



Improving Teacher Performance And Student Learning Motivation At The Islamic Education Center For Kids Through Managerial Principles, Teaching Supervision, And Financial Management

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Citation: Muhammad Abduh Tuasikal, et al. (2024) Improving Teacher Performance And Student Learning Motivation At The Islamic Education Center For Kids Through Managerial Principles, Teaching Supervision, And Financial Management, *Educational Administration: Theory and Practice*, 30(5), 127-141. Doi: 10.53555/kuev.v30i5.2163

ARTICLE INFO

ABSTRACT

Numerous studies have examined the various factors that influence the effectiveness of student learning, including management principles, learning supervision, school culture, teacher performance, learning motivation, and strategies. The current research aims to enhance student learning at the Islamic Educational Center for Kids (IECFK) by improving management, financing, supervision, teacher performance, and student learning motivation. Cluster random sampling was performed to gather research data, and an electronic questionnaire was sent to 288 IECFK administrators out of a total population of 995 IECFK in Gunungkidul, Yogyakarta. The questionnaire was filled out to collect research data. Partial least squares structural equation modeling (PLS-SEM) was used to analyze the data. The research indicates that managerial principles, teaching supervision, and financing management positively and significantly impact teacher performance and student learning motivation. These findings can be used to assess and enhance the quality of IECFK in Gunungkidul Regency and provide recommendations for improvement. Future research could consider other variables, such as positive peer influence and parental encouragement of learning.

Keywords: managerial principle; teaching supervision; management of finances; teacher teaching performance; student learning motivation

1. Introduction

The COVID-19 pandemic has highlighted the importance of collaboration and empowerment between families and schools. Parents and schools must collaborate to educate children effectively (Anakwe et al., 2021). In the technological era, parents must supervise mobile device usage when children are at home. However, research shows this is more likely in higher-educated parents (Ochoa & Reich, 2020). Positive peer influence also significantly affects children's manners and academic success. Negative peer influence can be seen in young failure related to online games (Li et al., 2022). In summary, a child's good manners and academic success are not solely dependent on a good education at school. The family's role and the influence of the environment and peers can positively or negatively impact children's manners.

The Islamic Educational Center for Kids (IECFK), also known as Taman Pendidikan Al-Qur'an or TPQ, is a non-formal educational institution that provides a positive environment for children's education. The center primarily focuses on teaching children the Quran and basic Islamic lessons. Classes are taught in the afternoon, between four and seven pm, at various mosques.

Based on the data provided by the IECFK Coordinator, there are currently 995 legally registered IECFKs in Gunungkidul Regency, Yogyakarta. However, not all of these IECFKs are currently active. The IECFK is facing several challenges, such as limited availability of teachers, lack of facilities, insufficient funding, and lack of direction in teaching, as shown in Table 1 below.

Table 1: Problems facing by IECFK in Gunungkidul Regency and percentage of total number of IECFKs

Problems	Percentage of total IECFKs
Lack of number of teachers	44.2%
Inadequate IECFK teachers	56.6%
Lack of facilities to study at IECFKs	44.6%
There is no salaries or incentives for teachers	42.8%
Teaching is not directed because there is no syllabus	49.8%

To address the earlier mentioned issues, it is crucial to evaluate the effectiveness of learning at IECFK. Measuring the success of learning can be done by assessing its effectiveness. Proper managerial principles, learning supervision, school culture, and improving teacher performance can help achieve the effectiveness of educational institutions (Mutohar & Trisnantari, 2020). In the wake of the pandemic, some students have found online learning more beneficial because of its flexibility, convenience, and increased productivity (Selco & Habbak, 2021). At IECFK, learning should be comfortable and productive, even though teaching and learning activities take place offline in community-owned mosques.

Numerous studies have investigated the factors that impact the effectiveness of learning. These factors include managerial principles, learning supervision, school culture, teacher performance, learning motivation, and learning strategies (Brunner et al., 2018; Mutohar & Trisnantari, 2020; Ramberg et al., 2019).

Managerial principles refer to the ability to run an organization to achieve its goals effectively. These abilities are acquired through education and experience, allowing managers to act effectively in various conditions using conceptual, interpersonal, and technical skills (Ofei et al., 2020).

According to Ibay and Pa-alisbo (2020), conceptual skills involve organizing and developing strategies for organizations and making predictions. On the other hand, human skills refer to the ability to manage conflicts. Technical skills include managing finances, proficiency in using technology, and expertise in managing marketing. Beenen et al. (2021) identified interpersonal skills that managers must possess, including supporting, motivating, and managing conflict. Moreover, successful managers must possess various skills: conceptual, technical/clinical managerial, interpersonal/collaborative, political, commercial, governmental, and digital (Elmezain et al., 2021; Karakose et al., 2021; Longest, 1998; Sunindijo, 2015; Sunindijo & Zou, 2012).

