



International Journal of Sciences: Basic and Applied Research (IJSBAR)

ISSN 2307-4531
(Print & Online)

<http://gssrr.org/index.php?journal=JournalOfBasicAndApplied>



Implementation of School Based Management in Indonesia (Affecting Work Motivation, Job-Satisfaction, and Teacher Job-Performance)

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Abstarct

The main objective of this research is to find out effect of SBM toward work motivation, job-satisfaction and job-performance. Questionnaires were distributed to 150 selected samples based on stratified random techniques and 143 of the 150 questionnaires returned and met the research requirements. It was found that, there is an indirect effect of SBM toward job-satisfaction through work motivation. Similarly, it was also found that SBM indirectly affects job-performance through work motivation. Total effect of SBM toward job-satisfaction and job-performance are 48.4% and 30.8% respectively. In addition, total effect of work motivation toward job-performance is 19,5%., and the grand total effect of SBM, work motivation and job-satisfaction toward job-performance is 76.5%. Therefore, it is concluded that SBM give a higher contribution toward teacher job-performance, instead of work motivation, and job-satisfaction at higher school level.

Keywords: Job-performance; Job-satisfaction; School Based-Management; Work Motivation.

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1. Introduction

School Based Management (SBM) has been implemented into Indonesian educational system since year 2003 [12,26]. It is defined as a strategy to transform school organizations from centralized to decentralized organizational structures [5:2] [15:30] [30:2] [12]. The range of SBM can be classified from “weak” (decentralized very little autonomy on a few areas) to “strong” (responsible for almost all decisions) reforms [30:5]. Therefore, it is decentralizing authority from the central government to school levels. Transformation from centralized to decentralized organizational structure will take years in order to see its impact on outcomes [5: 12] [14:2] [26].

Implementing SBM generally results in conflict of interest between school principals, teachers and parents, which is due to the transferring authority to the teachers and parents [30:4] [14:8). Some of the principals are reluctant to give their power, to teachers and community in decision makings [3:2] [5:10] [14:2]. They were reluctant to resume decision making and authority, and to act independently in decision making, where school district authority continued to strongly affects school policies and practices [26,12].

Fullan and Watson, [23:4] reported that the use of SBM in developed countries failed to improve pupils outcomes, due to its failure to trigger changes in connecting SBM variables to pupils learning outcomes. Further researchers reported that SBM in developed and developing countries showed that there is a positive correlation between SBM reforms and improved school access in rural areas and poor communities, reduces dropped out, and repetition rates [30:35], and improved students outcomes [14:7].

Investigation of SBM implementation in Indonesia in 2012 reported that parents and community participation in decision making were very limited, school district authority continued to influence school policy and practices, teachers were rarely make decisions without asking approval from school district authority. It was also found that teachers, parents and community board lack of skill in implementing SBM, and level of teacher education affects the implementation of SBM. In addition, there is no significant relationship between SBM and student achievements [26] [12:10]. However, Barrera-Osorio, reference [9:86] conducted a survey on 1,260 schools in Indonesia, it was found that most the schools have shown improvements in students' grades, relative increased attendance, and moderately increased in disciplines [2:2].

By transferring power to local stakeholders, it is presumably can enhance teacher job-satisfaction and improve educational outcomes. It is considered that school autonomy and accountability are useful in solving some of the prime educational problems. If schools are given some autonomy to use their inputs, then they may be able to use the inputs to solve problems efficiently. Decentralizing power to school levels also could improve service delivery to students, and by giving school incentives to ensure that they deliver effective services to the pupils could enhance teacher motivations. Usually, SBM transfers authority from the central government to the school levels, transfers responsibility and decision-making authority concerning with school operations to local levels or to any combination of principals, teachers, parents, students, and stakeholders.

The main objective of introducing SBM reforms in developing countries is to empower principals and teachers

or to strengthening their professional motivation, consequently, enhancing their sense of school belongings. The SBM reforms also have emphasized on parental participations, by means of school boards. [9:84]. Therefore, SBM could rise many school problems such as work motivation, job satisfaction and teacher job-performance. Because, the SBM reforms has made a great changes on school environments, as a result teacher work motivation would be affected. If there is a change in work motivation , it may induce job-satisfaction and in turn it affects teacher job-performance.

