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THE CORRELATION BETWEEN EFFECTIVENESS OF SCHOOL QUALITY PLANNING, CAPACITY OF ORGANIZING PERSONNEL AND TEACHERS' WORK MOTIVATION

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ABSTRACT

School success is determined by not only teachers and principals but also greatly influenced by the principal through managerial capability in creating high teacher morale. High teacher morale is certainly intended to support the realization of organizational goals of the school. The purpose of this study was to describe direct correlation between the effectiveness of school quality planning and capacity of organizing personnel and teachers' work motivation. To achieve the given objective, a quantitative approach was used. In the perspective of the data analysis, this study belonged to a correlational research. The research was conducted in Islamic school in Blitar regency, East Java, Indonesia. The sample of the study was 100 teachers, taken from 224 teachers as the population. The data were collected by distributing questionnaires that had fulfilled the requirement of having high levels of validity and reliability. Hypothesis testing was done by using SEM (Structural Equation Modeling). Meanwhile, descriptive analysis was done by using a computer program Amos 04. The results of descriptive analysis revealed that: (1) The average level of the effectiveness of school quality planning, capacity of organizing personnel, and work motivation was categorized as high, (2) Comprehensively, the conceptual model of the correlation of the developed variable was fit (good) and it fulfilled the standard requirement of goodness-of-fit, so that it could be used to test hypothesis.

Keywords: *School Quality Planning, Capacity of Organizing Personnel, Work Motivation Teachers, Principals, Education, Indonesia*



INTRODUCTION

Management is very important in all areas of life. With management, the performance of an organization can run optimally. It also occurs in educational institutions, in which with good management, an educational institution will be able to develop optimally. Educational management in Indonesia is a central point in realizing the goals of Human Resources (HR) development. Based on the results of observation, education management in Indonesia does not display professional skills yet. The problem of education management is one of the main problems that causes a crisis ⁶ education field in Indonesia. This condition is caused by the lack of professional education administrators. Nowadays, there are many competitions in the field of education. Output which is generated by school should be in accordance with national education goals. Principal as the manager plays an important role in creating the goals. In addition, teachers are also expected not only to transfer knowledge but also to provide maximum performance. In order to make teachers achieve maximum performance, they must be driven by high motivation (Lisnawati, 2017).

In planning programs, the principal starts from planning the needs of human resources who will carry out tasks, planning policies in the form of a principal's program and curriculum to convince the process of teaching and learning take place effectively. In this plan, the principal always involves the teacher, the assistant principal and the school committee. The role of the principal in organizing the program is to create a school organizational structure that involves parents through the school committee, provide facilities needed by the school, divide of tasks such as the assistant headmaster and administrative staff based on the teachers' ability and their skills. In organizing, the headmaster does not work alone but he/she is assisted by the assistant headmasters and school committees (Rosyadi & Parjono, 2015).

¹² Improving the quality of school education is largely determined by t¹² ability of school principals to empower teaching staff and ¹² members of the community as a whole. The primary role of the principal is to develop schools so that they become good educational institutions that are ¹²le to achieve educational goals. This implies that the role of the principal is very important in determining the success or failure of the school in carrying out the task to educate the nation's life and develop the whole person. Whether a school is defined as good or bad is mainly determined by the ability of the school principal as the manager (Danim & Suparno, 2009). The quality of education will be achieved if it is supported by all components of well-organized education. These components cover inputs, processes, outputs, teachers, facilities, infrastructure, and costs all of which need to get support from the principal whose roles are important in educational institutions. The principal is an education leader who is directly related to the implementation of educational programs in schools. As a policy maker in schools, he must function optimally and be able to lead the school wisely and operatively and gear the maximum achievement of the school's goals as well, in order to improve the quality of education (Munir, 2008).

Based on the theoretical study described above, there are several reasons that encourage the writer to conduct this research. First, improvement in education requires education managers who are able to manage educational institutions and are able to increase teacher work motivation in achieving educational goals. Second, public perception has positioned teachers as the main key to the success or failure of education. Third, the views of the people who assess Islamic schools in Blitar, East Java, Indonesia are considered as good schools. Fourth, empirical studies with this theme are interesting to be taken and it gives the development of science and management theory, especially the management of education. In order to prove this study scientifically supported by empirical data related to the phenomenon that has been described above, the researcher considers that it is necessary to conduct a research related to the effectiveness of school quality planning, personnel organizing capacity and teacher work motivation . To have a better understanding of the correlation between the effectiveness of school quality planning, personnel organizing capacity and work motivation of teach²s in Islamic schools in Indonesia, the researcher formulate research problems as follow: (1) Is there any significant correlation between the effectiveness of school quality planning and the capacity of organizing personnel in Islamic schools in Indonesia?



(2) Is there any significant correlation between the effectiveness of school quality planning and teacher work motivation in Islamic schools in Indonesia? and (3) Is there any a significant correlation between the capacity of organizing personnel and work motivation of teachers in Islamic schools in Indonesia?

THEORY AND HYPOTHESIS DEVELOPMENT

Effectiveness of School Quality Planning

The meaning of "effectiveness" is the effect of success, or efficacy (Arief, 2003). This definition implies that the goal is very important to the effectiveness, because the definition of effectiveness refers to the achievement of objectives. Mulyasa (2006) states that the effectiveness is associated with achieving the maximum performance, in the sense of achievement of targets relating to the quality, quantity and time. Effectiveness is a measurement that gives an idea to what extent the target can be achieved. Understanding the effectiveness is more oriented to the output while using less input is a major concern.

According to Sutina (2011), planning for improving the quality in an educational institution is a plan formulated by the principal together with a special team to achieve a common goal. Furthermore, Mukhtaruddin (2014) said that the implementation of education quality improvement programs was carried out by empowering all existing components, with the aim that all programs in educational institutions were well realized. Based on the above quotations, it can be said that the principal in improving the quality of education must develop a quality improvement program strategy through a work meeting involving all team work, and implement the program by involving all existing components so that the formulated program can be realized properly.

Capacity of Organizing Personnel

Organizing according to Handoko (2003) is: 1) determining the resources and activities needed to achieve organizational goals; 2) the process of planning and developing an organization that will be able to bring these things towards the goal; 3) assignment of certain responsibilities; 4) delegation of authority needed to individuals to carry out their duties. Moreover, the author stated that organizing is the formulation of an organizational structure that is in line with the goals of the organization, its resources, and the surrounding environment. Muhyadi (1989) stated that organizing personnel is the duty and responsibility of the principal as educational leader, so it requires the ability to search for resources and utilize them efficiently in achieving specific objectives.

