

The Effect of Class Management to the Teacher Performance at Muhammadiyah Junior High School in Medan

Elfrianto, Zainuddin and Paningkat Siburian
Doctoral Graduate of State University of Medan

ABSTRACTS: *This study aims to explore: (1) the performance of teachers at Junior High School (SMP) Muhammadiyah in Medan; and (2) whether the class management influence on the performance of Muhammadiyah Junior High School teachers in Medan. Teacher is one important factor in the organization of teaching in schools. The performance of teachers in the school will be easier achieved if teachers can apply the function of class management properly. With the Class Management, the teacher is easy to see and observe any progress / development achieved by students, especially students who are classified as slow as well as facilitating the important issues raised for discussion in the classroom for the improvement of teaching in the future. Subjects were Muhammadiyah Junior High School teacher in the city of Medan with a total sample of 171 people. Sampling was done by proportional random sampling. The research method is the path analysis aimed at obtaining the effect of exogenous variables on endogenous variables. The results of this study are expected to provide benefits to the schools in order to improve the factors that can affect school performance. As an input for the interested parties, especially the Branch Manager and education affair of Muhammadiyah and generally the Educational Office of Medan, in order to improve the quality of schools*

Keywords: *Class Management, Performance Master*

I. BACKGROUND

Teachers are human figures source position and plays an important role in education. When all the figures bring up the subject of education teachers should be involved in the talk's agenda, especially regarding the issue of formal education in schools. According Djamarah and Zain (2006:2) said that educators or teachers are the professionals in charge of planning and implementing the learning process, assessing the results of learning, coaching and training, and conduct research and dedication to the community, especially for educators at the college. It can not be denied because of formal educational institutions is a teacher living world, most of the time the teachers at the school, the rest are at home and in the community

Teachers are required to have performance that is able to deliver and realize the hopes and desires of all parties, especially the general public who have placed their trust in fostering school students. In achieving a good quality of education is strongly influenced by the performance of teachers in performing their duties so that the performance demands of teachers becomes essential to achieve educational success. In general, the quality of education that is both a benchmark for the success of the performance of the teachers. Teachers as professional educators, teachers must have the ability which includes mastery of the subject matter, professional teacher training and education mastery, mastery of the ways to adjust and personality to carry out its duties, in addition, teachers must be a personal growing and dynamic. This is consistent with that contained in the Act No. 20 of 2003 on National Education System that teachers and education personnel must: (1) create an atmosphere of meaningful education, fun, creative, dynamic, and dialogue; (2) has a professional commitment to improve the quality of education; and (3) exemplify and maintain the good name of the institution, profession, and position in accordance with the importance of the role and function of teachers to improve the quality of school today are also a lot of serious attention. Teachers are not only viewed as educational tools, but the teacher has been regarded as a profession that requires skill and recognition of its legitimacy. Teacher performance today still continues to get special attention. Both the performance of government school teachers in state schools and teachers in private educational institutions, especially in Muhammadiyah Organization.

Muhammadiyah as charitable movements and propaganda, through education of its existence until today is perceived by the public specialized in improving the quality of Indonesian human resources through education. However, in maintaining the trust and the existence, of course, many weaknesses and not in spite of the constraints that it faces. In some schools Muhammadiyah are still visible slowdown in compliance with the standards of education services in elementary and secondary levels nationally, especially schools in these areas, while nationally the slow movement of the quality of education in organization due to the unequal distribution of the potential and limitations of human resources in quality improvement and enhancement relevance of the education system in these areas. In addition, the development of the charitable efforts of the very rapid quantitative increase has not offset quality means, thus making the results that have been achieved by Muhammadiyah is not so appealing for the public's attention because it is not considered as a new innovation.

Further visits of educational organization programs there are three important things, namely: (1) the management of educational institutions both levels of the basic education / MI, SMP, SMA, SMK and level others have not demonstrated the level of optimizing the management of institutions both at the branches and united twigs ; (2) the educational infrastructure has not quite meet the standards of education provision as well as on government regulations and united; and (3) human resources have not been fully able to support the process, due to limitations of teachers who meet the standards of professional teacher education and the number of permanent teachers are still inadequate to the number of learners.

