence, so teachers must also strive to improve their performance by expanding their horizons on various things. In addition to the subjects taught they must master, the presence of technology that is now increasingly friendly with various layers must be mastered by a teacher, because in fact life today is like there is a dependency on technology, and students have become part of the use of the technology so that teachers as the main human resources in school should be given flexibility by the school to improve their knowledge and take decisions related to improving the quality of teaching and learning in the classroom, the empowerment that must be applied to teachers in schools.

Empowerment is part of development activities through employee involvement, which provides sufficient authority and responsibility for task completion and decision making. Empowerment is one form of a decentralized system that involves subordinates in decision-making. In this case, empowerment is also an effort to give autonomy, authority, and trust to each individual in an organization, and encourage them to be creative to complete their duties as best as possible. Thus, empowerment is essentially an activity to deceive humans through human change and development itself, which is in the form of ability (*competency*), trust (*confidence*), (*authority*), and responsibility (*responsibility*) in the framework of the implementation of organizational activities to improve performance (*performance*). Nurul and Teguh Triwiyanto (2016:90).

The principal as the highest leader in a school must be able to give trust and authority to teachers in improving their abilities that will later support the performance of teachers in teaching students. Teacher performance can be seen when the teacher carries out interactions with students in the teaching and learning process in the classroom including the preparation carried out by the teacher both in the form of semester programs and teaching preparation. The performance of a teacher is a behavior or response that gives results that refer to what they do when they face a task. The performance of the teacher or teacher concerns all activities or behaviors experienced by the teaching staff, the answers they make, to give results or goals, (Martinis Yamin & Maisah, 2010: 31). According to Sedarmayanti (2007), human resource empowerment is a process of business activities to further empower "human power" through human change and development itself in the form of ability, trust, authority, and responsibility in the framework of the implementation of organizational activities to improve performance as expected.

The performance of a teacher is also influenced by the characteristics of his work. The characteristics of the work relate to how teachers assess the tasks in their work. Teachers assess their work through their perception of whether the work is by their wishes, so they need to understand the characteristics of the work required by the school and its teachers. Schurman (2011) Job characteristics are defined as specific aspects contained in a single job such as knowledge and skills, necessary mental and physical demands, and work conditions that can be known, defined and assessed that is the cause of employee health. Research on the effect of job characteristics on performance has been conducted by Johari and Yahya (2009) with the result that job characteristics have a significant influence on performance. But Kassem and Sarhan (2013) and Isrorina and Setyowati (2009) showed different results that the characteristics of the work had no significant effect on performance.

Partnerships with school committees can also affect teacher performance. The school committee consists of elements of parents of students, deputy students, deputy teachers, principals, representatives of community leaders, representatives of entrepreneurs or the self-employed, representatives of local governments, and deputy education control officials. The school committee is an independent institution or body that accommodates the participation of the community in efforts to improve the quality, equity, and efficiency of education management in the education unit, both in preschool education, school education pathways, and out-of-school education pathways. (Misbah. 2009). Through a partnership with the school committee, it will be obtained satisfactory teacher teaching performance results. But reality shows that the school committee serves as a spectator only,

or in other words, the existence of the school committee still does not give anything meaning to the school. Because the committee can only see and approve all programs submitted by the principal without being able to control and supervise the existence of the school itself. According to Uzer (2010: 20), teachers are professions, positions, and jobs that require special skills. According to him, this type of work cannot be done by just anyone outside the field of education, although the reality is still found in teachers who come from outside the field of education. Mangkunegara (2001), performance is the result of work in quantity and quality achieved by an employee in carrying out his duties the responsibilities given to him.

Roudlatun Nasyiin religious-based school consists of elementary, junior high, MTS, high school, and vocational school. Schools under the auspices of Roudlatun Nasyiin certainly have human resources, namely teachers as the spearhead in achieving goals. Various development activities to support teacher performance are often carried out by the school. Both are related to the field of technology to entrepreneurship. However, not all teachers are certainly able to immediately adapt to new technology, especially there are still many who are not friendly and do not want to add science independently, Of course, there must be encouragement and trust from the principal as a leader so that the teacher can improve his quality which will ultimately improve the teacher's performance. From the results of interviews and observations, it is seen that teachers who study subjects that are in accordance competence, so many teachers feel the characteristics of their work are clear and appropriate. But whether this will support the teacher's performance, requires further research. The purpose of this study is: 1) Knowing how the description of teacher empowerment, job characteristics, partnership with school committees, and the performance of Roudlatun Foundation teacher Nasyiin Mojokerto, 2) Knowing if there is a positive and significant influence between teacher empowerment on the performance of Roudlatun Foundation teacher Nasyiin Mojokerto, 3) Knowing if there is a positive and significant influence between the characteristics of the work on the performance of Roudlatun Foundation teachers Nasyiin Mojokerto, as well as 4) Find out if there is a positive and significant influence between the partnership with the school committee on the performance of Roudlatun Nasyiin Mojokerto Foundation teachers.

