



**RELATIONSHIP BETWEEN KNOWLEDGE OF LEARNING MANAGEMENT
AND COMMITMENTS ON TASK TO THE TEACHER PERFORMANCE OF
MADRASAH TSANAWIYAH STATE 3 MEDAN**

Desi Yudiana

Student of Graduate School of State Islamic University of North Sumatra, Indonesia;
Teacher at Madrasah Ibtida'iyah State Tanjung Sari Medan

desiyudiana@gmail.com

Abstract. *The purpose of this study is to determine the relationship: (1) knowledge management learning on the performance of teachers Madrasah Tsanawiyah Negeri 3 Medan; (2) commitment to tasks to the performance of Madrasah Tsanawiyah Negeri 3 Medan teachers; and (3) knowledge management knowledge and commitment on task simultaneously to performance of Madrasah Tsanawiyah Negeri 3 Medan teacher. The subjects of the study were MTs Negeri 3 Medan teachers with a total sample of 54 peoples. Descriptive research method that aims to obtain information about a symptom in the study. The results showed: (1) there is a significant correlation between the knowledge of learning management on teacher performance as $r_{y1.2} = 0,442 > r\text{-table} = 0,266$ with significance 0,001; (2) there is a significant relation between commitment on task to teacher performance equal to $r_{y2.1} = 0,592 > r\text{-table} = 0,266$ with significance 0,000; and (3) there is a significant correlation between learning management knowledge and commitment on task simultaneously to teacher performance equal to $R_{y(12)} = 0,665 > r\text{-table} = 0,266$ with significance 0,000. Knowledge of learning management and commitment to tasks together contributes 44.3% to teacher performance, and the rest is determined by other circumstances. The results of this study conclude that knowledge of learning management and commitment to the task has a relationship to the performance of teachers MTs Negeri 3 Medan. Thus, it can be said that improving the performance of MTs Negeri 3 Medan teachers can be done by improving the knowledge of learning management and commitment to good tasks.*

Keywords: Knowledge management learning, Commitment to the task, Teacher performance

INTRODUCTION

Improved performance optimally besides due to the ability of learning management, it can also be influenced by the teacher's commitment in teaching. A teacher who is committed to his work tends to produce good performance. But, without commitment, a teacher often ignores his assignments. Commitment is a determination

in someone to accept or reject one or more of his goals, and determine the actions or activities. A teacher who has made a commitment to himself will be able to work hard and be responsible for his assignments. Means, committed teachers tend to have high awareness of the tasks they carry.

Commitment to assignments is one of the qualities that schools want from every teacher. Because teachers who are committed will be willing to remain in school and are willing to work for the achievement of school goals. In other words, an effective school will only exist if the organization cannot be effective without the support of teachers who have high loyalty, are committed to doing tasks, are willing to stay in joy and sorrow and believe in how valuable an organization is.

Based on the explanation above, the researcher is interested in further studying the importance of learning management knowledge and commitment to the task, where the two variables are strongly suspected to have an association and relationship with teacher performance variables. The title of the research proposed: The Relationship between Learning Management Knowledge and Commitment to Assignments on the Performance of Teachers at MTs State 3 Medan.

LITERATURE REVIEW

Performance is a picture of the level of achievement of the implementation of a program of activities or policies in realizing the goals, objectives, vision and mission as outlined through strategic planning. Mathis and John (2002: 78) revealed that performance is basically what someone does or doesn't do. Sagala (2007: 180) performance is a manifestation of the work achieved by an institution, where the measure of success includes all activities after going through due diligence on business goals that have been set and implemented.

Sah (1994: 44) explains commitment to the task is a tendency in a person to feel actively involved with a sense of responsibility. An active role with a full sense of responsibility that is owned by a teacher, it will encourage him to plunge directly into an activity, must be able to set decisions for himself and to be carried out should. Because commitment to the task is a decision or agreement of a person with himself to do or not do, stop or continue an activity, then personnel who already have one of several alternatives that are considered good, do not hesitate in taking a stand.

Relationship Between Knowledge of Learning Management and Commitments on Task to the Teacher performance of Madrasah Tsanawiyah State 3 Medan

DOI: 10.30575/2017/IJLRES-2019091211

METHODOLOGY

This research was conducted on MTs State 3 Medan teachers, with a sample of 54 people. This research is a quantitative descriptive study, where the data obtained is expressed based on facts in the field. The data is then analyzed by descriptive statistical analysis methods and correlational analysis. Data collected included three independent variables namely: knowledge management learning (X1) and commitment to the task (X2) and one dependent variable, namely teacher performance (Y).