From the initial observation, it was found that the management of education in united Muhammadiyah still has not met the desired expectation for united, as reflected in the vision united the development of quality and characteristic of Muhammadiyah education superior, holistic, and manage both supported by the development of science and technology and R & D as a manifestation of the missionary movement and *tajdid* actualization in human form intact as Muhammadiyah educational purposes. When viewed from this vision, clear conditions on the ground do not meet the fit between the expectations and reality for improvement united charitable efforts through formal education services that are well managed and have advantages. Citing the results of quantitative research Mahfidin said primary and secondary education in united of Muhammadiyah has shown a significant level, but qualitatively not yet meet the standards of management and the relevance of global needs. Weak institutions of primary and secondary education, the result is considered so wide area coverage charity business development education is not matched by human resources, especially in the regions.

In connection with that, in theory and empirical evidence shows that teacher performance is closely related to improvement of school effectiveness and student achievement. While low performance will have an impact on the reverse. Hewitt claimed the knowledge and skills of teachers and quality teaching is the single most important factor to student learning outcomes. According to Nadeem, et al in all systems of education, teacher performance is one factor that determines the effectiveness of the school and learning outcomes. Varadi research results concluded that the problem of school improvement is still constrained in many professional teacher standards, the impact of which could conceivably ineffectiveness for the achievement of objectives. Comprehensively, Zuhdi (2007:43) concluded is still a lot we have encountered various problems related to the performance of teachers, among others: (1) learning to concentrate more on theoretical issues which are cognitive and affective aspects less attention, and psychomotor; (2) learning methodology is not changing, learning delivered in the conventional, traditional, and monotonous; (3) learning activities take place mostly be withdrawn, interact with others; (4) the learning approaches tend to be normative, without illustration of the socio-cultural context behind them; (5) the teacher is more nuanced as the teacher of the spiritual / moral and less balanced with shades of intellectuals and professionals; (6) the learning approaches tend to be normative, without illustrations underlying socio-cultural context.

School performance would be better if the teacher is able to function properly Class Management. For class management relates to the management and regulation of the learning environment and learning process. Mudasir states classroom management to support the process of learning more quality, whereby elements include the management of the two forms of action, namely preventive and defensive. Muijs and Renolds declared one of the elements which clearly affect student achievement is how to manage the class effectively, but it is often overlooked. As research McCormick and Freeman conclude the results of our actions and their teachers, can comprehensively improve student learning outcomes. Expectations through collaborative student success in the classroom improving students' attitudes and behaviors in a positive and successful accomplishments have been achieved.

Summing up the results of these studies, it is clear that Class Management is one of the most important things in the learning process, because classroom management with regard to efforts to create and maintain classroom conditions are optimal for the effective learning, including the setting of students, the process of delivering the curriculum and learning facilities so that student achievement increases. However, not all teachers have the attitude to be more creative in improving their skills and capabilities in effective classroom management. As according to McCormick and Freeman (1996:35) that largely failed attempt teachers manage student behavior in the classroom because the teacher is very difficult to change their teaching style and approach. In this regard, it is clear that the teacher has contributed greatly to the success of learning in schools. Therefore, teachers are very instrumental in helping the development of learners to realize the goal of his life optimally. In the classroom the teacher carry out two main activities, namely teaching and classroom management activities. Therefore, teaching is essentially a process set up, organize existing environment around students. All components include the objectives of teaching, teaching materials, teaching and learning activities, methods, tools and learning resources as well as evaluations performed optimally to achieve the goals of teaching that was set before teaching implemented. Classroom management is not just a classroom setting, physical settings and routines. Classroom management activities intended to create and maintain an atmosphere and conditions of the classroom, so that teaching and learning can take place effectively and efficiently.

