

The Correlation of Teacher Management, Characteristics, and Regulatory Conformity with the Effectiveness of Integrated Islamic Elementary Schools in Riau Islands Province

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ABSTRAK

Penelitian ini bertujuan untuk menguji hipotesis korelasi manajemen guru, karakteristik, dan kesesuaian regulasi terhadap efektivitas sekolah dasar Islam terpadu di Provinsi Kepulauan Riau. Penelitian ini adalah penelitian kuantitatif dengan metode survey. Teknik penarikan sampel menggunakan teknik probability sampling dengan jumlah sampel 100 orang guru sekolah Islam terpadu di Provinsi Kepulauan Riau. Pengujian hipotesis menggunakan analisis korelasi dengan taraf signifikansi $\alpha = 0.05$. Data Hasil Penelitian ini menyimpulkan bahwa baik secara parsial maupun simultan terdapat: 1). hubungan langsung antara manajemen guru (X1) dengan efektivitas sekolah dasar (Y) dengan nilai koefisien korelasi sebesar $r_{x1y} = 0,78$ dan kontribusi nilai manajemen guru dengan efektivitas sekolah dasar diperoleh nilai 60,84%. 2) hubungan langsung antara karakteristik (X2) dengan efektivitas sekolah dasar (Y) dengan nilai koefisien korelasi sebesar $r_{x2y} = 0,77$ dan Kontribusi Nilai antara karakteristik dengan efektivitas sekolah dasar diperoleh nilai 59,29%, 3) hubungan langsung antara kesesuaian regulasi (X3) dengan efektivitas sekolah dasar (Y) dengan nilai koefisien korelasi $r_{x3y} = 0,80$ dan Kontribusi Nilai antara karakteristik dengan efektivitas sekolah dasar diperoleh nilai 64%, 4) hubungan langsung secara simultan antara manajemen guru (X1), karakteristik (X2), dan kesesuaian regulasi (X3) dengan efektivitas sekolah dasar (Y), dengan nilai F_{hitung} sebesar 366,67 dan F_{tabel} sebesar 3,10 dengan koefisien korelasi ($R_{x1x2x3Y}$) sebesar 0,88. Implikasi penelitian ini adalah berdasarkan hasil analisis diketahui bahwa Manajemen Guru, Karakteristik, dan Kesesuaian Regulasi secara simultan memiliki korelasi yang signifikan terhadap Efektivitas Sekolah. Artinya, efektivitas sekolah tidak ditentukan oleh satu faktor tunggal, melainkan merupakan hasil sinergi antara kepemimpinan dan pengelolaan guru, karakteristik sistem pendidikan, serta regulasi yang mendukung. Ketiga faktor tersebut membentuk satu kesatuan sistem yang saling memperkuat dalam meningkatkan mutu pendidikan.

Kata Kunci: manajemen guru, karakteristik, kesesuaian regulasi, efektivitas sekolah dasar

ABSTRACT

This study aims to test the hypothesis correlation of teacher management, characteristics, and regulatory conformity with the effectiveness of integrated Islamic elementary schools in Riau Islands Province. This research employs a quantitative approach with a survey method. The sampling technique used a probability sampling technique with a sample of 100 teachers of integrated Islamic schools in Riau Islands Province. Hypothesis testing used correlation analysis with a significance level $\alpha = 0.05$.