Neagley and Evans (1980) stated that teaching supervision can be carried out by observing and visiting classes, meetings with teachers, and improving learning starting from the planning, observing and analysing stages. The approaches taken in supervision are directive, non-directive and collaborative, as explained by Glickman (1981). Furthermore, according to Hoy and Forsyth (1986), the supervisor is an experienced teacher or master teacher. Guin (2019) and Henry et al. (2016) explain that supervisors can use WhatsApp for work-related communication. Habibi et al. (2018), Rambe and Mkono (2019), and Wiyono et al. (2021) also suggest that communication techniques based on information and communication technology can be used for supervision. The most commonly used platforms for this purpose are WhatsApp, Google Meet, and Zoom, followed by audio and video recording.

Effective management of finances is crucial for achieving the goals and missions of educational institutions. The process involves planning, implementing, and supervising the allocation of funds to ensure maximum efficiency and effectiveness in educational activities. One of the significant challenges in managing education funds is determining the appropriate amount of funding that can positively impact the quality of education. The critical components of education funding include honorariums for educators, staff salaries, teaching and learning resources, administrative costs, facilities, infrastructure, maintenance, and other essential needs. According to Molock and Parchem (2022), educational institutions can significantly benefit from paying close attention to their finances.

According to Mutohar and Trisnantari (2020), teacher performance results from the educator's individual and team efforts. It does exist in the school organizational framework for educators to carry out their duties and responsibilities to achieve the school's vision and mission.

According to Wahyuni et al. (2022), evaluating a teacher's initial academic qualifications is based on competency. The goal of assessing teacher performance is to support their professional growth. The assessment model considers four criteria, namely pedagogic, professional, vocational, and technological competence. Among these, pedagogic competence is the most crucial aspect. It refers to a teacher's ability to understand and cater to the diverse needs of their students, including moral, emotional, and intellectual aspects. Additionally, Bazán-Ramírez et al. (2022) research highlights several dimensions of teacher performance, such as supervising learning activities, providing feedback, and conducting evaluations.

This research aims to examine the application of IECFK and its relationship with various variables. Despite being an important topic, IECFK has received little attention in research. If IECFK becomes a research discourse, it will undoubtedly benefit the 148,996 IECFK in Indonesia, according to data from the Ministry of Religious Affairs of the Republic of Indonesia in 2019. The study will focus on five variables that are predicted to strongly influence students' learning effectiveness at IECFK: managerial principles, teaching supervision, financing management, teacher performance, and student learning motivation. The research findings can be

used to evaluate and assess the quality of IECFK in Gunungkidul Regency and provide recommendations for improvement.

2. Conceptual Framework

The conceptual framework proposes eleven hypotheses based on theoretical and empirical foundations. The subsequent section delves into each element of the conceptual model, providing the rationale for each hypothesis.

Managerial principles – In order to implement managerial principles effectively, five key steps must be taken: planning, organizing, implementing, supervising, and coordinating. A recent study by Maheshwari (2022) in Vietnam examined the impact of different leadership styles on teacher performance and job satisfaction. The research found that the transformational leadership style, which focuses on inspiring and motivating subordinates, has a more significant influence on teacher performance and job satisfaction than the transactional leadership style, which emphasizes using rewards to motivate employees. The study also suggests that teacher job satisfaction is positively influenced by integrated leadership, where school principals can combine instructional and transformational skills. The study's authors, Baharuddin et al. (2023), believe that school principals must possess both instructional and transformational leadership skills to ensure teacher satisfaction and performance.

Teaching supervision - Teaching supervision involves guiding and coordinating teacher development through continuous activities that direct and control the learning process. According to Hoy and Forsyth (1986), supervision, carried out directly and cooperatively with the teachers, aims to improve the learning and teaching process. Supervision activities involve overseeing, directing, and controlling. Hartinah et al. (2020) stated that teacher performance can be influenced by the school principal's leadership, as well as a conducive work environment.

Management of finances – Education financing management consists of four stages: budget planning, allocation, supervision, and reporting. The school principal supervises financial management, ensuring transparency and accountability through reports, administration, and bookkeeping. Mismanagement of school funds is a common issue that can be caused by school principals and governing bodies, as well as a lack of understanding of financial management, as outlined by Aina and Bipath (2020), Dwangu and Mahlangu (2021), and Myende et al. (2020). Poor financial management can be attributed to inadequate knowledge and training in financial management, as demonstrated by Dibete and Potokri (2018). Managers play a vital role in financial management. As stated by Paarima et al. (2021), structured training and education can improve their finance management skills.