Teacher Work Motivation

In order to facilitate an understanding of the motivation, it needs to differentiate between the terms motive and motivation. According to Nawawi (2005), as quoted by Firmandari (2014), motivation comes from the word motive meaning reason, encouragement, or because someone did something. Motivation is a condition that causes or encourages a person acts or activities that take place in the waking state. If the motivation is associated with an employee or employees, the motivation is the boost in self-employees and the environment which is then applied to the performance of employees in the company, to achieve the objective, either for himself or the company. Meanwhile, Handoko (2012) stated that the motive can be interpreted as an effort to encourage someone to do something. Motives can be said as a driving force from within and within the subject to carry out certain activities in order to achieve a goal.

Kreitner and Kinicki (2007) define motivation as a process psychologically causes an appearance actions that have a direction to reach specific purpose. On the other hand, Amirullah and Boediono (2004) explain that motivation is a condition that can encourage or bring encouragement. Motivation is also a boost to the self-generation of energy (drive arousal). Based on the definitions above, it can be concluded that motive is an impulse in a person that needs to be met for someone to adapt to the environment. While the motivation is a condition that can move a



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person to be able to achieve the goals of the motive. Another definition of motivation is also stated by Nurcahyani and Andyani (2016) in which motivation in a simple language can be defined as actions or conditions that could encourage someone to do an activity or work as closely as possible in order to produce and act. A person who has a low motivation tends to show displeasure and discomfort in his work. An individual as an employee with a great motivation can improve his or her performance.

Effectiveness of School Quality Planning and Capacity of Organizing Personnel

Organizing is a process of teamwork, covering various types of activities referring to the achievement of the objectives (education). These carried out activities can be done in an integrated manner and need to be organized and structured. Therefore, the organization is the integration of structure and function that are interdependent. Owens (1987) in Mantja (2007) argued that school as a formal educational organizational unit is a forum for cooperation of a group of people (school principals, teachers, staff, and students) to achieve the goals set. The achievement of school goals, both quality and quantity are very dependent on the people gathered in the institution. Organizing the personnel, in this case the teacher and the employee have not fully taken into account the provisions in the determination of duties to establish a cooperative relationship and delegation of authority. It has been recognized that organizing personnel is not always associated with proficiency and skills. Lusthaus (2002) states that organizing capacity is the ability of the leader of the organization to utilize his resources to survive his organization. Organizing is the first step towards the implementation of the plan that has been arranged. Furthermore, organizing is a second organic function in the management process and it is placed as the second function following the planning function.

Excellence in an organization describes the ability of the organization and principal in performing the functions and duties to improve the image and good name of the school. Consequently, the school can improve its self-esteem and quality. Robbins (2003) stated that the organization determines what tasks will be done, who will do it, how these tasks will be grouped, who reports to whom, and where decisions are taken. In Arabic, the concept of organizing is termed as *attandhim* which also means carrying out everything according to its function. Besides, each member is in accordance with its function, and is considered as a bond from individuals to others in order to carry out the right action unit towards the success of their respective functions respectively (Rachman, 2015). The capacity of the organization in this research is the ability of a leader or principal to lead the process of organizing an educational institution. Malek Shah and Mohd Fauzan (2005) in his research entitled *The Contribution of Management Effectiveness to Teacher Performance*, the study of planning, implementation and supervision of teacher performance, found that the greater the contribution of each sub-variable to management, the greater the effect on teacher performance. Meanwhile, Usman's study (2006) revealed that the school production management in the building department was in the category of sufficient because of its management functions, such as planning had been carried out steadily. Moreover, its organization was quite good, its implementation was quite precise, and its control was quite tight. Therefore, regarding to the researches above, the writer formulated a hypothesis to test the correlation between the effectiveness of school quality planning and the capacity of organizing personnel.

Capacity of Organizing Personnel and Teachers' Work Motivation

Motivation is one of the determinants of effectiveness. Callahan and Clark (1988) suggested that motivation is the towing or driving force that causes behaviour at a particular destination. Based on these opinions, it can be found that motivation is an important part in the institution. Educators will work in earnest and professional when they have high motivation. Hamzah (2008) explained that people in carrying out their work are influenced by two factors, namely motivational factor (intrinsic) and hygiene factor (extrinsic). These two motivational factors are beneficial to encourage the attainment of achievement. Hardono (2017) concludes that work motivation is an encouragement from within a person and from outside of the self to do work as an obligation in order to achieve a certain goal.



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The intrinsic motivation according to Manullang (2006), is motivation coming from an individual her/himself to get achievement better known as motivational factors covering achievements, recognition, work the self, responsibilities, advancement. While extrinsic motivation, according to Bakay and Huang (2010) is a step taken to achieve its goal. The implementation of management (planning, organizing, and motivating) can contribute to improving the quality of education in the school. In conjunction with school quality, Zamroni (2007) says that improving school quality is a systematic process that continuously improves the quality of teaching and learning processes. Moreover, the relationship between teacher professional development and work motivation with school quality showed that the professional development of teachers and work motivation had a significant correlation with school quality improvement. In line with planning and organizing, motivation plays a large role in determining the level of employee achievement, which in turn influences the effectiveness of achieving organizational goals. James (1992) in his research on motivation showed that employees used almost 80 to 90 percent of their abilities if they were motivated. Based on the theories and previous studies above, the writer formulated a hypothesis to test the correlation between the capacity of organizing personnel and teachers' work motivation.

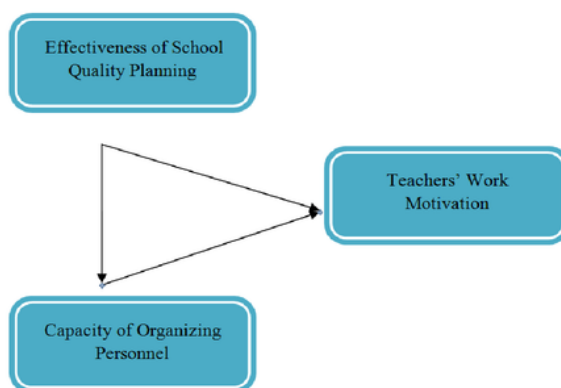


Figure 1. Conceptual framework of the study

Therefore, the study followed the hypothetical-deductive method where three hypotheses were formulated to examine the correlation of one variable on the others as follow:

- H₁. There is a significant correlation between the effectiveness of school quality planning and the capacity of organizing personnel
- H₂. There is a significant correlation between the effectiveness of school quality planning and teachers work motivation
- H₃. There is a significant correlation between the capacity of organizing personnel and teachers work motivation

First, the effectiveness of quality school planning has significantly correlated with the capacity of organizing personnel; second, the effectiveness of school quality planning has significantly correlated with the teachers' work motivation; third, the capacity of organizing personnel has significantly correlated with the teachers' work motivation. Structural equation modelling was considered suitable for this study to analysis, confirm or disprove the hypothesis formulated and further testing the correlation among variables.