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The data of the results of this study concluded that both partially and simultaneously there were: 1). the direct relationship between teacher management (X1) and the effectiveness of primary schools (Y) with a correlation coefficient value of $r_{x1y} = 0.78$ and the contribution of teacher management scores to primary school effectiveness obtained a value of 60.84%. 2) the direct relationship between characteristics (X2) with the effectiveness of primary school (Y) with the value of the correlation coefficient of $r_{x2y} = 0.77$ and the Contribution of the Value between the characteristics and the effectiveness of the primary school obtained a value of 59.29%, 3) the direct relationship between the conformity of regulations (X3) and the effectiveness of the primary school (Y) with the value of the correlation coefficient $r_{x3y} = 0.80$ and the contribution of the value between the conformity of regulations and the effectiveness of primary schools was obtained with a score of 64%, 4) a simultaneous direct relationship between teacher management (X1), characteristics (X2), and regulatory conformity (X3) with primary school effectiveness (Y), with a calculated F value of 366.67 and a table F of 3.10 with a correlation coefficient ($R_{x1x2x3Y}$) of 0.88. The implication of this study is that based on the results of the analysis, it is known that Teacher Management, Characteristics, and Regulatory Conformity simultaneously have a significant correlation with School Effectiveness. This means that the effectiveness of schools is not determined by a single factor, but is the result of synergy between leadership and teacher management, the characteristics of the education system, and supporting regulations. These three factors form a unified system that strengthens each other in improving the quality of education.

Keywords: teacher management, characteristics, regulatory compliance, effectiveness of primary schools

PENDAHULUAN

The improvement of national education quality following the enactment of Law Number 20 of 2003 on the National Education System has positioned teacher management as one of its central pillars, encompassing recruitment, placement, competency development, and performance evaluation. Professional teacher management is believed to enhance teachers' motivation, productivity, and loyalty in achieving national education goals. This perspective is also consistent with Islamic values, as affirmed by Allah SWT in Surah Al-Mujadilah, verse 11:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

'O you who believe! When you are told to make room in assemblies, then make room; Allah will make room for you. And when you are told to rise up, then rise up; Allah will raise those who believe among you, and those who are given knowledge, by degrees. And Allah is well acquainted with what you do.'

This verse affirms that the success of education is measured by outcomes that combine faith with knowledge, which serves as a benchmark for school effectiveness from an Islamic perspective. This is further reinforced by the saying of the Prophet Muhammad SAW: *"The best among you are those who learn the Qur'an and teach it"* (Narrated by Bukhari). Together, these sources affirm that educational effectiveness including from an Islamic perspective is measured by the success in producing learners

who are both knowledgeable and of noble character, and able to internalize Islamic teachings in real life.

One manifestation of educational transformation in Indonesia that responds to this need is the emergence of the Integrated Islamic School (*Sekolah Islam Terpadu*, SIT), which integrates general education with comprehensive Islamic character formation. This model has developed rapidly, including in Riau Islands Province, Indonesia's 32nd province, which directly borders Singapore, Malaysia, and several other strategic regions. Nationally, as of 2023 there were more than 2,400 Integrated Islamic Elementary Schools (*Sekolah Dasar Islam Terpadu*, SDIT), with growth extending into island regions such as Batam, Tanjungpinang, and Karimun. However, this quantitative growth has not been fully matched by adequate management quality, making school effectiveness a critical issue for further examination.

The effectiveness of SDIT schools in Riau Islands depends on three key variables: teacher management, teacher characteristics, and regulatory compliance. First, in terms of teacher management, research by Nasution, Irwansyah, and Yulia shows that religiously based management can enhance teacher professionalism and discipline, while Rustandi and Supriyadi emphasize the importance of sound recruitment, coaching, and performance evaluation systems for improving learning quality. At the global level, Ingersoll demonstrates that weak teacher management increases teacher turnover, while Darling-Hammond, Hyler, and Gardner stress the importance of sustained professional development. Nevertheless, field findings reveal considerable variation in the implementation of teacher management across SDIT schools in Riau Islands—some apply continuous coaching, while others remain purely administrative in nature.

Second, teacher characteristics are also a key determinant of learning quality. Darling-Hammond asserts that teacher quality is the most significant factor influencing student achievement compared to other factors, a finding reinforced by Hattie's meta-analysis. At the local level, Nurhalimah and Wahyudi found that pedagogical competence and personality play a major role in shaping a conducive learning

environment in Islamic-based elementary schools. However, SDIT teachers in Riau Islands still face challenges such as limited technological proficiency, minimal participation in professional training, and heavy administrative workloads.