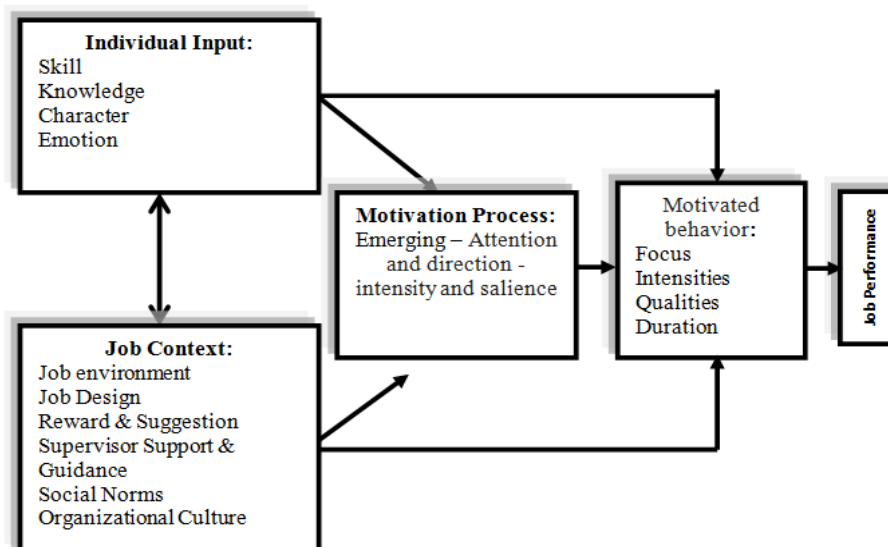
Based on the explanation above, the specific objectives of this study are: 1. To determine the performance of teachers at SMP Muhammadiyah in Medan, 2. To determine whether the effect on performance of the Class Management Muhammadiyah junior high school teacher in the city of Medan.

II. LITERATURE REVIEW

Teacher performance

Performance is defined as the appearance or performance, results or performance. Bernardin and Russel (1993:70) definition of achievement is a record of the results obtained from the specific job functions or activities for a certain period. Armstrong describes the performance is about doing the work and results of the work. Performance is the output or the work achieved by a person or organization in accordance with the standard of work. Meanwhile, according to Colquitt, et al (2009:1-11) performance is worth the effort or the work of a teacher who has both positive and negative contributions to organizational goals.

Thus the term performance has an idea of the existence of an action or activity displayed by a person in performing specific tasks and activities. Performance someone will look at the situation and working conditions every day. The activities performed by a person in performing his job describing how someone is trying to achieve its intended purpose. Stiffler that organizational performance is the result of work in quantity and quality of the organization are achieved. Timpe suggests that performance is the accumulation of three interrelated elements: the ability, effort, and properties of the external circumstances. Correspondingly, Robbins and Coulter defining performance theory is the product of a function of ability, motivation, and the environment. This means that the performance expressed as the product, the work product of a person or institution or organization. Although no single factor affecting the performance, according to Peters and Waterman in Sagala (2007:180) in the study results conclude there are seven factors contributing to the effectiveness of the organization describe the performance of an organization known as the 7-planning (framework). Where the framework are as follows: (1) strategy, is a coherent set of actions as a pattern of the company's response to the environment in the long-term plan with respect to the allocation and use of resources available to achieve the objectives; (2) structure, is the arrangement which describes the relationship between the division of tasks and responsibilities; (3) system, is the whole process and procedure an order untuh natural and integrated; (4) staff, are the people who are involved in the management of the organization; (5) style, is real evidence shown by management that describes what is considered important; (6) expertise, is the capacity and the ability of management skills possessed or human that is in the organization; and (7) the values of togetherness, are basic values that express a purpose in determining the image of the organization which was developed jointly by the people in the organization. Zainun (2004:79) defines performance as a result of work that can be achieved by a person or group of people within an organization in accordance with the authority and pliers In organizational behavior studies, various research and field studies have found many factors that influence performance. These factors systematically influence the outcomes of various individuals, groups and organizations in various shapes and models. Robbins and Judge (2007:21) said the model is a true abstraction, an idea which defines the field of organizational behavior, parameters, and the identification of independent and dependent variables were the primary. Kreitner and Kinicki (2005) explains comprehensively that display or influenced the work on individual input component, a work context, the motivation and behavior motivated. Where the work performance of the model is described as follows:



Job Performance Model (Kreitner and Kinicki, 2005)

The model explains that the teachers coming into the organization directly affect the organization. The capabilities they determine the success of performing the task or job that belongs to him, and vice versa, the context of the task greatly affect his ability. If the context of the tasks and input of individuals in the organization took place smoothly then generate the motivation of individuals in the organization's work and achievement. Wherein a process involving psychological motivation to reach the top of one's desire and intention of the individual to behave in a certain way. Behavior reflects something that we can see or hear. Results of motivation is generally assessed with the behavior shown, the amount of effort expended, or option strategies used to complete a job or task. The real effort or visible tendency is the result of motivation related to direct behavior. Such behavior is influenced by the dimensional variables, namely: the input of the individual factors work context and motivation.