METHOD

Research Design

This research belonged to quantitative approach with a correlational research design. It was chosen to be quantitative because the research data collected are in the form of numbers and were intended to test certain hypotheses (Arikunto, 1998). Meanwhile, the study was categorised as a correlational design because it seeks to explain whether there is a correlational between research variables based on the correlation coefficient (Ary, Jacobs, & Razavieh, 1985). The design was considered appropriate because it made it possible to gain basic insights about issues and also obtain information from a group of samples drawn from the population to know their opinion towards a phenomenon using structured questionnaire. This followed the hypothetical-deductive method where hypotheses were formulated based on a review of literature.

Research Population and Samples

The population in this study were 224 teachers who taught at Islamic schools in Blitar, East Java, Indonesia. The number of teachers who were sampled was taken randomly from each school. The sampling used was proportional techniques. Proportional technique refers to the percentage of the number of teachers taken at each school, (Ary et al., 1985; Ardhana, 1987). The sample was selected based on the table compiled by (Krejcie & Morgan, 1970) as quoted by Sugiyono (2002). Krejcie's table determines the sample size of a certain population with a 95% confidence level. Based on the table, in this study, around 224 of the population from 4 schools was chosen randomly to get 100 or about 45% as the sample. The population and sample distribution are presented in the following table:

Table 1
Total Population and Sample Research

No.	School Name	Number of Teachers (Population)	Number of Samples
1	School 1	45	20.25 rounded to 20
2	School 2	68	30.6 rounded to 30
3	School 3	76	34.2 rounded to 34
4	School 4	35	15.75 rounded to 16
	Total	224	100

(Source: The number of teachers at Islamic School in Blitar regency, East Java, Indonesia)

School 1:

The number of teachers was 45 people: $45\% \times 45 = 20.25$, it was rounded to 20.

School 2:

The number of teachers was 68 people: $45\% \times 68 = 30.6$, it was rounded to 30

School 3:

The number of teachers was 76 people: $45\% \times 76 = 34.2$, it was rounded to 34

School 4:

The number of teachers was 35 people: $45\% \times 35 = 15.75$, it was rounded to 16

Research Instruments

There were three variables in this study, they were the effectiveness of school quality planning, capacity of organizing personnel, and teachers' work motivation. Each variable was developed into several indicators. Based on these indicators, then they were developed into a number of questions. In this study, the instrument used to collect data was in the form of questionnaire. The effectiveness of school quality planning instrument was



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measured by using seven indicators which were developed into several items. The form of a closed questionnaire used a Likert scale with 5 alternative answers. They were: (a). Strongly disagree was given a score 1. (b). Disagree was given a score 2. (c). Hesitate was given a score 3. (d). Agree was given a score 4. (e). Strongly Agree was given a score 5. The distribution of questions in each indicator in the questionnaire about the effectiveness of school quality planning was based on Hunt (1993) in Nurochim (2007) saying that the size or indicators of school quality improvement includes leadership, strategic quality planning, analysis and information, human resource development, process quality management, quality results, and customer satisfaction.

The capacity of organizing personnel instrument was developed with three indicators, namely the division of labour, the relationship of cooperation and the delegation of authority. The indicators were developed into several questions. The closed questionnaire used the Likert scale with 5 alternative answers as follows: (a). Never done was given a score of 1. (b). Rarely done was given a score of 2. (c). Sometimes it is done, but often it is not done was given a score of 3. (d). Frequently done was given a score of 4. (e). Always done was given a score of 5. The theories underlying the preparation of this instrument were the theory of Etzioni in Muhyadi (1989).

The teachers' work motivation instrument was developed from two indicators: intrinsic motivation and extrinsic motivation. The closed questionnaire used a Likert scale with five alternative answers as follows: (a). Never done was given a score 1. (b). Rarely done was given a score 2. (c). Sometimes it is done, but often it is not done was given a score 3. (d). Frequently done was given a score 4. (e). Always done was given a score 5. The theories underlying the preparation of this instrument were based on the theories of motivation proposed by Owens (1987).

Instruments Validity

Table 2 presents the result of the research instrument's validity test:



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Table 2
Validity Test Results: Effectiveness of School Quality Planning

Item Number	Corrected Item-Total Correlation	Information
4		5
x1.1	.599	Valid
x1.2	.439	Valid
x1.3	.590	Valid
x1.4	.239	Invalid
x1.5	.162	Invalid
x1.6	.380	Valid
x1.7	.311	Valid
x1.8	.292	Invalid
x1.9	.337	Valid
x1.10	.431	Valid
x1.11	.481	Valid
x1.12	.490	Valid
x1.13	.560	Valid
x1.14	.105	Invalid
x1.15	.428	Valid
x1.16	.373	Valid
x1.17	.490	Valid
x1.18	.231	Invalid
x1.19	.291	Invalid
x1.20	.307	Valid
x1.21	.253	Invalid
x1.22	.257	Invalid
x1.23	.558	Valid
x1.24	.551	Valid
x1.25	.309	Valid
x1.26	.742	Valid
x1.27	-.020	Invalid
x1.28	.661	Valid
x1.29	.446	Valid
x1.30	.548	Valid
x1.31	.725	Valid
x1.32	.657	Valid
x1.33	.521	Valid
x1.34	.614	Valid
x1.35	.371	Valid
x1.36	.152	Invalid
x1.37	.303	Valid
x1.38	.457	Valid
x1.39	.686	Valid
x1.40	.629	Valid
x1.41	.344	Valid
x1.42	.502	Valid



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Based on the results of the validity test of the effectiveness of school quality planning instruments, there were 32 valid items because the value of corrected item-total correlation was greater than 0.3 as explained by Sugiyono and Wibowo (2004) in which if the correlation of each positive factor and the magnitude is 0.3 and above then the factor is a strong construct. While 10 items were invalid because the value of corrected item-total correlation was less than 0.3. Valid questionnaire items can be used as a reference for further research.

