Management Model Of Social Capital Based Schools To Improve Teacher Performance

Erwin Erlangga, Sugiyo, Haryono, Titi Prihatin

Abstract: Management Model of Social Capital-Based Schools to Improve Teacher Performance. This study aims to produce a product in the form of a model used to improve teacher performance. The location of this study was at MI Brebes. Subjects consisted of cases selected purposely. The approach of this research is the Research and Development (R & D) approach using the Dick and Carey development design. The final product of this research is a social capital-based teacher management model that has been evaluated by education management experts and education management practitioners as well as limited testing. This development research produces products to improve teacher performance. Social capital-based teacher management products are worthy of being used as a teacher management model in Brebes District, Central Java, Indonesia because the social capital-based teacher management model is statistically proven effective for improving teacher performance.

Keywords: Management School, Social capital, Teacher Performance

I. INTRODUCTION

Education is a universal human need. Education is also seen as one aspect that plays a very important role in the process of improving the quality of human resources. If an increase in the quality of human resources is measured by HDI — it is used to classify whether a country is a developed country, developing country or underdeveloped country whose indicators cover 3 basic dimensions of human development: (1) Healthy life and longevity as measured by life expectancy at birth; (2) Knowledge measured by the literacy rate in adults (weighs two-thirds) and a combination of primary, secondary, and gross enrollment ratio (one-third weight); (3) Life standards that are worth measuring GDP per capita in purchasing power parity in US dollars (in the article Human Development Index (HDI) in Indonesia, the achievement of quality human resources in Indonesia must be able to compete with other nations. To answer the above challenges, the Indonesian government certainly strives to continue to take strategic steps to achieve better human development. The strategic step taken by the Indonesian government is to continue to focus on development in the field of education. Given, one indicator of the availability of quality human resources results from the quality of implementing better education. Efforts to improve the quality of education, especially in basic education, are joint responsibilities between parents, the community, and the government [1]. Whereas Edmons also argue that there are five teacher characteristics, namely: principals have strong leadership, high expectations of student achievement, emphasizing basic skills, regularity and the atmosphere is under control because it has social capital [2]. This means that teacher leadership is an important aspect of teacher effectiveness. Power is often centered on principals who provide services as teaching leaders for schools, but leadership can also include the role of teachers and teacher residents in social capital schemes. Someone who plays a role in communicating goals, such as achievement test scores for student performance, or staff identifying problems that exist in teacher and motivating teachers and students also enter the realm of teacher leadership in managing social capital. Thus effective schools also demonstrate a professional work environment by developing staff, collaborative planning (working together), superior teaching and low levels of stopping schooling, an effective teacher climate also dividing goals and high expectations of lessons [3]. An interesting finding was expressed by Fukuyama's research, that schools are effective in the perspective of teaching organizing, implementing a balance of empowerment, low levels of physical punishment, principals developing power, relationships with open parents, staff with positive expectations of students, and organizational forms involving students academically and socially working with students by using social capital. The effectiveness of a high teacher cooperation with students rather than forcing them to use social capital. So that the policies made for teacher development are largely determined by social capital and teacher leadership. Through Propenas, the Indonesian government is actually serious about implementing reforms and democracy in the administration of education to improve the quality of Indonesian human resources. In Law No. 25 of 2000 concerning Propenas, mentioned the main activities in efforts to improve the management of basic education in Indonesia, namely: first, to implement the decentralization of the education sector in stages, wisely and professionally, including increasing the role of the School Committee by encouraging regions to carry out the implementation of the concept of forming a School Board; secondly, developing patterns of education delivery based on school-based management to improve the efficient use of educational resources by taking into account the needs and problems of students in a particular region.

