



THE INFLUENCE OF SCHOOL-BASED MANAGEMENT ON THE QUALITY OF IMPLEMENTATION OF MANDARIN LANGUAGE LEARNING

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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: ($0.666 > 0.021 < 0.798$). 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 with the changing times. At any time, education will always be the focus of attention and it is not uncommon to become dissatisfied because education concerns the interests of everyone, not only regarding investment and living conditions in the future, but also regarding the conditions and atmosphere of life today. That is education always requires efforts to improve and increase in line with the increasing needs and demands of people's lives. (Nanang, 2012). A society or a nation can make changes or reforms, it is necessary to improve the quality of human resources. One of the vehicles to improve the quality of human resources is through education and training in a broad sense. (Rulam Ahmad, 2015)

Efforts to improve the quality of education must cover all levels, pathways 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 large 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 organizations by giving authority and power to school participants at the local level to promote schools. School participants are principals, teachers, counselors, curriculum developers, administrators, parents, the surrounding 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 which includes teachers, principals, parents of students, and the community. Moreover, referring to several laws and government regulations.

School-Based Management was chosen for basic education because it was believed that this model would make it easier to achieve new educational goals. The characteristics of School Based Management are the existence of strong autonomy at the school level, the active participation of the community in education, a democratic and just decision-making process, upholding accountability and transparency in all educational activities.

Besides that, our current education is still not fully as expected, because there are still many found that the competence of a teacher is still low. So as to produce graduates who are not competent. One of the factors causing the low number of teachers is the low level of professional competence. The teacher's mastery of the material, learning methods are still below the standard. (Uzer Usman, 2004). Therefore, the teacher's first task is to plan learning. Planning must be made as good 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 focus point. Because teachers include people who are directly involved in the learning process. (Ibrahim, 2013). The teacher plays a very important role in helping 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 the teacher. (E Mulyasa, 2017). The quality of learning is seen in the intensity of systemic and synergistic linkages between teacher learning behavior, behavior and the impact of student learning, 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 was done by SMP Mambaul Ulum Bata-bata Putri Panaan Palengaan Pamekasan which organizes Mandarin language learning education. This is a form of school activity in improving the quality of learning in its educational institutions.

The quality that distinguishes Junior High Schools (SMP) from Madrasah Tsanawiyah (MTs) at Mambaul Ulum Bata-bata Putri educational institutions is indeed the superior Mandarin program at Mambaul Ulum Bata-bata Putri Middle School. Namely by carrying out three face-to-face Mandarin subjects in one week. With the learning method of memorizing Pinyin (reading mandarin), Hanzi (writing mandarin) and Yisi (meaning) with the conditions that have been targeted.

The implementation of the implementation of learning Mandarin well 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 which includes teachers,

principals, parents of students, and the community. Moreover, referring to several laws and government regulations.

In essence, the essence of SBM is increasing school autonomy, increasing the participation of school members and the community in administering education, and increasing the flexibility of managing school resources. Therefore, it is appropriate for the implementation of SBM to apply an idiographic approach (allowing various ways of implementing it), so that there is no one and the same prescription to be applied in all schools. It's just that there is one thing that must be considered that changing central-based management to school-based management is not a one-time process and good results, but a process that takes place continuously and involves all parties responsible for implementing school education.

In this research, the writer uses a quantitative approach, because in this research it is causal or looking for causes and effects and so on. (Sugiyono, 2010) This research uses a quantitative approach, meaning 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 the study of the effect of school-based management on improving the quality of education with a Chinese perspective at Mambaul Ulum Bata-Bata Putri Middle School, Panaan, Palengaan, Pamekasan.

Therefore this study is included in the category of quantitative correlation (correlation quantitative) so there are two kinds of variables involved in the study, namely the independent variable and the dependent variable. In this case, the independent variable is School-Based Management (SBM), while the dependent variable is improving the quality of education with a Mandarin perspective. While the data obtained through primary data, namely the questionnaire method and from secondary data, namely the method of observation, interviews, and documentation methods.