2. Literature reviewed

2.1. Work Motivation

Most people believe that motivation is defined as a powerful tool for empowering employees in achieving organizational objectives by directing energy consistently [32,10]. Energy is defined as a driver intensity that pushing individual to work hard in achieving organizational goals. Higher effort is not necessary results in higher job performance, when it is not followed by directing individual to pursue organizational benefits. Therefore, persistence efforts which meet organizational goals are considered as the efforts required by the employees. It is konwn that work motivation is affected by job-enlargement, job-enrichment, and job characteristic model [32].

According to Goal-setting theory that specific and challenge goals result in higher motivation [11]. Employees are highly motivated when they get feedbacks. Self-made feedback was found to be effective motivators than feedback from superintendents [16]. They would also be motivated to do their tasks when they are rewarded [32]. Motivated teachers usually do their jobs effectively, so that new tasks are considered interesting and challenging. In addition, they will do the jobs completely, independently and responsibly. They would like to ask for feedback from supervisors or superintendents. They would like to do tasks using varies skills. Then, they would like to find out how their teaching impact on students and society, in turn they are freed to plan schedules and teaching procedures.

2.2. Job-satisfaction

Job-satisfaction is referred to employees emotional state of happiness as a result of managers assesment on their tasks [1:4]. Therefore, satisfied employees have a positive thinking in the work place, consequently they will stay in the organizations [17:548] [21:398] [1:4]

One of the most wellknown satisfaction theories is Maslow's hierarchy of needs which explains factors that affect job-satisfaction i.e. biological and physiological needs, safety needs, belongingness and love needs, esteem needs and self actualization needs. Usually, people would satisfy the lower needs before satisfyng the upper needs. [17:549]. Therefore, Maslow's theory is considerably good in predicting teachers job-satisfaction by taking into account teacher needs at the work place. In addition, job-satisfaction is also affected by pay-satisfaction, promotion satisfaction, social satisfaction, supervision satisfaction, co-workers satisfaction, work itself satisfaction, status satisfaction and environmental satisfaction [20:355]. Recent studies on professional employees showed that Job-satisfaction affected job-performnace directly [4:1], [29:1]. As a result, job-

satisfaction can be considered as a primary factor that affects job-performance which partially determines educational success [27:56].

Based on discussions above, it is assumed that teacher job-satisfaction factors are determined by pay-satisfaction, promotional satisfaction, social satisfaction, supervision satisfaction, co-workers satisfaction, work itself satisfaction, status satisfaction and environmental satisfaction.

2.3. Job-performance

Job-performance is the work activities expected from employees which tell how well those activities were carried out, in order to help them identify their weakness or strength areas for improvement to meet organizational goals [6] [7:216]. Therefore, teacher job-performance measurement is usually related to school facilities (technological skills), classroom size (classroom climate), professional leadership style, motivational strategy teacher morale, ability to assess teaching and learning and collaborate with parents and colleges [36:34] [8:26]. Consequently, assessing the effectiveness of the certified teacher performance is usually based on expected criteria, through periodic observations and document evaluations i.e. portfolios, peer reviews, products and performances [36:9].

Evaluation also involves monitoring of professional growth plans which are intended to (1) find out credible, relevance, and useful information, that are useful in decision making process on current and future organization performance, (2) identify organizational performance and growth, (3) plan and carry out training and development, (4) carry out remuneration and rewards, and (5) to design career development and successions [16:10] [36:21]. In relation to teacher job-performance evaluation, it was found that job-satisfaction affects job-performance [31:7] [28:356] [20:355] [27:12]. It is believed that reward is assumed as a moderator of job-satisfaction and job-performance. Therefore, certification allowance is viewed as a moderator of job-satisfaction toward teacher job-performance in Medan, Indonesia.

It was also known that recognition positively affected job-performance, as a result, teachers professional recognition presumably could affect teachers job-performance [11:3]. Teacher certification program is considered as government recognition on teachers professionalism which could increase teachers self-esteem in the eye of the public.

