

Artikel

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Submission date: 06-Jul-2022 02:05PM (UTC+0700)

Submission ID: 1867220794

File name: Artikel_Mawardi_Lubis_-_IJERE_Eng.docx (235.57K)

Word count: 5098

Character count: 28033

The Solidity of Teachers in the Digital Era and Its Effect on the Effectiveness of Elementary School Management

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Article Info

Article history:

Received mm, dd, 2022

Revised mm, dd, 2022

Accepted mm, dd, 2022

Keywords:

Solidity;
Teachers of the digital age;
Management effectiveness;
Primary school;

ABSTRACT (10 PT)

Abstract: Often an era affects the lifestyle of a person in attitude. The attitude of solidity in the digital age is questioned for its role in the effectiveness of school management. Some other members still believe in contributing to effectiveness. To overcome these confusions and doubts, research is needed to test whether solidity still plays a role in improving management effectiveness. The purpose of this study was to determine the effect of teacher solidity on the effectiveness of elementary school management. Data are collected using quantitative methods. The data collection technique is to use questionnaires. The data were analyzed through Pearson's product moment and t test. The results of the interpretation of the research data indicate that teacher solidity has a direct positive effect on the effectiveness of primary school management. The assessment of the results of the study emphasizes that solidity cannot be ignored, even though it is still necessary to have individual skills of teachers facing the digital era.

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1. INTRODUCTION

National education requires the quality of institutions at every level. The quality of educational institutions requires the effectiveness of management [1] at all levels including primary school. Achieving quality education management requires good planning, supervision and evaluation [2] elementary school should go as it should. Likewise, the school management information system must run optimally [3]. The effectiveness of management also needs to be supported by an understanding of stakeholders regarding laws and government regulations on education [4]. Stakeholders' understanding of quality management in school management needs to be maintained. Maximizing equity in the distribution of teachers [5] needs to be done. The ability (competence) and example of the principal in school management, the allocation of sufficient education funds in school management are important things to pay attention to. Stakeholders' appreciation for school management can be seen by the participation of the community in improving the quality of school management. Increased solidity, sincerity, and seriousness of teachers in improving the quality of school management [6], and the increasing culture of quality stakeholders (school community and community / school committee) is an indicator of effectiveness in school management [7].

Various efforts have been made in order to improve the management of elementary schools in Bengkulu City. However, the quality of education has not shown an even improvement. Some schools showed relatively encouraging quality improvements, but others were quite concerning. One indicator of this lack of effectiveness is shown, as students' National Examination scores for various fields of study at the primary school level have not shown a significant improvement. The decline in the quality of graduates may be related to the perception of teachers who do not have something in common about the importance of solidity in management. Teachers who do not have the same perception of the importance of solidity can interfere with the achievement of school quality management. The perception of teachers in the digital era considers the effectiveness of management to be determined by personal individual skills[8]. Meanwhile, other teachers consider that only solidity can be an important factor in achieving the effectiveness of school management.

Overcoming various management problems to be effective requires the cohesiveness of teachers. The cohesiveness of teachers is said to be an important aspect that can be taken into account as a prerequisite for the effectiveness of primary school management. The statement goes hand in hand with the opinion that the management system is influenced by the commitment of its members. Commitment is an indicator of the attitude of members of the organization that can influence the results of the cooperation of a particular goal[9]. But it is not the only variable that can have a direct impact in realizing the effectiveness of management. Precisely because many variables are considered to be related to the effectiveness of management, management actors have different views on important aspects of school management. There are even teachers who tend to ignore the importance of solidity.

The statement of whether solidity can affect the effectiveness of primary school management has not been a common assumption. In other words, differences in assumptions arise among the members of the organization or teachers regarding the importance of solidity. The existence of differences in assumptions in the middle of the members of the organization is a problem in achieving mutual goals agreement[10]. The solution to this problem needs to be researched so that the results can strengthen the statement of whether or not there is or even how significant the influence between teacher solidity is on the effectiveness of elementary school management. So along with this [21] p, the purpose of the study is to prove how significant the influence of teacher solidity in the digital era is on the effectiveness of elementary school management. Based on the purpose of the study, the formulation of the problem is; how can the significance of teacher solidity in the digital age affect the effectiveness of primary school management?

