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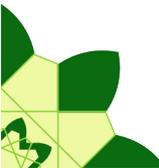


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Aspects Influencing the Quality of Management of the Community Learning Activity Centers in Banten Province

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Abstract

This research is aimed at studying aspects influencing the quality of management quality of the Community Learning Activity Centers (Pusat Kegiatan Belajar Masyarakat hencefort called PKBM) in Banten province. The approach used in this research is quantitative, with sampling research model. The aspect covers autonomy, supervision, community participation and leadership. Quantitative research takes the distance between the researcher and the object of the study. Quantitative research uses formal, standard and measurable instruments. The research sample is 155 PKBMs spread in the eight districts or cities in Banten Province. The results of this study indicate that; (1) autonomy has a direct and indirect positive effect on the quality of PKBM management; (2) supervision directly and indirectly influence the quality of PKBM management; (3) community participation has a direct and indirect positive impact on the quality of PKBM management; (4) leadership has a direct positive effect on the quality of PKBM management; (5) autonomy has a direct positive effect on PKBM leadership; (6) supervision has a direct positive effect on PKBM leadership; (7) community participation has a direct positive effect on PKBM leadership.

Keywords: *autonomy; supervision; community participation; leadership; management.*

A. Introduction

The implementation of education in Indonesia is conducted through three paths, i.e. formal, non-formal and informal education. The three educational channels are held under the responsibility of the government, local government, and or the community in accordance with RI Law No. 20/2003 on the National Education System. The most prominent and the more attention belong to the formal education, which is expected to provide quality education services so as to generate intelligent

human resources. While the Community Learning Activity Center (Pusat Kegiatan Belajar Masyarakat hencefort called PKBM) as one of the non-formal education units, the role and quality of its services has not received full attention from all parties. In Banten Province there are 254 PKBM spread in eight districts or cities. PKBM as many as those are a potential that is expected to be managed in a quality and in accordance with applicable legislation to produce quality graduates. In reality, however, the quality of PKBM management in Banten province is still relatively low. This is seen in the



low average value of the provincial equivalency level (Ujian Nasional Pendidikan Kesetaraan henceforth called UNPK) in three consecutive years, as the sample for social studies subjects (Ilmu Pengetahuan Sosial or IPS) did not reach 6.0 but the trend was below 5.0.

The problem of management quality is also revealed from the data of the Center for Early Childhood Education and Community Education of Banten Province, that of the existing PKBMs only 2% are accredited PKBM and 38.09% of the Tutors have undergraduate (S1) certificate, the remaining 61.31% are only a graduate of SMA/K (secondary school) or the equivalent. The large number of unaccredited PKBMs is an indicator of low institutional management. Then reinforced with preliminary observation data that the author did to 25 PKBMs at random to produce information that only 32% of the existing PKBMs have been run their management by using management functions such as planning, organizing, implementation, and supervision. It is still quite a lot (68%) of PKBM managed by not paying attention to the proper management functions that cause the quality of PKBM management in Banten to be low. The quality of PKBM management is low as something relevant, interesting and worthy to be studied.

Quality comes from the English word 'quality' in terms of etymology. Terminologically, the quality is a concept that invites many opinions of experts as the following description; Ibekwe (2006:47) argues that quality is defined by first identifying the people who use or benefit from the products and services being offered. These customers are then asked of their requirements and their expectations. Then the providers apply their expertise to transform the desires being expressed into a product or service that meets if not exceeds their expectations. In line with that, Demuzere & Bouckaert (2016) suggest that quality is generated by its principal provider based on the supply of people who use the benefits of some products or services to exceed the expectations of those people. In addition Khodayari & Khodayari (2011) suggest "that quality can be broken down into five different but related dimensions: (1) Quality as exceptional (e.g. high standards); (2) Quality as consistency (e.g. zero defects); (3) Quality as fitness for purpose (fitting customer specifications); (4) Quality as value for money,

(as efficiency and effectiveness); and (5) Quality as transformative (an ongoing process that includes empowerment and enhancement of customer satisfaction)".

