School Leadership, Curriculum Implementation, Teacher Competence, And Achievement Motivation And Theirinfluences Oneducation Quality of Muhamamdiyah Schools In Tangerang Banten

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Abstract: The main objective of the study is to obtain information about the extent of the contribution of the variables of school leadership, curriculum implementation, teacher competence, achievement motivation and its implications for the quality of education at schools.Judging from the type of data collected, this study is a quantitative approach, including survey research, since extensive data gathering and many, as well as to look for evidence. Also included descriptive correlational study. The study population consisted of 1200 respondents from all over the high school students of Muhammadiyah in Tangerang. With a significance level of 5 % can be obtained sample of 120 respondents from a population of 1200 with calculation of 10 % x Number of Students SMA Muhammadiyah Tangerang (10 % x1200) = 120 high school students of Muhammadiyah in Tangerang. The results showed that the implementation of an integrated curriculum, teacher competence, school leadership and achievement motivation jointly significant effect on the quality of education. This means that effective implementation of integrated curriculum, teacher competence, performance staff, leadership and achievement motivation, the higher the quality of education either partially or jointly.
Keywords: integrated curriculum; teacher competence; school leadership; achievement motivation, Education quality.

I. Introduction

Muhamamdiyah which was founded in 1912 AD is one of the largest societal organizations in Indonesia whose focus is the establishment of charitable efforts for religious, educational, health and economic improvement of the ummah. About the quality of Muhammadiyah school education in the Tangerang Region, which has offered quality education through the application of an integrated curriculum as recommended by the Muhammadiyah Central Executive (Majelis Dikdasmen PWM Banten, 2008). Seen from all Muhammadiyah schools in Tangerang Region, which includes Tangerang Regency, Tangerang City and Tangerang Selatan City are 89 units. Of these 89 schools, 39 of them are SMA / SMK and Madrasah Aliyah, the 39 Muhammadiyah High Schools have adopted an integrated curriculum approach. However, in the implementation of this integrated curriculum has not shown optimal results, due to differences in the location of schools such as slum areas and elite areas and other component differences. Excellence in the educational process by itself will produce different products. The level of graduate ability in terms of mastery of science, skills and experience of elite school graduates who process better education, then the quality will be better than schools located in slums (Maarif, 2000).

However, it must be admitted that the increasing existence of Muhammadiyah schools in Indonesia is still limited to the quantity aspect. The integrated learning system implemented in general has not shown any progress in terms of quality. This is evident from the dichotomization of religious science education with general science. Religious science is taught only as an adjunct to the teaching of general science. In other words, religious education itself is not yet integrated with general science. If the integrated learning system that there is a separation between the science of religion and general science, the learning system that is formed is the ordinary learning system. The development of learning system is done in order to bridge the potential of the students with the expectation of the result of the learning system in order to improve the quality of education (Prodjokusumo, 1999).

One that affects the quality of education is the application of an integrated curriculum. Fogarty (2001) makes an integrated continuum of learning through an integrated curriculum, i.e. (1) occurring in a discipline, (2) multiple concepts, theories, knowledge across different disciplines, and (3) learning in and across the various disciplines . It is in this third model that Fogarty sees that integrated learning takes place extensively and

profoundly which enables a learner not to see a particular discipline, but the whole concept being studied actually occurs in an integrated manner in a particular interest based on the needs of the subject. Integrated learning is distinguished by the pattern of material or theme integration. Based on these patterns, Fogarty (2001) and John (2015) suggest that there are ten integrated learning models, namely (1) fragmented, (2) connected (connected), (3) nested, (4) sequenced (5) integrated, (9) immersed, (10) networks (networked), (7) bounded (shared), (6)). In general from the ten integrated learning models can be grouped into three classifications of curriculum integration, namely integration in one discipline of science; and the integration of several disciplines; as well as integration within and across multiple disciplines.

The issue of improving the quality of education is also suspected to be related to teacher competence. When competence is defined as knowledge, skills, and basic values reflected in the habit of thinking and acting. Bertschy, Kunzli & Lehman (2013) point out that the other meaning of competence is the specification of one's knowledge, skills and attitudes and its application in the work, in accordance with the performance standards required by the field. Thus, the competencies of each teacher will show the true quality of the teacher. Competence will be realized in the form of mastery of knowledge, skills and professional attitude in performing the function as a teacher. Based on this understanding, the standard of Teacher Competence as a statement of the required criteria is established and mutually agreed upon in the form of mastery of knowledge, skills and attitudes for an educational staff so as to qualify as competent (Zamroni, 2004).