Third, regulatory compliance also determines the success of education policy implementation. Howlett and Ramesh emphasize that policy effectiveness is heavily influenced by the alignment between policy design and the conditions of implementation on the ground. In the Indonesian context, Darwinsyah and Nugroho found that the implementation of Islamic education regulations is often hindered by inadequate dissemination, weak supervision, and insufficient technical assistance, which in turn leads to variation in curriculum implementation and administrative standards among SDIT schools in Riau Islands.

Although these three variables—teacher management, teacher characteristics, and regulatory compliance—have been widely studied separately, research examining them simultaneously and in an integrated manner remains very limited, particularly within local contexts such as archipelagic regions with distinct geographic and sociocultural characteristics. This research gap is further compounded by the dominance of purely quantitative approaches in prior studies, as well as the scarcity of research linking these three variables to the ongoing digital transformation of education.

Based on the foregoing, this study aims to analyze the influence of teacher management, teacher characteristics, and regulatory compliance on school effectiveness at Integrated Islamic Elementary Schools (SDIT) in Riau Islands Province. The study employs a positivist paradigm with a quantitative approach, supported by qualitative data obtained through questionnaires, interviews, and documentation involving the population of SDIT teachers in the region. Theoretically, this study is expected to enrich the concept of school effectiveness within integrated Islamic educational institutions; practically, its findings are expected to serve as a policy recommendation for school principals, foundations, and the Riau Islands Provincial Education Office in formulating a comprehensive, measurable, and sustainable education management strategy.

METODE

This study employs a quantitative approach using the survey method, in which the researcher quantitatively describes a tendency, behavior, or opinion of a population by examining a representative sample. As Babbie explains, the purpose of survey research "is to generalize from a sample to a population so that inferences can be made about some characteristic, attitude, or behavior of this population."¹ More specifically, this study adopts a correlational design, which tests hypotheses by measuring a set of variables and calculating the correlation coefficients between them to determine which

variables are related, and to what degree.² Correlational research involves establishing that certain variables are associated with a more complex variable, referred to as the dependent variable.³ This study involves three independent variables—teacher management (X1), teacher characteristics (X2), and regulatory compliance (X3)—and one dependent variable, school effectiveness (Y), which together form the research constellation tested both partially and simultaneously.

The population of institutions consists of 114 Integrated Islamic Elementary Schools (SDIT) across Riau Islands Province (85 in Batam, 9 in Tanjungpinang, 5 in Bintan, 6 in Karimun, 4 in Lingga, 3 in Natuna, and 2 in Anambas Islands), while the population of respondents comprises 2,420 SDIT teachers across these regions, based on the national Sekolah Kita database.⁴ A population is defined as a group of individuals or organizations sharing a common defining characteristic that the researcher can identify and study,⁵ whereas a sample is a representative subset of the population, selected through a specific sampling technique, from which findings can be generalized back to the population as a whole.⁶ This study applies probability sampling, which gives every element of the population an equal chance of selection,⁷ combined with a purposive selection of three research sites representing the western, central, and eastern regions of Riau Islands⁸—Batam, Tanjungpinang, and Karimun, respectively. All teachers at the selected schools were included through total sampling, yielding 170 teachers (66 from SDIT At Taubah in Batam, 56 from SDIT Al Madinah TPI Timur in Tanjungpinang, and 48 from SD Swasta 010 Islam Terpadu Cendekia Tebing in Karimun). Of these, 70 teachers were used for the instrument try-out, while the remaining 100 served as the final research sample. These three schools were selected because each is a leading school in terms of both quantity and quality, holds an "A" accreditation from the National Accreditation Board, and together represents the western, central, and eastern parts of the province.