Table 3

Validity Test Results: Capacity of Organizing Personnel

Item Number	Corrected Item-Total Correlation	Information
x2.1	.605	Valid
x2.2	.722	Valid
x2.3	.281	Invalid
x2.4	.159	Invalid
x2.5	.523	Valid
x2.6	.449	Valid
x2.7	.572	Valid
x2.8	.328	Valid
x2.9	.676	Valid
x2.10	.514	valid
x2.11	.715	Valid
x2.12	.446	Valid
x2.13	.220	Invalid
x2.14	.224	Invalid
x2.15	.496	Valid
x2.16	.610	Valid
x2.17	.307	Valid
x2.18	.434	Valid
x2.19	.343	Valid
x2.20	.568	Valid
x2.21	.682	Valid
x2.22	.459	Valid
x2.23	.554	Valid
x2.24	.643	Valid
x2.25	.125	Invalid
x2.26	.425	Valid
x2.27	.334	Valid
x2.28	.420	Valid
x2.29	.473	Valid

Based on the results of the validity test for capacity of organizing personnel instruments, there were 24 valid items because the corrected item-total correlation value was greater than 0.3 as explained by Sugiyono and Wibowo (2004) that if the correlation of each positive factors and the magnitude of 0.3 and above then these factors were a strong construct. While 5 items were invalid because the value of corrected item-total correlation was less than 0.3. Valid questionnaire items can be used as a reference for further research.



Table 4
Validity Test Results: Teachers' Work Motivation

Item Number	Corrected Item-Total Correlation	Description
Y 3.1	Y 3.1	Valid
Y3.2	Y3.2	Valid
Y3.3	Y3.3	Valid
Y3.4	Y3.4	Valid
Y3.5	Y3.5	Valid
Y3.6	Y3.6	Valid
Y3.7	Y3.7	Valid
Y3.8	Y3.8	Valid
Y3.9	Y3.9	Valid
Y3.10	Y3.10	Valid
Y3.11	Y3.11	Valid
Y3.12	Y3.12	Valid
Y3.13	Y3.13	Valid
Y3.14	Y3.14	Valid
Y3.15	Y3.15	Valid
Y3.16	Y3.16	Valid
Y3.17	Y3.17	Valid
Y3.18	Y3.18	Valid
Y3.19	Y3.19	Valid
Y3.20	Y3.20	Valid
Y3.21	Y3.21	Invalid
Y3.22	Y3.22	Valid
Y3.23	Y3.23	Valid
Y3.24	Y3.24	Valid
Y3.25	Y3.25	Valid
Y3.26	Y3.26	Valid
Y3.27	Y3.27	Valid
Y3.28	Y3.28	Valid
Y3.29	Y3.29	Valid
Y3.30	Y3.30	Valid
Y3.31	Y3.31	Valid
Y3.32	Y3.32	Valid

Based on the results of the validity test of teachers' work motivation instruments, there were 31 valid items because the value of corrected item-total correlation was greater than 0.3 as explained by Sugiyono and Wibowo (2004) in which if the correlation of each factor positive and magnitude 0.3 and above then the factor is a strong construct. Meanwhile, 1 item was invalid because the value of corrected item-total correlation was less than 0.3. Valid questionnaire items can be used as a reference for further research.

Instruments Reliability

Table 5 presents the result of the research instrument's reliability test:



Table 5

Reliability Test Results

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
.911	.911	42
.893	.899	29
.953	.952	32

The instrument of the effectiveness of school quality planning obtained a reliability coefficient 0.911 which was greater than 0.80. This means that the instrument had very high reliability and was good for measuring the effectiveness of quality school planning variables to improve school quality. The capacity of organizing personnel instruments variable obtained a reliability coefficient 0.899 which was greater than 0.80. This means that the instrument had high reliability and was good for measuring capacity of organizing personnel variables. Instrument of teachers' work motivation variable obtained the reliability coefficient 0.952 which was greater than 0.80. This means that the instrument had a very high reliability and was good to use to measure teachers' work motivation variables.

Data Collection Techniques

Data collection techniques used was distributing questionnaires. This technique was used to collect data about the effectiveness of school quality planning, personnel organizing capacity, and teacher work motivation. Data collection techniques used was adjusted to the variables studied. The questionnaire was distributed to all 100 teachers at Islamic schools in Blitar regency, East Java, Indonesia. In this study, the data collected is in accordance with the problems that have been raised, then carried out the stages for data analysis consisted of: (a). Editing, it was examining the answers that have been given by the respondents to find out whether the answers given are in accordance with the instructions for filling out the questionnaire by examining and correcting the answers one by one. (b). Tabulation, it gave a score to the respondents' answer based on the predetermined measurement scale. (c). Data processing based on the research approach.

Data Analysis Process

a. Descriptive Analysis Techniques

Description of the variable data was intended to illustrate the answers of respondents to the study variables including the variable of the effectiveness of school quality planning, and capacity of organizing personnel. It was based on the parameter of minimum value, maximum, average and standard deviation on the total score of the variables and total score of each indicator. Descriptive interpretation was done by using the arithmetic mean (mean). The obtained mean was the result of a whole number, without exception, because as the average size, mean was quite unreliable, or it had a high reliability. The mean in this description of the analysis was used to determine whether the research variables were included in the category of excellent, good, average, less and very less. In another part, the descriptive analysis was also done based on the results of the frequency distribution of respondents in each of the indicators and variables. If the average value was less than 3, it was included in the category of not good, if the average value was equal to 3, it was included in the category of being, and if the average value was more than 3, it was included in good category.

b. Hypothesis Testing Analysis Techniques

Based on the formulation of the problems, objectives and hypotheses and considering the nature of the data collected, the data were analysed using Structural Equation Modelling (SEM) with the aid of a computer program



AMOS 401 for window. This technique was well suited for the needs of analysing the relationship that describes a series of stages and processes. This technique also had advantages compared with path analysis in general.

RESULT

The samples taken in this study are all teachers in Islamic School who have teacher certification without determining about age, gender, academic qualifications and years of service. Therefore, the distribution of the effectiveness score data for school quality planning is explained as follows:

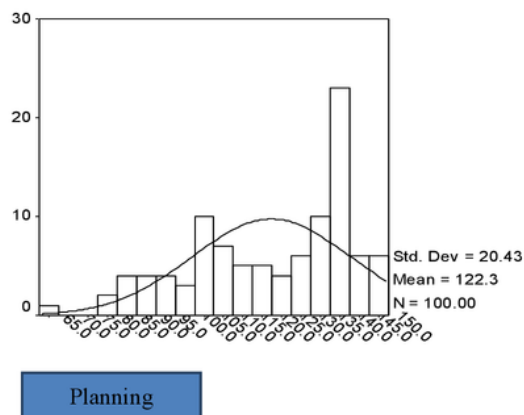


Figure 2. Histogram Score of the Effectiveness School Quality Planning

Respondents who received scores below the midpoint were 13 people (13%) and 87 people (87%) received scores above the midpoint. This proportion explained that not all school principals in the Islamic schools were judged to have carried out effective school quality planning.

