

Tunrnitin Aris Setiawan

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Empowerment Management Of High School Teachers In Kutai Kartanegara

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Abstrak: The purpose of this study is to find and describe the conceptualization of teacher empowerment management, implementation of teacher empowerment management functions, and implications, barriers, and management solutions for teacher empowerment. This type of research is a case study with qualitative-descriptive analysis. This research was conducted at the public senior high school 1 Tenggarong. Data collection techniques used in-depth interviews, participant observation, documentation study, and field notes. The research subjects were school principals, curriculum representatives, student representatives, achievement development coordinators, teachers, and students. The research is the conceptualization of teacher empowerment management, including school policies that refer to the top-down and bottom-up combination model; the method carried out through the implementation process of POAC (planning, organizing, actuating, and controlling) with a formal / non-formal approach. Implementing the management function of teacher empowerment by planning to monitor involves school management and all its components, carried out simultaneously with a kinship approach. Implications, obstacles, and management solutions for teacher empowerment are a series of consequences of program implementation where each aspect is divided into internal and external. The empowerment of teachers at middle school 1 Tenggarong is already good. Still, it needs strengthening in several elements such as efforts to develop teacher quality, so that teacher competence and achievement form, accompanied by healthy competition among teachers.

Keywords: management, empowerment, teacher

Introduction

Education is a process that cannot be separated from the role of human resources because one of the most important aspects is the human being himself as a subject or object. As actors in organizations, they play an active role in the activities because they become planners, organizers, implementers, and evaluators of the realization of organizational goals. For human resources to function optimally, effectively, and efficiently, it is necessary to carry out good management. Starting from the planning stage to the final step in the management function, namely controlling. (Narindro, Hardyanto, Raharjo, & Utomo, 2020; Sudaryono, Rahardja, & Lutfiani, 2020)

The quality of education in Indonesia is still quite concerning, especially compared to other countries in the world. Of the 41 countries in Asia, Indonesia's quality of education ranks 41st (Engkoswara, 2004). The low rate of education has an impact on the low quality of human resources. It can be seen from the short gap in the Human Development Index (HDI) and Indonesia's competitive index compared to other countries, for example, in the ASEAN region. The Human Development Index (HDI) in 2011 ranks 124th in the Human Development Index (HDI) of 187 countries ranked by the United Nations Development Program (UNDP), this ranking is down from 108 in the year 2010 (Nugroho, 2004)

Law no. 14 of 2005 concerning Teachers and Lecturers Article 7 Paragraph (2) explains that: "The empowerment of the teacher or lecturer profession is carried out through self-development which is democratic, just, non-discriminatory, and sustainable by upholding human rights, religious values, cultural values, national pluralism, and professional code of ethics." Teacher empowerment is increasingly important because the demands for professionalism in teacher work are also getting more significant.

Teacher empowerment is a strategic issue for several reasons. (Bogler & Somech, 2004). First, not all teachers have met the qualifications required by legislation. Second, not all teachers can improve their abilities in responding to emotional issues related to education, the development of science, and society's demands. (Forefry, 2017). According to Nasyith Forefry (2017), teacher empowerment is still a strategic issue; stated that "This last problem has a direct impact on the quality of students. The quality of teachers can be seen from the

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results of the 2015 TCT (Teacher Competency Test) where the results are still below the 5.5 average score set by the government."

Empowerment of all potential human resources in the organization is necessary (Toremen, Karakus, & Savas, 2011). It is related to one of the organization's goals: creating efficient human resources and having a good quality culture. The Director-General of Primary and Secondary Education revealed that the results of studies in developing countries have proven that teachers provide the highest contribution to learning achievement (36%), followed by management (23%), study time (22%), and physical facilities (19%). Also, Hendrikus Midun (2017) states that teachers are the heart of educational activities. Excellent and superior education will still depend on the quality conditions of teachers. UNESCO, as quoted by Hartoyo (2008), in a report by The International Commission on Education for the 21st Century, states that improving the quality of education depends primarily on improving teachers.