According to Frazier (1997:1), quality is elaborated as that we think we know quality when we see it, but the rub is that quality has at least two properties that make it difficult to describe and transient in nature. First, quality is time bound. What may have quality today may not have quality tomorrow. The standards for quality are always evolving, primarily due to changing technology. For instance, the eight-track tape cartridge, although a standard for its time, is now obsolete compared with laser discs. Second, quality is subjective; what may be of quality to one person may not be to another. Quality is matter of personal taste. The concept of quality has at least two properties that make it difficult to describe and to study concretely. First, quality of time is bound. What is considered qualified today may not have quality tomorrow. Quality standards are always evolving, especially as the technology keeps changing. For example, an eight-track tape cartridge is now considered obsolete compared to a laser disc. Second, quality is the goal. This means that at the same time there are people who consider the product or service quality, not necessarily for others, because the quality is the suitability of particular personal or community taste.

Management comes from the word *manus* (Latin) meaning 'hand', being an astronomer meaning to work many times with the hands, with *agere* suffix means to do something, merged into *managere*, meaning to do something over and over again with hands. To manage is to manage and to work with and through individuals and groups and other resources to achieve organizational goals. In addition, human factors (individuals/groups) as well as other resource factors can determine the achievement of organizational goals, as well as revealed by Williams (2000: 4): "management is getting work done through others"

Henry Fayol (in Poudyal, 2013) adds that managers should perform five management functions: planning, organizing, commanding, coordinating, and controlling. Fayol essentially

divides management into five functions namely; planning, organizing, giving orders, coordinating, supervising. While Robins and Coulter (2012: 18) argue that at that time management functions have thickened into four functions of planning, organizing, leading, and controlling/supervising (controlling). While Hersey & Blanchard (1988) long before argued that management functions consist of planning, organizing, staffing, leading and controlling. Consequently, based on the views of these experts and their elaborations, it can be synthesized that the quality of management is a multidimensional picture and holistic characteristic of the good and the bad organizational arrangements that determine satisfaction according to customer needs with indicators of planning, organizing, leadership, implementation, coordination and supervision.

As a result, as an institution is established by, from, and for the community, PKBM actually has the potential as an independent institution and if held in accordance with the functions of management will produce good management quality. Although at the beginning of PKBM, many expect block grant funds from the government but in the long run with quality management is expected to continue to grow PKBM independence. However, the role of the government during the era of the centralized governance is dominantly diminished in line with the enactment of the Autonomy Law, as a basis for encouraging the management of autonomous education, with professional supervision, high community participation and the emergence of strong institutional leadership (Coppola, Luczak & Stephenson, 2013). This research will examine the interrelationship among research variables, and will measure the effect of one variable with other variables. What studied are the four independent variables (exogenous); autonomy (X1), supervision (X2), community participation (X3) and Leadership (X4) and the only one dependent variable (endogenous) i.e. management quality (Y). The exogenous variables are assumed to affect the endogenous variable.

Quality Management (Y) PKBM is hypothesizedly influenced by Autonomy (X1). According to Demuzere, Verhoest, & Bouckaert (2004: 4), one of the implications of increased managerial flexibility could be that autonomous organizations are increasingly implementing

various innovative management techniques or tools (often copied from the private sector). Because of the freedom to manage, and the subsequent increased use of private sector management techniques, it is assumed that decentralization will lead to a better performance. If the use of management techniques might lead to a better performing government, it is essential to know the factors that have an influence on the use of management techniques. This suggests that one of the implications of increased managerial flexibility can make autonomous organizations more active in applying innovative techniques in management (often applied to the private sector). This is because employees are given the freedom to manage, and the subsequent increase in the use of private sector management techniques, it is assumed that decentralization will lead to better performance. If the use of this management technique is applied then it will cause the course of government will be better quality, it is very important to know the factors that have influence on the use of management techniques.

Conceptually, the autonomy of schools or educational institutions must go hand in hand with local participation (Suksi, 1988). Indeed, historically this school management principle is closely linked to the need for the freedom to teach local stakeholders (school managers, parents, etc.). In this case, PKBM as an educational institution can also adapt staff and procedures to local contexts, and have more freedom to experiment and innovate in alternative ways of doing things and apply them rather than relying on central-determined procedures.