School financial management must be transparent and accountable, with reporting, administration, and bookkeeping. Insufficient and unfair school funding can affect school maintenance, as well as learning and teaching outcomes, according to White and Van Dyk (2019).

Teacher teaching performance - Effective learning for students can be achieved through clear and precise instructions delivered by educators with high clarity and immediacy during lessons (Bolkan et al., 2017). They further explained that successful communication between educators and students can enhance students' cognitive and behavioral learning competencies. On the other hand, Lewis et al. (2021) suggest that teacher performance is associated with self-efficacy and self-confidence in understanding the subject matter. Then, technological and teaching innovations need improvement to enhance teacher performance, especially in adapting to today's technological advancements, as Zhao et al. (2023) suggested. To enhance teacher performance, research by Loi et al. (2023) highlights the crucial role of teacher training.

Kanya et al. (2021) suggest that improving school principal leadership, organizational culture, and teacher competency is crucial for enhancing teacher performance. Additionally, according to Sarwar et al. (2022), the principal's leadership style strongly influences teacher performance.

A new strategy known as gamification has emerged in recent research. *Gamification* is a proven pedagogical strategy that supports student engagement and motivation by creating experiences similar to those gained when playing games (Rincon-Flores et al., 2022). According to Rincon-Flores and Santos-Guevara (2021), encouraging active class participation and improving student performance after transitioning from face-to-face to virtual teaching is required due to the global pandemic. Chamorro-Atalaya et al. (2023) found that effective gamification techniques can significantly enhance student motivation, commitment, and participation.

Students' learning motivation - *Motivation* is defined as the desire to fulfil personal needs, and it is classified as a feeling and preference that shapes human behavior. It is caused by the actions taken to fulfil particular needs (Munawaroh, 2020). Motivation to learn is crucial for successful learning, especially in the context of online learning, which has become increasingly prevalent. According to research by Zuo et al. (2022), high-achieving students in Wuhan and surrounding areas in China were investigated to determine the influence of students' perceived presence and acceptance of technology on online learning motivation. The study showed that online learning motivation is influenced by perceived usefulness, efficacy, social presence, and perceived ease of use. Moreover, family socio-economic factors also play a significant role in technology acceptance.

As discussed by Al-Maskari et al. (2022), online learning can lead to a lack of academic support, inadequate resources to support online teaching, lack of socialization, stress, anxiety, and a lack of motivation to attend

classes. Therefore, providing more interaction and motivation for online learners is essential. In research by Maphosa and Van den Berg (2023), interaction was crucial in online learning.

While current online learning environments are easy to use, access, and flexible, providing students with independence, technological advances do not necessarily indicate advances in students' learning motivation, especially for the current Generation Z (Meet et al., 2022). The study found that social influences, habits, language competence, and teacher influence did not impact Gen Z's learning behavior. As Osei et al. (2022) pointed out, the success of an e-learning system heavily depends on the user's attitude.

Curelaru et al. (2022) concluded that online learning has several disadvantages, including health and psychosocial problems (such as stress, anxiety, decreased motivation, isolation/loneliness, and apathy) and learning process problems (such as misunderstandings, lack of feedback, additional academic requirements, lack of challenge, and disengagement).

Hasan et al. (2020) concluded that apart from traditional teacher-led instruction, independent learning can also lead to student success, depending on the student's level of motivation.

Based on the latest research, the topic of discussion is online learning, which is increasingly widespread, especially during the pandemic. However, student learning motivation can still be applied at IECFK Gunungkidul. In summary, learning motivation is the encouragement and emotions that move students to achieve their learning goals, both within (intrinsic) and outside (extrinsic).

From the theoretical study above, managerial principles, teaching supervision, and financial management impact teacher performance and student motivation to improve learning effectiveness, as illustrated in Figure 1.