RESEARCH METHODS

The quantitative research method used is the *survey* method. A Survey research method is a research method by uses questionnaires as data collection instruments. The goal is to obtain information about the number of respondents who are considered to represent a particular population. The independent variables in the study were Teacher Empowerment, Job Characteristics, and Partnerships with school committees. The dependent variable in this study is Teacher Performance.

The research framework is described as follows:

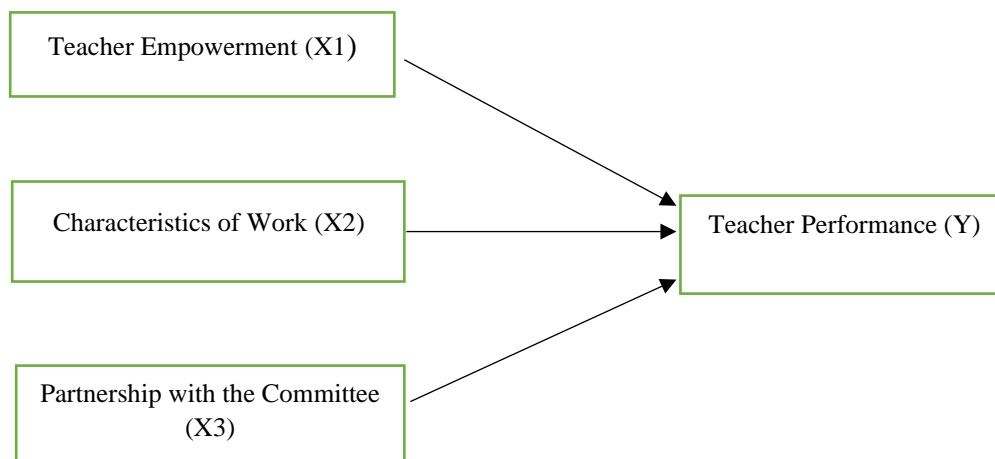


Figure 1. Research framework

Information:

X1: Teacher Empowerment

X2: Job Characteristics

X3: Partnership with the School Committee

Y : Teacher Performance

This research was conducted on teachers, elementary, junior high, high school, and vocational schools based on religious affairs under the auspices of the Roudlatun Nasyiin Foundation numbering 80 people in the Mojokerto district of East Java. The sample number in this study was 69 teachers. Sampling using the *Simple Random Sampling Technique*. The scale used in the study was a Likert scale with a *checklist* form and used a closed questionnaire. The questionnaire was filled out by teachers of the Roudlatun Nasyiin Mojokerto Foundation. The tests conducted in this study are validity tests, reliability tests, classical assumption

tests namely normality tests, multicollinearity tests, linearity tests, and heteroscedasticity tests. As well as descriptive analysis and multiple linear regression analysis.

RESEARCH RESULTS

Table 1. Description of Respondents

	Number of respondents	Percentage
Gender		
Man	35	51%
Woman	34	49%
Age		
19 - 30 years	22	30%
31 - 41 years	26	34%
42 - 52 years	17	26%
53 - 65 years	4	10%
Working Time		
1 - 5 years	25	36%
6 - 15 years	23	34%
16 - 25 years	21	30%

Source: Research Institute, 2021

The description of respondents showed that male teachers were more than female teachers, which was 35 people or 51%, the age of teachers at most in the age range of 31-41 years amounted to 26 people or 34%. The working period of Roudlatul Nasyiin teachers is at most 1-5 years or 36%.

Teacher empowerment falls into a very high category with a Grand Mean of 4,311 or schools empowering teachers, Job characteristics fall into the high category with a Grand Mean of 4,269 which means the characteristics of the work are clear, the partnership with the committee belongs to the high category with Grand Mean 4, 124, which means the interwoven both partnerships with the school committee and teacher performance fall into the very high category with Grand Mean 4,213.