References:

- Erwin Erlangga, Universitas Negeri Semarang. Email: erwinerlangga@usm.ac.id,
- Sugiyo, Universitas Negeri Semarang. Email: sg11@mail.unnes.ac.id,
- Haryono, Universitas Negeri Semarang. Email: fransharyono@mail.unnes.ac.id,
- Titi Prihatin, Universitas Negeri Semarang. Email: titiprihatin@mail.unnes.ac.id,
account the conditions and needs of the local community; third, increasing community participation in the administration of education, such as the diversification of the use of resources and funds; fourth, developing an incentive system that encourages healthy competition between institutions and school personnel to achieve educational goals; fifth, empowering personnel and institutions, including through training conducted by professional institutions. This empowerment program needs to be followed by monitoring and evaluation in stages and intensively so that school performance can survive in accordance with established quality standards of education; sixth, reviewing all legal products in the field of education that no longer fit the direction and demands of education development; and seventh, pioneered the formation of accreditation and teaching certification bodies in the regions to improve the quality of the teaching force independently [4]. From the above Propenas formulation it can be said that the Indonesian nation is determined to realize an education management system namely Scholl-Based Management and Community-Based Management. With this system education is expected to be implemented in accordance with the needs and abilities of the community, where the decision making process can be carried out by the parties closest to the learning process (principals, teachers and parents of students). Based on the existing facts about the potential of Indonesia’s human resources at this time, the question arises is the available human resources in the field of education that is able to do the wishes of the model of education management in Indonesia? In fact, efforts to improve the quality of education, especially in basic education, are shared responsibilities between parents, the community and the government. This is in line with the provisions expressly set out in Law Number 20 Year 2003 concerning the National Education System in articles eight and nine, which states that "... the community has the right to participate in the planning, implementation, supervision, and evaluation of educational programs ... and the community is obliged to provide support resources in the administration of education ..." Even in the concept of the tri education center, education takes place in three institutions namely family, school, and community. Therefore, the three education centers must function properly so that the quality of education can be improved. Thus the problem of education requires a management concept that bridges all the components of the supra system, education system and subsystem that are also applied in developed countries [5]. Indonesia itself has also adopted aspirational and accommodative management concepts, and has begun to be developed such as school-based education management and community-based education management in accordance with the principle of decentralized education which is based on Law No. 22 of 1999, Law no. 25 of 1999 and Law No. 20 of 2003. Hopefully, as happened in developed countries, especially those who adopt a decentralized system, the schools will be created and maintained by the community. Public awareness of ownership and accountability for existing educational institutions is also increasing. Thus community participation is getting bigger, both in planning, implementing, and in exercising control. And the community finally really feels they have it, because moral and material contributions increase so that it is sufficient for the survival of educational institutions. This means that the community is very confident that education is the main capital for the improvement of family, community and nation life. The community sees the school as a convincing way in fostering the development of students, therefore the community participates and is loyal to it [6]. Contrary to what happened in developed countries, in Indonesia - although it has begun to apply the same concepts as they do - it is still often found that public awareness of the importance of education and community participation in schools is still very low. Suspicions arise if this is due to the fact that there are still many members of the community who do not understand the meaning of the institution [7].