FINDINGS AND DISCUSSION

Relationship between Learning Management Knowledge (X1) and Teacher Performance (Y)

Teacher performance becomes an important thing that needs to be discussed, because it is related to efforts to achieve a goal. Many factors can affect the performance of a teacher, both internally and externally. In this research, it is suspected that the strong factor that influenced teacher performance was learning management knowledge. Learning management is the process of helping students achieve knowledge, skills, abilities and understanding of the world around them. Syafaruddin and Irwan (2005: 79) state that learning management is the process of utilizing all interacting components (teaching resources) to achieve the objectives of the teaching program. Knowledge management learning for a teacher is a set of knowledge which contains knowledge about various management activities and functions including: planning, implementing and evaluating learning.

The learning management activities and functions are closely related and come into direct contact with the teacher when the teacher is active in planning learning, implementing learning and evaluating learning. Reigeluth in Syafaruddin and Irwan (2005: 77) learning management is concerned with the understanding, improvement and implementation of the management of teaching programs implemented. For this reason, in carrying out their duties, functions and responsibilities, whether they like it or not, whether they want it or not, they must understand and master the knowledge of learning management so that the teacher can carry out his tasks, functions and responsibilities as well as possible.

Knowledge management of teacher learning gives teachers excellent teaching skills in the classroom. With learning management knowledge, the teacher will

understand how each student is doing in class. By knowing the abilities of each student, the teacher will more easily carry out their teaching assignments in class. This is because learning management knowledge requires that a teacher is capable of planning, implementing, and evaluating the learning process in class.

With the above capabilities, a teacher has the full understanding of the implementation of tasks in school. Thus, teachers who have knowledge of learning management optimize the effectiveness of learning in the classroom.

The ability to plan learning requires very mature thinking, because it acts as a reference for teachers in carrying out learning activities to be more directed and run efficiently and effectively. Learning planning should be flexible and provide broad possibilities for teachers to adjust to student responses in the actual learning process. A teacher before teaching should plan a teaching program and make preparations for teaching that are to be given. In making learning plans a teacher must consider who will receive the explanation, what their abilities are, and the basic knowledge they have.

The ability to carry out the process of teaching and learning or learning is the interaction of teachers and students in order to deliver learning material to students to achieve teaching objectives. In the learning process the teacher not only acts as a model or role model for the students he teaches, but also as a manager of learning. Thus, the effectiveness of the learning process lies on the shoulders of the teacher. Therefore, the success of a learning process is largely determined by the quality or ability of teachers.

The ability to conduct evaluations / assessments is the most complex aspect of learning, because it involves a lot of backgrounds and relationships, as well as other variables that have meaning when dealing with contexts that are almost impossible to separate from each aspect of assessment. There is no learning without assessment, because assessment is the process of determining the level of achievement of learning goals by students.

The results of the study further showed that the knowledge of teacher learning management could be improved by optimizing the dimensions of the creation of a teaching and learning climate. The way teachers create an effective teaching and learning climate can bring effective learning to be able to teach effectively. Teachers must be able to create a learning climate that supports the creation of optimal conditions for the learning process to occur. The development of school culture and climate are all efforts

Relationship Between Knowledge of Learning Management and Commitments on Task to the Teacher performance of Madrasah Tsanawiyah State 3 Medan

DOI: 10.30575/2017/IJLRES-2019091211

directed at realizing the atmosphere and conditions of learning in the classroom to be conducive and enjoyable and can motivate students to learn well according to their abilities. In other words class management is an attempt to regulate everything in the learning process, such as the physical environment and the learning system in the classroom.

Effective learning requires conducive classroom conditions. Conducive classrooms are learning environments that encourage intensive and effective learning processes. Any learning strategy adopted by the teacher will be ineffective if it is not supported by a conducive climate and classroom conditions. Therefore the teacher needs to organize and manage the learning environment in the classroom in such a way that it is fun, safe, and stimulates every child to be fully involved in the learning process.

Setting the learning environment is needed so that children are able to control the fulfillment of emotional needs. A learning environment that gives children freedom to make choices will encourage children to be physically, emotionally, and mentally involved in the learning process, and therefore, will be able to bring up creative-productive activities. That is the reason why every child needs to be given freedom to make choices according to what he is able and willing to do. In other words, if the teacher can create a conducive teaching and learning climate, the knowledge of the management of teacher learning has changed for the better than before.