Also, one of the factors that influence the improvement of the quality of education is the leadership of the principal. According to Jabor, Minghat, Maigari, & Buntat (2012), a principal must have managerial skills covering conceptual skills, human skills, and technical skills. Of the three skills, technical skills are typical characteristics of educational leaders who must be experienced and owned by educational leaders at the micro level. Conceptual skills are the ability of a leader to see the organization as a whole, human skills that are the leader's ability to work effectively as a member of the group and to create cooperative efforts within the group he leads, while technical skills are specific skills about process, procedure or technique -techniques, or a specialist in analyzing specific matters and the use of specific facilities, equipment, and knowledge techniques. Educational quality improvement is thought to be related to management, because the main objective to be achieved by management is quality. The main objective to be achieved by school management is the quality of the school. And to achieve it, according to Waaland, (2016) and Bandur (2012) there are several factors that need to be taken into account, among others are quality of planning, organizing quality, leadership quality, quality of supervision, and effectiveness and efficiency of education resource usage. According to Zamroni (2004) in one of his studies argue that one of the causes of the emergence of quality crisis faced by Indonesia today revolves around the crisis management. In line with organizational management formulated is simply as a mobilization of all resources owned to achieve organizational goals set (Wiseman, 2012).

All of the above variables are assumed to affect students' learning motivation and at the end of their education. self motivation is often defined as something that energizes and directs behavior. Of course, this is a general definition, a definition that can be applied to many factors that affect behavior. All behaviors are motivated, even the behavior of students who look out the window and avoid tasks. The willingness of students to learn is the result of many factors. Starting from the student's personality and the ability of students to complete school tasks, prizes gained by learning, learning situations encourage students to learn and so on. According to Poerwadarminto (2005), motivation is defined as the impulse that arises in a conscious or unconscious person to perform an action with a specific purpose. According to Katherine L. Dickin, Jamie S. Dollahite, & Jean P. Habicht (2011), Motivation is a mental drive that moves and directs human behavior, including learning behavior. In motivation is contained desire that activate, move, channel, and direct attitude and behavior of individual learn. Meanwhile, according to Syah (2001), In learning activities, achievement motivation can be called as the overall driving force within the self that leads to learning activities that ensure continuity in learning activities and give direction so that the desired goal by the subject can be achieved with the best results. With the motivation of achievement, then the individual who learn will be able to give birth to a good achievement. The intensity of individual motivation will greatly determine the level of achievement in learning.

Therefore, in the development of Muhammadiyah schools still need to find a new concept that will make the new construction of Muhammadiyah School Education Quality. According to the above explanation, it is assumed that Quality of Muhammadiyah School Education is influenced by Students' motiovaion to achiemevent that is affected by Implementation of integrated curriculum; teacher competence; Leadership of the principal, which has so far not been proven empirically.

II. Methodology

This research aims i) to examine the effect of applying integrated curriculum to Muhammadiyah schools on students' achievement motivation and their implications on the quality of education; ii) to examine the influence of the competence of teachers in Muhammadiyah schools on the quality of education; and iii) to

examine the influence of leadership style of Muhammadiyah principals on students' achievement motivation and their implications on the quality of education.

This study is non experimental correlational research. The research that tries to find the influence between research variables, namely the influence of principal leadership (X1), on student achievement motivation (Y) and its implication on the quality of education (Z), application of integrated curriculum (X2) to student achievement motivation (Z) and its implications on the quality of education (Y), teacher competence (X3) on student achievement motivation (Y) and its implications on the quality of education (Z), and the influence of principal leadership (X1), curriculum implementation (X2), teacher competence (X3) jointly affect student achievement motivation (Y) and its implication on education quality (Z) Muhammadiyah schools in Tangerang Region of Banten Province. The sample is part of the number and characteristics possessed by the population (Sugiyono, 2009). And with a significance level of 5% can be obtained by a sample of 120 respondents from population of 1200 with a calculation of 10% x Number of Muhammadiyah High School students in Tangerang (10% x1200) = 120 high school students muhammadiyah in Tangerang region. This opinion is based on Roscoe's guidline (in Sekaran & Bougie, 2010), that in multivariate studies including regression analysis, the sample size should be several times (10 times or more) of the number of variables in the study.