This autonomy model is designed to give PKBM a greater space to manage resources, to determine the delivery of educational resources, local democracy control of decision-making and to respond to community needs. It is hoped that a greater autonomy will bring some benefits to learners, educators or tutors, administrators and communities of educational units both at school and in PKBM or the like. According to Catalano & Sibiano (2016), autonomy is the concept of school autonomy is related to schools' ability to self-determine relevant matters, such as objectives and activities to be conducted. It refers to domains such as governance, personnel, curriculum, instructional methods, disciplinary policies, budgeting, facilities and student admission. This view describes that school autonomy/PKBM

as a concept is closely related to the ability of school/PKBM in terms of self-determining or managing; objectives and activities to be undertaken such as government activities, personnel, curriculum, learning methods, disciplinary policies, budgeting, facilities and acceptance of learners. Referring to some of these views or theories, the writer suspects the effect of PKBM autonomy on the quality of PKBM management. In other words, the better the autonomy run by the PKBM Chairman, the better the quality of PKBM management as each section is given an opportunity to innovate in advancing an organization. So this study expects that the increasing autonomy influences the quality of PKBM management.

Management quality (Y) of PKBM hypothesized is to be affected by supervision (X_2). According to Laith Alrubaiee (2011), in his study on the effect of educational service quality and Supervision quality on postgraduate student satisfaction in Private Jordanian Universities, she states that the findings indicate a strong and positive impact of the quality of education services on student satisfaction and quality of supervision. Quality of supervision also has a significant impact on student satisfaction. The better the education supervision the better the quality of education management. On the contrary, the worse the supervision of education is run, the worse the quality of education management is achieved. Therefore, in this study it is expected that the supervision of education gives a direct impact on the quality of management. So the quality of PKBM management is allegedly influenced by supervision both supervision performed by the manager (chairman of PKBM) or supervision conducted by the supervisors who perform the supervising function for non-formal education path.

Quality management (Y) PKBM assumed is to be affected by Community Participation (X_3). The higher the participation of the community towards the implementation of PKBM causes the higher the quality of PKBM management.

This is based on the opinion of Ren, Zhang, & Tang (2011), in his their study about The Effects of Customer Participation on Service Quality, Customer Value and Customer Satisfaction who suggest that the company

increasingly focuses on customer participation to create value for the company and their customers. Relying on customer behavior theory and marketing theory, we develop a framework that explores the effects of customer participation in terms of community participation on service quality or quality of management, customer satisfaction and customer value. The results show that information exchange, cooperative behavior and personal interaction have a positive effect on service quality, customer satisfaction and customer value. Based on the results, this study elaborates that the practical and academic implications for the management of companies that provide space for the creative participation of customers.

In accordance to the conceptual framework, that the participation of the community as one of the external customers in education should be expected to affect the quality of management education. The higher the society participation the higher the quality of education management. On the contrary, the lower the community participation, the lower the quality of education management. As a result, this study expects community participation can have a direct positive effect on the quality of PKBM management.

Quality Management (Y) PKBM assumed is to be affected by Leadership (X_4). Achieving success in quality management is dependent only in 10% on technical equipment, in 40% on technology, and in as many as 50% on people and their way of managing (Misztal & Bachorz, 2014). Leadership means that chief management team should coherently cooperate together by assessing strategies, aims, and organization management policy. Its goal is also to create and maintain internal conditions in which the organization may objective. The leader should plan certain activities and support the subordinates in the implementation of their operations. This shows that to achieve success in management quality depends only about 10% on technical equipment, 40% on technology, and as much as 50% on the people and how they manage. In addition, Misztal & Bachorz, (2014) further conclude that leadership is an important pre-condition for keeping a quality management system in an enterprise. Unfortunately, many entrepreneurs do not understand that issue. Although they declare that the quality policy

to engage employees, their behaviors differ significantly from the leadership's expectation. Consequently, procedures would become a means to an absolute settlement of employees assigned tasks without regard to working conditions, the atmosphere and the way of organizing the work. Unmotivated employees work carelessly because they do not see the sense of fairness. The result often occurs in nonconformities of products. An implemented corrective action does not produce results because they look for the causes not the managers' personality. Misztal&Bachorz (2014) insist that leadership is an important prerequisite for maintaining a quality management system within an organization. The better the leadership the better the quality of education management. On the contrary, the worse the leadership the worse the quality of management education, so do not expect the quality of education will also be good. As a result, in this research is expected high PKBM leadership can cause high quality management PKBM.

