



THE EFFECT OF SCHOOL-BASED MANAGEMENT ON THE QUALITY OF CHINESE LANGUAGE LEARNING IMPLEMENTATION AT JUNIOR HAIGH SCHOOL MAMBAUL ULUM BATA-BATA FEMALE PANAAAN PALENGAAN PAMEKASAN

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Abstract:

This study aims to analyze and understand the influence of school-based management on the quality of the implementation of Mandarin language learning at Mambaul Ulum Bata-bata Putri Middle School and how much influence school-based management has on the quality of the implementation of Mandarin language learning at Mambaul Ulum Bata-bata Putri Middle School. This research method used a quantitative approach, the population of this study were all teachers at SMP Mambaul Ulum Bata-bata Putri, namely 11 teachers, considering that the total population was less than 100, the researchers took all teachers at SMP Mambaul Ulum Bata-bata Putri. The instruments used in data collection are questionnaires, observation, and documentation. The data analysis technique used is product moment statistical analysis. The results showed that first, there was no significant influence between school-based management on the quality of the implementation of Mandarin language learning at SMP Mambaul Ulum Bata-bata Putri by comparing the amount of work obtained in the calculation ($r_{work} = 0.021$ and the amount of $r_{table} 5\% = 0.666$ and the amount of $r_{table} 1\% = 0.798$) then we know that r_{work} is smaller than r_{table} namely: ($0.666 > 0.021$ and $0.798 > 0.021$). secondly by calculating ($r_{xy} = 0.021$ and 5% interval 0.666 , 1% 0.798) it can be seen that r_{work} is smaller than r_{table} ($0.666 > 0.021 < 0.798$) so the effect of school-based management on the quality of the implementation of Mandarin language learning in junior high school Mambaul Ulum Bata-bata Putri is classified as very low.

Keywords: *School-Based Management, Quality of Learning Implementation, Mandarin.*

INTRODUCTION

Education is not a simple endeavor, but a dynamic and challenging activity. Education will always change along with the changing times. At any time education will always be the focus of attention and even not infrequently become dissatisfaction because education concerns the interests of all people, not only concerning investment and living conditions in the future, but also concerning the conditions and atmosphere of life today. That is education always requires improvement and improvement efforts in line with the increasingly high needs and demands of community life. (Nanang, 2012). A society or nation can make changes or reforms required to improve the quality of human resources. One of the vehicles for improving the quality of human resources is through education, and training in a broad sense. (Rulam ahmadi, 2015) Efforts to improve the quality of education should include all levels, channels and types of education as

contained in the Education System of a nation. Many factors influence the quality of education, but one that is thought to have a major influence is the factor of education management, especially School Based Management (SBM). (Sri Nurab 2016) School Based Management (SBM) is a direct translation of School Based Management (SBM) which broadly means a political approach to redesigning school organization by giving authority and power to school participants at the local level to improve the school. School participants are principals, teachers, counselors, curriculum developers, administrators, parents, community, and students. (Priscilia, 1996).

School-based management is an approach that aims to design school management by giving power to school principals and increasing community participation in efforts to improve school performance, including teachers, principals, parents and communities. Moreover, it refers to several laws and government regulations. School-based management was chosen for basic education because it is believed that this model will facilitate the achievement of the new educational goals. The characteristics of School-Based Management are strong autonomy at the school level, active community participation in education, democratic and equitable decision-making processes, upholding accountability and transparency in every educational activity.

In addition, our current education is still not fully as expected, because it is still widely found that the competence of a teacher is still low. Thus producing incompetent graduates. One factor that results in low teacher competence is low professionalism. Teachers' mastery of the material, learning methods are still below the standard (Uzer Usman, 2004). Therefore, the first task of the teacher is to plan learning. Planning must be made as well as possible because good planning will bring good results too. (Bamawi, 2012).