Based on this description, it is said that teacher empowerment management is necessary for a school organization so that school programs can run optimally and can achieve goals more effectively and efficiently, based on the prepared planning. (Avidov-Ungar, Friedman, & Olshtain, 2014). Teacher empowerment management is an important series, especially in the effort to achieve the vision, mission, and goals of the school and improve the quality of education in general. It requires synergy and commitment from all school components.

Senior High School 1 Tenggarong is one of the state senior secondary educational institutions under the East Kalimantan Provincial Education and Culture Office's auspices. The school began operating in 1962. It is one of the oldest public high schools in Kutai Kartanegara. Researchers are interested in knowing, exploring, and further researching teacher empowerment management in public senior high schools 1 Tenggarong. Research studies focused on the conceptualization, implementation, and implications, barriers, and solutions in teacher empowerment management related to developing a school quality culture. Based on the background and research focus, this research's formulation is how to conceptualize, implement management functions and the implications, obstacles, and solutions for empowering teachers in public senior high school 1 Tenggarong?

Method

This research was conducted at the public senior high school 1 Tenggarong, which is located at Jalan Mulawarman No. 31, Panji Urban Village, Tenggarong, Kutai Kartanegara, East Kalimantan. The public senior high school 1 Tenggarong was chosen as the research site for several scientific reasons. This research as a whole was conducted for two semesters, namely, semesters 1 and 2 in the 2019/2020 school year. It was starting July 2019 s.d. June 2020. The timing is flexible, and it can increase or decrease depending on the data's saturation level.

The informants in this study were: the principal, representatives of the curriculum field, representatives of student affairs, coordinator of achievement development, teachers, and students, as well as the processes and results, achieved. The information for support research, the data documentation is used as reference material to clarify the informants' information. The historical data of the Tenggarong 1 public senior high school becomes a connecting thread for a comprehensive understanding of teacher empowerment management in the public senior high school 1 Tenggarong.

This research does include field research. Researchers used a case study research type with a qualitative approach. In the case of study research, researchers go directly to the field to observe and extract data from the research object. The data was collected using in-depth interviews, observation, field notes, documentary studies, and Focus Group Discussion (FGD).

A qualitative approach does use to understand and describe the management model for teacher empowerment in public senior high schools 1 Tenggarong. The analysis was carried out comprehensively on teacher empowerment management in the public senior high school 1 Tenggarong so that accurate data and competent and credible data sources are needed. The primary data of this research are the model and implementation of management functions in teacher empowerment. In this study, sources of data are all verbal and nonverbal information from informants, both related to and interacting directly with the place or research subject and as a stakeholder. The technique of collecting and extracting data sources does carry out through in-depth interviews, careful observation, field notes, and documentation studies.

The research instrument is an aspect of data collection carried out in scientific research. The results of the research instruments were developed or analyzed according to the method. It's a prerequisite for the formation of quality research. Research data collection was carried out using various techniques and tools as instruments. Interview results do match with observations and vice versa. The results of observations and interviews do match with documentation. Field notes are used to record important points during the observation and interview process. Finally, the results are all brought into the FGD together with other researchers and research supervisors.

The initial step of data analysis is to collect existing data, arrange it systematically, and then present the research results to others. Data analysis was carried out before entering the field, during the area, and after finishing the lot. Study since formulating and explaining problems, before going into the field continues until the writing of research results. Data analysis guides further research until, if possible, a grounded theory. (Nasution, 1998).

In this study, the researcher analyzed the data obtained from the research results described in the form of a qualitative descriptive analysis method, namely the data obtained from the word editorial field. The use of this method does expect to reveal the problems that occur and become a benchmark in the preparation of this dissertation. As for determining the validity of the data, selective data checking processes and techniques do need so that the data obtained is valid and can be accounted for, both morally and scientifically. In the implementation of data checking techniques, there are four test criteria used, namely: (1) credibility test; (2) transferability test; (3) dependability test; and (4) confirmability test. Testing the credibility of data or trust in data and triangulation is very important in this qualitative research, although it must increase time, cost, and energy. Triangulation does improve the researcher's understanding of the phenomenon being studied and the context in which the phenomenon appears.