2. LITERATURE REVIEWE

The solidity of the teacher is closely related to the principle of cohesiveness possessed by the teacher, which is embodied by a sense of universality and humanity, which upholds a sense of community and solidarity in carrying out his duties and obligations as a teacher[11]. Of course, complete teacher solidity is very necessary as well as very influential on the effectiveness of school management, because teachers are an inseparable part of school management activities [12].

Teacher solidity in this study is a sense of community, loyalty, and cohesion which is realized through the ability of teachers to communicate effectively, polite teacher behavior with fellow school residents, effective cooperation with fellow school residents, and establishing cooperative relationships with fellow provinces, superiors, communities, and the business world. The solidity of the teachers will have an influence on the effectiveness of school management. But in other opinions solidity does not significantly affect the success of the group. Because success is determined by other aspects that require professional work skills in line with the needs of development in the digital era where success is influenced by individual skills[8], [8] [13] [14]. It is based on this dissent that the influence of solidity on the effectiveness of primary school management is interestingly re-examined

3. METHOD

This study uses a quantitative approach with pearson product moment formula analysis [15] and t test. Significance is determined with the help of the SPSS program. The variable consists of an independent variable (teacher solidity) (X) and a dependent variable (management effectiveness) (Y). The respondents were 120 teachers in 40 public elementary schools with details of 3 teachers. Each school (3x40=120 people). The number of items to measure the variable effectiveness of school management is 75 items with a range of values of 75-375. Where the dimensions of SD program planning = 23 items with a value range of 23-115, the implementation of the SD work plan = 34 items with a value range of 34-170, the supervision and evaluation of SD = 13 items with a value range of 14-70, and the SD management information system = 5 items with a value range of 5-25. The empirical validity test of the instrument used pearson's product moment correlation formula. The validity test is carried out by comparing the rhitung with the rtabel at $\alpha = 0.05$ with

a confidence level of 95% to obtain a valid instrument item. If the rhitung is greater than the rtabel (rhitung > rtabel) then the instrument is considered valid, and vice versa.

After a try out (TO) instrument with a total of 75 items for variables of school management effectiveness in 10 public elementary schools in Bengkulu City. The response of 30 teachers can be seen that of the 75 (seventy) items of school management effectiveness instruments, 5 (five) instrument items were discarded or dropped because the rhitung was smaller than rtabel = 0.632, namely the numbers 9,13,25,28 and 31 so that they were aborted or not used. While 70 (seventy) items are received (valid) because the rhitung value is greater than rtabel = 0.632 with a confidence level of 95%. The instrument reliability test uses Cronbach's Alpha formula after a valid instrument item is obtained, while an invalid instrument item is discarded. In this case, if the rhitung > rtabel then the instrument grain is said to be reliable, and vice versa.

Data analysis of teacher solidity variables with the number of principals (respondents) as many as 40 people for 40 state elementary schools as a research analysis unit. The empirical validity test of the instrument used pearson's product moment correlation formula. The validity test is carried out by comparing the rhitung with the r tabel at $\alpha = 0.05$ with a confidence level of 95% to obtain a valid instrument item. If the rhitung is greater than the rtabel (r calculate > r tabel) then the instrument is considered valid, and vice versa. After trying out (TO) instruments with a total of 32 items for teacher solidity variables in 10 state elementary schools in Bengkulu City, with a response of 10 principals, it can be known from 32 (thirty-two) items of teacher solidity instruments, there are 3 (three) instrument items discarded or dropped because the r count is smaller than r tabel = 0.632, i.e. numbers 1, 24, and 25 so that they are aborted or unused. While 29 (twenty-nine) items are received (valid) because the rhitung value is greater than r tabel = 0.632 with a confidence level of 95%.

The data analysis technique is carried out after the data is obtained, then continued with the tabulation of the data to be analyzed starting with a statistical description including frequency, average, standard deviation, median, mode, bar chart (histogram), and the percentage of respondent assessment for each research variable data. For the estimated error normality test using the Liliefors test and a simple regression linearity test between two variables to check the data whether it is normally distributed or not. Testing of this data analysis requirement is carried out with the help of computer program data analysis in the form of Statistical Product and Service Solution (SPSS). For a simple correlation test in analyzing two variables, namely X to Y, the Product Moment correlation formula from Pearson was used. Furthermore, to test the significance of the influence, namely whether the influence found is valid for the entire population, it is necessary to test its significance with the formula t test with the hypothesis: $H_0 : \beta_1 \leq 0$ $H_1 : \beta_1 > 0$.