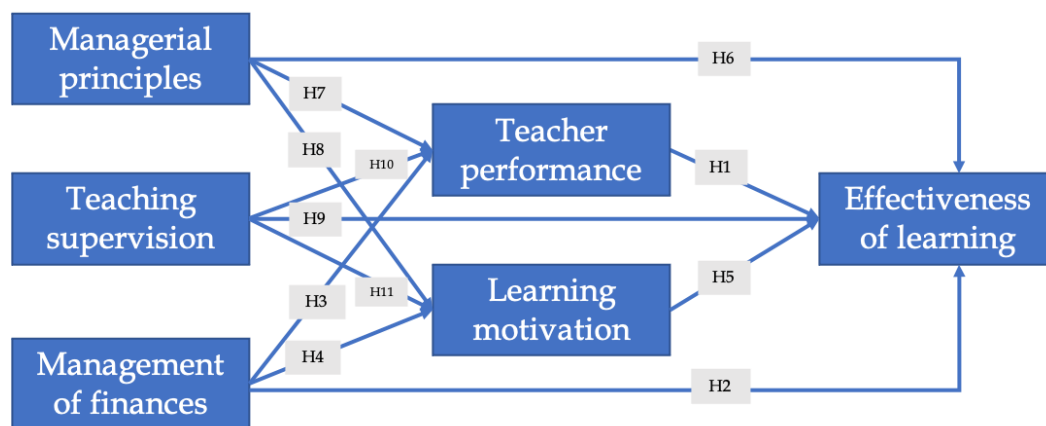


Figure 1: Hypothesis of the research

3. Methods

This is a quantitative research study that applied the Isaac and Michael method to obtain samples from a total population of 995 IECFKs. Cluster random sampling was conducted, which involved randomly selecting IECFKs from 18 sub-districts in Gunungkidul Regency, Yogyakarta. For the study, 288 IECFKs were chosen, each represented by one administrator who acted as the primary data source. The research was conducted from March 6, 2023, to May 31, 2023.

The research tool involves completing a questionnaire through Google Forms. The questionnaire contains a Likert scale, which ranges from 1 to 5. This scale helps to translate variables into indicator variables. The questionnaire consists of 59 statements, as explained in Appendix 1, which are arranged based on the Likert scale. Once the data is collected, it is processed and analyzed statistically. Data analysis involved using partial least squares structural equation modeling (PLS-SEM) to test the measurement model and structural relationships between variables.

4. Results

The outer model test is carried out to ensure that the measurement model is valid and reliable. To get valid results, a test was carried out using the SmartPLS 3 program for several iterations (calculations) to eliminate loading factor values below 0.5. After the fourth iteration is executed, the average variance extracted (AVE) has exceeded the Rule of Thumbs by above 0.5, as shown in Table 2, this means that the model created is valid.

Table 2: Average variance extracted (AVE) values for each variable

Variables	AVE
Learning effectiveness	0.69
Teacher teaching performance	0.68
Financing management	0.59
Student learning motivation	0.65
Managerial principle	0.62
Teaching supervision	0.61

After the estimated model meets the criteria for the outer model, the next step is to test the structural model (inner model). The following is the coefficient determination R^2 .

Table 3: Coefficient determination R^2 values for each variable

Variables	coefficient determination R^2
Learning effectiveness	0.379
Teacher teaching performance	0.314
Student learning motivation	0.209

Table 3 provides information that the coefficient of determination R^2 -values mean:

(i) Student learning effectiveness is influenced by teacher teaching performance, managerial principles of IECFKs, teacher supervision, IECFK financing management, and learning motivation of students by 37.9%, the rest 62.1% is influenced by other factors not included in the model; (ii) Teacher teaching performance is impacted by the managerial principles of IECFKs, teacher supervision, IECFK financing management by 31.4%, the rest 68.6% is by other factors; (iii) Students' learning motivation has correlations with the managerial principle of IECFKs, teacher supervision, IECFK financing management by 20.9%, the rest 79.1% comes from other factors.

Other measures describe the effect Size f^2 of each variable (Table 4). The limit value (Rule of Thumbs) is 0.02 in the small category, 0.15 in the medium category and 0.35 in the large category. From the results of f^2 , one variable is included in the middle category: student learning motivation.

Table 4: Effect Size f^2 values of relationship between variables

Variables	effect Size f^2
Teacher teaching performance → learning effectiveness	0.025
Financing management → learning effectiveness	0.005
Financing management → teacher teaching performance	0.05
Financing management → student learning motivation	0.06
Student learning motivation → learning effectiveness	0.185
Managerial principle → learning effectiveness	0.025
Managerial principle → teacher teaching performance	0.008
Managerial principle → student learning motivation	0.001
Teaching supervision → learning effectiveness	0.005
Teaching supervision → teacher teaching performance	0.038
Teaching supervision → student learning motivation	0.013

According to the calculations, the Q^2 value for student learning effectiveness is 0.241, teacher teaching performance is 0.206, and student learning motivation is 0.126 > 0, indicating the model has "predictive relevance".

The standardized root mean square residual (SRMR) value for the estimated model is 0.088. The recommended value according to the "Rule of Thumbs" is smaller than 0.08. Hence, it can be concluded that the model we created is marginally fit. According to the "normed fit index" (NFI) or "bentler and bonett index", the Estimated Model figure is 0.712. According to the Rule of Thumbs, the recommended value is more significant than 0.90. Therefore, the model we created is marginally fit.