Classic Assumption Test

The classic assumption test shows that residual values have a normal distribution. The result of the linearity test of the relationship between the free variable and the bound variable is linear and the assumption of linearity isn't. Teacher empowerment variable tolerance values, job characteristics, and partnerships with school committees greater than 0.10 and VIF grades smaller than <10.00. Thus referring to the basis of decision making in multicollinearity tests it can be concluded that there are no symptoms of multicollinearity in regression models. Based on the results of the Heteroscedasticity (Glejser) test above, it is known that sig values. Teacher empowerment variables, job characteristics, and partnerships with school committees are above > 0.05, so according to the basis of decision making in the Glejser test, it can be concluded that there are no symptoms of heteroscedastisity in the regression model.

Multiple Linear Regression Analysis

Multiple linear regression serves to determine the existence or absence of the influence of free variables on bound variables. So that what is sought is the influence of free variables (*Independent variables*) namely Teacher Empowerment (X1), Occupational Characteristics (X2), and Partnership with School Committees (X3) on bound variables (*Dependent variable*) namely Teacher Performance (Y), and regression equations can be formulated as follows:

Information:

$$Y = a + b_1X_1 + b_2X_2 + b_3 X_3 + e$$

Y = Bound Variables (*Performance*)

a = Constant

- b_1, b_2, b_3 = Regression Coefficient
 X_1 = Free Variables (Teacher Empowerment)
 X_2 = Free Variables (Job Characteristics)
 X_3 = Free Variables (Partnership with School Committee)
 e = Error

To read the results of the SPSS against its regression equation is to look at the SPSS output in the "Coefficient" table. For more details, see the table below.

Table 2. Coefficient

Model		Coefficients				Collinearity Statistics		
		B	Standardized Coefficients Beta	Standardized Coefficients Beta	t	Sig.	Tolerance	VIF
1	(Constant)	108.631			7.466	.000		
	Teacher Empowerment	.773	.343	.259	2.989	.004	.952	1.050
	Characteristic of Work	1.172	.369	.360	3.253	.002	.961	1.041
	Partnership with the School Committee	.458	.153	.361	1.270	.208	.989	1.011

a. Dependent Variable: PERFORMANCE

Based on the table above can be obtained the regression formula as follows:

$$Y = 108,631 + 0.773X_1 + 1,172X_2 + 0,458 X_3 + 14,551$$

The interpretation of the regression above is as follows:

1) Constant (a)

In the table above it is known that the constant value is 108.631 which means that if all free variables have a value of zero (0) then the value of the bound variable (Performance) is 108,631 which indicates that the increasing Empowerment of Teachers, Job Characteristics, and Partnerships with School Committees will affect on Teacher Performance.

2) Teacher Empowerment (X1) to Performance (Y)

The coefficient value on Empowerment of Teachers is 0.773. This indicates that any increase in Teacher Empowerment (X1) one unit of Performance variable (Y) will rise by 0.773 assuming that the other free variable of the regression model is fixed.

3) Occupational Characteristics (X2) to Performance (Y) The coefficient value of Job Characteristics is 1,172. This indicates that any increase in The Job Characteristics of one unit performance variable (Y) will rise by 1,172 assuming that the other free variable of the regression model is fixed.

4) Partnership with School Committee (X3) on Performance (Y) Partnership coefficient value with School Committee is 0.458. This shows that every increase Partnership with the School Committee one unit performance variable (Y) will rise by 0.458 assuming that the other free variable of the regression model is fixed.

5) Standard Error

Standard Error of 14,551 means that all variables calculated in the SPSS test have a disruptive variable rate of 14,551.

Hypothesis Test

a. Test t (Partial Test)

The t-test is used to find out whether independent variables partially have a real effect on dependent variables. The degree of significance used is 0.05. If the value is significantly less than the degree of trust then the alternative hypothesis is accepted which states that an independent variable partially affects the dependent variable. The analysis of the t-test is also seen from the "Coefficient" table.