4. RESULTS AND DISCUSSION

Based on the results of the analysis of research data on the effect of teacher solidity on the effectiveness of state elementary school management throughout Bengkulu City, it can be described as data in the form of Mean values, median, mode, standard deviation, variance, range, minimum score, maximum score, total score, frequency distribution, and accompanied by a histogram (bar chart). The results of the summary of the data description can be seen in the following table:

Table 1. Recapitulation of The Data Description of Each Variable

		Teacher Solidity (X)	Effectiveness of School Management (Y)
N	Valid	40	40
	Missing	0	0
Mean		114.30	298.8460
Median		117.50	295.7250
Mode		125	272.92
Std.Deviation		19.983	21.10913
Variance		398.523	445.59535
Range		55	91.82
Minimum		85	240.61
Maximum		140	332.43
Sum		4572	11873.84

4.1. Effectiveness of school management

Data on the effectiveness of school management was obtained from a questionnaire containing 70 items with a score of numbers 1 to 5. Theoretically, the score range ranges from 70 to 350. In other words, the probability of the lowest score is 70 and the highest score is 350. Hasil kuantifikasi data dari 120 responden (guru) untuk unit analisis 40 sekolah dasar (dengan mengambil rata-rata hasil kuantifikasi data

dari 3 orang responden untuk setiap sekolah dasar rentang diperoleh (range) skor empirik antara skor terendah 240,61 sampai skor tertinggi 332,43. Apabila ditinjau dari segi kecenderungan pemusatan data didapatkan mean 296,84, median 295,72, dan modus 272,92. Dilihat dari jumlah répond à l'eau et à la moyenne de 18 orang (45%) Hal ini dapat disimpulkan bahwa secara rata-rata efektivitas pengelolaan sekolah pada katagori baik. Les données de l'environnement sont 2421,10, mais 445,59 et 91,82. Selanjutnya disajikan data distribusi frekuensi efektivitas pengelolaan sekolah pada tabel 2 di bawah ini:

Table 2. Frequency Distribution of School Management Effectiveness Scores

No	School Management Effectiveness Score	Frequency	Percentage (%)
1	240 - 253	1	2,50
2	254 - 267	1	2,50
3	268 - 281	12	30,00
4	282 - 295	10	25,00
5	296 - 311	4	10,00
6	310 - 325	10	25,00
7	324 - 337	2	5,00
***	***	40	100

Then the data on the frequency distribution of the effectiveness of school management of SD Negeri Kota Bengkulu can be seen in the histogram below:

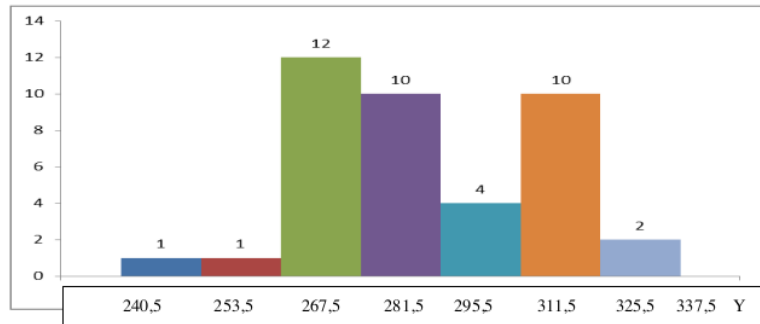


Figure 1. Histogram of Frequency Distribution of School Management Effectiveness

4.2. Teacher Solidity

Teacher solidity data was obtained from a questionnaire containing 29 items with scores 5 numbers 1 to 5. Theoretically, the score range ranges from 29 to 145. In other words, the probability of the lowest score is 29 and the highest score is 145. The results of data quantification from 40 respondents obtained a range of empirical scores between the lowest score of 85 to the highest score of 140. When viewed in terms of the tendency to centralize the data, a mean of 114.30, a median of 117.5, and a mode of 125 were obtained. Then when viewed in terms of the trend of data distribution, a standard deviation of 19.96, a variance of 398.52, and a range of 55 were obtained. Furthermore, the data on the frequency distribution of the principal's leadership style are presented below.