The distribution of personnel organizing capacity score data is explained as follows

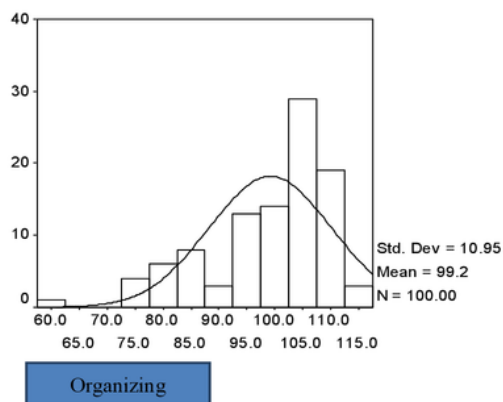


Figure 3. Histogram of Organizing Personnel Capacity Score



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Respondents who received a score below the middle value was only 1 person (1%) and 99 people (99%) had scores above the middle value. This proportion explained that all school principals in the studied Islamic schools were considered to have a good capacity to organize teacher personnel.

The distribution of teacher work motivation score data is explained as follows:

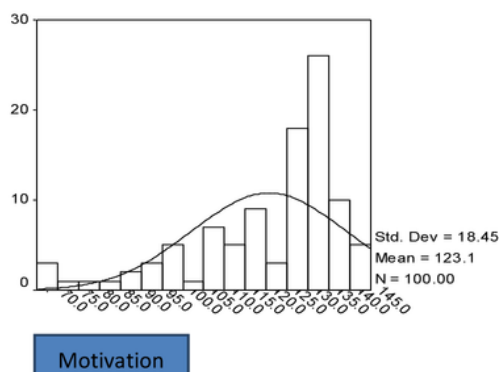


Figure 4. Histogram of Teachers' Work Motivation Score

Respondents who had scores below the middle value were 8 people (8%) and 92 people (92%) had scores above the middle value. This proportion showed that not all school principals in the studied Islamic schools were judged to have high work motivation.

Effectiveness of School Quality Planning

The results of the distributing questionnaires the effectiveness of the school quality planning was categorized as fair. It was described in the descriptive statistics on the actual data that had a value range of 32-160 and an average of 122.29 which was greater than the median value = 96. The general picture of the effectiveness of the quality of school planning explained that teachers had sufficient ability to plan effectively.

Table 6

Descriptive Statistics of Variables Effectiveness in School Quality Planning

Variables	Theoretical			Currents	
	Range	Middle value	Min	Max	The mean (Mean)
The effectiveness of the Quality Planning Indicator	32-160	96	65	152	122.29
Leadership	5-25	15	12	25	19.85
Quality planning	5-25	15	12	24	20.18
Analysis and information	4-20	12	6	20	14.94
Human Resource Development	4-20	12	7	20	15.23
Quality management	7-35	21	11	35	26.48
The results of quality	3-15	9	4	15	10.89
Customer satisfaction	4-20	12	6	20	15.12



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Descriptively, respondents' who answer to the indicator of leadership as shown in Table 6 was in good category because the average value of 19.85 was above the median value of 15. This means that most of the teachers in the study assessed the principal to have good leadership. The respondents' answers to the indicators of school quality planning were in good category because the average value of 20.18 was above the median value of 15. This means that most of the teachers considered that both teachers and principals had been cooperative to perform planning associated with the quality of schools.

The respondents' answers to the indicator analysis and information were in good category because the value of an average of 14.94 was above the median value of 12. This means that most teachers assessed that principals had good analytical skills on the content information in schools. The respondents' answers to the human resource development indicators were in good category because the average value of 15.23 was above the median value of 12. This means that most of the teachers assessed that the planning principals related to human resource development school had been done effectively.

Moreover, the respondents' answers to the indicator of the quality management were in good category because the average value of 26.48 was above the median value of 21. This means that most teachers assessed that principals emphasized the importance of the quality of school management. The respondents' answers to the indicators of the quality of the results were in good category because the average value of 10.89 was above the median value of 9. This means that most teachers assessed that principals do periodic evaluations to maintain results -the quality. The respondents' answers to the customer satisfaction indicators were in good category because the average value of 15.12 was above the median value of 12. This means that the majority of the grade school principal were responding to matters related to satisfaction teachers and employees.

Table 7

Recapitulation of Variable Frequency Distribution Effectiveness in School Quality Planning

Indicator	Score										(Mean)	
	1		2		3		4		5			
	F	%	F	%	F	%	F	%	F	%		
1	Leadership	0	0	6	6	20	20	31	31	43	43	4:11
2	Quality planning	0	0	3	3	22	22	36	36	39	39	4:11
3	Analysis and information	3	3	11	11	13	13	33	33	40	40	3.96
4	Human Resource development	1	1	6	6	17	17	38	38	38	38	4:06
5	Quality management	1	1	12	12	15	15	30	30	42	42	4:00
6	The results of quality	4	4	11	11	25	25	33	33	27	27	3.68
7	Customer satisfaction	2	2	8	8	21	21	26	26	43	43	4:00
11	Variables	11	1.6	57	8.1	133	19	227	32.4	272	38.9	3.99

Note: 1 = strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; 5 = strongly agree



Table 7's descriptions of the effectiveness of school quality planning based on the frequency distribution of respondents were abstracted into indicators and variables. All the indicators had a score of 1 or 2, meaning that the majority of respondents assessed negatively to such things. Leadership was rated poorly by 6 respondents (6%), planning was less focused responded by a third of respondents (3%), the principal did not perform an analysis of the information addressed by 14 respondents (14%), human resource development was unplanned responded by 7 respondents (7%), poor quality management was responded by 13 respondents (13%), the results of the low quality was responded by 15 respondents (15%) and unsatisfied customers were responded by 10 respondents (10%). Overall, the proportion of respondents with a negative response was less than the proportion of respondents with a positive response. Similarly, the idea of what the average (mean) indicator that ranged from 3.68 to 4.11 likely tend to give high indication toward the effectiveness of quality planning high school or it was stated as good.