Professional teachers are teachers who have competed in order to support its performance. Competence is the ability to accomplish something that can be acquired through education and training. Hence the profession of education required their ability to conduct education, coaching and teaching, then according to Law No. 14 of 2005 requires that to be a teacher is an absolute must have four competencies, namely personal competence, pedagogical, social competence and professional competence. Based on the above, the teacher's performance is the performance of teachers in the implementation of tasks in accordance with the authority and responsibility given to him that is carrying out teaching activities include three (3) dimensions: (1) develop learning plans; (2) implementing learning; and (3) assess learning outcomes.

Classroom management

Viewed from all sides, the importance of teaching and how teachers teach in the classroom is considered as a very important thing. According Muijs and Reynolds that teaching in the classroom is very important that teachers do, so important, so often referred to as "the workload of teachers" is meant to make it easier for teachers to teach better. Teachers have contributed greatly to the success of learning in schools. Teachers was instrumental in helping the development of learners to realize the goal of his life optimally. Mudasir in the classroom the teacher carry out two main activities, namely teaching and classroom management activities. Teaching is essentially a process set up, organize existing environment around students. All components of teaching that includes objectives, teaching materials, teaching and learning activities, methods, tools and resources, and evaluation performed optimally to achieve the goals of teaching that was set before teaching implemented. Classroom management is not just a classroom setting, physical facilities and routines. Classroom management activities intended to create and maintain an atmosphere and classroom conditions. So that teaching and learning can take place effectively and efficiently, for example, provide reinforcement, develop a relationship between teachers and students and create a productive group. In the classroom, education in all aspects of teaching to meet and proceed. Master with all his ability, students of any background and their individual properties. Curriculum with all its components, and materials and learning resources with all subjects and chime meet and interact in class. Even the results of education and teaching is largely determined by what happens in the classroom. Therefore, it is proper class of well-managed, professional, and must constantly.

Class dynamics influenced by the way classroom teachers implement educational administration and educational leadership as well as in the use of the approach of classroom management, the implementation of these activities are as follows: Event administrative management of a class requires the actions of planning, organizing, directing, coordination, communication and control as a step -step administrative management activities. Class Class Management operative activities should be supported by the operative management activities for the entire class program is effective for achieving the goal. Mudasir (2013:13) said that class operative management activities include: (1) administrative class; (2) class debriefing activities; (3) The class financial activities; (4) personal development activities or the teacher in the classroom; and (5) public relations in a classroom environment. That is, an increase in the performance of the class is to create and maintain an environment, conditions and quality learning environment in the classroom so that teaching and learning can take place effectively and efficiently. Characteristic increase teacher performance can be seen on: leadership class, classroom discipline, and classroom approaches.

1. Leadership Class. Class dynamics influenced directly by the leadership of homeroom or classroom teachers, for that leadership is defined as the process of directing, guiding, influencing, or controlling thoughts, feelings or actions and behavior of others. Simonsen, et al suggests three forms of leadership may be realized guardian / teacher classroom in an effort to move the personal within each class are: (a) the guardian or teachers as leaders of the authoritarian, (b) the guardian or teachers as leaders that are *laissez faire*, and (c) the guardian or teachers as a leader who is democratic.
2. Discipline class. Classroom discipline is an important part of the dynamics of the classroom, classroom discipline is defined as an attempt to prevent the occurrence of violations of the provisions agreed upon in conducting classes, so that punishment on a person or group of people can be avoided. Classroom discipline

can be interpreted also as an orderly atmosphere and adrift but full of dynamics in implementing classroom programs especially in realizing the learning process.

3. Approach class. Some approaches in classroom management of a guardian or teachers should be able to set the right choice in approach to achieve effective classroom management. Some approaches in the classroom that can be used by teachers include: (a) an approach based on a change in behavior (behaviorism), (b) approach is based on the emotional and social relationships (socio-emotional climate approach), and (c) an approach based on the group (group process approach).

Furthermore, according to Jenkins and Kaffee (2002:449-456), improved performance characteristics of teachers in the classroom can be seen from: (1) the teacher in charge ordered a variety of activities during school hours, the teaching is structured; (2) students have responsibility for their duties and be independent during the session such tasks; (3) high interaction in the classroom; (4) the teacher provides many challenging tasks; (5) high student engagement in various tasks; (6) a positive atmosphere in the classroom; and (7) teachers showed great appreciation and encouragement to their students. Meanwhile, according to Reynolds Muijs and general factors increase classroom performance of teachers associated with positive learning outcomes for their students, namely: (1) a good knowledge of the subject being taught; (2) good questioning skills; (3) there is an emphasis of each lesson; (4) The strategy of grouping is balanced; (5) determine the learning objectives clearly; (6) Good time management; (7) effective planning; (8) a good class organization; and (9) The use of other adults effectively in the classroom. The functions and duties of teachers consists of two groups, class management and learning management.