By considering literature reviews above, it is presumed that teacher performance can be determined through the following rubrics: (1) professional knowledges, (2) teaching planning, (3) teaching strategy, (4) individual teaching and remedial, (5) evaluation techniques, (6) feedback, (7) teaching-learning environment, (8) challenging academic environment, (9) professionalism, and (10) communication [19,35]

3. Objectives

Based on the discussion above, the objectives of the research are: to find out direct effect of SBM on work motivation, direct effect of SBM on job-satisfaction, direct effect of SBM on job-performance, direct effect of work motivation on job-performance, direct effect of work motivation on job-satisfaction, direct effect of job-

satisfaction on job-performance, indirect effect of SBM on job-performance through work motivation, indirect effect of SBM on job-performance through job-satisfaction, indirect effect of SBM on job-performance through work motivation job-satisfaction, and indirect effect of work motivation on job-performance through job-satisfaction.

3. Research Method

This investigation tries to discover causal relationships between school-based management, work motivation and job-satisfaction toward certified teacher job-performance of senior high school teachers, in Medan Indonesia. Data collection were carried out by surveying methods based on explanatory and confirmatory approaches.

3.1. Population and sample

Research population is teachers of 10 senior high schools in Medan Indonesia. The samples were selected by stratified random sampling techniques, based on teacher experiences for at least 10 years of teaching experiences, except for guidance and counsellor teachers (they were not included). Sample selected were also drawn from certified teachers and received teacher certification allowance regularly.

3.2. Instruments try out

Research instruments of school-based management, work motivation and job-satisfaction questionnaires were tried out to 30 teachers outside teacher samples, in order to find out their validity and reliability. The validated instrument questionnaires consist of **32, 31 , and 34** items respectively, then were reliability tested. Furthermore, teacher job-performance instrument was tried out to 30 teachers in order to carry out homogeneity test of teachers perception in using the instrument.

3.3. Procedures

The questionnaires were distributed to 150 classroom teacher samples. Before ticking out the questionnaire options, it was firstly explained the objectives of the study and asked them throughly, if there were unclear statements. They were distributed to the selected samples in the morning before teaching and learning process take places and during class breaks. Out of 150 questionnaires distributed, it was found that 143 questionnaires returned and met the data requirements. In addition, observation of teacher job-performance was carried out during teaching-learning process took place.

4. Data analysis

Based on discussions above, a causal relationship between X_1 , X_2 , X_3 and X_4 variables can be drawn in the following Figure 4.1.

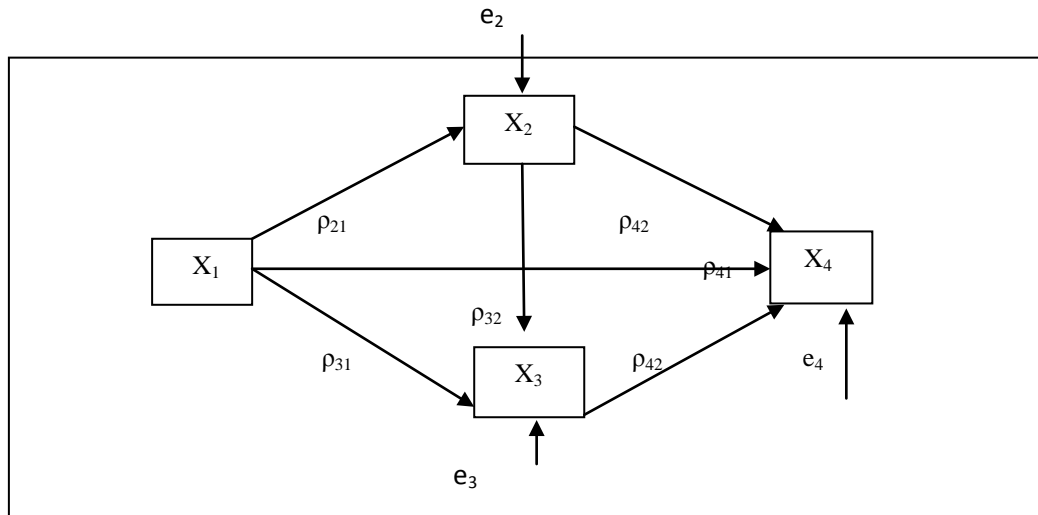


Figure 4.1: Causal relationships between X₁, X₂, X₃ and X₄ variables.
 Where X₁ = School Based Management; X₃ = Job-satisfaction and
 X₂ = Work Motivatiom; X₄ = Job-performance

Data collected were analyzed with SPSS and the results were reported in Table 4.1 and Table 4.2

4.1. Determination of Correlation coefficients, Normality and Linearity tests.

Correlation coefficients, normality and linearity tests were carried out using Pearson Correlation formulae, One-Sample Kolmogorov-Smirnov Test, and Test for Linearity respectively, and the results were shown in the following Table 4.1.