1 Results and Discussion

Research result

The findings of the research data were obtained by several techniques as described previously. Researchers use document analysis as a way to complement the data that has been found. Based on the results of interviews, data were obtained to answer research questions. Researchers examine, give meaning, and reduce data. Meaningful data were coded and analyzed to find themes and sub-themes. It becomes significant research findings. The research findings are presented in table 1 below.

Table 1. Results of Interviews with Principals, Curriculum fields, Student fields, Teachers, and Students

| No. | Category | Theme | Sub Themes |
|-----|--|---------------------------------|---|
| 1 | Conceptualization of teacher empowerment management in teacher empowerment | Teacher empowerment policies | <ul style="list-style-type: none"> - vision and mission of the school - top-down, bottom-up - school-based management - competence - school quality culture |
| | | Teacher empowerment methods | <ul style="list-style-type: none"> - main tasks and functions, additional tasks - teacher background, - meeting mechanism - school work program - workload, competence - effective and efficient |
| | | Models of teacher empowerment | <ul style="list-style-type: none"> - deliberation, kinship - shared awareness, optimism - reward, punishment - top-down, bottom-up - supervisory team, employee performance targets - access to information, teamwork |
| | | Teacher empowerment function | <ul style="list-style-type: none"> - potential and competence - professionalism - productivity, teacher performance - participation - regeneration |
| | | The goal of teacher empowerment | <ul style="list-style-type: none"> - school quality culture - the quality of creativity, innovation - models and methods - teacher professionalism - motivation |
| 2 | Implementation of management functions in empowering | Teacher empowerment planning | <ul style="list-style-type: none"> - teacher elements and aspirations - school finance - legal non-financial school funding - routine activities |

| No. | Category | Theme | Sub Themes |
|-----|--|--|--|
| | teachers | | - openness of access to information |
| | | Organizing teacher empowerment | - suitability of primary duties and functions - teacher capacities and capabilities - coordination - tiered and flexible |
| | | Preparing teacher empowerment | - open - teacher routine / official meeting activities - directions are specific - program of activities - school & independent program - empowerment activities (In House Training, workshops, Subject Teacher Conference) |
| | | Supervision of teacher empowerment | - evaluation, teacher supervision - school self-evaluation - supervisor - incidental & periodic / routine - teamwork - administrative requirements |
| 3 | Implications, barriers, and management solutions for teacher empowerment | Management implications of teacher empowerment | - motivation and commitment - work climate and teacher performance - teacher creativity and innovation - optimizing teacher competence and potential - effective and efficient school programs - increased participation of parents/school committee - school quality culture - equalization of ability |
| | | Management barriers to teacher empowerment | internal barriers - teacher discipline - stagnation, regeneration - primary and supporting infrastructure - scientific papers - availability of human resources/subject teachers - time/schedule setting external barriers - participation of parents/committee - monitoring and evaluation |
| | | Teacher empowerment management solutions | - personal advice, motivation - guidance, mentoring - regeneration, discipline - proposals and mutations - support from the provincial education and culture department |

This study's results, both supporting and different, are argued as to why the research results are appropriate and support or vice versa. Research discussion is based on research results that refer to the formulation of the problem and research objectives.

Discussion

1. Conceptualization of Teacher Empowerment Management in Public Senior High School 1 Tenggara

The conceptualization of teacher empowerment management in this study includes five aspects, namely: policies, methods, models, functions, and objectives of teacher empowerment. After the five factors are

described comprehensively, a conclusion is drawn on the conceptualization of integrated and holistic teacher empowerment management.