Table 3. Coefficient

Model	B	Standardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Statistics		
						Tolerance	VIF	
1	(Constant)	108.631	14.551	7.466	.000			
	Teacher Empowerment	.773	.259	.343	2.989	.004	.952	1.050
	Characteristic of Work	1.172	.360	.369	3.253	.002	.961	1.041
	Partnership with The School Committee	.458	.361	.153	1.270	.208	.989	1.011

a. Dependent Variable: PERFORMANCE

From the table above, it can be summed up as follows:

a) Empowerment of Teachers (X1) to Teacher Performance (Y)

In the Coefficient column of model 1, there is a sig value of 0.04. The sig value is less than the probability value of 0.05 or 0.004 < 0.05 then Ho is rejected and Ha is accepted. Variable X1 has at calculate that is 2,989 with t table 1,996 so t calculates > t table can be concluded that variable X1 has a contribution to Y. So it can be concluded that Teacher Empowerment has a significant influence on Performance.

b) Occupational Characteristics (X2) to Teacher Performance (Y)

In the Coefficient table of model 1, there is a sig value of 0.02. The sig value is less than the probability value of 0.05 or 0.02 < 0.05 then Ho rejected and Ha accepted. Variable X2 has at calculate that is 3,253 with t table 1,996 so t calculates > t table can be concluded that variable X2 has a contribution to Y. So it can be concluded that The Characteristics of Work have a significant influence on Teacher Performance.

c) Partnership with School Committee (X3) on Teacher Performance (Y)

In the Coefficient table of model 1, there is a sig value of 0,208. The sig value is greater than the probability value of 0.05 or 0.208 > 0.05 then Ho is accepted and Ha is rejected. Variable X3 has at calculate that is 1,270 with t table 1,996 so t calculates < t table it can be concluded that variable X3 has no contribution to Y. So it can be concluded that partnership with the School Committee does not have a significant influence on Teacher Performance.

Discussion

1. Description of Teacher Empowerment Roudlatul Nasyiin Mojokerto

The results of the descriptive analysis show that Teacher Empowerment falls into a very high category which means that Roudlatul Nasyiin Mojokerto strongly empowers teachers in decision-making and actions that teachers think are best in the learning process of teaching learners. This can be known from observations and interviews conducted that teacher are often given training or workshops to develop and support their work in teaching. Some of the training or workshops are taken by teachers are teaching book preparation training, development research workshops, electronic learning media training, and entrepreneurship management training. And teachers of the Roudlatul Nasyiin Foundation are also empowered to make teaching books according to the field of study taught that learners use to learn. Therefore, it can be understood that teachers argue that the empowerment that the school does to them is very high because the school does provide opportunities for teachers to develop their skills so that confidence is

formed later. This is what was conveyed by Bailey, Curtis, and Nunan (2001) who said that through empowerment, teachers can add new knowledge and master new skills so that they will be able to overcome the problems of the teaching and learning process faced in schools.

2. Job Characteristics of Teacher Roudlatul Nasyiin Mojokerto

The characteristics of the work of the teachers Roudlatul Nasyiin show that the characteristics of the work according to the perception of the teacher are clear or appropriate, this is reinforced by observations that show that teachers are asked to make teaching books according to the field taught by the teacher, and many teachers can complete the work assigned to them on time. The characteristic of work is an approach to designing work that shows how work is described into five core dimensions: skill diversity, task identity, task meaning, autonomy, and feedback (Robbins and Judge, 2007:268). Where in terms of autonomy and authenticity of the task has been obtained by the teacher in doing his work, so that the teachers feel the characteristics of the work clearly or appropriately.

3. Description of Partnership with School Committee Roudlatul Nasyiin Mojokerto

The results of the description of the partnership with the school committee fall into the category of good, which means the partnership with the school committee conducted by the Roudlatul Nasyiin Mojokerto Foundation School is well established. This can be known from the results of interviews with the principal who said, often held parenting activities for parents of students, and school committees play a role in supporting the implementation of programs held by the school, which later support the teaching and learning process of teachers also in the classroom. Based on the decision of the Minister of Education No. 044 / U / 2002, the existence of school committees acts as, an *advisory agency* in determination and implementation of education policy in the education unit. b) Supporters (*supporting agency*) both in financial, thought, and energy in the implementation of education in the education unit. c) Controller (*controlling agency*) in the framework of transparency and accountability of the implementation and output of education in the education unit. d) Mediator between the government (*executive*) and the community in the unit of education. The results of this study show the role of the committee as a supporter of school programs is well established.