Relationship between Commitment to Task (X2) and Teacher Performance (Y)

Teachers who have set commitments to their assignments will be able to work hard and be responsible for their assignments. Means, teachers who are committed to the task are thought to tend to have an awareness of the task by carrying out tasks with a sense of responsibility so that the behavior of the task becomes its responsibility which ultimately leads to improved performance.

Commitment to the task is related to the teacher's concern for the tasks and interests of the organization or school. Commitment to the task is closely related to the active role, care and responsibility of a teacher for the task. A teacher who has a concern for the task, the teacher tends to have compliance with the provisions of the task. Or if a teacher has a high sense of responsibility, then the teacher tends to have high performance. Because with these responsibilities a teacher has loyalty to his task.

The results of this study support research conducted by Haftkhavani, Batoul, and Alireza (2012); Pomegranate (2015); Sarmawa, Suryani, and Riana (2015); and Thursday, Noermijati, and Christin (2013); Lai, et al (2014); and Chanana (2017) who concluded that commitment to the organization will have a positive influence on improving an employee's performance.

Commitment to the task is also a determination in a person to accept or reject one or more goals, and determine the actions or activities. Sah understanding (1994: 44) explains commitment to the task is a tendency in a person to feel actively involved with a sense of responsibility. An active role with a full sense of responsibility that is owned by a teacher, it will encourage him to plunge directly into an activity, must be able to set decisions for himself and to be carried out should.

Someone who has a commitment to a strong task will identify and have a strong feeling towards his job compared to someone who has a low commitment. The emotional relationship to the job provides a description of one's work behavior and determines the desire to stay on the job. Lee in Kusmaryani (2009: 3) states the commitment to the task is defined as a psychological relationship between a person and his work based on affective reactions to the job.

In madrasa teachers are professionals who deal directly with students, so teachers in carrying out their duties as educators are able to carry out policies with specific goals and have a strong commitment to the school where he works.

Obligations felt by the teacher, can be interpreted teachers feel that work in a madrasa is a must. He can reject it, but by rejecting it, he will be haunted by guilt. Teachers who are committed will assume that their work is an implementation of obligations for various reasons. This obligation can come from religion such as the mandate because it has the knowledge that must be taught. This obligation can also come from the community because the community entrusts their children to be taught by it. Obligations can also come from the internal madrasas themselves such as when teachers rely on themselves as the only teacher who is able to teach students in certain classes or because the teacher is indebted to the school when he is experiencing difficulties.

A teacher who has a high commitment will feel guilty if giving poor performance in teaching. This is because stopping being a teacher is not easy especially in public schools. Because it cannot be seen that teachers with bad commitments will leave their work.

Relationship Between Knowledge of Learning Management and Commitments on Task to the Teacher performance of Madrasah Tsanawiyah State 3 Medan

DOI: 10.30575/2017/IJLRES-2019091211

Teachers with low commitment will not work optimally. Conversely, teachers with high commitment will feel guilty if the work is not done optimally. He taught because he felt the need for a debt of gratitude especially if he saw that other teachers in his school were performing poorly so that his school was in a difficult situation functionally. If asked, he will be willing to replace other teachers in teaching and not feel compelled to do so.

Characteristics of the relationship with responsibility shown by the existence of guilt when a teacher stops teaching. He feels guilty because in him there has been a moral value in which he feels responsible for his students or his animations. Characteristics of connection with conscience is shown by the urge from within to realize something. Teachers who are normatively committed are urged by their conscience to keep on teaching, not urged by others. Moral values are said to be obligatory because there is an absolute obligation to realize an action.

A teacher who stops teaching when he has a commitment will feel that his dignity as a human being is hurt. Another feature of moral values is its formal nature. The formal nature means that the form of a true moral value never existed. Moral values are always accompanied by other values, be they economic or aesthetic. This characteristic states that it is not possible for a teacher to teach based solely on commitment. His commitment will disappear if he does not get economic value support such as salary or emotional value such as pleasant responses from fellow teachers or from students.

If the madrasa is able to generate confidence in the teacher whose values and personal goals have in common with the values and goals of the madrasa, the higher the teacher's commitment to the madrasa at work. This shows that commitment is an attitude towards a strong and individual's belief in the madrasa, so that he accepts the madrasa's goals, and willingly uses his efforts in the interests of the madrasa and has a strong desire to remain a madrasa member. In other words, commitment implies a strong bond between individuals or teachers where the individual is psychologically bound to the madrasa who employs them so as to create loyalty, affection, and a sense of belonging to the madrasa, including supporting madrasa goals and activities.