The quality of learning is the main thing that must be addressed continuously in order to improve the quality of education. In this case the teacher becomes the focal point. Because teachers include people who are directly involved in the learning process. (Ibrahim, 2013). Teachers play a very important role in assisting the development of students to realize their life goals optimally. For example, the interests, talents, abilities and potentials of students will not develop optimally without the help of teachers. (E Mulyasa, 2017). The quality of learning is seen in the intensity of the systemic and synergistic relationship between teacher learning behavior, student learning behavior and impact, materials, learning resources, and learning climate in producing optimal learning processes and outcomes.

With this it is necessary for schools to improve the quality of learning as done by SMP Mambaul Ulum Bata-bata Putri Panaan Palengaan Pamekasan which organizes Mandarin learning education. This is a form of school activeness in improving the quality of learning quality in its educational institutions.

The quality that distinguishes between Junior High School (SMP) and Madrasah Tsanawiyah (MTs) at the Mambaul Ulum Bata-bata female educational institution is indeed the superior Mandarin Language program at Mambaul Ulum Batabata female Junior High School. That is with the implementation of three face-to-face Mandarin language subjects in one week. With the learning method of memorizing Pinyin (mandarin reading), Hanzi (mandarin writing) along with Yisi (meaning) with the provisions that have been targeted.

The implementation of Chinese language learning is very necessary, to support the teaching and learning process, so that School Based Management (SBM) can be realized effectively and efficiently.

RESEARCH METHODS

School-based management is an approach that aims to design school management by giving power to school principals and increasing community participation in efforts to improve school performance, including teachers, principals, parents and communities. Moreover, it refers to several laws and government regulations

In essence, the essence of SBM is increased school autonomy, increased participation of school members and the community in the provision of education, and increased flexibility in the management of school resources. Therefore, the implementation of SBM should apply an idiographic approach (allowing for various ways of implementing it), so that there is no one recipe that is the same for all schools. However, it should be noted that transforming center-based management into school-based management is not a one-off process with good results, but an ongoing process that involves all parties responsible for the implementation of school education.

In the study the authors used a quantitative approach, because this research is causal or looking for causes and effects and so on. (Sugiyono, 2010) Research using this quantitative approach means that researchers conduct studies on problems that will produce data in the form of numbers. Quantitative is data in the form of numbers, namely data obtained from the results of calculations or counting (measuring). What is meant by this research is an assessment of the effect of School-Based Management on Improving the Quality of Chinese Language Education Implementation at Junior High school Mambaul Ulum Bata-Bata Putri Panaan Palengaan Pamekasan.

Therefore, this research is included in the correlation quantitative category, so there are two kinds of variables involved in the research, namely the independent variable and the dependent variable. In this case, the independent variable is School-Based Management (SBM), while the dependent variable is the improvement of the quality of education provision with Chinese language insight. While the data obtained through primary data, namely the questionnaire method and from secondary data, namely the observation method, interview, and documentation method.

RESULTS AND DISCUSSION

MBS is a strategy to improve education by transferring significant decision-making authority from central and local governments to individual schools by giving principals, teachers, students, parents and communities greater control over the education process and giving them responsibility for funds, personnel and curriculum.

According to the MBS concept, principals and teachers have wide freedom in managing schools without ignoring government policies and authorities through strategies such as the following: (a) an inclusive curriculum, (b) effective teaching and learning processes, (c) a supportive school environment, (d) equitable resources, and (e) standardization in certain areas, monitoring, evaluation, and testing. These five strategies will be integrated with the school management function to form the components of school-based management, namely: (1) management, (2) teaching and learning process, (3) human resources, and (4) school administration.

Mambaul ulum bata-bata junior high school in managing MBS uses a strategy by bringing out its own characteristics and superior products in the school. The school collaborates pesantren education with general education because it is considered equally important so that the school demands in taking subject teachers must be in accordance with their position and ability.