Data were collected through two main techniques: a questionnaire and documentation. The questionnaire technique involves administering a set of written questions or statements for respondents to answer,⁹ distributed in checklist form to capture each research variable: teacher management, teacher characteristics, regulatory compliance, and school effectiveness. Its purposes are to obtain information relevant to the research objectives and to ensure the highest possible degree of reliability and validity.¹⁰ Each instrument was developed from a conceptual definition, an operational definition, and an instrument blueprint, and measured using a five-point Likert scale, a scale commonly used to assess attitudes, opinions, and perceptions toward a social phenomenon,¹¹ ranging from "Strongly Agree" (score 5) to "Strongly Disagree" (score 1), with a neutral midpoint to accommodate undecided responses. The documentation technique, meanwhile, involved collecting written, photographic, or electronic records—such as regulations, minutes, and institutional documents—from the research sites to support and complete the primary data.¹²

Data in this study are classified as primary and secondary. Primary data consist of verbal statements, gestures, or behaviors exhibited by trustworthy subjects relevant to the variables under study,¹³ obtained directly through the questionnaire responses and subsequently processed using quantitative (statistical) analysis. Secondary data, by contrast, support the primary data and are drawn indirectly from relevant literature, documents, and other related sources. The overall sources of data include human sources (teachers and education staff at the three sampled SDIT schools), contextual

sources (the school environment, physical atmosphere, and staff interactions), and documentary sources (relevant institutional records).

Data analysis followed Sugiyono's view that, in quantitative research, analysis begins once data from all respondents have been collected. Given the objectives of this study, the Pearson Product-Moment correlation and multiple correlation analysis were used, computed both manually and with SPSS version 31.0. Descriptive analysis was first conducted to present the distribution of data for each variable—through tables, histograms, and measures of mean, median, mode, and standard deviation—in order to characterize the data prior to hypothesis testing.¹⁴ Before proceeding to inferential analysis, three prerequisite (assumption) tests were carried out: a normality test, using the Chi-Square goodness-of-fit approach to compare observed and expected frequencies across six standard-normal-curve intervals, with a smaller calculated value than the table value indicating a normal distribution; a homogeneity test, using Bartlett's test based on the distribution of group variances, with the data considered homogeneous when the calculated Chi-Square value is smaller than the table value at a significance level of $\alpha = 0.05$;¹⁵ and a linearity test, using ANOVA to assess whether the relationship between the independent and dependent variables follows a linear pattern, by comparing the calculated F-value for regression significance and linearity against the corresponding table values.

Once the assumptions were satisfied, inferential statistical analysis—used to analyze sample data and generalize the results to the population¹⁶—was carried out in four stages. First, hypothesis testing examined the simple correlation between each predictor (teacher management, teacher characteristics, and regulatory compliance) and school effectiveness using the Pearson Product-Moment formula, as well as the multiple correlation among all three predictors and school effectiveness using multiple regression, following the approach of Indra Jaya; correlations between the dimensions of each independent variable and those of the dependent variable were likewise computed using the Pearson formula. Second, the coefficient of determination ($R = r^2 \times 100\%$) was calculated to indicate the proportion of variance in school effectiveness explained by the independent variables. Third, a partial t-test was used to determine the significance of each independent variable's correlation with school effectiveness individually. Fourth, a simultaneous F-test was used to determine whether the three independent variables, taken together, significantly correlate with school effectiveness. In both the partial and simultaneous tests, the null hypothesis (H_0) is rejected in favor of the alternative hypothesis (H_a) when the calculated F-value exceeds the table value at a 5% significance level; otherwise, H_0 is accepted.

Accordingly, the statistical hypotheses of this study are formulated as follows. Partially: teacher management (X_1) is hypothesized to have a significant correlation with school effectiveness (Y), tested against the null hypothesis that no such correlation exists ($r_{X_1Y} = 0$); teacher characteristics (X_2) are likewise hypothesized to correlate significantly with school effectiveness ($r_{X_2Y} \neq 0$, against $H_0: r_{X_2Y} = 0$); and regulatory compliance (X_3) is hypothesized to correlate significantly with school effectiveness ($r_{X_3Y} \neq 0$, against $H_0: r_{X_3Y} = 0$). Simultaneously, teacher management, teacher characteristics, and regulatory compliance together are hypothesized to have a significant correlation with school effectiveness ($r_{X_1X_2X_3Y} \neq 0$), tested against the null hypothesis that no such joint correlation exists ($r_{X_1X_2X_3Y} = 0$).