Respondents were asked about their opinions on principal leadership, curriculum implementation, teacher competence, and achievement motivation and quality of education in school. The sampling in this study is based on the consideration that there are limitations to studying all populations in greater details; both the time limitations, the distance and the cost that must be spent to reach the data source

Table 3.1 Research Data Sample

Populasi (N)	Tangerang City	South Tangerang	Total
Population	670	530	1200
Sample	67	53	120

In this case the selection of Simple Random sampling is very in appropriate. To overcome these shortcomings, then provided another sampling plan, namely systematic sampling. This sampling is called systematic sampling (SS) because of random selection, in principle only once the next election is done systematically. Compared with simple random sampling, systematic sampling has advantages, among others are a) the process of selecting units into the easier sample, b) can provide relatively larger information per unit cost. Data collection techniques in this study using questionnaire.. Consideration of the use of such method, due to time constraints of the researcher and the area of research. According to Arikunto (2001), a questionnaire is a collection of questions submitted in writing to a person (in this case called a respondent), and answering is also done in writing. The questionnaire used is a closed questionnaire, which is a questionnaire that requires a short answer, and a particular one provided by the researcher by checking (V) on the selected alternative answer. Alternative answers to be obtained in this case is related to respondents' perceptions of the principal's leadership, curriculum implementation, teacher competence, and the quality of education, which is as the effect of student's achievement motivation.

III. Findings and Discussion

The results of this research data analysis processed by using statistical data processing SPSS. In this research some analysis used to process empirical data in the form of description analysis and regression analysis. Descriptive analysis is used to determine the picture of the state of each variable. Analysis performed include mean value, median, mode, variant, standard deviation, and visualization of data in the form of tables and graphs. Furthermore, a simple regression and multiple regression analysis is used to analyze the influence in a causal relationship. To achieve regression analysis several analyzes are performed as a basis for calculation, which include regression test, correlation test, and influence test.

The test is used to determine the relationship and influence between variables. Prior to the data analysis, the prerequisite analysis test is firstly performed which includes the data normality test that aims to determine whether in the regression model the variable has a normal distribution or not. If the data spreads around the diagonal line then the regression model meets the assumption of normality, and vice versa. Multicollinearity test is used to determine whether or not there is a linear relationship between independent variables in the regression model. Last done simultaneous regression test that aims to know the effect together among several independent variables to the dependent variable asrecapitulation of data description shows as follows:

Table 3.1. Data Description Recapitulation

Statistic		Integrated Curriculum	Teacher Competence	Principal Leadership	Achievement Motivation	Education Quality
N	Valid	120	120	120	120	120
	Missing	0	0	0	0	0
Mean		83.03	113.12	98.54	110.43	103.05
Median		83.50[a]	112.33[a]	99.29[a]	111.20[a]	102.33[a]
Mode		67[b]	90[b]	99	110[b]	135
Std. Deviation		27.028	25.372	20.696	24.818	27.508
Variance		730.486	643.717	428.318	615.911	756.670
Skewness		-.047	.061	-.006	.053	.006
Std. Error of Skewness		.221	.221	.221	.221	.221
Kurtosis		-.595	-.577	-.598	-.588	-.600
Std. Error of Kurtosis		.438	.438	.438	.438	.438
Range		117	109	92	105	116
Minimum		23	58	55	62	44
Maximum		140	167	147	167	160
Sum		9964	13574	11825	13252	12366
SCORING RESULTS						
Maximum		126-140	142-167	139-147	146-167	129-160
Very High		101-125	121-141	118-138	125-145	107-127
High		76-100	100-120	97-117	104-124	86-106
Standard		51-75	79-99	76-96	83-103	65-85
Low		23-50	58-78	55-75	62-82	44-64