Autonomy (X1) is assumed to affect Leadership (X4). The term autonomy becomes popular in the community cannot be separated after the enactment of Law No. 22 of 1999 on Regional Government which is then often called the law of regional autonomy or OTDA. According to Faguet, Fox &Poarschl (2014), regional autonomy is a consequence of the principle of decentralization in the implementation of local government. They further indicate that the substance of decentralization in governing governance is more on strengthening and stability of government because through decentralization, it gives birth to a better political leadership. By decentralization it will gradually increase the sensitivity of the political elite/government/leadership over the various needs of the community. This theory provides an understanding that the implementation of regional autonomy will affect the leadership of both the political elite and the government and even the leadership of an institution including educational institutions. Therefore, in microform, one of the manifestations of decentralization is the implementation of the autonomy process in the implementation of education (Uno, 2008: 35).

Supervision (X2) hypothesizedly affects Leadership (X4). Supervision is related to the leadership of education, because basically the

supervision of education is a capital for the implementation of education leadership that is transparent, open and allows all issues can be monitored, assessed and evaluated properly. This is approved by a research conducted by Campbell who discovers that the ability to lead is an essential element of effective oversight. As a supervisor, it's important to be able to convince your employees to follow your lead. So in this study it is expected that high Supervision can lead to high institutional leadership.

Community Participation (X3) hypothesizedly is influenced by Leadership (X4). This is based on the opinion of Lau, Elaine, WK (2010) "The Effects of Leadership Style and Employee's Participation on Perceived Justice." The paper presented at the International Academy of Business and Economics Conference, Las Vegas between leadership styles and participation. The result of regression analysis shows that the influence of classical leadership on employee participation is not significant. While the transformational leadership ($F = 66.258$, $R^2 = 0.303$, $p < 0.001$), dynamic leadership ($F = 38.353$, $R^2 = 0.219$, $p < 0.001$), and transactional leadership ($F = 5.458$, $R^2 = 0.038$, $p < 0.05$) are positively associated with employee participation. In addition, the bivariate correlation shows that the correlation between transformational leadership and participation ($r = 0.571$), and between dynamic leadership and participation ($r = 0.450$) is higher than that of others ($r = 0.105$ for classical leadership and $r = 0.239$ for transactional leadership). Consequently, the results of this study are very important to prove how leadership styles and employee participation interact in influencing the development of an organization. The research is expected to find the effect of community participation on the Leadership of the institution. Therefore, high community participation around PKBM leads to high PKBM leadership as well.

B. Method

The approach used in this research is quantitative approach, with sampling research model. Quantitative research takes the distance between researcher and the object of the study. The problem raised in this research is the associative problem, which is a question and

the researcher statement that connect two or more variables. The relationship of variables in the research is causal relationship. There are independent variables (the variables that affect) or also called as an exogenous variable and there is dependent variable (the affected) or also called endogenous variable. The exogenous variables consist of autonomy (X1), supervision (X2), community participation (X3) and leadership (X4) while the only endogenous variable is quality management (Y).

The target population in this research is the entire Community Learning Activity Center (PKBM) located in Banten Province. While the reachable population is as many as 254 PKBM, spread across eight districts or cities in Banten Province as stated in the table below:

Table 1: Recapitulation of the Number of PKBM in the Education Office of Banten Province in 2003

NO	DISTRICT NAME	NUMBER OF PKBM	NOTE
1	Pandeglang	43	
2	Serang	41	
3	Serang City	24	
4	Lebak	42	
5	Cilegon	17	
6	Tangerang City	27	
7	Tangerang District	47	
8	South Tangerang City	13	
Total Number		254	

Magnitude or size of this sample depends on the number of accuracy or error desired by the researcher. In the case of error rate, in maximal social research the error rate is 5% (0.05). The sample study applies the clause that the larger the number of samples (the closer the population) the less chance of error generalization and vice versa, the smaller the number of samples (away from the population) the greater the chance of generalization error.

Consequently, the samples in this study are taken from 254 PKBM with the analysis unit that is PKBM chairman. The sampling technique uses cluster sampling, which is the technique of selecting sample members from small unit groups. The existing groups are randomly selected as representative of the population, then all selected elements are used as research samples.