RESULTS AND DISCUSSIONS

Hypothesis testing revealed that Teacher Management (X1), Characteristics (X2), and Regulatory Compliance (X3) each have a positive and significant relationship with Primary School Effectiveness (Y), both partially and simultaneously. A summary of the test results is presented in Table 1, followed by a discussion of each relationship.

Table 1. Summary of Correlation and Regression Test Results

Relationship	r / R	Category	t-count / F-count	t-table / F-table	Regression Equation	Contribution (R ²)
X1 → Y	0.78	Strong	12.34	1.99	$Y = 144.89 - 0.05X_1$	60.84%
X2 → Y	0.77	Strong	11.94	1.99	$Y = 174.85 - 0.26X_2$	59.29%
X3 → Y	0.80	Strong	13.20	1.99	$Y = 134.19 + 0.03X_3$	64.00%
X1, X2, X3 → Y	0.88	Very strong	366.67	3.10	—	77.44%

Across all tests, the calculated t- and F-values exceeded their critical thresholds at the 5% significance level, leading to the rejection of H₀ and acceptance of H_a for all four research hypotheses.

1. The Relationship between Teacher Management and Primary School Effectiveness

The correlation coefficient between Teacher Management and Primary School Effectiveness ($r = 0.78$) indicates a strong, positive relationship: the better teachers are managed, the more effective the school. The significance test ($t\text{-count} = 12.34 > t\text{-table} = 1.99$) confirms that this association is not a sampling artifact but a consistent pattern within the study population. This variable accounts for 60.84% of the variance in school effectiveness.

This finding aligns with the view that teachers function not merely as instructors but as learning managers who systematically oversee competence, performance, and self-discipline. Marzano (2003) found that effective classroom management can increase student engagement by up to 30%, while Hattie's (2009) meta-analysis identified teacher-related factors as having a larger effect size on learning outcomes than most other school-level factors. Leithwood and Jantzi (2021) further showed that transformational school leadership expressed through supervision, support, and motivation acts as a lever that strengthens teacher performance.

The consistency of these findings across contexts reinforces the argument that teacher management does not operate in isolation but is embedded within a broader system encompassing school organizational culture and teachers' participation in strategic decision-making. This principle of collective strength resonates with QS. Ali Imran verse 103, which emphasizes unity and mutual reinforcement as a foundation for building institutions including schools that are resilient rather than fragile.

2. The Relationship between Characteristics and Primary School Effectiveness

School and teacher characteristics show a strong correlation with primary school effectiveness ($r = 0.77$; $t\text{-count} = 11.94 > t\text{-table} = 1.99$), contributing 59.29% to the outcome variable. This relationship remains significant even when Teacher

Management is held constant, indicating that characteristics exert a relatively independent influence on school effectiveness.

This result is consistent with effective-schools theory, which positions professional leadership, clarity of purpose, and an orderly learning environment as foundations of institutional success. Research conducted in the wake of the Coleman Report suggests that although student background substantially shapes learning outcomes, internal school characteristics still contribute meaningfully and remain amenable to policy intervention. Darling-Hammond (2000) concluded that teacher quality is a stronger predictor of student achievement than the availability of physical school facilities.

Several studies also indicate that school characteristics can operate indirectly, mediated by school climate and managerial capacity, and that student background must be accounted for (the value-added approach) to avoid biased effectiveness assessments. This underscores that strengthening characteristics leadership, shared vision, collaborative culture, and adaptability to change should be treated as an ongoing agenda rather than a one-off intervention. This principle echoes QS. Ar-Ra'd verse 11, which holds that the condition of a people changes only when they change what is within themselves in this context, the character and disposition of school members are prerequisites for institutional improvement.

3. The Relationship between Regulatory Compliance and Primary School Effectiveness

Regulatory Compliance shows the strongest correlation among the three predictors ($r = 0.80$; $t\text{-count} = 13.20 > t\text{-table} = 1.99$), contributing 64% to school effectiveness. Regulations aligned with schools' actual needs function as a framework that clarifies roles, procedures, and quality standards, thereby facilitating both managerial and pedagogical functions.