RESULTS AND DISCUSSION

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

According to the SBM concept, school principals and teachers have broad freedom in managing schools without ignoring government policies and authorities through strategies such as the following: (a) an inclusive curriculum, (b) an effective teaching and learning process, (c) a school environment that is support, (d) resources based on equity, and (e) standardization in certain matters, monitoring, evaluation, and testing. The implementation of these five strategies will be integrated with the school management function, so that school-based management components are formed, namely: (1) management, (2) teaching and learning process, (3) human resources, and (4) school administration.

Mambaul Ulum Bata-Bata Putri Middle School in managing SBM uses a strategy by bringing out its own characteristics and superior products in the school. Schools collaborate Islamic boarding schools with general education because they are considered equally important, so the school demands that subject teachers be selected according to their position and abilities.

The system for administering the Mandarin language that is implemented at Mambaul Ulum Bata-Bata Putri Middle School is that students get used to reading more Mandarin as well with the Pinyin (Mandarin reading), Hanzi (Mandarin writing), and Yisi (meaning) memorization guidance programs which are conceptualized with group reading activities. before the lesson starts, four days a week students are required to deposit the memorization given by the educator. To improve the quality of being fluent in Mandarin, and to find out which students are tried one by one for public speaking in Mandarin in front of other students.

In increasing the effectiveness of schools, teachers are focused on their role in improving the quality of effective learning. One of the improvements in learning that is being carried out is that teachers must use the SLC (Student Learning Center) method, which is the center of attention, namely students. In which students are required to memorize Chinese vocabulary and be able to speak it so that it is effective in improving the quality of Mandarin.

Basically, the process of implementing Mandarin is developed, firstly by combining general-based educational concepts in the national curriculum with international-based Chinese education concepts, but emphasizing aspects that are characteristic of improving Mandarin, starting from administrative aspects, for example in the provision of lesson plans, syllabus and so on. Both teachers or educators can combine general lesson concepts with Mandarin language lesson concepts, so students can produce knowledge and skills in the realm of knowledge, namely Mandarin, so that the output of these students can speak Mandarin and understand it. The data from the analysis above obtained r work of 0.021 then to prove whether the first hypothesis was accepted or not, the value of r work was first consulted with the product moment critical price.

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

If the r work value is 0.021 compared to the product moment r table value both in the 5% and 1% confidence interval, the r work value is greater than the product moment r table ($0.021 < 0.666$ and $0.021 < 0.798$) meaning the r work value is not significant.

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

Then to find out the magnitude of the influence of School Based Management (SBM) on the quality of the implementation of Mandarin language learning at SMP Mambaul Ulum Bata-bata Putri Panaan Palengaan Pamekasan, the value of r work is 0.021, first consulted with the table of interpretation of the coefficient correlation coefficient of r as follows **Interpretation of Value Correlation Coefficient r**

Interval Koefisien	Relationship Level
0,80 – 1,000	Very highTinggi
0,60 – 0,799	High enough
0,40 – 0,59	Low
0,20 – 0,399	Very low
0,00 – 0,199	

Based on the interpretation table for the r value above, it is known that the work r value of 0.021 is in a series of numbers between 0.00 and 0.199 with a very low interpretation. Thus, the second hypothesis was put forward saying: "School-Based Management (SBM) has a very low effect on the quality of organizing Mandarin language learning at Mambaul Ulum Bata-bata Putri Panaan Palengaan Pamekasan Middle School" is also not accepted.

CONCLUSION

From the data collected through research and analysis of the data that has been presented, it can be concluded that there is no effect of school-based management (SBM) on the quality of the implementation of Mandarin language learning at Mambaul Ulum Bata-bata Putri Middle School. This is evidenced by the product moment value, namely r work = 0.021 which is smaller than the product moment critical r value or r table both at the 5% confidence interval (0.666) and at the 1%

confidence level (0.798). Based on the r value interpretation table, 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 effect of School-Based Management (SBM) on the quality of the implementation of Mandarin language learning at SMP Mambaul Ulum Bata-bata Putri Panaan Palengaan Pamekasan" is not accepted.

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