

TEACHER PARTICIPATION IN EDUCATION ADMINISTRATION

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Abstract.

The essence is that the foundation in the management of education in achieving instructional goals, the participation of teachers in organizing educational administration is needed. This study aims to examine teacher participation in educational administration at SMP Negeri 5 Luwuk. Educational administration is an important aspect in supporting the success of the teaching and learning process in schools. This study used a descriptive qualitative method involving 15 respondents consisting of teachers at SMP Negeri 5 Luwuk. Data were collected through interviews, observations and document analysis. The results show that the level of teacher participation in education administration varies, covering aspects of planning, organizing, implementing and evaluating. Factors influencing teachers' participation include understanding the importance of education administration, workload and support from school leaders. The study also identified the challenges teachers face in carrying out administrative tasks as well as strategies to improve their participation. The findings can serve as input for schools and education stakeholders in an effort to improve the quality of education administration at the junior secondary school level.



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A. INTRODUCTION

Education is a fundamental aspect in the development of human resources and the progress of a nation. In this context, education administration plays an important role in supporting the success of the learning process in schools. (Sagala, 2019). Educational administration covers various aspects, including planning, organizing, implementing and evaluating educational activities. (Mulyasa, 2021).

Teachers, as the spearhead of education, not only play a role in the teaching and learning process, but also have responsibilities

in the administrative aspects of the school. Teacher participation in education administration is necessary to create an effective and efficient education system. (Usman, 2018). However, the reality on the ground shows that there is still a gap in the level of teacher participation in administrative tasks. (Danim, 2020a).

SMP Negeri 5 Luwuk, as one of the junior secondary education institutions in Banggai District, Central Sulawesi, is not exempt from this challenge. Initial observations showed variations in the level of teacher involvement in school administrative

tasks. This may impact on the effectiveness of school management and the quality of education services provided. (Kompri, 2022).

Previous research by (Asf & Mustofa, 2018) revealed that teachers' participation in educational administration is influenced by various factors, including understanding of the administrative role, workload and support from school management. Meanwhile, a study conducted by (Engkoswara & Komariah, 2019) emphasizes the importance of improving teacher competence in administrative aspects to support the improvement of education quality.

SMP Negeri 5 Luwuk, as one of the junior secondary education institutions in Banggai district, Central Sulawesi, also faces challenges in optimizing teacher participation in education administration.

Given the importance of the role of teachers in educational administration and the gaps in practice in the field, this study aims to examine in depth the participation of teachers in educational administration at SMP Negeri 5 Luwuk. The results of this study are expected to provide a comprehensive picture of the actual condition of teacher participation in educational administration, identify the factors that influence it, and formulate strategies to improve teacher participation in school administrative aspects.

B. RESEARCH METHOD

This research used a qualitative approach with descriptive methods. This approach was chosen because it allows

researchers to gain an in-depth understanding of the phenomenon of teacher participation in educational administration at SMP Negeri 5 Luwuk. (Creswell & Creswell, 2018). The descriptive method is used to systematically describe the facts and characteristics of the object or subject under study in a precise manner. (Sukmadinata, 2019). The research was conducted at SMP Negeri 5 Luwuk, Banggai Regency, Central Sulawesi. The research time lasted for three months, from January to March 2024.

The research subjects consisted of 15 respondents who were selected using purposive sampling technique. The criteria for selecting respondents include permanent teachers with a minimum tenure of 2 years at SMP Negeri 5 Luwuk. This sample selection aims to obtain representative and in-depth information. (Sugiyono, 2020).

Data was collected through three main methods: (a). Semi-structured interviews: Conducted with respondents to obtain in-depth information about their participation in Education administration. (Yin, 2018). (b). Participatory observation: The researcher is involved in the daily activities at the school to directly observe the teacher's participation in administrative tasks. (Spradley, 2016). (c). Document analysis: Reviewing documents related to educational administration in schools, such as lesson plans, evaluation reports, and meeting notes. (Bowen, 2009).

The main instrument in this research is the researcher himself (human instrument), supported by interview guidelines, observation

sheets, and document analysis guides. (Moleong, 2021).

Data analysis using an interactive model (Miles et al., 2020) which includes three stages: data condensation, data presentation, and conclusion drawing/verification. This process was iterative and interactive throughout the research.

To ensure the validity of the data, this research uses source and method triangulation techniques. (Denzin, 2017). In addition, member checking was carried out by involving respondents to check the accuracy of the research findings. (Lincoln & Guba, 2015).

This study upholds the ethical principles of research, including informed consent, confidentiality, and respect for respondents' privacy. (Israel, 2018). Research permits were obtained from the school and the local education office before the research began.

C. RESULTS AND DISCUSSION

Research Results

This study examines teacher participation in education administration at SMP Negeri 5 Luwuk. The research results are presented in several main aspects based on the data analysis that has been carried out.

1. Level of teacher participation in education administration

Based on the results of interviews and observations, the level of teacher participation in education administration at SMP Negeri 5 Luwuk can be categorized as follows:

Table 1. Level of teacher participation in education administration

Participation Level	Number of Teachers	Percentage
High	5	33.3%
Medium	7	46.7%
Low	3	20%
Total	15	100%

Analysis: The data shows that the majority of teachers (46.7%) have a moderate level of participation in education administration. This indicates that there is still room for improvement in teachers' participation in school administrative tasks.