The conceptualization of teacher empowerment management in this study consists of several aspects: First, policies that are implemented by the vision, mission, and goals of the school as stated in Document Book 1 and Personality Book and Academic Regulations of public senior high school 1 Tenggarong. The policy refers to a combination of top-down and bottom-up models, with financial support through school operational assistance. Second, the method is designed and implemented through implementing standard operating procedures for the POAC management function, with formal and non-formal communication approaches influenced by the principal's leadership style. Third, the pattern refers to decisions made through meeting mechanisms, flexibility in implementation, and a clear and coherent flow of activities, comfortable and supportive access to information and human resources, and solid teamwork. Fourth, the teacher empowerment function in this study consists of personal and organizational processes. Fifth, the objectives are based on research results, namely for self-development according to competence and professional demands, increasing motivation, innovation, quality, creativity, and performance, and developing teacher learning models/methods.

The conceptualization in the management research of teacher empowerment in public senior high school 1 Tenggarong consists of several aspects: policies, methods, models, functions, and objectives. These five aspects become mutually coherent, integrated, and comprehensive elements in drafting the conceptualization. The conceptualization of teacher empowerment management is built on the findings of the research on these five aspects.

This study's results are in line with the findings of Elroy Smith and Aletta Greyling (2006), entitled "Empowerment Perceptions of Educational Managers from Previously Disadvantaged Primary and High Schools: An Explorative Study" published in the South African Journal of Education Vol. 26. School leadership shows a changing model, from tough decision making to a more democratic school. It allows policymakers to have a more unmistakable voice, especially regarding the fundamental issues of education. Empowerment must be selected through the school system, starting at the departmental level, school principals, teachers, and students.

This study's results support the research results of Kimwaley M.C, Chirure H.N, and Omondi M. (2014) entitled "Teacher Empowerment in Education Practice: Strategies, Constraints, and Suggestions." From the research findings, it is argued that educators are expected to respond adequately to the urgent and dynamic demands of the modern world, namely the educational community. Teachers are expected to act professionally and use their expertise to ensure the educational process for the younger generation.

This study's findings support the results of Abdul Manaf's (2016) study entitled "The Relationship between Teacher Empowerment and Teacher Professionalism and Quality of Education." From the results of this study, it is known that teacher empowerment has a positive and significant relationship to teacher professionalism and education quality. Likewise, teacher professionalism has a positive and meaningful relationship with the quality of education. Thus, the quality of education will increase or decrease due to teacher empowerment and teacher professionalism.

This study's results also support the results of Darin J. Tindowen's (2019) study entitled "Influence of Empowerment on Teachers' Organizational Behaviors." The results of this study reveal that Catholic teachers have a high level of teacher empowerment. In particular, they have a high level of educational status, professionalism, independence, decision-making, and autonomy in scheduling. Based on the results of this study, there are also some fundamental differences with this study. The location of the differences, namely, in the subject and locus of the study, methodology, focus and research objectives, and aspects that support the study's findings.

The difference between the results of this study and Abdul Manaf (2016), research lies in the objectives and research methods. This study aimed to determine the relationship between teacher empowerment on teacher professionalism and the quality of education in schools. The research method used is a quantitative method with a correlational approach through descriptive analysis, correlation, and regression. Meanwhile, this study aims to determine the relationship between teacher empowerment management and student achievement development by developing a school quality culture. The method used is a qualitative method with a case study approach.

The differences between this study's results and Muttaqin's (2017) study include: (1) This research is monocytic, whereas the previous research was multisite and multicasts. (2) In this study, the teacher empowerment model's aspects include: (a) Empowerment decisions are taken through a meeting mechanism based on consensus deliberation. (b) Flexibility in carrying out activities within the framework of responsibility. (c) The implementation steps consist of four elements, namely: planning, organizing, mobilizing, and supervising, along with the preparation of a follow-up plan. Whereas in research, Muttaqin (2017) states that the strategy for empowering teachers is carried out with formal and non-formal communication, empowerment of

Continuous Professional Development, a delegation of tasks, exploiting external opportunities. The steps used are: identification, analysis, and program / objective determination.