Capacity of Organizing Personnel

Description of the capacity of school personnel variable included three indicators, namely (1) the distribution of the work consisted of 5 items; (2) the establishment of cooperative relations consisted of 10 items, and (3) on delegation consisted of 9 items.

Measurement of each indicator using a Likert scale was 1 - 5. Total items used to measure the capacity of organizing personnel were 24 items, so that scores on the variable of personnel organizing capacity was 24-120 with a median value = $(24 + 120) / 2 = 72$. The indicator consisted of 5 items had a value between 5-25 with a median value = $(5 + 25) / 2 = 15$. the indicator consisted of 10 items had a value of between 10-50 with a median value = $(10 + 50) / 2 = 30$. Indicators consisted 9 items had a value of between 9-45 with a median value = $(9 + 45) / 2 = 27$.

Table 8
Descriptive Statistics Variable Capacity of Organizing Personnel

	Theoretical			Currents	
	Range	Middle value	Min	Max	The mean (Mean)
Variable Organizations	24-120	72	62	116	99.18
Indicator					
the division of labour	5-25	15	14	25	21.62
Determination partnerships	10-50	30	25	49	40.81
Delegation of authority	9-45	27	23	44	36.71

The measurement results obtained by all respondents of this study illustrated that the capacity of organizing personnel was fair. It was described in the descriptive statistics on the actual data showing a value range of 62-116 and an average of 99.18 which was greater than the median value = 72. The general picture of the capacity of the organization of school personnel explained that the principal had a good capacity for managing and organize teacher personnel.

The respondents in the division of labour indicators as shown in table 8 were in good category because the average value of 21.62 was above the median value of 15. This means that most teachers assessed that the principals had a good ability to manage sharing work that was directly related to teaching. The respondent's answer to the determination indicator correlational were in good category because the average value of 40.81 was



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above the median value of 30. This means that most of the teachers considered that good teachers, principals and administrative staffs could cooperate in accordance with their job description.

The respondents' answers to the indicator delegation of authority were in good category because the value of an average of 36.71, that was above the median value of 27. This means that most teachers assessed principals in activities related to the delegation of authority had carried out a detailed and clear, so that the teachers could do well and responsibly.

Table 9

Recapitulation of Variable Frequency Distribution Capacity of Organizing Personnel

Item	Score										The mean (Mean)
	F	%	F	%	F	%	F	%	F	%	
1 The division of labour	0	0	0	0	10	10	24	24	66	66	4:56
2 Determination partnerships	0	0	2	2	14	14	34	34	50	50	4:32
3 Delegation of authority	0	0	1	1	11	11	34	34	54	54	4:41
11 Variables	0	0	3	1	35	12	92	31	170	57	4:43

Note: 1 = strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; 5 = strongly agree.

Table 9's descriptions on the capacity of organizing personnel based on the frequency distribution of respondents were abstracted into indicators and variables. All the indicators have a score of 2, except the indicator of division of labour, which means that the majority of respondents responded negatively to such things. Determination was considered less good cooperation relationship by 2 respondents (2%) and lack of delegation of authority mechanism responded by 1 respondent (1%). Overall, the proportion of respondents with a negative response was less than the proportion of respondents with a positive response. Similarly, the idea of what the average (mean) indicator that ranged from 4.32 to 4.56 was likely to provide a high indication of the capacity of the organization personnel or good report.

Teachers' Work Motivation

Description of teachers' work motivation included two indicators, namely (1) the intrinsic consisting of 13 items and (2) extrinsic consisting of 18 items. The measurement for each indicator was by using a Likert scale that was worth 1-5. The total items used to measure school work motivation was 31 items, so that scores on school work motivation variable was 31-155 with a median value = $(31 + 155) / 2 = 93$. The indicator consisted of 13 items and they had a value between 13 - 65 with a median value = $(13 + 65) / 2 = 39$. The indicator which consists of 18 items had a value of between 18-90 with a median value = $(18 + 90) / 2 = 54$.

Table 10

Descriptive Statistics of Teachers' Work Motivation Variable

	Theoretical		Currents		
	Range	Middle value	Min	Max	The mean (Mean)
Variables Motivation	31-155	93	69	146	123.12
Indicator					
Intrinsic	13-65	39	30	65	53.67
Extrinsic	18-90	54	39	85	69.45



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The results of all respondents of this study showed that teachers' work motivation was fair. It was described in the descriptive statistics on the actual data showing a value range of 69-146 and an average of 123.12 which was greater than the median value = 93. The general description of the teachers' work motivation of the school showed that teachers were highly motivated in their work.

Descriptively, respondents' answers to the indicator of intrinsic motivation, as shown in Table 10, were in good category because the average value 53.67 was above the median value 39. This means that most of the teachers had a good intrinsic motivation, such as the desire to raise student talent, discipline, perseverance, not embarrassed / ashamed and resolve the existing problems in the classroom.

The respondents' answers to the indicator of extrinsic motivation were in good category because the average value 69.45 was above the middle value of 54. This means that most teachers receive good extrinsic motivation such as praise from the principal, rewards, adequate classroom equipment and the availability of retirement salaries for old age.

Table 11

Recapitulation of Variable Frequency Distribution of Teachers' Work Motivation

Reproduction of Variable Frequency Distribution by Teachers' Work Motivation												
27 No.	Item	Score										The mean (Mean)
		1		2		3		4		5		
		F	%	F	%	F	%	F	%	F	%	
1	Intrinsic	0	0	3	3	9	9	24	24	64	64	4:49
2	Extrinsic	0	0	6	6	16	16	33	33	45	45	4:17
11	Variables	0	0	9	4.5	25	12.5	57	28.5	109	54.5	4:33

Note: 1 = strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; 5 = strongly agree

Table 11 is about the descriptions of teachers' work motivation based on the frequency distribution of respondents were abstracted into indicators and variables. All the indicators had a score 2. This meant that the majority of respondents responded negatively to such things. Intrinsic motivation was still considered low in which it was responded by 3 respondents (3%) and extrinsic motivation was still considered low responded by 6 respondents (6%). Overall, the proportion of respondents with a negative response was less than the proportion of respondents with a positive response. Similarly, the average (mean) indicator that ranged from 4.17 to 4.49 tend to have high indication of the work motivation or it was stated as good.