2. Aspects of Education Administration Followed by Teachers

Table 2: Teacher Participation in Administrative Aspects of Education

Administrative Aspects	Number of Participating Teachers	Percentage
Lesson Planning	15	100%
Classroom Management	13	86.7%
Learning Evaluation	15	100%
Curriculum Administration	8	53.3%
Student Administration	6	40%
Facilities Administration	4	26.7%

Analysis: All teachers participate in lesson planning and evaluation, but participation in other aspects of administration varies. Facilities and student administration show relatively low levels of participation.

3. Factors Affecting Teacher Participation

4. Based on the interviews, some of the main factors influencing teachers' participation in education administration are: (a).

Understanding of the administrative role (80% of respondents) (b). Teaching workload (73.3% of respondents) (c). Support from school management (66.7% of respondents) (d). Training and development of administrative competencies (60% of respondents) (e). Intrinsic motivation (53.3% of respondents)

5. Challenges in Participation in Education Administration

Analysis of the qualitative data revealed several key challenges faced by teachers: (a). Time constraints due to high teaching loads (b). Lack of in-depth understanding of administrative procedures (c). Limited supporting facilities and infrastructure (for example, computers and internet access) (d). Rapid and frequent changes in education policy

6. Strategies to Increase Teacher Participation

Based on interviews and document analysis, some of the strategies proposed to improve teacher participation in education administration include: (a). Periodic training on education administration (b). Providing a reward system for teachers who are active in administrative tasks (c). Increased technological support for the efficiency of administrative tasks (d). More equitable distribution of tasks among teachers (e). Improved communication between school management and teachers regarding the importance of education administration.

The overall analysis shows that teachers' participation in education administration at SMP Negeri 5 Luwuk still needs to be improved. Although most teachers have moderate to high participation, there are still gaps in some administrative aspects. Factors such as role understanding, workload and management support play an important role in determining the level of participation. The proposed strategy focuses on capacity building, motivation and system support to improve teachers' participation in education administration.

Discussion

Level of Teacher Participation in Educational Administration

The results showed that the majority of teachers (46.7%) had a moderate level of participation in education administration. This finding is in line with research (Usman, 2018) which reveals that teachers' participation in administrative tasks tends to be at a moderate level. This could be due to a variety of factors, including workload and understanding of administrative roles. (Danim, 2020b).

Nevertheless, the 33.3% of teachers with high participation shows the positive potential that can be developed. As expressed by Mulyasa (2021), teachers with high participation in education administration tend to contribute significantly to the effectiveness of school management.

Aspects of Education Administration Followed by Teachers

Teachers' full participation in lesson planning and evaluation (100%) indicates an

awareness of the importance of this aspect in the education process. This is in line with the findings of (Sagala, 2019) which emphasizes the crucial role of teachers in planning and evaluation to improve the quality of learning.

However, the relatively low participation in facilities administration (26.7%) and student affairs (40%) indicates a gap that needs attention. (Kompri, 2022) states that teacher participation in all aspects of education administration is important to create a holistic and effective education system.

Factors Affecting Teacher Participation

Understanding the administrative role is the main factor influencing teacher participation (80% of respondents). This reinforces the opinion of (Asf & Mustofa, 2018) that a good understanding of the administrative role can increase teacher motivation and participation in administrative tasks.

Teaching workload (73.3% of respondents) was also a significant factor. This finding is consistent with research (Engkoswara & Komariah, 2019) who revealed that high teaching loads can hinder teachers' participation in administrative tasks.

Challenges in Education Administration Participation

Time constraints and lack of in-depth understanding of administrative procedures were the main challenges. This is in line with the findings of (Sukmadinata. Syaodih, 2009) which shows that the complexity of administrative tasks and time constraints often

become barriers for teachers in carrying out their administrative roles.

Limited supporting facilities and infrastructure are also a significant challenge. As expressed by (Daryanto, 2021), the availability of adequate infrastructure is crucial in supporting the effectiveness of education administration.

Strategies for Increasing Teacher Participation

The proposed strategy of periodic training and enhanced technology support is aligned with the recommendation of (Suharsaputra, 2018) on the importance of continuing professional development for teachers in the administrative aspects of education.

Providing a reward system and improving communication between school management and teachers are potential strategies. This is supported by research (Pratama, 2020) which shows that a good reward and communication system can increase teacher motivation and participation in administrative tasks.

In conclusion, the results of this study show that teachers' participation in education administration at SMP Negeri 5 Luwuk still needs improvement. While there are positive indications in some aspects, there are still challenges that need to be overcome. The proposed strategies focus on capacity building, motivation and system support, which are in line with recommendations from previous studies in education administration.

D. CONCLUSION

Based on the results of the research and discussion on teachers' participation in educational administration at SMP Negeri 5 Luwuk, the main factors influencing teachers' participation in educational administration include understanding of administrative roles, teaching workload, support from school management, training and development of administrative competencies, and intrinsic motivation. The main challenges teachers face in participating in education administration include time constraints, lack of in-depth understanding of administrative procedures, limited supporting facilities and infrastructure, and rapid and frequent changes in education policies. Increasing teachers' participation in education administration has the potential to improve the effectiveness of school management and the overall quality of education at SMP Negeri 5 Luwuk.

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