2. Implementation of Management Functions on Teacher Empowerment in public senior high school 1 Tenggara

The implementation of management functions in this study includes four main aspects of teacher empowerment's management function. The four things that are meant are planning, organizing, mobilizing, and controlling. The implementation of teacher empowerment management functions is carried out. First, planning involves school management and teachers, both in drafting activity concepts and designing activity budgets through school budget activity plans from regional and national/central operational assistance funds and supported by open access to the related information program plan. Second, the organizing between parties is carried out simultaneously and in stages, is flexible in the form of direct or indirect coordination (through the media). It is conducted in routine or incidental meetings, both formal and informal situations. Third, mobilization is carried out with a familial approach, in both general and specific directions. The direction and movement are carried out in a scheduled and programmed manner, either independently or funded by the school/education office. Fourth, evaluation and supervision are carried out periodically and incidentally, both offline and online, in the form of control, monitoring, and filling out school self-evaluations. In evaluation and supervision, there is a process of delegating authority. The assessment results are used as an element of performance appraisal and determining the types of additional assignments for teachers.

The study results are in line with the results of research by Aydin Balyer, Kenan Özcan, and Ali Yildiz (2017) entitled, "Teacher Empowerment: School Administrators' Roles." In the results of this study, it was stated that "Administrators have empowered these teachers by providing opportunities for shared decision-making, improving their status, making schools more attractive places, building relationships on principles of trust and creating good communication among teachers."

This study's findings support the results of research by Nasyith Forefry (2017), especially regarding the implementation of teacher empowerment programs in the process of providing guidance, leadership, regulation, control, and provision of other facilities. The relevance of this study's findings lies in the function and type of coordination that is carried out in empowering teachers with the process of providing direction, leadership, regulation, and control.

These findings are also in line with Nurhasanah's (2016) study entitled "Leadership of Madrasah Principals in Building Culture." One of the conclusions of this study, which is relevant to this study's findings, is in terms of communication in coordination. In the study results, it is explained that the social and emotional relationships built by the head of the madrasah are by establishing kinship through habituation to stay in touch with teachers, staff, and parents of students.

Also, the research findings support the research findings of Shanthi Thomas (2017) entitled, "Teacher Empowerment: A Focused Ethnographic Study in Brunei Darussalam," which states that,

... teacher empowerment is relevant to non-western contexts, only if it is adapted to the contextual cultures.

Finally, this study asserted that teacher empowerment is a self-driven phenomenon. The contextual culture decided the nature and extent of appointment that can occur in a particular setting.

This study's results also support the products of Samsilayurni's (2019) study entitled, "The Effect of Teacher Empowerment by Principals on Teacher Performance." In this study, it was stated that empowerment activities were considered the most appropriate choice to prepare teachers and teachers to answer the times' challenges. Empowerment makes school personnel empowered in their profession. For school principals, many strategic steps can be taken to enable teachers and education personnel.

3. Implications, Barriers, and Management Solutions for Teacher Empowerment in public senior high school 1 Tenggara

In every implementation and implementation of program activities, it can be ensured that there are always accompanying implications, obstacles, and solutions. The importance is defined as an impact/engagement relationship. Barriers are defined as resistance/barrier, and answers are interpreted as solutions to solving problems, from a comprehensive description of the implications, obstacles, and management solutions for teacher empowerment in the public senior high school 1 Tenggara.

Implications, obstacles, and conclusions in teacher empowerment management in public senior high school 1 Tenggara are divided into internal and external. Inner senses, namely:

1. Increasing motivation, performance, creativity, innovation, competence, and teacher commitment in carrying out their primary tasks.
2. Develop teacher awareness and consistency to maintain school quality.
3. Equalization of teachers' IT skills to support learning.

4. Improved student achievement.
5. Creating an exciting teaching and learning process and fostering student achievement.
6. The emergence of achievement competitions in a healthy and sportsmanship manner.