"The root means (Hartinah et al.) Theta" index is a measure of goodness of fit that is only useful for assessing purely reflective models because the residuals of the outer model for the formative measurement model are not meaningful. Rms theta value assesses the extent to which the outer model residuals are correlated. The measure should be close to zero to indicate a good model fit, as this implies that the correlation between external models is very small (close to zero). In this case, the rms theta is 0.160.

Following are the calculation results of parameter coefficients among variables.

1. The influence of teacher teaching performance on student learning effectiveness is 0.159, meaning there is a positive and significant impact. The higher the teacher's teaching performance, the higher the students' learning effectiveness.

2. The effect of IECFK financing management on the effectiveness of student learning is -0.084, meaning there is a negative and insignificant effect. The higher the performance of IECFK financing management, the lower the student learning effectiveness.
3. The influence of IECFK financing management on students' learning motivation is 0.253, meaning there is a positive and significant influence. The higher the IECFK financing management, the higher the students' learning motivation.
4. The influence of IECFK financing management on teacher teaching performance is 0.327, meaning it has a positive and significant effect. The higher the IECFK financing management, the higher the teacher's teaching performance.
5. The influence of student learning motivation on student learning effectiveness is 0.416, meaning it has a positive and significant effect. The higher the students' learning motivation, the higher the students' learning effectiveness.
6. The influence of the IECFK headmaster's managerial principles on the Effectiveness of student learning is 0.180, meaning it has a positive and significant effect. The higher the managerial principles of the head of IECFK, the higher the student learning effectiveness.
7. The influence of the IECFK headmaster's managerial principles on teacher teaching performance is 0.128, meaning it has a positive and significant effect. The higher the IECFK headmaster's managerial principles, the higher the teacher's teaching performance.
8. The influence of the IECFK headmaster's managerial principles on students' learning motivation is 0.002, meaning the effect is positive and not significant. The higher the managerial principles of the head of IECFK, the higher the students' learning motivation.
9. The effect of teaching supervision on student learning effectiveness is 0.087, meaning the effect is positive and not significant. The higher the teaching supervision, the higher the student learning effectiveness.
10. The effect of teaching supervision on teacher teaching performance is 0.255, meaning it has a positive and significant effect. The higher the teaching supervision, the higher the teacher's teaching performance.
11. The effect of teaching supervision on students' learning motivation is 0.170, meaning it has a positive and significant effect. The higher the teaching supervision, the higher the students' learning motivation.

The SEM analysis generated *t-count*, *t-table*, and *P-value*, which can be used to conclude hypotheses as shown in Table 6.

Table 6: Statistical calculation results for the hypothesis test

Hypothesis	<i>t-count</i>	<i>t-table</i>	<i>P-value</i>	Test results
H1 : teacher teaching performance has a positive and significant effect on student learning effectiveness	2.406	1.967	0.016	accepted, because the t-statistic is greater than the t-table
H2 : IECFK financing management has a positive and significant effect on student learning effectiveness	1.319	1.967	0.188	rejected, because the t-statistic is smaller than the t-table
H3 : IECFK financing management has a positive and significant effect on teacher teaching performance	3.812	1.967	0.000	accepted, because the t-statistic is greater than the t-table
H4 : IECFK financing management has a positive and significant effect on student learning motivation	4.493	1.967	0.000	accepted, because the t-statistic is greater than the t-table
H5 : student learning motivation has a positive and significant effect on student learning effectiveness	7.873	1.967	0.000	accepted, because the t-statistic is greater than the t-table
H6 : managerial principles have a positive and significant effect on the learning effectiveness of student	2.057	1.967	0.040	accepted, because the t-statistic is greater than the t-table
H7 : managerial principles have a positive and significant effect on teacher teaching performance	1.994	1.967	0.047	accepted, because the t-statistic is greater than the t-table
H8 : managerial principles have a positive and significant effect on student learning motivation	0.029	1.967	0.977	rejected, because the t-statistic is smaller than the t-table
H9 : teaching supervision has a positive and significant effect on the learning effectiveness of student	1.274	1.967	0.204	rejected, because the t-statistic is smaller than the t-table

H10 : teaching supervision has a positive and significant effect on teacher teaching performance	3.338	1.967	0.001	accepted, because the t-statistic is greater than the t-table
H11 : teaching supervision has a positive and significant effect on student's learning motivation	2.219	1.967	0.029	accepted, because the t-statistic is greater than the t-table

5. Discussion

This research has shown that teacher teaching performance positively and significantly impacts students' learning effectiveness. The study's results are consistent with the research of Rahmatullah (2016), which found a correlation between learning effectiveness, teaching performance, and teacher competency. The study used regression analysis, with a significance value of 0.000. This research demonstrates a correlation between learning effectiveness and teacher competence. Another study by Akram et al. (2021) found that as teacher performance evaluation scores increase, so do school effectiveness scores. Additionally, a study by Katchapakirin et al. (2022) concluded that teachers' positive satisfaction significantly impacts learning performance. However, the findings of this study differ from the research of Mutohar and Trisnantari (2020), which showed that teacher teaching performance has a negative effect on school effectiveness and a significant p-value of 0.000.

