



## THE INFLUENCE OF LEARNING MANAGEMENT AND PRINCIPALS MANAGEMENT SKILL ON SMPIT IBNU ABBAS TARAKAN TEACHERS PERFORMANCE

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### ABSTRACT

The purpose of this study was to determine the effect of learning management and principal management skills on teacher performance at SMPIT Ibnu Abbas Tarakan.

The research method used in this research is descriptive with a quantitative approach. The population amounted to 58 people, so the sampling technique was used with the saturated sample method and the number of samples obtained in this study were 58 respondents. Data analysis techniques using multiple linear regression

The results showed that: There is a positive and significant effect of learning management variables and management skills of principals on teacher performance SMPIT Ibnu Abbas Tarakan. This is evidenced by the value of  $F_{count} > F_{table}$  which is  $27.262 > 3.12$  with a probability value (significance) = 0.000 which is below 0.005.

**Keywords:** *learning management, principals management skill, performance.*

## I. INTRODUCTION

### A. Research Background

Education is the effort of adults to guide students to grow and develop into adult human beings. Education has a very important role in developing human potential, namely physical and spiritual potential. Education should be able to develop the cognitive, affective, and psychomotor aspects of students to the fullest. In this era of globalization, there are many negative influences that we find in the field, namely juvenile delinquency, promiscuity, and brawls between students. In junior high school, students can learn more optimally, focus, can interact directly with teachers, and are always controlled by activities in the dormitory. Another benefit is that students can learn independently. In principals management skill schools, students can interact with fellow students, and even interact with teachers at any time. They can witness good examples directly in their principals management skills without delay. Thus, students' cognitive, affective, and psychomotor education can be trained better and optimally.

The components of education are interrelated between one thing and another, for example, a teacher who will teach has learning objectives, and has relevant teaching materials, has the right method for teaching but does not use learning media in the KBM process, maybe the results will not be maximized. It will be different with teachers who will teach and have learning objectives, and have relevant teaching materials, choose the right methods to teach, use learning media and apply the right learning strategies, the results will be much better. But in reality there are still some schools that have not maximized in implementing learning management.

The implementation requires changes in the attitudes and behavior of all school components, including principals, teachers and administrative staff, as well as parents and the community in viewing, understanding and assisting as well as monitors who carry out monitoring and evaluation in the implementation of the school. Changes in attitudes and behaviors will occur if existing school resources are utilized and managed optimally and effectively by the principal as the person responsible for implementing education in schools. According to Brotosedjati (2012), the demand for school principals who have tough management and leadership skills is in fact inseparable from practical issues of education and issues related to the decentralization of education, namely: The issues that often arise include; the limited authority of school principals which has implications for the low effectiveness of achieving educational targets in schools. This issue also concerns the lack of authority given to school principals in developing education management in schools, including the limited space for movement in utilizing educational resources allocated to schools.

In the issue of independence and creativity of education management in schools is highly dependent on the reliability of a school principal, where the principal has greater authority to make decisions related to school management policies compared to the education management system managed by the central government. While in terms of openness, accountability of school management, the principal as a manager in organizing and managing his school should pay attention to school management inputs. According to Mulyasa (2005), in its

implementation, school principals are expected to apply the principles of efficiency, effectiveness, productivity and innovation in education management. Realizing how important it is to improve the quality of schools that can be seen from the indicators; quality of inputs, quality of processes, quality of human resources, quality of facilities, quality of management, and costs, it is necessary to support the managerial ability of school principals to improve the quality of education in the school. Thus the principal should be able to carry out the functions and duties as well as possible and play an appropriate role, namely as a leader as well as a manager. In addition, the school as an agent of change, the principal must understand and develop his skills in implementing the change, if the principal wants the school he leads to be more effective.

Researchers are interested in conducting research related to the educational process that occurs at SMPIT Ibnu Abbas Tarakan by proposing variables that are thought to affect teacher performance. Therefore, in this study researchers formulated variables as material to be studied with learning management and principal management skills as independent variables then teacher performance as the dependent variable. Based on this statement, the researcher determined the research topic with the title **"The Effect of Learning Management and Principal Management Ability on Teacher Performance at SMPIT Ibnu Abbas Tarakan"**.