2. MATERIALS AND METHOD

School quality is related to the degree of kindness, reliability, excellence so that it becomes the satisfaction of all stakeholders as a result of improving the quality of graduates. Therefore, all school businesses are principally directed to realize the quality of school graduates in accordance with the criteria. Schools are said to have good quality if the school has an advantage on certain indicators compared to other similar schools. So the axis of school quality is in the quality of graduates. Therefore, a quality school means that it can produce graduates who are of higher quality than graduates from other similar schools. Because quality graduates come from quality processes that are also supported by maintained quality input resources [8]. Discussing the quality of schools, uses the term Superior School. For him, a superior school is a new alternative in education that emphasizes the independence and creativity of schools that focus on improving the educational process. Fattah adopted a theory put forward by Edward in 1979 known as the Effective School theory which emphasized the importance of strong leaders in managing schools. Such schools will later use strategies to improve quality culture, strategies to develop learning opportunities, strategies to maintain quality control, strategies to use power, knowledge and information more efficiently. Schools that look superior in nature require school empowerment efforts, so they need to be supported by sources of information, knowledge and skills in improving their performance. Every input that comes in should be well recorded in a well-managed School Information System (SIS) [9]. While Syafarudin understands school quality in relation to effectiveness. For him the effective school movement began in the late 1970s and early 1980s, based on research conducted by Ronald Edmonds of Harvard University. Edmons defines an effective school is a school where student achievement scores (student success) do not vary greatly in terms of socioeconomic status. Edmons also believes that there are five characteristics of effective schoolsQuality measures are relative. Quality can be mapped comparatively by using comparison or benchmarking. Schools can compare quality internally and externally. Internal benchmarking means comparing the quality of graduates between years in one school. External marking is comparing the quality produced with those produced by other similar institutions. In applying this model, schools must establish specific indicators on the components of input, process, and output [10]. Indeed, in principle measuring the quality of education is not an easy matter, himself said: "Quality improvement in education..."
should not be viewed as a “quick fix process”. It is a long term effort which requires organizational change and restructuring. From the statement above it can be said that there are many aspects related to the quality of education, and a comprehensive view of the quality of education is important in mapping the condition of education as a whole, although in a practical level, the pressure points in seeing quality can vary according with the intent and purpose of a study or review [11]. This means school leadership is an important aspect of school effectiveness. Power is often centered on school principals who provide services as teaching leaders for schools, but leadership can also include the role of teachers and school residents. Someone who has a role in communicating goals, such as achievement test scores for student performance, or staff identifying problems in school and motivating teachers and students to also enter the domain of school leadership. Thus effective schools also demonstrate a professional work environment by developing staff, collaborative planning (collaboration), superior teaching and low levels of dropping out, effective school climate also dividing goals and high expectations of learning [12]. An interesting finding was actually revealed by research conducted by Reynold and Sullivan (1979), that schools are effective in the perspective of school organizing, applying a balance of empowerment, low levels of physical punishment, principals develop power, school relationships with parents are open, staff with positive expectations towards students, and organizational forms that engage students academically and socially in collaboration with students. High school effectiveness is collaboration with students rather than coercion. So the policies made for school development are largely determined by the autonomy and leadership of the school. School development is directed at achieving effective school quality. Furthermore, Montimor, et. al. (1988) found several characteristics of effective schools [13]. Any school policy that focuses on long-term interests and school change can certainly lead to effective schools, successful schools, or superior schools. School development policies can implement school-based management, quality improvement management or collaborative management as selected by the principal to direct the desired school changes according to school resources and school culture. Here it is understood that school culture is a reflection of the norms and values of school members. That way they behave and behave in interactions (Riddel and Brown, 1991). The important thing is the principal has a vision, wants to change and prepares personnel and the environment related to the school to change with communication and strategies for advancing the structuring of school culture [14]. It can be concluded that an effective school is a school that has results through good inputs, processes and outputs. Inside it is found that management and leadership are able to direct all school resources in the interests of achieving school goals, there is job satisfaction of personnel, and qualified graduates and directing school change anticipatively and productively[15]. The research design in this study is to use a research and development approach. Research and development methods are methods used to produce certain products, and test the effectiveness of these products. The final goal of this research is the formulation of the social capital-based teacher management model MI in Brebes. The model framework is prepared based on theoretical, empirical, and objective conditions of implementation of social capital-based teacher management in MI in Brebes. Therefore, this research uses research and development methods and designs based on principles and steps of Borg & Gall. The terminology of participation is often associated with community development efforts with the aim of making everyone in the community actively involved in the processes and activities of the community, and to re-creating the future of the community and the individuals within it. Thus participation is an important part of empowerment and awareness raising. The more people who become active participants and the more complete the participation, the more ideal community ownership and processes and inclusive processes will be realized. Community participation should be loaded with values and can be used differently by different people to get different results. Broadly speaking participation is an important consideration in understanding the role of citizens in democracy. People participate directly in decision making. If the people participate in decision making, they are expected to be able to successfully implement it. Of course this can only happen if they are well informed about the risks and consequences of a particular decision[14]. If community participation is linked in the development context, then one will find quite a variety of definitions in line with the broad scope of use of the concept in the development discourse. For example inventory the existence of six different interpretations and meanings about participation related to the development context. First, participation is the voluntary contribution of the community to the project without participating in decision making. Second, participation is an effort to make the community more sensitive in increasing the willingness to accept and the ability to respond to development projects. Third, participation is an active process, which means that the person or group concerned takes the initiative and uses their freedom to do so. Fourth, participation is strengthening dialogue between local communities and staff in preparing, implementing and monitoring projects in order to obtain information about the local context and social impacts. Fifth, participation is voluntary involvement by the community in the changes that it determines. And sixth, participation is community involvement in the development of themselves, their lives and their environment [16]. Talking about the concept of community always refers to a villager, city, ethnic group or nation itself. If members of a group, both large and small, live together in such a way that they feel that the group can fulfill their primary life interests, then the group is called the community. And usually the community has a certain location or place of residence, even though the group is a wanderer or frequently moves places. Complementing the understanding of society, distinguishes community groups into two parts namely: internal public and external public. Internal public is understood as the community or citizens who are part of the business unit, agency, school or institution itself while the external public is an outsider or general public (community) or residents who are outside the business or school are located. If this is related to the school, then what is meant by the school community are citizens or individuals who are in the school and around the school who are directly or indirectly related to school management who have social awareness and
have an influence on the school. More broadly, if the community is associated with education, the education community is all related components that have the same rights and obligations in planning, implementing and supervising educational programs so that they are known as stakeholders or interested parties who are willing to perform the task. Based on the above understanding, community participation is seen as a concept in community development that can be used broadly and broadly. Uphoff and Cohen 1979 emphasized that people have a role in decision making. Focus on people who are usually not involved in having control over resources and institutions. Argues that participation must include the ability of people to influence activities in such a way that they can improve their welfare. In relation to improving the quality of education, the discussion of community participation is always within the framework of community empowerment which will certainly involve the community in exploring resources (Borg & Gall 1983) steps that must be taken in research and development, among others: (a) preliminary studies, (b) planning, (c) hypothetical model development, (d) reviewing hypothetical models, (e) revisions, (f) limited trials, (g) revisions to the results of trials, (h) tests c.