The procedures for applying the SEM model analysis of the data were as follows:

- 1) Development of a model that has an established theoretical justification, including: a) SEM is used not to produce a model, but to confirm the model. b) The causal relationship between variables is not based on SEM, but it is based on an established theory. c) SEM is not to produce causality, but to accept / reject the existence of theoretical causality through empirical data testing. d) In-depth study of the theory for the model to be tested is an absolute requirement in SEM applications. e) Confirm the unidimensional and indicators for a dimension / construct / concept / factor. f) Test the consistency / determination of a conceptual model based on the empirical data under study. g) Test the consistency / permanence of a model as well as the causal relationship between factors built as a conceptual model. 2). Development of flowcharts as a conceptual model which has justified the theory in the first step (the process of rationalization).



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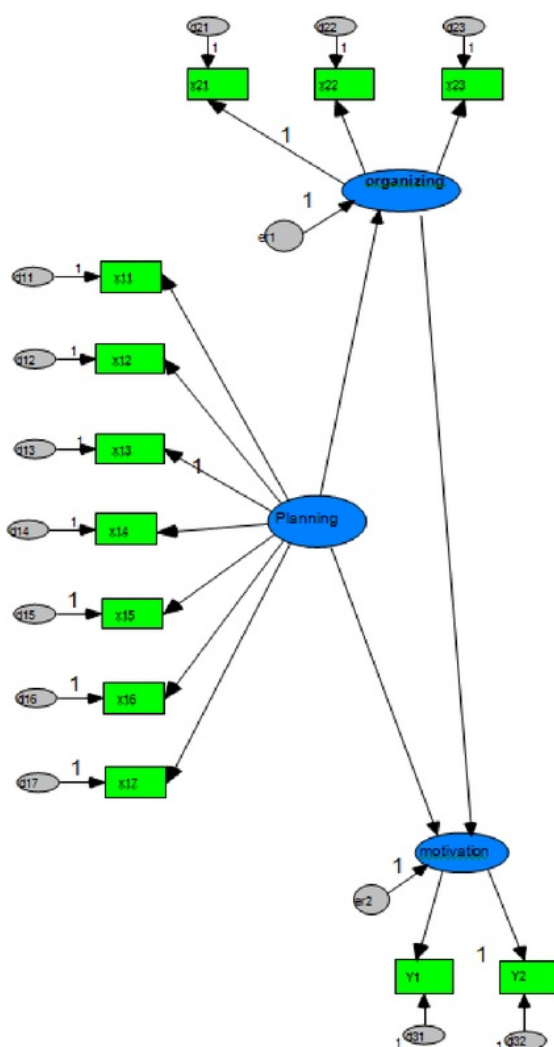


Figure 5. Structural equation modelling for effectiveness of school quality planning, capacity of organizing personnel and teachers' work motivation.



Table 12
Structural Model Hypothesis Testing Results

Directions lane			Koef. Regression	One raw	CR	p-value	Koef. Standard
H ₁ : Effectiveness of school Quality Planning	->	Capacity of Organizing Personnel	0.280	0.80	3,477	0.001	0.460
H ₂ : Effectiveness of School Quality Planning	->	Teachers' Work Motivation	0.859	0.386	2,224	0.026	0.242
H ₃ : Capacity of Organizing Personnel	->	Teachers' Work Motivation	3,226	0.721	4,473	0.00	0.552

H₁. There is a significant correlation between the effectiveness of school quality planning and the capacity of organizing personnel

H₂. There is a significant correlation between the effectiveness of school quality planning and teachers work motivation

H₃. There is a significant correlation between the capacity of organizing personnel and teachers work motivation

1. *The correlation between the effectiveness of school quality planning and capacity of organizing personnel.*

Table 12 showed that the regression coefficient of variable school quality planning to the capacity of organizing personnel variable was worth 0.280 with CR amounted to 3.477 (greater than 2) and the p-value 0.001 (less than 0.05). The form of this coefficient standardize was worth 0.460. These results show that the decision of the regression coefficients obtained had a positive and significant correlation between school quality planning variable and capacity of organizing personnel variable. Thus, the research hypothesis (H₁) which stated that the effectiveness of quality school planning significantly correlated with the capacity of organizing personnel was acceptable. The existence of positive and significant correlation between the effectiveness of school quality planning and the capacity of organizing personnel is supported by Rachman (2015), and Lusthaus (2002) who argued that organization is the first step towards the implementation of the plan that had been arranged in advance. After that, it takes a role as an organic function in the management process, so that it is placed as the second function following the function of planning. If the plan has been arranged, then the next organizing becomes important. This is a process of accumulation of human resources, capital, and equipment with the most effective way to achieve the goal.

2. *The correlation between the effectiveness of school quality planning and teachers' work motivation.*

Table 12 showed that the regression coefficient of variable effectiveness of quality school planning to teachers' work motivation variable was worth 0.859 with CR amounted to 2,224 (greater than 2) and the p-value 0.026 (less than 0.05). The form of this coefficient standardize was worth 0.242. These results informed that the decision of the regression coefficients obtained showed a positive and significant correlation with variable effectiveness of quality school planning and teachers' work motivation. Thus, the research hypothesis (H₂) which stated that the effectiveness of quality school planning significantly correlated with teachers' work motivation was acceptable. The existence of positive and significant correlation between effectiveness of quality school planning and teachers' work motivation is in line with James' opinion (1992) saying that it is in line with the planning and organizing,



motivating plays a large part in determining the level of employee performance, which in turn, affects the effectiveness of organizational objectives.

3. *The correlation between the capacity of organizing personnel with work motivation.*

Table 12 showed that the regression coefficient of variable capacity of organizing personnel to work motivation variable with CR 3,226 was worth 4.473 (greater than 2) and the p-value 0.000 (less than 0.05). The form of this coefficient standardize was worth 0.552. These results indicated that the decision of the regression coefficients obtained shown a positive and significant correlation between the variable capacity of organizing personnel and teachers' work motivation. Thus, the research hypothesis (H_3) which stated that capacity of organizing personnel significantly correlated with the teachers' work motivation was acceptable. The existence of positive and significant correlation between capacity of organizing personnel and teachers' work motivation is in line with the opinion of Owens (1987) in Mantja (2007) saying that the school is an organizational unit of formal education into a container of cooperation by a group of people (staff, teachers, students, and the head school) to achieve the desired goal.