## **B. Research Background**

Based on the background of the problem, the researcher formulated the problem as follows:

1. Is there an effect of learning management on teacher performance at SMPIT Ibnu Abbas Tarakan?
2. Is there an influence of the principal's management ability on the performance of teachers of SMPIT Ibnu Abbas Tarakan?
3. Is there an influence of learning management and principal management ability on teacher performance at SMPIT Ibnu Abbas Tarakan?

## **C. Research Objectives**

The objectives to be achieved in this research are:

1. To determine the effect of learning management on teacher performance at SMPIT Ibnu Abbas Tarakan.
2. To determine the effect of the principal's management ability on teacher performance SMPIT Ibnu Abbas Tarakan.
3. To determine the effect of learning management and management skills of principals on teacher performance SMPIT Ibnu Abbas Tarakan.

# **II. LITERATURE REVIEW**

## **A. Management**

Management is the process of working together between individuals and groups and other resources in achieving organizational goals. This process is interpreted as functions and activities carried out by leaders and members or subordinates in working together in an organization. The functions and activities carried out encourage human resources to work to utilize other resources so that organizational goals are achieved (Hersey & Blanchard, 1997).

Furthermore, according to Winardi (2016) management is a typical process and consists of planning, organizing, mobilizing, and supervising actions taken to determine and achieve predetermined goals through the use of human resources and other sources.

Based on the opinions of these experts, it can be concluded that management is the process of planning, organizing, directing, and controlling resources (such as people, finance, time, and technology) to achieve organizational goals effectively and efficiently. It involves making decisions, managing people and processes, and implementing strategies to achieve desired results. In the context of a business or organization, management is essential to ensure that all resources are used optimally to achieve long and short-term goals.

## **B. Learning Management**

Ambarita (2006) argues that learning management means the teacher's ability to utilize existing resources, through activities to create and develop cooperation, so that learning is formed to achieve educational goals in the classroom effectively and efficiently. Another definition expressed by Asrori Ardiansyah (2011), learning management is the arrangement of all learning activities, both categorized based on the core and supporting curriculum based on the curriculum previously determined by the Ministry of Religion or the Ministry of National Education.

Based on the experts' opinions, it can be concluded that learning management refers to the process of planning, organizing, implementing, and evaluating learning activities in various educational contexts. The main objective is to ensure that the learning process runs effectively and efficiently, so that students can achieve their learning objectives well.

## **C. Principals Management Skill**

Akdon (2006) explains that the principal's management ability is a managerial-related ability which is a set of skills that can be used to carry out duties as a manager at school.

Furthermore, Gunawan (2017) defines the principal's management ability as the principal's ability to organize and develop school resources to create effective and efficient principals learning management skills. Principals are required to have skills in developing the resources available in their schools, so that the resources in schools can really be empowered and contribute to the achievement of educational goals in schools.

Based on the opinions of these experts, it can be concluded that the principal's management ability includes various skills and competencies needed to effectively manage a school or educational institution. These abilities help principals in leading effectively, ensuring good school management, and creating optimal learning principals management skills for all stakeholders in the school.

## **D. Teachers Performance**

Wahyudi (2020) explains that teacher performance is the result of real work in quality and quantity achieved by a teacher in carrying out his duties in

accordance with the responsibilities given to him which includes preparing learning programs, implementing learning, conducting evaluations and analyzing evaluations. According to Supardi (2014) teacher performance is a condition that shows the ability of a teacher to carry out his duties at school and describes an action that the teacher displays during learning activities.

Based on this opinion, it can be concluded that teacher performance refers to how well teachers carry out their duties in educating students and achieving the learning objectives set. The importance of teacher performance lies not only in their ability to teach, but also in shaping principals management learning skills that support, inspire, and enable students to achieve their maximum potential. Good teacher performance contributes significantly to the achievement of educational goals and overall student development.