This finding is consistent with OECD reports asserting that evidence-based education policy contributes significantly to the efficiency and quality of education systems, including through improved teacher working conditions and school evaluation systems. The OECD's TALIS report (2018) further notes that policies supporting teachers' professional development correlate with improved learning quality at the primary level. However, the literature also cautions that regulation alone does not guarantee improvement: its effectiveness depends heavily on consistent implementation at the school level and its fit with local context, while policies designed without regard for context risk widening disparities among students.

School principals play a pivotal role in translating regulation into actual practice. This finding resonates with QS. An-Nisa verse 59, which emphasizes obedience to just authority and the importance of returning to foundational principles when disagreements arise in its application.

4. The Combined Relationship of Teacher Management, Characteristics, and Regulatory Compliance with Primary School Effectiveness

Taken together, the three variables show a very strong relationship with primary school effectiveness ($R = 0.88$; $F\text{-count} = 366.67 > F\text{-table} = 3.10$), with a coefficient of determination (R^2) of 67.08%, indicating that 67.08% of the variance in primary school effectiveness is explained by the three independent variables, while the remaining 32.92% is attributable to factors outside this model.

This magnitude of contribution confirms that primary school effectiveness is multidimensional and cannot be reduced to a single factor. Teacher management provides the mechanism for performance management; characteristics supply

leadership capacity and organizational culture; and regulatory compliance provides the policy framework that allows both to function consistently. The three are mutually reinforcing: regulations that support teacher autonomy tend to foster instructional innovation, as illustrated by Finland's education system, which grants teachers high autonomy and correlates with high school effectiveness. Conversely, rigid regulation risks constraining teacher creativity even when management practices and individual characteristics are otherwise strong.

These findings reinforce the view that improving primary school effectiveness requires an integrated approach: strengthening teacher management through supervision and sustained professional development (Guskey, 2002), strengthening characteristics through transformational leadership and a culture of organizational trust (Bryk & Schneider, 2002), and aligning regulation with schools' local needs and contexts. This principle of integration and accountability resonates with QS. An-Nisa verse 58, which emphasizes fulfilling trust and rendering judgment with justice values relevant to principals and education stakeholders in managing these three dimensions in a coordinated manner.

KESIMPULAN

Based on the results of data analysis and the discussion presented in the preceding section, this study concludes that Teacher Management, Characteristics, and Regulatory Compliance each contribute positively and significantly to primary school effectiveness, both individually and in combination. Teacher Management shows a strong positive relationship with school effectiveness, accounting for 60.84% of the variance: teachers who are managed professionally tend to perform more optimally, which improves student learning outcomes and fosters a conducive school environment, while also cultivating discipline, work motivation, and collaboration among teachers that collectively strengthen the school's organizational performance. Characteristics encompassing teachers' pedagogical, professional, personal, and social competence are likewise positively and significantly related to school effectiveness, contributing 59.29%; teachers who possess strong competencies in these domains are better able to create effective learning experiences and maintain a conducive classroom environment, so that the stronger these characteristics are, the higher the level of effectiveness a school achieves.

Regulatory Compliance shows the strongest individual contribution among the three predictors, at 64%, indicating that when policies and regulations are fair, consistently implemented, and aligned with actual school conditions, they enhance staff motivation, morale, and commitment, while leadership that applies regulations equitably encourages greater loyalty and more optimal performance among teachers. When considered together, Teacher Management, Characteristics, and Regulatory Compliance jointly and significantly predict primary school effectiveness, explaining 77.44% of its variance—a result that confirms school effectiveness is a multidimensional outcome not attributable to any single factor, but one that emerges from the integrated management of well-supported teachers, strong professional characteristics, and appropriately aligned regulations. Taken as a whole, these findings indicate that the effectiveness of primary schools depends substantially on this integration, which ultimately produces a quality and sustainable education system.

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