Based on the above table, the average score of the Integrated curriculum application of the above categories obtains an average score 83.03 with a median of 83.50, and the most common value score (mode) 67, variance value 730.486, and standard deviation of 27,028. While the lowest score (minimum) 23 and the largest score (maximum) obtain a score 140 with a total score of 9964, with a range 117. While the teacher's competence variable obtains the mean score 113.12 with median value is 112.33, and the score of the most emerging value (mode) is 90, the value of variance is 643,717, and standard deviation is 25,372. While the lowest score (minimum) is 58 and maximum score (maximum) obtained is 167 with total score 13574, with range as much as 109. Principal leadership variable obtains with mean score of 98.54, with median of 99.29, and the score of most value (mode) is 99, variance value is 428.318, and standard deviation of 20,696. While the lowest score (minimum) 55 and the largest score (maximum) is obtained 147 with a total score of 11825, with a range 92. The achievement motivation variable obtains the mean score of 110.43 with median of 111.20, and the score of most value appeared (mode) s 110, variance value 615.911, and standard deviation 24,818. While the lowest score (minimum) 62 and the largest score (maximum) obtained the score 167 with the total score of 13252, with a range 105. While the educational quality variable obtains the mean score 103.05 with median of 102.33, and the most obvious value (135), the variance value 756,670, and the standard deviation of 27,508. While the lowest score (minimum) 44 and the largest score (maximum) is 160 with a total score of 12366, with a range 116.

Normality Test of Data Distribution
Principal Leadership (X1)
From the test results of normality distribution of variable data of leadership principal, parameters are obtained as follows:

Tabel 3.2. Principal Normality Leadership Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Principal Leadership	.045	120	.200[*]	.990	120	.494
a. Lilliefors Significance Correction						
*. This is a lower bound of the true significance.						

The calculation indicates that the value of Kolmogorov-Smirnova significance is 0.200 and the value of Shapiro-Wilk significance is 0.456, which is greater or not significant than α = 0.05. Therefore, the data distribution of principal leadership variable (X1) can be concluded as normal distribution.
Application fo integrated curriculum (X₂)
From the test result of normality distribution of data variable of application of integrated curriculum (X2), parameters are obtained as follows:

Table3.3. Uji Normalitas Univariat of Integrated Curriculum

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Integrated curriculum	.046	120	.200[*]	.987	120	.321
a. Lilliefors Significance Correction						
*. This is a lower bound of the true significance.						

Based on the calculation above table it is known that the value of Kolmogorov-Smirnova significance is0.200 and the value of Shapiro-Wilk significance is 0.321, which is greater or not significant than α = 0.05. The dissemination of variable data for the application of integrated curriculum (X2) therefore can be concluded to be normally distributed.

Teacher competence (X_3)
From the test results of normality of data distribution of teacher competence variable (X3), parameters obtained as the follwoing:

Table3.4. Univariat normality test of teacher competence

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Kompetetensi Guru	.039	120	.200[*]	.989	120	.456
a. Lilliefors Significance Correction						
*. This is a lower bound of the true significance.						

The calculation table shows that the value of Kolmogorov-Smirnova significance is 0.200 and the value of Shapiro-Wilk significance is 0.456, which is greater or not significant than α = 0.05. Thus the spread of teacher competency variable data (X3) can be concluded as normal distribution.

Achievement motivation (Y)
Parameter are achieved from the result of test of normality of distribution of data of Motivation Achievement variable as follows:

Table3.5. Univariat normality test of achievement motivation

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Acievement motivation	.039	120	.200[*]	.988	120	.349
a. Lilliefors Significance Correction						
*. This is a lower bound of the true significance.						

The calculation above table suggests that the value of Kolmogorov-Smirnova significance is 0.200 and the value of Shapiro-Wilk significance is 0.349, which is greater or not significant than α = 0.05. Thus the dissemination of variable data achievement motivation can be concluded as normal distribution

Education Quality (Z)
Parameter are achieved from the result of test of normality of distribution of data of education quality variable as follows:

Tabel 3.5. Univariat normality test of education quality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Kualitas Pendidikan	.056	120	.200[*]	.987	120	.309
a. Lilliefors Significance Correction						
*. This is a lower bound of the true significance.						