The external implications are:

1. Effective and efficient school programs are implemented and achieved.
2. Increasing public trust and recognition in school management.
3. Improve accreditation assessments.
4. Making the public senior high school 1 Tenggara a reference/model school, especially in Kutai Kartanegara.
5. Maintaining a conducive working climate in schools.

The obstacles that were found did not substantially affect the existing implications and did not become significant resistance in implementing teacher empowerment management in making Tenggara public senior high school 1, because of its small scope and personal casuistic nature. The obstacles referred to are (a) the lack of discipline of the teacher in carrying out the task; (b) stagnant self-competence development and teacher regeneration processes; (c) limited facilities and infrastructure to support activities; (d) teachers have not been maximal in writing publications for promotion; (e) lack of human resources, especially civil servant teachers in Islamic Religious Education subjects; (f); lack of active parental / school committee participation; (i) the constraints to the fulfillment of infrastructure, particularly the completion of a stalled school building, thus affecting the ideal schedule of activities. (g) empowerment supervision is relatively loose.

The solutions offered are:

1. The school management must always direct and remind the importance of teacher discipline in carrying out tasks.
2. The need for regeneration and delegation of specific roles to young teachers.
3. Related to the stalled building and the lack of infrastructure and civil servant teachers in the Islamic Religious Education subject, the school management needs to closely coordinate with related parties, namely the East Kalimantan education and culture department.
4. The need for technical guidance, in-house training, or workshops related to scientific writing accompanied by attached guidance for teachers to complete scientific papers.
5. The school management must improve the effectiveness and communication with the committee/parents of students regarding program socialization.

Research findings on the implications and constraints of this study support the findings of Nurhasanah's (2016) study entitled "Leadership of Madrasah Principals in Building a Quality Culture." The crucial points of Nurhasanah's (2016) dissertation's research findings are: planning through needs assessment and maintenance and renovation of infrastructure. The research findings are related to the obstacles in the study, namely: the resistance faced by the head of the madrasah in building a quality culture, namely the problem of funding, because of the economic level of the parents of students who are more middle to lower class so that funding participation is low and financial management for improving facilities and infrastructure is still needed to be addressed.

This study's findings are also relevant to Lee Ann Wall's (2012) study entitled "An Exploratory Study of Teacher Empowerment and Technical Education in Kentucky." It is also known that the findings of this study also have fundamental differences from the objectives and results of the investigation. Lee Ann Wall's (2012) study aims to identify the relationship between teacher empowerment and principal leadership. Meanwhile, this research seeks to find conceptualization, implementation, and implications, obstacles, and solutions in teacher empowerment management.

This study's findings support the conclusions of Yu-Shu Kao (2015) entitled "Teachers' Belief and Practices in Teacher-Centered Empowerment Reform in Taiwan." The results of this study indicate a positive relationship between teaching beliefs and instructional innovation. Teachers with a high student-centered teaching concept will show a more elevated instructional innovation style. Multiple regression analysis was used to infer the causal relationship between teacher teaching beliefs and instructional innovation.

1
Conclusion

Based on the results of research, data analysis, and discussion, the following conclusions can be drawn: (1) The conceptualization of teacher empowerment management includes school policies that refer to a combination of top-down and bottom-up models; the method is carried out through the POAC implementation process (planning, organizing, actuating and controlling) with a formal / non-formal approach, a pattern based

on decisions taken through a meeting mechanism, a transparent implementation flow accompanied by flexibility in implementation, access to information and supporting human resources that function as personal and organizational functions, and the objectives are directed to self-development according to competence and professional demands. (2) Implementation of teacher empowerment's management function by carrying out planning, organizing, mobilizing, and supervising by involving school management and all its elements, carried out simultaneously with a kinship approach. (3) Implications, obstacles, and management solutions for teacher empowerment are a series of consequences of program implementation. Each aspect is divided internally and externally, and the three factors become coherent causality in a small scope and limited scale, or vice versa.

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