Then, to determine the size of the research sample, Slovin formula is used as follows:

$$n = \frac{N}{1 + Ne^2}$$

Note

- n = sample number
N = population number
e = precision being used

The number of population in this research is N = 254 PKBM. Then through sampling 95% to keep the representation of the research sample, Precision = 5% (0.05) is obtained. So after being substituted it results in sample size of :

$$n = \frac{254}{1 + 254(0.05)^2}$$

n = 155.253, totalled into 155 PKBM

So the sample size of this study is 155 PKBM.

This research uses survey method by using path analysis. The way to collect the necessary data in this study using the instrument in the form of questionnaires whose validity and reliability have been tested over 30 (thirty) PKBM taken outside the study sample members, with the results according to the table below:

Table 2 : Result of Instrument Testing

Variable	Pre-Test Items	Post-Test		Reliability coefficient
		Validity		
		Dropped Items	Valid Items	
Quality Management (Y)	60	10	50	0.917
Autonomy (X ₁)	30	3	27	0.832
Supervision (X ₂)	25	1	24	0.809
Community Participation (X ₃)	30	1	29	0.818
Leadership (X ₄)	20	1	19	0.786

Based on the table 2, it can be stated that the research instrument designed by the writer is appropriate to be used for the actual data retrieval research so as to produce quality research data to generate the conclusion of quality research as well. Path analysis requirement is the estimation between endogenous variable and exogenous variable is linear (linear model) and normal distribution. Therefore, Test of Regression Linieritas and Test of Estimation Error Normality are conducted. So the requirements that apply

to regression analysis by itself also apply to path analysis requirements. The results of the calculation referred to each are summarized in the following table :

Table 3: Summary of Linierity Test Result

Linierity Test Y over X _i	Value		Conclusion (F _i ≤ F _i means Model Linier)
	Fcount	Ftable	
Y over X ₁	0.849	3.90	Linier Model
Y over X ₂	2.371	3.90	Linier Model
Y over X ₃	2.752	3.90	Linier Model
Y over X ₄	2.031	3.90	Linier Model
X ₄ over X ₁	3.205	3.90	Linier Model
X ₄ over X ₂	2.554	3.90	Linier Model
X ₄ over X ₃	2.400	3.90	Linier Model

Table 4 : Summary of Normality Test Result

Galat Test Y over X _i	Parameter Value		Conclusion (Asymp. Sig > 0.05 means Normal Distribution)
	Kolmogorov-Smirnov Z	Asymp. Sig. (2-tailed)	
Y over X ₁	1.979	0.469	Normal Distribution
Y over X ₂	0.783	0.572	Normal Distribution
Y over X ₃	0.695	0.720	Normal Distribution
Y over X ₄	0.819	0.514	Normal Distribution
X ₄ over X ₁	1.202	0.111	Normal Distribution
X ₄ over X ₂	2.159	0.266	Normal Distribution
X ₄ over X ₃	1.774	0.320	Normal Distribution

On the conclusions in the tables 3 and 4, the calculation and path analysis test can be continued because it has fulfilled the specified prerequisite that is linear model and normal distribution.

C. Results and Discussion

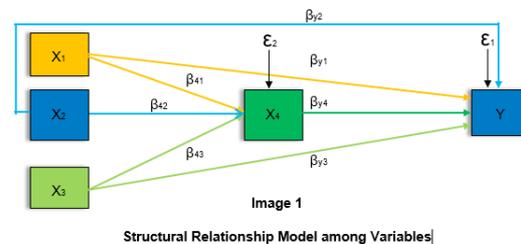
From the analysis and calculation process done with the help of SPSS application version 16.0, it can be summarized as follows:

Table 5 : Summary of Path Coefficient Test Results

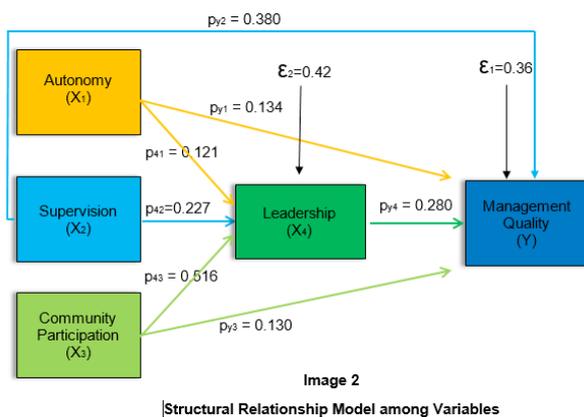
Variable	Path Coefficient	
	Model of the First Sub-Structure Y	Model of the Second Sub-Structure X ₄
X ₁	p _{y1} = 0.134	p ₄₁ = 0.121
X ₂	p _{y2} = 0.380	p ₄₂ = 0.227
X ₃	p _{y3} = 0.130	p ₄₃ = 0.516
X ₄	p _{y4} = 0.280	-