Based on the calculation above table it is known that the value of Kolmogorov-Smirnova significance is 0.200 and the value of Shapiro-Wilk significance is 0.309, that is greater or not significant than α = 0.05. Thus, the distribution of variable data quality of education can be concluded as normal distribution

Furthermore, the quality of Islamic education can be seen from two aspects, namely the normative and descriptive aspects. In the normative sense of quality is determined on the basis of intrinsic and extrinsic considerations. Based on the intrinsic criteria, the quality of education is the product (outcome) of education, the educated human beings who are in accordance with the standards, while based on the eksrinsik criteria,

education is an instrument to educate (workforce) trained. In a descriptive sense the quality is determined based on real circumstances, such as the results of a learning test. Implementation The optimal curriculum can improve the quality of education, because the curriculum is a guide in the education process. Therefore, it is expected that with the improvement of the curriculum, it can improve the quality of education.

Teacher competence is thought to affect the quality of education. The indicators used to measure the feasibility of a teacher one of them by looking at the level of expertise or competence it has. A subject area should be held by those who do have expertise in the field. This will provide opportunities for the implementation of an effective and conducive teaching and learning process, while also providing opportunities for the completion of lessons to be studied in depth. On the basis of that teacher competence is very likely to have a direct influence on the quality of education. The higher the competence of teachers from all aspects such as personal, pedagogical, social and professional aspects, the higher the quality of education.

The principal as a person assigned to lead the school, is responsible for achieving the goals, roles, and quality of education in the school. Thus, for the purpose of the school can be achieved, then the principal in carrying out its duties and functions are required to have adequate capacity as a leader. On that basis, the overall dimension of leadership is expected to directly affect the quality of education. The better the principal's leadership, the higher the principal's leadership behavior the better the quality of education. Otherwise the worse the leadership of the principal the worse the quality of education. The better the application of the curriculum the better the quality of education, the higher the competence of teachers the higher the quality of education, the higher the performance of education personnel the better the quality of education.

Education Quality of Muhammadiyah schools are influenced by achievement motivation, integrated curriculum implementation, teacher competency, and principal leadership. Of the four influential variables, it turns out: (1) Very Significant (***) or the most influential variable is achievement motivation (sig t arithmetic (0.00) <sig t table (0.05); (2) Very Significant ((sig t arithmetic (0.002) <sig t table (0.05)) and Principal Leadership (sig t arithmetic (0.008) <sig t table (0.05) and the most influential variable on the Quality of Muhammadiyah Schools), (3) Significant (*) or variables affecting the quality of Muhammadiyah schools are the Integrated Curriculum (sig t arithmetic (0.11) <sig t table (0.05)) and Teacher competence (sig t arithmetic (0.15) <sig t table (0.05) Thus, the Muhammadiyah School of Education's quality is determined by the achievement motivation, both at the Student, Principal, , and Teacher level as well as the Integrated Curriculum.

IV. Conclusion And Suggestion

Based on the results of research and discussion, it can be concluded thatthere is influence of application of integrated curriculum, teacher competence, and principal leadership and achievement motivation collectively to the quality of education. This means that the better the application of integrated curriculum, teacher competence, performance of education personnel, leadership of principals and achievement motivation together, the better the quality of education.

In line with findings presented, suggestions can be put forward as follows: (1) The quality of education should not only be perceived simply as the mobilization of all available resources to achieve the goals of education alone, but the quality of education should be viewed as a function to provide information for himself and his superiors on leadership, curriculum, teacher competence, and achievement motivation. (2) The author suggested to the Department of Education in Tangerang Banten for (a) the head of the education department should review the boost in the quality of education, not just focus on the provision of physical infrastructure alone but must also pay attention to curriculum relevant to the needs, improving the competence of teachers, school leadership and school achievement motivation for residents., (b) Head of education department should have inservice programs in improving the understanding of the integrated curriculum, teacher competence, school leadership and achievement motivation in addition other programs such as surveillance, supervision programs, as well as providing time to make a plan together with teachers and other stakeholders, so that the principal has strong leadership, (2). Given the findings in this study, it is expected that in order to be considered for the superintendent to conduct quality improvement of education, especially in understanding the integrated curriculum, improving teacher competency, improving school leadership and improve achievement motivation in the context of quality improvement of education through various programs such as pre-service education.In-service education program is an educational program that refers to the ability of academic and professional, for teachers and principals through further education such as completion of master or doctorate degree.

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