The Relationship between Learning Management Knowledge (X1) and Commitment to Assignments (X2) together with Teacher Performance (Y)

The teacher's performance can be seen when he carries out teaching and learning interactions in class including his preparation both in the form of semester programs

and teaching preparation. Sagala (2007: 180) states performance is a manifestation of the work achieved by an institution, where the measure of success includes all activities after going through due diligence on business goals that have been set and implemented. The same thing is also stated Hasibuan (2007: 94) that the work achieved by a person in carrying out the tasks assigned to him based on skill, experience and sincerity as well as time.

For a teacher learning management knowledge is a set of knowledge in which contains knowledge about various management activities and functions including planning, implementing and evaluating learning. These management activities and functions are closely related and come into direct contact with the teacher when the teacher carries out his duties, functions and responsibilities at school.

In carrying out their duties the teacher has his responsibilities, like it or not, like it or not, he must understand and master the knowledge of learning management so that the teacher can carry out his duties, functions and responsibilities as well as possible. In terms of planning, the teacher must be able to plan any activities carried out to achieve the specified learning goals. Then in terms of organizing, then a teacher is able to carry out and carry out activities that have been planned. In terms of evaluation, a teacher must be able to assess the success of students.

On the other hand, commitment to the task is closely related to the active role, sense of care and responsibility of a teacher for the task. A teacher who has a concern for the task, so he tends to have compliance with the provisions of the task. Or if a teacher has a high sense of responsibility, then he tends to have high performance. Because with these responsibilities a teacher is very likely to have loyalty to their duties.

Commitment to the task is also a determination in a person to accept or reject one or more goals, and determine the actions or activities. A teacher who has made a commitment to the task for himself will be able to work hard and be responsible for the task. Means, teachers who are committed to the task allegedly tend to have an awareness of the task by doing the task with a sense of responsibility so that the behavior of the task becomes his responsibility which ultimately leads to improved performance. Thus it can be understood that the knowledge of learning management and commitment to the task together are significantly positively related to teacher performance.

Relationship Between Knowledge of Learning Management and Commitments on Task to the Teacher performance of Madrasah Tsanawiyah State 3 Medan

DOI: 10.30575/2017/IJLRES-2019091211

CONCLUSION

1. There is a significant relationship between the knowledge of learning management on the performance of teachers in 3 Madrasah Tsanawiyah Negeri 3 Medan, meaning that the better the knowledge of teach management, the better the performance of 3 Madrasah Tsanawiyah State 3 Medan's teachers.
2. There is a significant relationship between the commitment to the task of the performance of Madrasah Tsanawiyah State 3 Medan's teachers, meaning that the better the commitment to the task, the better the performance of Madrasah Tsanawiyah State 3 Medan's teachers.
3. There is a significant relationship between learning management knowledge and commitment to the task together on the performance of the Madrasah Tsanawiyah State 3 Medan's teachers, meaning that the better the learning management knowledge and commitment to the task, the better the performance of the Madrasah Tsanawiyah State 3 Medan's teachers.

BIBLIOGRAPHY

- Al Ahmar, Giuma Omar., Ainur Rofiq, dan Djumilah Hadiwidjojo. 2014. "The Impact of Knowledge Management, Learning Organization, and Educations Organization on Organization Performance: A Case in Brawijaya University". *Asia-Pacific Management and Business Application* 3 (1). pp. 28 - 47
- Al-Tabany, Trianto Ibnu Badar. 2014. *Mendesain Model Pembelajaran Inovatif Progresif dan Kontekstual*. Jakarta: Kencana Prenada Media Group
- Amstrong, Michael. 1981. *A Hand Book of Human Resources Management*. Jakarta: Gramedia
- Anoraga, Panji dan Suyati Sri. 2006. *Perilaku Keorganisasian*. Jakarta: Dunia Pustaka Jaya
- Arikunto, Suharsimi. 1990. *Pengantar Pendidikan*. Jakarta: Bumi Aksara
- _____. 2002. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Rineka Cipta
- Azad, Naser., Esmaeil Mehrabi Majolan, dan Vahid Peej. 2014. "A Survey on the Effects of Knowledge Management on Organizational Learning: A Case Study of Technical and Vocational Training Organization". *Management Science Letters* 4 (2014) 725-728