4. Influence Between Teacher Empowerment on Teacher Performance Roudlatul Nasyiin Mojokerto.

Based on the results of the hypothesis test t, it is known that there is a positive and significant influence between teacher empowerment on teacher performance Roudlatul Nasyiin Mojokerto. This shows that the empowerment carried out by schools to teachers where teachers feel freedom in performing tasks and making decisions related to the teaching process, issuing ideas or ideas that are tangible given the freedom to make teaching books and learning media the field of study taught with their respective creativity. Given training that supports the development of their competencies, greatly affects the improvement of the performance of teachers Roudlatul Nasyiin Mojokerto.

The conditions felt by teachers Roudlatul Nasyiin Mojokerto those conveyed by Sedarmayanti (2007) who argue that the empowerment of human resources is a process of business activities to further empower "human power" through human change and development itself in the form of ability, trust, authority and responsibility in the framework of the implementation of organizational activities to improve performance as expected. With the flexibility that the school gives to Roudlatul Nasyiin teachers to complete teaching books and create learning media, teachers are motivated to complete their work, and the results are useful in teaching, to make it easier for students to understand the subject matter.

5. Effect of Job Characteristics on Teacher Performance Roudlatul Nasyiin Mojokerto

The results of the hypothesis test t showed there was a positive and significant influence between occupational characteristics on the performance of teacher Roudlatul Nasyiin Mojokerto. This means that the appropriate and obvious characteristics of the work at the Roudlatul Nasyiin Mojokerto Foundation School according to the teachers affect their performance. As per the results of observations when researchers held a workshop on development research at roudlatul Nasyiin Mojokerto school, teachers are very understanding of the subjects they teach to students, because it is their educational background, and is also given information about the target time of a task assigned to teachers.

The results of this t-test are in line with research conducted by Prastowo (2011) relating to the match of job characteristics affecting performance. The results show that employees understand well the areas of duty related to work variation, opportunities to use their expertise, understand well the procedures done and the work done is important for others and the internal organization and employees receive good feedback about the implementation of their work results. This is certainly also the same as the teacher if you understand well and the work he does, the performance will be good.

6. Effect of Partnership with School Committee on Teacher Performance Roudlatul Nasyiin Mojokerto

The results of the hypothesis test analysis showed that the Partnership with the School Committee had no positive and significant effect on teacher performance. This is because the role of the committee so far tends to be more at the stage of supporting school activities or programs in general, in the form of matters related to supporting the improvement of school advice and infrastructure, not specific to the teaching and learning process carried out by teachers to students. So that teachers feel, the absence of a direct role from parents or school committees related to whether or not the teacher's performance. The school committee consisting of parents of students usually, instead, more fully submit the process of Education and learning in the school to teachers Roudlatul Nasyiin Mojokerto.

This is in what was conveyed by Misbah (2009) through a partnership with the school committee, it will be obtained satisfactory teacher teaching performance results. But the reality shows that the school committee only serves as a spectator, or in other words, the existence of the school committee so far still does not give much meaning to the school. Because the committee can only see and approve all programs submitted by the principal without being able to control and supervise the existence of the school itself. So as not to directly affect the performance of teachers, any support and consideration or opinion given by the committee. Because the school filters again all forms of opinion or control carried out by the committee, and not directly target the teachers Roudlatun Nasyiin Mojokerto.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the results of research that has been conducted on the influence of Teacher Empowerment, Job Characteristics, and Partnership with the School Committee on Teacher Performance Roudlatun Nasyiin Mojokerto, the following conclusions were drawn: 1) Description of teacher empowerment falls into the category of very high or highly empowered, Job Characteristics fall into the high or clear category, and Partnership with the School Committee falls into the good category, as well as teacher performance belongs to the high category, 2) Ada influence positively and significantly between teacher empowerment to the performance of teachers Roudlatun Foundation Nasyiin Mojokerto, 3) Ada positive and significant influence between the characteristics of workers on the performance of Roudlatun Foundation teacher Nasyiin Mojokerto, 4) Ada positive and significant influence between partnerships with school committees on the performance of Roudlatun Foundation teachers Nasyiin Mojokerto.

Suggestion

Based on the results of research, discussion, and some of the conclusions above, the advice that can be given by researchers is as follows: School Committee partnership does not affect employee performance, meaning that school committee supports so far tends not to lead to support teacher performance directly, so it needs to be a matter of attention and consideration by the committee related to this, because students directly relate to teacher subjects, so the need for special attention directly to teacher performance.

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