The table above presents the coefficient value of the path in the sub-structure of the first model is the path that connects the autonomy variable to the quality of management variable, the path that connects the supervision variable to the quality management variable, the path that

connects the community participation variable to the quality management variable, leadership to variable quality management. In the sub-structure of the second model is the path that connects the variable autonomy to leadership variables, the path that connects the variable supervision to leadership variable and the path that connects the variable of community participation to leadership variable. The model summary can be seen in the following figure:



After the coefficient quantity of the path known as presented in table 5 above, then the form of structural model can be seen in Figure 4 as follows:



From the model diagram, the above structural relationship yields two equations namely the first sub-structural equation and the second sub-structural equation; The structural equation in the first sub-structural model is formed by the path coefficient of the variables X₁ to Y, X₂ to Y, X₃ to Y and X₄ to Y statistically the equation is $Y = p_{y1} * X_1 + p_{y2} * X_2 + p_{y3} * X_3 + p_{y4} * X_4$. So after being substituted the form of structural equation in the first sub-structure model is $Y = 0.134X_1 + 0.380X_2 + 0.130X_3 + 0.280X_4$ while for the structural equation the second sub-structural model is formed by the path coefficient from X₁ to X₄, X₂ to X₄ and X₃ to X₄ statistically the equation is $X_4 = p_{41} * X_1 + p_{42} * X_2 + p_{43} * X_3$. So after being substituted the form of structural equation

in the second sub-structure model is $X_4 = 0.121X_1 + 0.227X_2 + 0.516X_3$. From the results of the analysis and calculation process performed on the part of direct influence, it can be summarized as follows:

Tabel 6 : Positive Direct Effect Among Variables

No.	Effect	Path coefficient	dk	T _{count}	t _{table}	
					α = 0.05	α = 0.01
1.	X ₁ toY	0.134	150	2.260*	1.66	2.35
2.	X ₂ toY	0.380	150	5.390**	1.66	2.35
3.	X ₃ toY	0.130	150	1.720*	1.66	2.35
4.	X ₄ toY	0.280	150	3.720**	1.66	2.35
5.	X ₁ toX ₄	0.121	150	1.828*	1.66	2.35
6.	X ₂ toX ₄	0.227	150	3.024**	1.66	2.35
7.	X ₃ toX ₄	0.516	150	7.129**	1.66	2.35

* = significant ($t_{count} > t_{table}$ pada $\alpha = 0.05$)

** = very significant ($t_{count} > t_{table}$ pada $\alpha = 0.01$)

The processing of the empirical data through the model analysis process gives the results as presented in table 4. The result will be the basis for hypothesis testing so that this research can give a conclusion. Explanation of hypothesis testing can be described as follows; from the calculation results, the first hypothesis is obtained coefficient value path = 0.134 with t_{count} value = 2.260. Value at t_{table} with significance level of 0.05 and number of respondents (n) = 155 is obtained t_{table} figure = 1.66. So $t_{count} > t_{table}$, thus H_0 is rejected and accepts H_1 . This means that the First Hypothesis stating that there is a direct positive influence of Autonomy (X₁) on Quality Management (Y) of PKBM in Banten Province is acceptable. In other words, the increase of autonomy in the management of PKBM causes the improvement of the quality of PKBM management. This is understandable because every manager is given an opportunity to innovate and create with the spirit of household arrangement according to the needs of PKBM which do not have to wait for instruction of the organizational structure above it, that is local or gubernatorial Office even the Central Government.