Data on the process of developing social capital-based teacher management products in the form of descriptive data, namely reviews and suggestions from education management experts in accordance with the development procedures carried out. The initial stage of development research was carried out by gathering references on management of education, the next step being the preparation of model research and development instruments. The final stage is assessment. This media is validated by education management experts and linguists. After being validated by education management experts and linguists, it was revised so that the revised media phase I was obtained. The management of the social capital-based revision phase I was then tested by means of teacheruse. The capital that has gone through the trial process will be revised again. Based on these stages, the final product will be produced capital management of social capital to increase social capital. The model validation stage is a combination of final product revision and dissemination and implementation. The initial validation stage is carried out with the Delphi technique, that is by collecting opinions from education experts. The education experts referred to are recommended active education experts with doctoral level education. The purpose of using the Delphi technique is to improve the quality of decision making so that a hypothetical model is more applicable. Although in the Delphi technique does not require direct meeting (face to face), but the teacher as a researcher can
also conduct direct meetings to gather the opinions of the education experts.

3. RESULT AND DISCUSSION

Quantitatively increasing teacher performance can be seen from the comparison of the value of the initial evaluation and final evaluation obtained by each school. The following are details of the acquisition of initial evaluations and final evaluation of group members.

<table>
<thead>
<tr>
<th>No</th>
<th>School</th>
<th>Name</th>
<th>Initial Criteria</th>
<th>%</th>
<th>End Criteria</th>
<th>%</th>
<th>Enhancement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MI 1</td>
<td>134</td>
<td>L</td>
<td>53.34</td>
<td>187</td>
<td>H</td>
<td>83.21</td>
</tr>
<tr>
<td>2</td>
<td>MI 2</td>
<td>87</td>
<td>L</td>
<td>40.31</td>
<td>142</td>
<td>A</td>
<td>71.24</td>
</tr>
<tr>
<td>3</td>
<td>MI 3</td>
<td>56</td>
<td>A</td>
<td>57.27</td>
<td>178</td>
<td>A</td>
<td>70.91</td>
</tr>
<tr>
<td>4</td>
<td>MI 4</td>
<td>121</td>
<td>H</td>
<td>85.00</td>
<td>189</td>
<td>H</td>
<td>95</td>
</tr>
<tr>
<td>5</td>
<td>MI 5</td>
<td>110</td>
<td>L</td>
<td>40.15</td>
<td>170</td>
<td>A</td>
<td>32.82</td>
</tr>
<tr>
<td>6</td>
<td>MI 6</td>
<td>170</td>
<td>H</td>
<td>81.82</td>
<td>200</td>
<td>H</td>
<td>92.27</td>
</tr>
<tr>
<td>7</td>
<td>MI 7</td>
<td>130</td>
<td>A</td>
<td>67.27</td>
<td>170</td>
<td>A</td>
<td>80.45</td>
</tr>
<tr>
<td>8</td>
<td>MI 8</td>
<td>90</td>
<td>L</td>
<td>42.27</td>
<td>160</td>
<td>A</td>
<td>75</td>
</tr>
<tr>
<td>9</td>
<td>MI 9</td>
<td>150</td>
<td>A</td>
<td>69.09</td>
<td>190</td>
<td>H</td>
<td>87.73</td>
</tr>
<tr>
<td>10</td>
<td>MI 10</td>
<td>130</td>
<td>L</td>
<td>60.70</td>
<td>170</td>
<td>H</td>
<td>80.27</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Rata-rata</th>
<th>120.00</th>
<th>L</th>
<th>150.0</th>
<th>87</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Information:
Increase in Teacher Performance
∑: Number of performance scores
%: Percentage of performance achievement
Low = L
Average = A
High = H

Based on the graph above, it can be seen that performance in all schools which are places where limited trials have increased (the final evaluation value is higher than the initial evaluation value) indicates that social capital-based teacher management is effective in improving teacher performance. Achievement of these results is because the management of social capital-based schools is carried out professionally in accordance with planned procedures, although there are some obstacles when the activity takes place [17]. Research is titled Social Capital: a Theory of Social Structure and Action which provides information about the use of social capital in the context of teacher stratification. Through a long period of research, seven years, Lin provides guidance that teacher education that utilizes social capital gives birth to schools with effective and efficient performance. However, in Lin's research, it has not specifically described how its implementation in learning has utilized social capital since