Research regarding IECFK financing management has a negative and insignificant result on student learning effectiveness and has not been proven. The result does not align with the study conducted by Ezeh and Ogara (2020). The study concludes that poor financial management is one of the main reasons that derail effective school management. Excessive expenditure or budget shortfall, as well as inadequate and regular audits can lead to misappropriation and mismanagement of school funds. The results of the research show that school financial management has a positive impact on school coordination, $Z(95, n = 304) = 4.253, p > 0.05$, budget control has a positive impact on the provision of teaching materials in these schools $Z(95, n = 304) = 4.555, p > 0.05$. Even though schools can be run without spending student fees, financial management is still needed, as mentioned in research by Mestry (2018). Other research from Surur et al. (2020) shows something different. They concluded that educational operational costs did not affect educational output. The increase in educational operational costs does not increase educational outcomes in high schools in all Pati districts. On the other hand, low operational costs do not result in a decrease in education.

In contrast, research on IECFK financing management has positively and significantly influenced teacher teaching performance. This finding is consistent with the conclusions drawn by Hanim et al. (2023), which indicate that education financing positively and significantly impacts teachers' performance. Similar results were also found by Saputra and Zuabi (2021), who discovered that the funding of School Operational Assistance significantly influences the performance of Madrasah Teachers with a practical contribution of 14.77%.

Research on IECFK financing management has proven to positively and significantly affect student learning motivation. Research on student learning motivation has proven to positively and significantly affect student learning effectiveness. Similar research results have also been conducted by Zhang and Chen (2021), which show a significant positive effect between learning motivation and learning effectiveness, with a significance value of less than 0.01.

Managerial principles are potentials obtained from education and experience to achieve work effectiveness using conceptual, interpersonal, and technical skills. Research on the managerial principles of the headmasters of IECFKs has proven to have a positive and significant effect on Student Learning Effectiveness. Mutohar and Trisnantari (2020) have also undertaken comparable research, demonstrating that managerial skill positively and significantly affects school effectiveness with a significance value of 0.000. To realize effective learning in schools, the leadership of a school principal who is visionary and professional is essential.

Research has shown that the managerial principles adopted by IECFK principals have a positive and significant impact on teachers' teaching performance. This finding is consistent with a study by Mutohar and Trisnantari (2020), which indicates that managerial ability positively affects teacher teaching performance, with a significance value of 0.000. The leader's managerial abilities affect the behavior and abilities of teachers, as evident in the studies by Mahaputra and Saputra (2021) and Hanim et al. (2023). These studies also report similar results.

According to research on the managerial principles of IECFK school principals, there is a positive effect on student learning motivation, but it is not significant. On the other hand, a study conducted by Gyansah et al. (2020) reveals that school principals' inspirational and motivational leadership behavior has a significant and positive effect on academic achievement. Inferential statistical calculations demonstrate a strong and positive correlation between inspirational motivation, provided by the school principal, and student academic achievement. The correlation coefficient is 0.249 at the 0.01 level.

Teaching supervision entails activities that aim to enhance the quality of the teaching process and promote teacher creativity through supervision, guidance, and oversight. However, research has shown that teaching supervision has a positive but not significant impact on the effectiveness of student learning. A study conducted by Veloo et al. (2013) examined the influence of clinical supervision on teachers in secondary schools. The

research findings indicate that teaching supervision has a positive impact on teachers' teaching abilities and the understanding of students, with an average p-value of less than 0.05.

According to this investigation, teaching supervision has a positive and significant impact on teacher performance. The findings of Mutohar and Trisnantari (2020) are in line with this study, which shows a strong correlation between learning supervision and teacher performance, with a significance value of 0.001. Adequate teaching supervision can improve teaching performance and create a positive work culture, as demonstrated in a study by Adnan et al. (2022).

This research has shown that teaching supervision has a positive and significant impact on the motivation of students to learn. Similarly, research on student learning motivation has also demonstrated a positive and significant effect on their overall learning effectiveness.