### **III. RESEARCH METHODOLOGY**

#### **A. Research Scope**

The object of research is the teacher of SMPIT Ibnu Abbas Tarakan. This research was conducted from November 2023 to March 2024. As for what will be discussed in this study focuses on issues regarding learning management, principal management skills, and their influence on teacher performance at SMPIT Ibnu Abbas Tarakan.

#### **B. Population and Sample**

According to Ramdhan (2021) population is like an organism, while the sample is an integral organ of the population. The sample must be able to represent the characteristics of the entire population. In other words, population and sample are two hails that are interrelated and inseparable.

In this study, the population was all teachers at SMPIT Ibnu Abbas Tarakan, totaling 35 people. The research conducted is population research because the object to be studied is less than 100, namely 35 Teachers at SMPIT Ibnu Abbas Tarakan. If the population is less than 100, it is better to take all so that the research is population research (Arikunto, 2021).

#### **C. Research Type**

This research was conducted using quantitative research methods. Quantitative research methods are systematic investigations of a phenomenon by collecting data that can be measured using statistical, mathematical, or computational techniques (Ramdhan, 2021). This research is shown to describe or describe existing phenomena, both natural and human-made. Quantitative Descriptive Research describes its study using a measure of number, or frequency (Sukmadinata, 2019).

This research consists of many forms, both surveys, experiments, correlations, and regressions. This research is intended to test hypotheses using statistical calculations, this research is used to test the effect of learning management ( $X_1$ ), principal's management skill ( $X_2$ ) on teacher performance ( $Y$ ) under study. By using this research method, it will be known the significant influence between the variables studied so as to produce conclusions that will clarify the description of the object of research.

#### IV. Research Result

##### A. Simple Linear Regression Analysis

##### 1. Learning Management Variable on Teacher Performance

**Table 1**  
**Regression Test X1 on Y**  
**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.
	B	Std. Error			
1 (Constant)	10.674	4.523		2.360	.024
LEARNING MANAGEMENT	.663	.140	.636	4.732	.000

a. Dependent Variable: PERFORMANCE

Source : Data Processing SPSS Version 24

Based on the table above, the simple linear regression equation is as follows:  $Y = 10.674 + 0.663 X$ .

The hypothesis in this study was tested using the t test. If you pay attention to the results of the table above, the tcount value for the Learning Management variable (X1) on Teacher Performance (Y) is 4.732, while the ttable value for  $n = 35$  is 1.689. So because the value of  $t_{count} > t_{table}$ , namely  $4.732 > 1.689$ . The probability value (significance) = 0.000, which is below 0.050, thus  $H_a$  is accepted, it can be concluded that there is a positive and significant effect of the Learning Management variable (X1) on Teacher Performance (Y).

**Table 2**  
**Determination Coefficient Test X1 on Y**  
**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.636 <sup>a</sup>	.404	.386	2.64989

a. Predictors: (Constant), LEARNING MANAGEMENT

Source : Data Processing SPSS Version 24

Based on the table above, the number R (correlation coefficient) is 0.636. This shows that there is a strong relationship between Learning Management and Teacher Performance. Obtained  $R^2$  (R Square) value of 0.404. This shows that 40.4% of Learning Management has an influence on Teacher Performance, while the remaining 59.6% is influenced by other variables not examined in this study.

## 2. Principals Management Skill on Teachers Performance

**Table 3**  
**Regression Test X2 on Y**  
**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1 (Constant)	5.872	3.609		1.627	.113
PRINCIPALS MANAGEMENT SKILL	.793	.109	.785	7.268	.000

a. Dependent Variable: PERFORMANCE

Source : Data Processing SPSS Version 24

Based on the table above, the simple linear regression equation is as follows:  $Y = 5.872 + 0.793x$

The hypothesis in this study was tested using the t test. If you pay attention to the results of the table above, the tcount value for the Principals management skill variable (X2) on Teacher Performance (Y) is 7.268, while the tTable value for n = 35 is 1.689. So because the value of  $t_{count} > t_{Table}$ , namely  $7.268 > 1.689$ . The probability value (significance) = 0.000, which is below 0.050, thus  $H_a$  is accepted, it can be concluded that there is a positive and significant effect of the Principals management skill variable (X2) on Teacher Performance (Y).