its preparation, implementation and evaluation. In relation to the research that will be conducted by the author, the authors conclude that social capital has a significant effect on teacher performance so that this research can be used as a reference for continuing research on social capital [18]. The research also provides advice to educators, politicians, parents and even students who all this time consider the purpose of education so that students pass the exam and get good grades. But this is not true that schools continue to focus on values, thus ignoring good schools. To be a good school, according to Armstrong, a teacher must leave a narrow definition of education by presenting a discourse on human development [19]. This is in accordance with entitled Coping Through Social Capital in Educational Stratification: Relative Elignment and Complementary Ties. Hwan focuses on utilizing social capital to build education in the family. Hwan's research results were published in the journal Development and Society, 34, 147-167, which was accessed by experts and received a positive response to his predecessors who developed social capital in the world of education. The use of social capital in building education in the family gets a positive response. This is not enough, because education in the family has other dimensions in the community environment. Huwan called the term "social capital" to express social ties between humans in a society to form social cohesiveness in achieving community goals. What about the teacher community, of course this research has not touched much on the teacher environment [20]. Social capital is formed from the lives of traditional communities, and is formed every day by citizens and organizational organizations in modern capitalist societies. Social capital will develop more when technology develops, organizations hierarchical structures are more evenly distributed (horizontal), and hierarchies of business systems are replaced by Social capital is a set of norms or values that are formed informally. Generally norms that are formed informally, ie not written and announced. While norms are formed through hierarchical authority [21]. Social capital as a relationship created from social norms that make this a social glue, namely the creation of a unity in group members together. Social capital as a series of values or norms embodied in behavior that can encourage the ability and capability to cooperate and coordinate to produce a major contribution to the sustainability of productivity. Social capital is as every relationship that occurs and collects by a belief, understanding, and shared values that bind group members to make the possibility of joint action can be carried out efficiently and effectively. Explained, social capital is everything in which the community together leads to progress and change which is basically sustained by norms such as trust. Of course the involvement of the community in the implementation of the teacher must consider expertise, limits of authority, and its relevance to the purpose of participation. Increasing community participation in teacher administration will be able to create openness, strong cooperation, accountability, and educational democracy. Openness in question is openness in programs and finance. Whereas the cooperation in question is the presence of collective / collective attitudes and actions to improve the quality of the school. Teacher collaboration can be said to be good if the teacher and community relations are close, and there is a shared awareness that teacher output is the result of a strong and intelligent teamwork collective. Likewise with the accountability of schools meant here, not just talking about teacher accountability to teacher members only. But it also talks about teacher accountability to the public and moreover to the government through open reporting and meetings. Whereas educational democracy concerns the issue of freedom which has been well institutionalized through deliberation and consensus by respecting differences, rights and rights. Teachers are the main driving force of teaching and learning activities in schools. The quality, professionalism, and competence of teachers largely determine the quality of education held in a school. In any educational organization, anywhere, the role of the executive is very dominant. Improvement of teacher competence from time to time is expected, as one barometer of improving the quality of education services in a school. This improvement in teacher competence should include improving pedagogical, personal, social and professional competence. Schools that are successful in providing optimal education services to students, can be assured of having a teacher with a very good level of competence. For the future, teacher competency should be used as one of the ongoing policy programs in every educational institution including schools. In connection with this, I continues to strive to improve the quality of its human resources through seminars, MGMP, and opportunities for further study. Although the support of human resource development funds from the Foundation is very limited, teachers and administrative staff still try to improve their quality by attending training programs at MGMP. As a result, two teachers successfully passed the certification. Other results that have been picked are the high number of student graduations and the increasing number of students entering each new school year. This proves that the development of human resources does not always incur large costs. As long as there is awareness from the individual concerned and a little encouragement from the school, then the human resource development program is not an expensive program.

