



An Investigation of School Improvement Recognition Towards Madrasah's Teachers in East Java

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ABSTRACT

This study aimed at investigating the relationship between school improvement and demographic variables such as age, gender, length of teaching, teacher's employment status and educational background. Involving 400 participants of Madrasah Tsanawiyah's (Islamic junior high schools) teachers in East Java and using school improvement scale, this study found that the higher teacher's educational qualification is, the better the performance shown, which subsequently had consequences for school improvement in assisting students' achievement. Likewise, the length of teaching and teachers' employment status were found bringing influence on school improvement although their correlation directions vary. Meanwhile, gender and age are not related to school improvement. This study suggested teachers' professional development to enable assistance for students' success and eventually lead to school improvement.

INTRODUCTION

School improvement is a part of the agenda of school reformation (Dyke, 2020; Mogren et al., 2019) which was established in 1980 motivated by the failure of schools to produce qualified graduates (Dyke, 2020). During 40 years since its establishment, school improvement has been widely investigated for its roles in school systems and processes (Dyke, 2020), principal policies (Klein & Schwanenberg, 2020; Murphy, 2014), and classroom teaching and learning (Meyer et al., 2018) to produce excellent students (Dyke, 2020). Furthermore, currently school improvement has been used to improve schools' quality in increasing graduates' academic achievement (Aladjem et al., 2010; Bishara, 2017; Masters, 2016) and student welfare (Graham et al., 2014; Masters, 2016).

School improvement simply means making schools as a better place for learning (Masters, 2016) which includes improvement in 9 domains. They are an explicit improvement plan, (Department of Education, 2019; Guluguba State School, 2016; Masters, 2016), data analysis and discussion (Hough et al., 2018; Masters, 2016; North Central Regional Educational Laboratory (NCREL), 2004; Schildkamp, 2019), culture(s) that support learning process (Glusac et al., 2015; Masters, 2016; Narayan, 2016), targeted use of school resources (Bellei et al., 2016; Masters, 2016), expert teaching teams (Masters, 2016; Mincu, 2013), systematic curricula delivery (Adelman & Taylor, 2019; Maier et al., 2017; Masters, 2016), differentiated teaching and learning (Aladjem et al., 2010; Department of Education, 2020; Masters, 2016), pedagogical practice (Masters, 2016; Vieluf et al., 2012) and school-community partnerships (Jung & Sheldon, 2020; Masters, 2016). All the aforementioned domains are features that schools need to deal with during the school improvement process. Nevertheless, schools are flexible to prioritize its improvement in those domains based on the expected and set goals (Masters, 2016).

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