**Table 4**  
**Determination Coefficient Test X2 on Y**  
**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.785 <sup>a</sup>	.615	.604	2.12891

a. Predictors: (Constant), PRINCIPALS MANAGEMENT SKILL

Source : Data Processing SPSS Version 24

Based on the table above, the number R (correlation coefficient) is 0.785. This shows that there is a strong relationship between Principals management skills and Teacher Performance. Obtained R<sup>2</sup> (R Square) value of 0.615. This shows that 61.5% of principals management skills have an influence on teacher performance, while the remaining 38.5% is influenced by other variables not examined in this study.

**B. Multiple Linear Regression Analysis**

**Table 5**  
**Regression Test X1 and X2 on Y**

		<b>Coefficients<sup>a</sup></b>		Standardized Coefficients Beta	t	Sig.
Model		Unstandardized Coefficients B	Std. Error			
1	(Constant)	4.140	3.909		1.059	.297
	LEARNING MANAGEMENT	.177	.157	.170	1.127	.268
	PRINCIPALS MANAGEMENT SKILL	.673	.152	.666	4.421	.000

a. Dependent Variable: PERFORMANCE

Source : Data Processing SPSS Version 24

Based on the table above, the multiple linear regression equation is as follows:  $Y = 4.140 + 0.177 x_1 + 0.673 x_2$ .

**Table 6**  
**Uji F**  
**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	245.116	2	122.558	27.262	.000 <sup>b</sup>
	Residual	143.855	32	4.495		
	Total	388.971	34			

a. Dependent Variable: PERFORMANCE

b. Predictors: (Constant), PRINCIPALS MANAGEMENT SKILL, LEARNING MANAGEMENT

Source : Data Processing SPSS Version 24

The hypothesis in this study was tested using the F test. If you pay attention to the results of the table above, the Fcount value for the Learning Management (X1) and Principals management skill (X2) variables on Teacher Performance (Y) is 27.262, while the FTable value for  $n = 35$  is 3.12. So because the value of  $F_{count} > F_{Table}$ , namely  $27.262 > 3.12$ . The probability value (significance) = 0.000, which is below 0.050, thus  $H_a$  is accepted, it can be concluded that there is a positive and significant effect of Learning Management variables and Principals management skills (X2) together on Teacher Performance (Y).

**Table 7**  
**Determination Coefficient Test X1 and X2 on Y**  
**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.794 <sup>a</sup>	.630	.607	2.12025

a. Predictors: (Constant), PRINCIPALS MANAGEMENT SKILL, LEARNING MANAGEMENT

b. Dependent Variable: PERFORMANCE

Source : Data Processing SPSS Version 24

Based on the table above, the R (correlation coefficient) number is



0.794. This shows that there is a strong relationship between Learning Management and Principals management skills on Teacher Performance. The R<sup>2</sup> (R Square) value of 0.630 is obtained. This shows that 63% of Learning Management and Principals management skills together have an influence on Teacher Performance, while the remaining 37% is influenced by other variables not examined in this study.

## V. CLOSURE

### A. Conclusion

Based on the results of research on the effect of motivation and compensation on the performance of Junior High School Teachers Ibnu Abbas Tarakan and statistical processing that has been described in previous chapters, it can be concluded that:

1. There is a positive and significant effect of learning management variables (X) on performance (Y), the value of R<sup>2</sup> (R Square) of 40.4%, obtained the number R (correlation coefficient) of 0.636.
2. There is a positive and significant effect of the principals management skill variable (X) on performance (Y), the value of R<sup>2</sup> (R Square) is 61.5%, the obtained R number (correlation coefficient) is 0.785.
3. There is a positive and significant effect of learning management variables (X1) and principals management skills (X2) together on performance (Y) by 63%, while the remaining 37% is influenced by other variables not examined in this study, obtained an R (correlation coefficient) of 0.794..

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