DISCUSSIONS

H_1 : The existence of positive and significant correlation between effectiveness of school quality planning and capacity of organizing personnel is supported by Lusthaus (2002) who argued that the organization is the first step towards the implementation of the plan that had been arranged in advance, and it takes a role as an organic function in the management process, so that it is placed as the second function following the function of planning. If the plan has been arranged, then afterwards, organizing becomes important. This is a process of accumulation of human resources, capital, and equipment with the most effective way to achieve the goal. Therefore, the organization is scouting resources. Nawawi (2005) said that a well-planned preparation is then followed by organizing steadily. Next, it is followed by action of directing or giving instructions. The briefing aims to preserve, maintain and promote the organization through the personnel, both structurally and functionally so that each activity cannot be separated from its efforts to achieve the goal.

Sa'ud and Makmun (2006) explained that educational planning occupies a strategic position on the overall development of education. Educational planning provides clear direction on the process of education. Clarity of direction stimulate management education effort can be carried out more efficiently and effectively. In conjunction with the quality of schools, Zamroni (2007) argued that school improvement is a systematic process that continuously improve the quality of teaching and learning processes and the factors associated with it and with the goal of becoming the target of the school can be achieved effectively and efficiently. Thus, the better the planning that principals do for school improvement, the better their personal organization will be.

Dealing with quality education, Jur³⁴ (1989) mentions that the basic mission of the quality of a school is to describe the programs and services that meet the needs of users such as students and the community. Society is widely referred to as a user graduates, namely business, further education institutions, government and the wider community, including the graduates' effort to create their own businesses.

H_2 : The existence of positive and significant correlation between effectiveness of quality school planning and teachers' work motivation is in line with James' opinion (1992). He states that it is in line with the planning and organizing, motivating plays a large part in determining the level of employee performance, which in turn, affects the effectiveness of organizational objectives. James in his research on motivation suggests that employees will use nearly 80 to 90 percent of their capacity if they are motivated.

To improve the quality of schools, Danim (2006) suggests the involvement of five dominant factors, namely; a) Leadership of the principal; the principal must understand and have a clear vision of the work, willing and able to



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work hard, have a high work motivation, persistent and diligent work, provide optimal service and a strong discipline of working, b) Students; the approach must focus on the "child as the centre" so that students' competencies can be extracted to create the school as an inventory of student power, c) Teachers; the teachers' involvement needs to be maximized in order for their work quality and competence to be improved by involving them in seminars, meetings of subject teachers, training and workshops so that the activities can be done at school d) Curriculum; curriculum must not be steady or consistent but it must be dynamic and e) A network of cooperation; it must not only limited in the school environment and society but also other organizations like companies or agencies so that the output is absorbed by the working world.

Siagian (2005) said that the work motivation ⁷ is influenced by both internal and external factors. The internal factors cover a person's perception of self, self-esteem, personal expectations, needs, desires, job satisfaction, and the resulting performance. Meanwhile, external factors that influence people's motivation, among others; the type and nature of work, the workgroup in which a person joins, the organization works, the environmental situation in general, and the reward system and regulations, and how to implement them. Mulyasa (2006) says that intrinsic motivation is generally more profitable because it usually can last longer. Intrinsic motivation comes from within the educators while moderate extrinsic motivation can be given by the manager through regulating the conditions and the situation to be quiet and pleasant. In this context, managers are required to have an ability to motivate education personnel so that they are willing and able to develop themselves optimally.

H₃: The existence of positive and significant correlation between capacity of organizing personnel and teachers' work motivation is in line with the opinion of Owens (1987) as cited in Mantja (2007). Their argument is that the school is an organizational unit of formal education into a container of cooperation by a group of people (staff, teachers, students, and the head school) to achieve the desired goal. The attainment of school's achievement in terms of quality and quantity mainly depends on all of the components within the institution (school). The teachers' work motivations are their driving factors to do their jobs or activities. These factors are: a) Intrinsic factors, they are all factors that arise from their satisfaction. Intrinsic indicator is a desire to move forward, to attain achievement, and to have a personal life, b) Extrinsic factors, they are factors outside of teachers that can affect the spirit of working. Extrinsic indicators include employment status, job itself, job security, employment, income or a decent salary, awards and recognition confidence implement administrative discretion, employment and a fair and good leadership. The role of motivation in the workplace is very important in which people will be more zealous and diligent if they have high motivation. Thus, people will work harder and persevere more if they are highly motivated.

In conjunction with educational organizations, Usman (2006) says that the authority is a right given to someone in the organization to make a decision. The responsibility is the obligation of a person to perform his duties. Principals can delegate authority to the pointed subordinates. The authority given to subordinates is intended to provide a chance of achievement. Moreover, they can take decisions independently and participate in institution's activities.

The effectiveness of a long-term good quality school planning can increase teachers' motivation. Effective planning is believed to be important for the organization of the school. Through this planning, it is expected that the directive of activities can grow well. Consequently, the school can determine the best alternative and priority scale of school programs.

CONCLUSION AND RECOMMENDATION

The description of the effectiveness of school quality planning is based on the frequency distribution of the respondents' answers through the abstracted indicators and variables. All the responses from the respondents are categorized as good. Similarly, the average scores (mean) given by the respondents are indicated as good or high toward the effectiveness of planning school quality. The findings indicate that effectiveness of school quality



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planning can be measured through the results of quality management. There was a significant direct correlation between the effectiveness of school quality planning and capacity of organizing personnel. It means that by having a more effective and efficient school quality planning, the better the capacity of organizing personnel.

The description of the capacity of organizing personnel is based on the frequency distribution of the respondents' answers through the abstracted indicators and variables. All the respondents' answers are categorized as good. Similarly, the average scores (mean) given by the respondents are indicated as good or high toward the capacity of organizing personnel. The findings indicate that capacity of organizing personnel is highly scalable through clear delegation of authority procedures. There was a significant direct correlation between the effectiveness of school quality planning and teachers' work motivation. It means that by having a more effective and efficient school quality planning, the higher the teachers' work motivation.

The description of the capacity of organizing personnel is based on the frequency distribution of the respondents' answers are abstracted indicators and variables. All the respondents' answers are categorized as good. Similarly, the average scores (mean) given by the respondents are indicated as good or high toward the work motivation. findings indicate that capacity of organizing personnel is highly scalable from the side of extrinsic motivation. There was a significant direct correlation between the capacity of organizing personnel and teachers' motivation. This means that with an improved capacity of organizing personnel, the higher the teachers' work motivation will be in return.

For future researchers, the results of the study could be used as a reference to conduct further research in the field of management education, particularly those related to quality school planning, organizing personnel and teachers' work motivation. The results of this study can be relied upon in synchronizing work program in accordance with management functions, especially in the field of education, as well as to avoid overlapping in further education development activities.

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