Table 3. Frequency Distribution of Teacher Solidity Scores

No	Teacher Solidity Score	Frequency	Percentage (%)
1	85 - 93	13	32,50
2	94 - 102	1	2,50
3	103 - 111	3	7,50
4	112 - 120	5	12,50
5	121 - 129	6	15,00
6	130 - 138	7	17,50
7	139 - 147	5	12,50
***	***	40	100

Then the frequency distribution of teacher solidity can be seen on the histogram below:

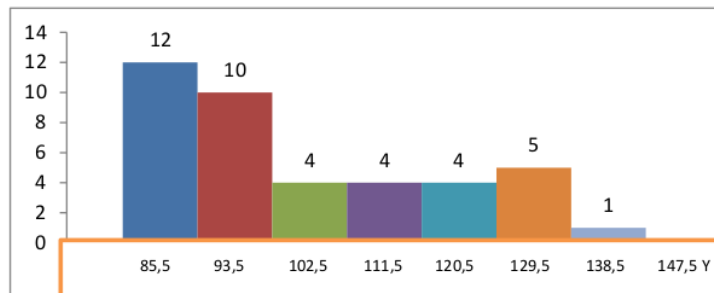


Figure 2. Teacher Solidity Frequency Distribution Histogram

Normality testing is carried out with Kolmogorov-Smirnov (Kz) statistics, with a significant level used is $\alpha = 0.05$ as a condition for accepting or rejecting normal testing or not of a data distribution. The results of the standard error test estimate the effectiveness of school management (Y) on teacher solidity (X) can be seen in the table below.

Table 4. Summary of Normality Testing Results

No	Error Estimating Regression Y over X	Rated L _{count}	At n = 40 L _{table} $\alpha = 0,05$	Decision
3.	Y atas X	0,1290	0,1401	Normally Distributed

From the results of the normality test above obtained $L_{count} < L_{table}$ so that it can be concluded that the data of the free variable of the study above, namely teacher solidity, shows that at a significant level of 0.05, the research data comes from a population that is normally distributed and hypothesis testing can be carried out. To test the linearity of the research data a hypothesis was proposed: H_0 = Distribution of independent variable test pairs over linearly patterned dependent variables. H_1 = Distribution of independent variable test pairs over non-linearly patterned dependent variables. Based on the calculation results using SPSS 16.00 for Windows obtained anava table for linearity test as follows:

Table 5. Summary of Regression Linearity Test Results

Test Pairs	Test F	Significance	Alpha	Condition	Conclusion
Y atas X	1,246	0,307	0,05	Sig>Alpha	Linier

Based on the anava table analysis in table 5 above the F value calculated at deviation from linearity for the test pair of the school management effectiveness variable (Y) on the teacher solidity variable (X) of 1.246 with a sig value = 0.307 > ($= 0.05$). Thus it can be said that the results of hypothesis testing on the linearity of the score of the test pair of school management effectiveness variables (Y) over the teacher solidity variable (X) received H_0 . So it can be concluded that the distribution of variable test pairs of school management effectiveness (Y) over teacher solidity (X) linear patterned distribution. Furthermore, the results of the calculation of teacher solidity (X) affect the effectiveness of school management (Y) can be seen in the following table:

Table 6. Summary of Coefficient Results

Influence between variables	Coefficient t (Beta)	Calculated t-value	Calculated F value	Test results	Coefficient of Determination R_2	Koeffisien other variables (residual)
X_3 terhadap Y	0,337	2,630	37,692	H_0 ditolak	0,759	0,241

The statistical hypothesis proposed in relation to teacher solidity (X) has a direct positive effect on the effectiveness of school management (Y) is: $H_0 : (YX \leq 0)$ $H_1 : (YX > 0)$ Based on the results of the

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calculation of the coefficient value (PYX) of 0.337 with $t_{hitung} = 2.630$ and $sig. = 0.012$, while the t_{tabel} value = 2.028 at $(\alpha = 0.05$ with the degree of freedom (dk) = 36. Since $t_{hitung} = 2.630$ is greater than $t_{tabel} = 2.028$ then H_0 is rejected and H_1 is accepted and the coefficient is significant, meaning that teacher solidity has a direct positive effect on the effectiveness of school management. Clearly can be seen in the following table:

Table 7. Hypothesis Testing Recapitulation

No	Hypothesis	Statistical Test	T test		Conclusion
			T _{count}	t _{table}	
1	Teacher Solidity (X) Has a Direct Positive Effect on the Effectiveness of School Management (Y)	H ₀ : $\beta_{YX} \leq 0$ H ₁ : $\beta_{YX} > 0$	2,630	2,028	Positive direct effect

Based on the results of hypothesis testing, it was found that teacher solidity had a direct positive effect on the effectiveness of school management. This means that the higher the solidity of teachers, the higher the effectiveness of school management. On the other hand, the lower the solidity of teachers, the lower the effectiveness of school management. The findings of this study show the urgency of the influence of teacher solidity factors on the effectiveness of school management as can be seen from the correlation of 0.337 at a real level ($\alpha = 0.05$). This means that there is a positive direct influence of teacher solidity on the effectiveness of the management of public elementary schools throughout Bengkulu City.