6. Study Limitations

The results of this study have significant practical implications and essences for future research. The research method used in this study is quantitative, but combining methods could improve the research. A combination method could obtain more accurate results for understanding research problems by alternating between quantitative and qualitative methods. Data collection techniques for the two methods can also be combined. For instance, questionnaires can be used to obtain quantitative data, and data collection for the correctness of the questionnaire data can be done through observation and interviews. Combination methods do not have to be between quantitative and qualitative methods. The sequential explanatory model is a combination research model that can be applied. It involves quantitative data collection and analysis, followed by qualitative data collection and analysis to strengthen the quantitative method. However, it is essential to note that this research is limited to Gunungkidul Regency, Yogyakarta, which has social conditions that differ from other areas in Indonesia. Thus, other factors must be considered when implementing IECFK education management in other areas. Additionally, the research only focuses on a few variables. Other variables, such as the influence of peers on students' enthusiasm for learning and parental support, should be studied to advance IECFK, support teachers further, and increase students' learning motivation.

7. Conclusion

Recent research suggests that principles in education have a positive and significant effect on student learning effectiveness and teacher teaching performance. However, the influence of managerial principles on student learning motivation is positive but insignificant. Another finding shows that teaching supervision has a positive but insignificant effect on student learning effectiveness. However, it positively and significantly impacts teacher performance and student learning motivation. Contrarily, research on financing management shows that it has a negative and insignificant effect on student learning effectiveness, and this hypothesis is not proven. Similarly, other studies also conclude that educational operational costs do not affect educational output. However, financing management positively and significantly affects teacher-teaching performance and student-learning motivation. Additionally, the research has shown that student's motivation to learn has a positive and significant effect on their learning outcomes. Moreover, it confirms that teachers who perform well in teaching positively and significantly impact their students' learning outcomes. Enthusiasm for learning and good teaching performance by teachers can seriously influence student success in learning. This research provides new insights into managing the Islamic Educational Center for Kids (IECFK). This study goes beyond previous research models and reveals how managerial skills, teaching supervision, and financial management influence teacher performance and student learning motivation. This fills a significant gap in the literature and offers practical implications for IECFK managers and policymakers who wish to improve the well-being and quality of IECFK teachers. Future research should explore how positive peer influence and parental support impact student learning effectiveness.

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Appendix 1

Research Instrument

1. Student Learning Effectiveness

Indicators	Component	Statement
Academic achievement	Students achieve learning targets, namely understanding and mastering the subject matter.	1. Students consistently achieve learning targets, such as reading Al-Qur'an before entering junior high school. 2. IECFK students consistently participate in IECFK competitions or religious competitions at school and win the championship.
Attitude change	<ul style="list-style-type: none"> - Improvement of student learning outcomes - Students are focused while learning, kept away from distractions that hinder learning. - Students apply knowledge in the real world, where there is a change in attitude in students. 	3. Students always experience the development of learning Al-Qur'an when participating in the IECFK program. 4. Students always focus on learning without being distracted by other students or outside distractions. 5. After returning home from IECFK or leaving it, there is always a noticeable change in attitude and manners among the students. For instance, they tend to pray five times a day, speak respectfully to their parents, and devote themselves to studying and reading the Qur'an diligently at home.

2. Managerial Principles

Indicators	Component	Statement
Planning	<ul style="list-style-type: none"> - Define the goals to be achieved - Design a framework for actions to achieve these goals 	6. Every time the head of IECFK is appointed, the vision and mission of IECFK are determined. 7. The head of IECFK always has short-term (quarterly), medium-term (per semester), and long-term (per year) plans.
Organizing	<ul style="list-style-type: none"> - Classify various crucial activities - Mandate the task to carry out such activities 	8. The head of IECFK establishes essential activities such as recreational time for IECFK administrators. 9. IECFK always holds board change meetings every certain period (for example, every five years). 10. The IECFK management structure is always prepared every time the management changes.
Motivation of subordinates	<ul style="list-style-type: none"> - Guiding and encouraging teachers and staff 	11. If any IECFK teacher and staff need help with teaching and stewardship, the head of IECFK is ready to receive the story and provide input and motivation. 12. Awards are given to teachers who excel.
Supervision	<ul style="list-style-type: none"> - Control the work of teachers and staff - Compile errors for improvement 	13. There are monthly meetings with IECFK teachers and staff. 14. Every semester, a questionnaire is presented to student guardians to improve the performance of IECFK teachers and staff.

3. Teacher Teaching Supervision Through WhatsApp Application

Indicators	Component	Statement
Implementation of teaching supervision	Supervision of personality competence, pedagogy, professional training, social skills, understanding of duties and obligations, learning lesson and techniques	15. The head of IECFK supervises the work of IECFK teachers using the WhatsApp application. 16. IECFK teachers receive regular training to enhance their reading skills of the Al-Qur'an and other religious lesson.
Evaluation	- Summarize progress and review goals - Follow up	17. Monthly evaluation meetings or specific periods are held to improve the teachers' teaching methods. 18. The evaluations are recorded for follow-up purposes.