- Burhanudin. 2005. *Supervisi Pendidikan yang dilaksanakan oleh Guru, Kepala Sekolah, Penilik, dan Pengawas*. Jakarta: Damai Jaya
- Chanana, Nisha. 2017. "Relationship between Work Performance and Organizational Commitment". *The Catalyst- Journal of Management, Vol. 1 Issue 2, March 2017*
- Chu, Kai Wing., Minhong Wang, dan Allan H.K. Yuen. 2011. "Implementing Knowledge Management in School Environment: Teachers' Perception". *Knowledge Management & E-Learning: An International Journal, Vol.3, No.2, 2011*
- Colquitt, Jason A., Jeffery A. Lepine dan Michael J. Wesson. 2009. *Organizational Behavior: Improving Performance and Commitment in the Workplace*. New York: McGraw-Hill Irwin
- Dadie, Camela Ikey Badhoeg dan Nugraheni, Reni. 2016. "Analisis Pengaruh Komitmen Organisasi dan Kepemimpinan terhadap Kinerja Karyawan Dengan Kepuasan Kerja Sebagai Variabel Intervening". *Jurnal: Studi Manajemen & Organisasi Vol. 13 Juni 2016*
- Danim, Sudarwan. 2003. *Menjadi Komunitas Pembelajar: Kepemimpinan Transformasional dalam Komunitas Organisasi Pembelajar*. Jakarta: Bumi Aksara
- Davies, Ivor K. 1991. *The Management of Learning*. Alihbahasa: Sudarsono Sudirdjo dkk. *Pengelolaan Pengajaran*. Jakarta: Rineka Cipta
- Delima, Veronica T. 2015. "Professional Identity, Professional Commitment and Teachers' Performance". *International Journal of Novel Research in Education and Learning, Vol. 2, Issue 4, pp: (1-12), Month: July - August 2015*
- Gibson, James L., Ivancevich, John M., dan Donnelly, James H. 1997. *Organization*. Alihbahasa: Djarkasih, *Organisasi, Perilaku, Struktur, Proses*. Jakarta: Erlangga
- Gunawan, Sri dan Nuri Herachwati. 2016. "A Study on the Effects of Knowledge Share in Virtual Community on Creative Teaching Behaviors and Teacher Efficacy". *Eurasia Journal of Mathematics, Science & Technology Education, 2016, 12(4), 1101-1113*
- Haftkhavani, Zohreh Gholipour., Batoul Faghiharam, dan Alireza Araghih. 2012. "Organizational Commitment and Academic Performance (Case Study: Students at Secondary Schools for Girls)". *Procedia - Social and Behavioral Sciences; 69 (2012) 1529 - 1538*

Relationship Between Knowledge of Learning Management and Commitments on Task to the Teacher performance of Madrasah Tsanawiyah State 3 Medan

DOI: 10.30575/2017/IJLRES-2019091211

- Hamzah, Nur. "Pengaruh Komitmen Organisasi, Motivasi dan Disiplin Kerja terhadap Kinerja Karyawan di PT. Primatama Mulya Jaya Kabupaten Pasaman Barat". *Jurnal: Apresiasi Ekonomi Volume 3, Nomor 2, Mei 2015*
- Hasani, Kaveh dan Saman Sheikhesmaeili. 2016. "Knowledge Management and Employee Empowerment: A Study of Higher Education Institutions". *Kybernetes, Vol. 45 Issue: 2, pp.337-355*
- Hasibuan, Malayu .S.P. 2007. *Manajemen Sumber Daya Manusia*. Jakarta: Bumi Aksara
- Indrafachrudi. 2000. *Metode Penilaian Kinerja Serta Faktor yang Mempengaruhinya*. Bandung: Galia Indah
- Kamis, Ruslan Ade., Noermijati, dan Christin Susilowati. 2013. "The Influence of Organizational Commitment and Individual Competence on Teacher Performance: In the Learning Organization Perspective (A Study on Elementary School Teachers in Ternate City)". *International Journal of Business and Behavioral Sciences Vol. 3, No.8; Augu 2013*
- Komalasari, Kokom. 2010. *Pembelajaran Kontekstual: Konsep dan Aplikasi*. Bandung: Refika Aditama
- Kusmaryani, Rosita Endang. 2009. Komitmen terhadap Pekerjaan dan Kinerja Guru Pembimbing di Kabupaten Bantul. *Jurnal: Penelitian dan Pengembangan Pemerintah Provinsi DIY. Vol. 1 No. 1, Tahun 2009*
- Kusmianto. 1997. *Panduan Penilaian Kinerja Guru oleh Pengawas*. Jakarta: Depdikbus