The mandarin language implementation system applied at Junior High School Mambaul ulum bata-bata female is that students are accustomed to reading mandarin as well as the guidance program for memorizing pinyin (mandarin reading), Hanzi (mandarin writing), along with Yisi (meaning). which is conceptualized by reading activities together before the subject starts, four days a week students are required to deposit the memorization given by the teacher educator. To improve the quality of fluency in Mandarin, and to find out students are tried one by one for public speaking using Mandarin in front of other students.

In improving the effectiveness of schools, teachers are focused on their role to improve the quality of effective learning, one of the learning improvements made is that teachers must use the SLC (Student Learning Center) method which is the center of attention, namely students. Which students are required to memorize Mandarin vocabulary can speak so that it is effective in improving the quality of Mandarin.

The process of organizing mandarin language is developed basically, first by combining the concept of general-based education in the national curriculum with the concept of internationally-based mandarin language education, but emphasized on aspects that are characteristic of improving mandarin language, starting from administrative aspects such as in the provision of lesson plans, syllabi and so on. Second, teachers or educators can combine the concept of general lessons with the concept of mandarin language lessons, therefore students can produce knowledge and skills in the realm of knowledge, namely the mandarin language so that the students can speak mandarin and understand it.

The data from the analysis above obtained a working r of 0.021 then to prove whether or not the first hypothesis that has been proposed is accepted, the working r value is first consulted with the product moment criterion price.

At $N=11$. Then the degrees of freedom are $N-nr$. So that the df is $11-2 = 9$. In the 5% confidence interval, the product moment table r value is 0.666 and in the 1% confidence interval, the product moment table r value is 0.798.

If the working r value of 0.021 is compared with the r value of the product moment table in both the 5% and 1% confidence intervals, the working r value is greater than the r table product moment ($0.021 < 0.666$ and $0.021 < 0.798$), meaning that the working r value is not significant.

Thus, the first hypothesis proposed reads "There is no effect of School-Based Management (SBM) on the quality of Chinese language learning implementation at Junior High School Mambaul Ulum Bata-bata Putri Panaan Palengaan Pamekasan".

Then to determine the magnitude of the influence of School-Based Management (MBS) on the quality of the implementation of Chinese language learning at Junior High School Mambaul Ulum Bata-bata Female Panaan Palengaan Pamekasan, then the working r value of 0.021 is first consulted with the correlation coefficient interpretation table r value as follows:

Interpretasi Koefisien Korelasi Nilai r

| Interval Koefisien | Tingkat Hubungan |
|--------------------|------------------|
| 0,80 – 1,000 | Sangat Tinggi |
| 0,60 – 0,799 | Tinggi |
| 0,40 – 0,59 | Cukup Tinggi |
| 0,20 – 0,399 | Rendah |
| 0.00 – 0.199 | Sangat rendah |

Based on the interpretation table of the r value above, it is known that the working r value of 0.021 is in a series of numbers between 0.00 to 0.199 with a very low interpretation. Thus, the second hypothesis proposed reads: "School-based management (MBS) has a very low effect on the quality of the implementation of Chinese language learning at Junior High School Mambaul Ulum Bata-bata Female panaan palengaan pamekasan" is also not accepted.

CONCLUSION

From the data collected through research and data analysis that has been displayed, it can be concluded that there is no effect of school-based management (MBS) on the quality of Chinese language learning implementation at Junior High School Mambaul Ulum Bata-bata Female. This is evidenced by the product moment value,

namely $r_{work} = 0.021$, which is smaller than the value of r_{critic} product moment or r_{table} both in the 5% confidence interval (0.666) and in the 1% confidence level (0.798). Based on the interpretation table of r values, it is known that the value of $r_{work} = 0.021$ is in a series of numbers between 0.000 to 0.199 with a very low interpretation. Thus the proposed hypothesis reads. "the influence of School-Based Management (MBS) on the quality of the implementation of Chinese language learning at Junior High School Mambaul Ulum Bata-bata Female panaan palengaan pamekasan" is not accepted

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