4. Management of finances

Indicators	Component	Statement
Budget planning	- Determine the budget used according to educational needs - Monitor budget plans	19. IECFK routinely makes budget plans every semester or every year. 20. The advisory board or mosque management monitors the preparation of the IECFK budget plan.
Raising funds	- Withdraw funds from students - Seeking funds from the community or government	21. Students pay regular education fees every month. 22. IECFK receives assistance from donors, the community, or the government through the Ministry of Religious Affairs.
Using funds	- Detailing the use of funds. - Using funds effectively and efficiently	23. Recording of income and expenditure from IECFK cash is reported clearly. 24. IECFK funds are always used effectively and efficiently with supervision from the head of IECFK.
Accountability of funds	Making financial accountability reports to internal and external circles regularly	25. Regular meetings are held every semester or year for special discussions regarding using IECFK funds. 26. Routine IECFK financial reports are submitted to students' parents, the supervisory board, and the community.

5. Teacher Teaching Performance

Indicators	Component	Statement
Learning planning	- Ability to prepare Learning Implementation Plans (LIP).	27. IECFK teachers continuously prepare Learning Implementation Plans (LIP). 28. IECFK teachers constantly update their LIP every semester or year.
Implementation of learning	- Understanding the lesson - Learning strategies - Involving students - Assessment of learning processes and outcomes	29. The teachers at IECFK have a good grasp of the study. 30. The teachers at IECFK often narrate Islamic stories to their students. 31. The teachers at IECFK consistently implement LIP as a learning strategy.

	<ul style="list-style-type: none"> - Grasping the language 	<p>32. The teachers at IECFK actively engage their students by asking them questions and encouraging them to participate in class discussions.</p> <p>33. The teachers at IECFK assign homework to their students.</p> <p>34. The teachers at IECFK use language that is easy for their students to understand.</p> <p>35. The teachers at IECFK are proficient in Arabic, which enables them to pronounce the vocabulary words they teach correctly.</p>
Learning assessment	Teacher assessment of student learning outputs	<p>36. Exams are held regularly every semester.</p> <p>37. Student progress is briefed in report books.</p>
Self-development	<ul style="list-style-type: none"> - Become more disciplined - Become more responsible - Increased role modeling - Improved work ethic - Improved cooperation - Willing to accept criticism and suggestions - Participate in scientific writing competitions - Attend training - Create learning media - Study books regularly - Join educational or social organizations 	<p>38. Teachers are punctual when entering and leaving the class according to their teaching hours.</p> <p>39. Teachers are responsible for the class and rarely miss classes.</p> <p>40. Teachers serve as good role models for students, such as wearing Muslim clothing or being orderly during worship.</p> <p>41. Teachers exhibit enthusiasm and a cheerful demeanour, which reflects their strong work ethic.</p> <p>42. Teachers collaborate with their colleagues in teaching.</p> <p>43. Teachers are open to accepting criticism and suggestions from students or guardians.</p> <p>44. Teachers have participated in scientific writing competitions.</p> <p>45. Teachers have attended training related to teaching Al-Quran.</p> <p>46. Teachers can create learning materials that assist in teaching.</p> <p>47. Teachers are diligent in their study of books.</p> <p>48. Teachers participate in relevant organizations outside of IECFK related to education and social issues.</p>

6. Students' learning motivation

Indicators	Component	Statement
Intrinsic motivation	<ul style="list-style-type: none"> - Instincts in the form of impulses, emotions, and the desire to do something (initiation) - Relevant feelings and preferences - Increased sharpness, attention, and concentration seen from daily test results or specific periods 	<p>49. The students attend IECFK regularly.</p> <p>50. The students are always on time for their classes.</p> <p>51. The students actively pay attention to the teacher's lessons during their classes.</p> <p>52. The students always come prepared to IECFK, bringing their notebooks, Al-Qur'an, and wearing their uniforms.</p> <p>53. The students consistently show progress in their studies of the Koran at IECFK.</p>

Extrinsic motivation	<ul style="list-style-type: none">- Awards given as appreciation for student achievements- Punishment on student violations	<p>54. IECFK holds recreation once a year for students.</p> <p>55. IECFK holds exams every semester.</p> <p>56. a report card is published every semester to explain students' learning progress at IECFK and then handed over to parents.</p> <p>57. IECFK provides awards for students who excel.</p> <p>58. IECFK holds a graduation for students every time they graduate.</p> <p>59. Punishments are imposed on students who commit violations and never attend class.</p>
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