Table 4.1: Correlation Coefficients, Normality Test, and Linearity Test

Correlation coefficients	One-Sample Kolmogorov-Smirnov Test	Linearity test	Sig.
$r_{12} = 0.438^{**}$	$X_1 = 0.069^a$	$F_{2,1} = 16.478$	0.000*
$r_{13} = 0.336^{**}$	$X_2 = 0.106^a$	$F_{3,1} = 16.635$	0.000*
$r_{14} = 0.450^{**}$	$X_3 = 0.109^a$	$F_{3,2} = 17.276$	0.000*
$x_{23} = 0.338^{**}$	$X_4 = 0.071^a$	$F_{4,1} = 26.317$	0.000*
$r_{24} = 0.391^{**}$		$F_{4,2} = 23.987$	0.000*
$r_{34} = 0.357^{**}$		$F_{4,3} = 21.218$	0.000*

** Correlation is significant ^a.Test distribution is Normal. *Sig level < 0.05 at the 0.01 level (2-tailed).

The results showed that X₁, X₂, X₃ and X₄ variables have asymp. sig (2-tailed) of 0.069., 0.100., 0.109., and 0.071 respectively > 0.05, consequently, it is concluded that data collected come from normally distributed population.

Calculation of correlation coefficients were carried out by using Pearson Correlation coefficients formulae and the results were shown in Table 4.1. It was found that the correlation is significant at the 0.001 level (2-tailed). In addition, Linearity test was also carried out and the results were shown in Table 4.1 which tells that the instruments are linear at a significant level of < 0.05 .

4.2. Calculation of Path Coefficients

Path coefficients of the four variables calculated and the results were shown in Table 4.2.

Table 4.2: Path Coefficients

No.	Beta	df	F _{table}	F _{calc.}	Sig.	R	T _{calc.}	Sig. (2-tailed)
1.	$\rho_{21} = .438$	1/141	3.908	33.565	.000	.438	5.793	.000
2.	$\rho_{31} = .336$	2/140	3.060	17.927	.000	.397	4.234	.000
3.	$\rho_{32} = .338$	2/140	3.060	18.191	.000		4.265	.000
4.	$\rho_{41} = .300$	3/139	2.669	17.984	.000	.529	3.656	.000
5.	$\rho_{42} = .195$	3/139	2.669	17.984	.000		2.375	.019
6.	$\rho_{43} = .190$	3/139	2.669	17.984	.000		2.428	.016

4.3. Direct Effect

Path coefficient of SBM to work motivation is 0.438, $F_{calc.} > F_{1/141} = 3.908$ at a significant level of < 0.05 , and path coefficient of SBM to job-satisfaction is 0.336, then path coefficient of work motivation to job-satisfaction is 0.338 respectively at a significant level of < 0.05 , and $F_{calc.} > F_{1/141} = 3.060$, at a significant level of < 0.05 ., and $t_{calc.} > t_{table} = 1980$ (Sig. < 0.05).. Therefore, it is concluded that there is a direct effect of SBM on work motivation; and job-satisfaction and work motivation toward job-satisfaction respectively.

In addition, path coefficient of SBM toward job-performance is 0.300, path coefficient of work motivation toward job-performance is 0.195, and path coefficient of job-satisfaction toward job-performance is 0.190 respectively, and $F_{calc.} > F_{2/139} = 2.669$ at a significant level of < 0.05 . It is concluded that the SBM affects job-performance directly, work motivation affects job-performance directly, and job-satisfaction also affects job-performance directly.

As shown in Table 4.2 that determination coefficient $R_{squared}$ values are 0.438., 0.397, and 0.529 respectively, so that $e_2 = \sqrt{1 - R^2} = \sqrt{1 - 0.438^2} = 0.898$; $e_3 = \sqrt{1 - R^2} = \sqrt{1 - 0.397^2} = 0.917$, and $e_4 = \sqrt{1 - R^2} = \sqrt{1 - 0.529^2} = 0.848$.