From the result of the second hypothesis is obtained the coefficient value of the path = 0.380 with $t_{count} = 5.390$. Value on t_{table} with significance level of 0.05 and number of respondents (n) = 155 is obtained t_{table} figure = 1.66. So $t_{count} > t_{table}$, then H_0 is rejected and accepts H_1 . This means that the second hypothesis that there is a direct positive influence Supervision (X₂) on Quality

Management (Y) PKBM in Banten Province is acceptable. Thus improving supervision in the management of PKBM by the supervisor leads to an improvement in the quality of PKBM management. This is because the result of supervision, feed back, coaching, guidance and advocating so as to produce improvement that can lead to the improving quality management.

From the result of the third hypothesis is obtained the value of coefficient path = 0.130 with the value $t_{count} = 1.72$. Value on t_{table} with significance level of 0.05 and number of respondents (n) = 155 is obtained t_{table} figure = 1.66. So $t_{count} > t_{table}$, then H_0 is rejected and accepts H_1 . This means that the third hypothesis states that there is a direct effect of community participation (X₃) on Quality Management (Y) PKBM in Banten Province is acceptable. This reflects that if the dimension of public participation is increasing, the quality of management is increasing too. Community participation that is usually played by community leaders will obviously contribute to assist the manager or PKBM chairman in solving PKBM problems so that the result leads to the improvement of Quality of Management in PKBM itself.

From the result of the fourth hypothesis is obtained coefficient value of path = 0.280 with $t_{count} = 3.73$. Value on t_{table} with significance level of 0.05 and number of respondents (n) = 155 is obtained t_{table} figure = 1.66. So $t_{count} > t_{table}$, thus H_0 is rejected significantly and accepts H_1 . This means that the fourth hypothesis states that there is a direct influence of Leadership (X₄) on Management (Y) PKBM in Banten Province is acceptable. The result of this study indicates that the improving Leadership leads to the improving Quality of Management. This is because the improvement of leadership means also the functions of leadership applied in running the organization in accordance with the planned direction so that the quality of management in this sense the quality of PKBM management can increase.

From the result of the fifth hypothesis is obtained the value of coefficient path = 0.121 with the value $t_{count} = 1.828$. Value on t_{table} with significance level of 0.05 and number of respondents (n) = 155 is obtained t_{table} figure = 1.66. So $t_{count} > t_{table}$, then H_0 is rejected and accepts H_1 . This means that the fifth hypothesis states

that there is a direct effect of Autonomy (X_1) on Leadership (X_2) PKBM in Banten Province is acceptable. In this case it can be stated that increasing autonomy leads to an improvement in leadership in an educational institution. This is because with the spirit of autonomy, the leadership of an institution (PKBM) get the flexibility in managing their own household in accordance with the needs of the organization or institution.

From the result of the sixth hypothesis calculation is obtained coefficient value path = 0.227 with $t_{count} = 3.024$. Value on t_{table} with significance level of 0.05 and number of respondents (n) = 155 is obtained t_{table} figure = 1.66. So $t_{count} > t_{table}$, then H_0 is rejected and accepts H_1 . This means the sixth hypothesis which states there is a direct influence Supervision (X_2) on Leadership (X_4) PKBM in Banten Province is acceptable. The result of this study explains that the increasing supervision leads to an increase in institutional leadership. This is because there is inherent supervision so that the process of learning and improvement of leadership is continuously carried on until there is an improvement.

From the result of the calculation of the seventh hypothesis is obtained coefficient value of the path = 0.516 with the value $t_{count} = 7.13$. Value on t_{table} with significance level of 0.05 and number of respondents (n) = 155 is obtained t_{table} figure = 1.66. So $t_{count} > t_{table}$, thus H_0 is rejected and accepts H_1 . This means that the seventh hypothesis states that there is a direct influence of Community Participation (X_3) on Leadership (X_4) PKBM in Banten Province is acceptable. This reflects that the increase in Community Participation leads to an increase in PKBM Leadership. The Increasing Community Participation provides energy and legitimacy to leadership in an institution so that a leader becomes confident in other words an improvement in leadership of the institution.

D. Conclusion

Based on the results and discussion, several important points can be concluded as follows; 1). There is a positive direct effect of

autonomy on quality management of PKBM in Banten Province. 2) There is a direct positive influence of supervision on quality management of PKBM in Banten Province. 3) There is a positive direct influence of community participation on quality management of PKBM in Banten Province. 4) There is a positive direct influence of leadership on PKBM management in Banten Province. 5) There is a positive direct effect of Autonomy on PKBM Leadership in Banten Province. 6) There is a direct positive influence of supervision on PKBM Leadership in Banten Province. 7) There is a positive direct influence of community participation on PKBM leadership in Banten Province.