4. CONCLUSION

The principal should always motivate teachers and students to always strive to improve the implementation of their respective tasks, so that the teaching and learning process that they manage can continue to develop properly, and always try to find ways to complete the facilities and infrastructure needed in the learning process such as completing the laboratory and equipment, learning media and other educational support books and so on. School principals should always try to create a comfortable, healthy and conducive climate for school organizations. This will be able to create a sense of comfort for students, thereby increasing motivation to learn and get maximum learning results. As a principal, the competency of the principal must exceed the competency of an ordinary teacher. A school principal must have dimensions of personality competence, managerial, entrepreneurship, supervision, and social. The teacher council should not be quickly satisfied with the results achieved by students, but should always strive to improve their professionalism by reading a lot and applying knowledge clearly owned to students and is expected to always motivate students to learn well. So as to achieve the...
main objectives of education, the role of educators should not only be oriented to academic values that are fulfilling cognitive aspects, but also oriented to how a student can learn from the environment from the experience and greatness of others, from the wealth of the vast expanse of nature, so with the establishment the existence of duties and roles of teachers in the world of education, especially in teaching and learning activities activities are expected to be able to know the duties and responsibilities of educators and expected to establish a harmonious relationship with students so that the hope of achieving educational goals can be easily realized. For parents or guardians of students and the community would be able to increase cooperation with the school in an effort to improve teaching and learning processes that are more effective and efficient, especially cooperation in motivating student learning, cooperation in holding or fulfilling and completing the facilities and infrastructure of teaching and learning needs students, both at home learning facilities and those needed at school. For the government, especially the Ministry of National Education should be able to increase assistance as much as possible to the private schools in meeting the needs of adequate educational equipment so that the quality of education will improve. Various efforts to improve the quality of education seemed to never stop. Many reform agendas have been, are being and will be implemented. Even various innovative programs also participated in enlivening education reform. However, these reforms will not be effective without the restructuring of education, namely improving the pattern of relationships between schools and their environment and the government, patterns of planning development and managerial development patterns, teacher empowerment and restructuring of learning models.

REFERENCES