With the positive direct influence between teacher solidity on the effectiveness of school management in this study in accordance with the results of other studies using "expectation theory". The effectiveness of school management can be influenced by factors that are elements of management [16]. Elements in management include the solidity of its members and supportive leadership. With regard to the urgency of the influence of the teacher solidity factor on the effectiveness of school management, teachers need to increase the sense of solidity [17] (cohesiveness and togetherness) through effective communication, polite behavior with fellow school residents, effective cooperation with fellow school residents, and establishing cooperative relationships with fellow professions, superiors, communities, and the business world.

The results of this study also answer doubts about the presence or absence of the influence of solidity on the effectiveness of school management. Doubt is due to the assumption that there is a significant shift where 'solidity' no longer plays a role in improving the effectiveness of school management. This view considers elements in the professional world relying on personal skills as a condition for achieving effective management goals. Based on the results of the study, it is understood that teacher solidity even though living in the digital era must still place teacher solidity in improving the effectiveness of school management, including increasing teacher professionalism [18] needs to be prioritized. However, individual skills in mastering theory are still needed [19] in facing the challenges of the needs of life in the digital world. This is intended so that there is mutual cooperation, the content of filling in the constraints of one another in the management of school institutions that are more effective from various dimensions of teacher ability.

Dimensions of the teacher's ability to communicate effectively include the ability to communicate [18] with staff, fellow teachers, principals, parents, and the community. Dimensions of polite teacher behavior with fellow school residents include polite behavior [20] with staff, fellow teachers, and principals. Dimensions of effective cooperation with fellow school residents [21] includes effective cooperation with staff, fellow teachers, principals. The dimensions of establishing cooperative relationships with residents outside the school include cooperation with fellow provinces, superiors, communities, and the business world.

Furthermore, the implication of the findings of this study is that because teacher solidity has a direct positive effect on the effectiveness of school management, to improve the effectiveness of school management, efforts are made to improve teacher solidity. Improving teacher solidity requires an improvement in a sense of solidity [22] (cohesiveness and togetherness). Strengthening the meaning of the essence of humanity [23] *ruhaniyah* that cannot be separated from man's need for God [24]. Realizing human life cannot be separated from the interaction of mutual need for fellow humans in a tolerant manner [25], [26] so it is necessary to continue to strengthen the attitude aspect. Reinforcement can be done by continuously educating yourself. Meanwhile, in terms of social interaction needs, skill development is needed. Communication skills [8],[27] which can be effectively done as one such effort. Polite behavior [28] with

fellow school residents needs to be noted. Effective cooperation needs to be carried out with fellow school residents, fellow provinces, superiors, communities, and the business world.

Dimensions of the teacher's ability to communicate [29] effectively includes the ability to communicate with staff, fellow teachers, principals, parents, and the community. Dimensions of polite teacher behavior [30] with fellow school residents includes polite behavior with staff, fellow teachers, and principals. The dimensions of effective cooperation with fellow school residents include effective cooperation with staff, fellow teachers, principals[31]. The dimension of establishing cooperative relationships with residents outside the school includes cooperation with fellow provinces [32], superiors, society, and the business world. Furthermore, efforts to improve the social competence of teachers are very important. This can be done through education and training (training), seminars, and others in order to increase teacher solidarity which includes the ability to interact, communicate, get along with the school environment community and the community of the environment where they live.

5. CONCLUSION

As has been described, the results of this study can be concluded that teacher solidarity has a direct positive effect on the effectiveness of school management. The difference in assumptions of a shift in the role of 'teacher solidarity in improving the effectiveness of school management' was resolved with the results of this study. The loss of differences in assumptions will make the management atmosphere will further strengthen the solidarity among teachers. The creation of teacher solidarity will increase the effectiveness of school management.











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