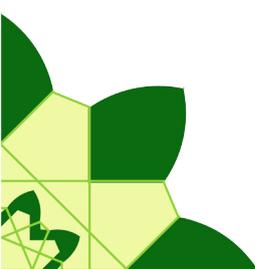
Based on the conclusion, the results of this study implicate on the following matters; 1) The results of this study informs that if autonomy increases, it leads to an increase in quality management of PKBM in Banten Province. Therefore, in order to improve the quality of PKBM Management in Banten Province, it is necessary to improve the autonomy of PKBM. 2) The results of this study point out that if supervision increases, it causes improvement on quality of PKBM Management in Banten Province. Therefore, in order to improve the quality of PKBM Management in Banten Province, it is necessary to improve the implementation of supervision in the running of PKBM. 3) The results of this study indicates that if the community participation increases, it causes the improvement of quality Management of PKBM in Banten Province. Therefore, in order to improve the quality of PKBM Management in Banten Province, it is pivotal to improve by opening access or opportunity for community involvement. 4) The results of this study show that if the leadership increases, it leads to the improving quality of PKBM Management in Banten Province Therefore in order to improve the quality of PKBM management in Banten Province, it is essential to improve the PKBM leadership. 5) The results of this study suggest that if autonomy increases, then it leads to an

increase in PKBM leadership in Banten Province. Therefore, in order to improve the leadership of PKBM in Banten Province, it is important to improve the autonomy of the implementation of PKBM. 6) The results of this study exhibit that if supervision increases, then it leads to an increase in PKBM leadership in Banten Province. Therefore, in order to improve PKBM Leadership in Banten Province, it is necessary to improve the implementation of supervision. 7) The results of this study indicate that if community participation increases, then it leads to an increase in PKBM leadership in Banten Province. Therefore, in order to improve the leadership of PKBM in Banten Province, it needs improvement in opening access or public opportunity. The broader and greater the participation of the community in the management of education the more effective the leadership of education. On the contrary, the narrower and smaller the participation of the community in accessing the management of education, the more ineffective the leadership of the institution.

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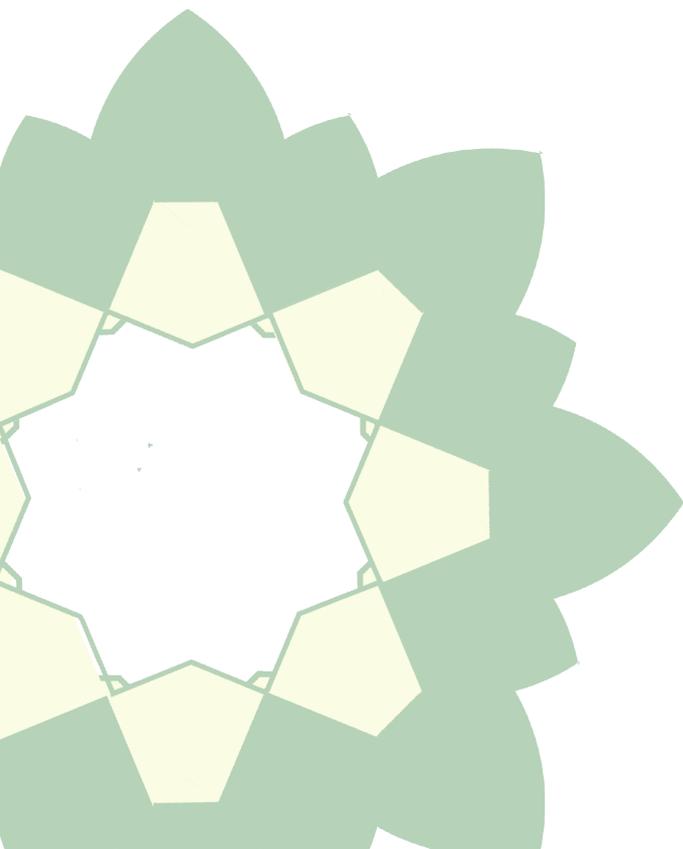
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