4.4. Direct and Indirect Effects

Based on path analysis calculations, direct effect and indirect effects of the variables investigated can be

summarized in the following Table 4.3.

Table 4.3: Direct and Indirect effects

	X₂		X₃		X₄			
	Direct effect (DE)	Indirect Effect (ID)	Spurious (S)	Total DE & ID	Direct effect (DE)	Indirect effect (ID)	Spurious (S)	Total DE & ID
X₁	$\rho_{21} = .438$	$\rho_{31} = .336$	$\rho_{32} r_{12} = 0.148$ (significant)	0.484	$\rho_{41} = .300$	$\rho_{42} \rho_{21} = 0.08$ (significant)		0.308
X₂	$\rho_{32} = .338$		$\rho_{31} r_{12} = 0.148$	0.338	$\rho_{42} = .195$	$\rho_{43} \rho_{32} = 0.064$ (not significant)	$\rho_{41} r_{12} = 0.131$ $\rho_{41} \rho_{31} r_{12} = 0.044$	0.195
X₃					$\rho_{43} = .190$	$\rho_{43} \rho_{31} = 0.06$ (not significant)	$\rho_{43} \rho_{31} = 0.063$ $\rho_{41} \rho_{32} \rho_{21} = 0.044$ $\rho_{43} \rho_{32} \rho_{21} = 0.02$ (not significant)	0.190
Tot.	0.438	0.674	0.148	0.822	0.685	0.08		0.765

As shown in the Table 4.3 above, that indirect effect of SBM on job-satisfaction through work motivation is 0.148 (significant). Indirect effect of work motivation on job-performance through work job-satisfaction is 0.064 (not significant). Meanwhile, indirect effect of SBM toward job-performance through job-satisfaction is not significant (0.06). At the same time it was also found that indirect effect of SBM toward job-performance through work motivation and job-satisfaction is not significant (0.02). However, indirect effect of SBM on job-performance through work motivation is significant (0.08).

Based on the data listed in Table 4.3 above, it was found that total effect of SBM on work job-satisfaction are and 48.4%. Effect of SBM on work motivation is 43.8%. This is also supported in the previous result [40]. Meanwhile, total effect of SBM toward job-performance is 0.308 or 30.8%. Total effect of work motivation toward job-performance is 0,195 or 19,5%., and total effect of SBM, work motivation and job-satisfaction toward job-performance is 0.765 or 76.5%. Based on data analysis above, it can be drawn causal relationships between the variables investigated as shown in Figure 3.4.

4.4. Goodness of Fit Model Test

Goodness of Fitness test is carried out in order to find out whether the model investigated fits with the data and the expected model by using the following formulae:

$$Q = \frac{1-R2m}{1-M} \dots\dots (4.1)$$

If Q=1, then the model is perfectly fit.

Based on data calculated in Table 4.3 and inserting into the formulae (4.1), it is found that Q = 1, which means that the data collected fit with the model suggested, therefore, the model can be illustrated in Figure 4.2 below:

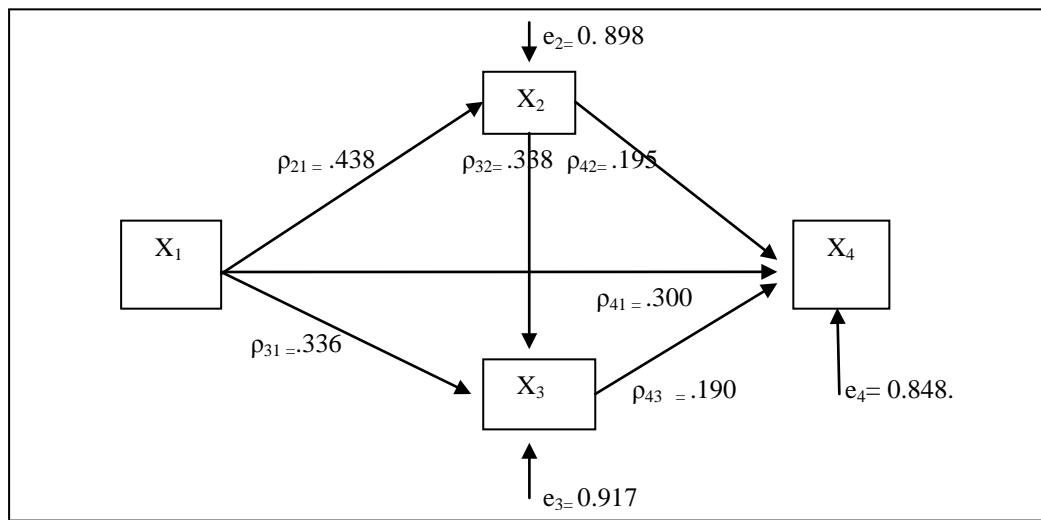


Figure 4.2: Model Causal fits X₁, X₂, X₃, and X₄ Variables

4. Discussion

Based on the data calculated above, it was found that total effect of SBM toward job-satisfaction is considerably significant. Effect of SBM on work motivation is considerably high which is also supported in the previous result [40: 351-362]. Meanwhile indirect effect of SBM toward job-satisfaction through work motivation is relatively significant as reported in [27] [39:261-275]. In general teacher satisfaction increases teacher performance which is consistency with the findings, in which 30.3% of job-satisfaction contributed to job-performance. Johnson, Kraft and Papay [33] reported that the most important of teacher satisfactions are safe facilities, adequate resources, lesson preparation time, collegial relationships, principal’s leadership, and school culture.

In addition to teacher satisfaction, it was also found that teachers with high job satisfaction were highly likely to do their jobs collaboratively [27,25]. It was also found that teachers satisfaction affected by their opportunities to design professional learning, school governance, decision making, and education policies [33]. This is supported by the implementation of SBM which leads to better management and governance, and create better condition to improve teaching and learning [24,5]. In relation to SBM, it is known that a positive relationship between student achievement

and classroom interaction will motivate teachers to contribute to mutual interaction between them i.e. to discuss classroom activities, to have mutual observation, to design and prepare curriculum, and to participate in instructional improvement and development [34].

Developing teacher leadership is considered as an important role in maintaining teacher satisfaction as well. It was found that teachers to have a greater level of satisfaction when participating in decision making processes concerning with school policies [38,18]. Consequently, satisfied teachers will have a great impact on teacher job-performance [37]. In addition to job-satisfaction, it was also found that teacher job performance is affected by school facilities, class size, leadership style, motivational strategies and teacher morale [8].

Further results reported that effect of SBM toward job-performance is considerably significant. It is due to the fact that SBM is intended to promote teacher participation in decision making process, as a result teachers are motivated to do their jobs [38]. In addition, work motivation relatively affects job-performance, consequently the SBM, work motivation and job-satisfaction highly affect job-performance significantly. However, SBM indirectly affects job-performance through work motivation. There was a positive relationship between teacher's motivation and job performance which means that when motivation increases, the level of performance also increases [22].

Indirect effect of work motivation toward job-performance through job-satisfaction is not significant. At the same time, there is no indirect effect of SBM on job-performance through job-satisfaction. Similarly, it was also found that there is no indirect effect of SBM toward job-performance through work motivation and job-satisfaction. It means that SBM has a great impact on job-performance directly.

4. Conclusion

Based on the data calculated above, it is concluded that total effect of SBM toward job-satisfaction and job-performance are 48.4% and 30.8% respectively. Furthermore, total effect of work motivation toward job-performance is 19,5%. Ultimately, the grand total effect of SBM, work motivation and job-satisfaction toward job-performance is 76.5%. In addition, It was found that there is an indirect effect of SBM toward job-satisfaction through work motivation. Similarly it was also found that SBM indirectly affects job-performance on work motivation. However, there is no indirect effect of work motivation toward job-performance through work job-satisfaction. Meanwhile, SBM has no indirect effect on job-performance through job-satisfaction. At the same time it was also known that there is no indirect effect of SBM on job-performance through work motivation and job-satisfaction. Therefore, it is concluded that SBM give a higher contribution toward teacher job-performance, instead of work motivation, and job-satisfaction.

Acknowledgment

I would like to thank to the Directorate General of Higher Education, of Indonesia for funding this research, and also I would like to thank to Prof. Dr. Manihar Situmorang, Prof. Dr. Abd. Muin Sibuea, Prof. Dr. Biner Ambarita and Prof. Dr. Parlin Pangaribuan for their contribution in finishing this article.

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