According to Reynolds Muijs (2008:12) and classroom management is defined as the effort to maintain classroom order. Meanwhile, according to Jenkins and Kaffe classroom management is a selection process that uses a tool fixed to the problem and the situation of classroom management include:

1. A set of activities teachers to create and maintain order upscale atmosphere through the use of discipline (authoritarian approach).
2. A set of activities teachers to create and maintain order upscale atmosphere through intimidation (bullying approach).
3. A set of activities to maximize the freedom of the student teachers (permissive approach).
4. A set of activities the teacher creates a classroom atmosphere by following the instructions / recipes that have been presented (approach to cooking).
5. A set of activity teachers to create an atmosphere of effective classroom through lesson plans that quality and well executed (the instructional approach).
6. A set of activities teachers to develop learners' behavior desired by reducing unwanted behavior (approach to changing behavior).
7. A set of activities teachers to develop a good relationship interpersonal and socio-emotional climate positive classroom (socio-emotional climate creation approach).
8. A set of activities teachers to foster and maintain effective class organization (the social system approach)

Class used as a place of education and teaching and learning meet in the classroom. Classroom management is not just a classroom setting, physical facilities and routines. Classroom management activities intended to create and maintain an atmosphere and classroom conditions. According Mudasir (2011:18) class management objectives are:

1. Realizing the situation and condition of the class, either as a learning environment or as a group learning, which allows students to develop skills as much as possible.
2. Eliminate the obstacles that may hinder the realization of the learning interaction.
3. Provide and organize the facilities and furnishings that support learning and enable students to learn in accordance with the social, emotional and intellectual students in the classroom.
4. To foster and guide the student in accordance with the social, economic, cultural as well as the properties of the individual.

Administrative activities Class Management actions require planning, organizing, directing, coordinating, communication and control as measures of administrative management activities. Class Management operative activities should be supported by the operative management activities for the entire class program is effective for achieving the goal. Mudasir express class management activities include: (1) administrative class; (2) class debriefing activities; (3) The class financial activities; (4) personal development activities or the teacher in the classroom; and (5) public relations in a classroom environment. That is, an increase in the performance of the class is to create and maintain an environment, conditions and quality learning environment in the classroom so that teaching and learning can take place effectively and efficiently. Classroom management is not just a classroom setting, physical facilities and routines. Classroom management activities intended to create and maintain an atmosphere and classroom conditions. According Mudasir (2011) class management objectives are:

1. Realizing the situation and condition of the class, either as a learning environment and as a group learning, which allows students to develop skills as much as possible.
2. Eliminate the obstacles that may hinder the realization of the learning interaction.
3. Provide and organize the facilities and furnishings that support learning and enable students to learn in accordance with the social, emotional and intellectual students in the classroom.
4. To foster and guide the student in accordance with the social, economic, cultural as well as the properties of the individual.

In general, the factors that affect the Class Management is divided into two groups, namely, internal factors and external factors of students. Internal factors associated with problem student's emotions, thoughts, and behavior. Personality students with the unique characteristics of each lead different students from other students run private individual. These individual differences is lacking in terms of aspects such as biological diversity, intellectual, and psychological. External factors associated with problem students learning atmosphere, student placement, grouping students, the number of students, and so forth. Problem number of students in the class will be influenced the dynamics of the class. The more the number of students in the class, for example, twenty-one and older will more prone to conflict. Conversely the smaller the number of students in the classroom tend to be smaller conflicts.

Based on the above, Class Management is the Class Management by the teacher through actions as well as administrative and educational activities, which can be demonstrated through the administrative management of the class, class debriefing activities, financial activity class, student coaching, mentoring students and teaching students in the classroom. Influence on teachers performance of Classroom Management. Classroom management is the management of the class by the teacher through actions as well as administrative and educational activities. While the performance of the teacher is to see employment or job performance of teachers in carrying out their duties as required by the government. Teacher is one important factor in the organization of teaching in schools. School performance would be better if the teacher is able to function properly Class Management. For class management relates to the management and regulation of the learning environment and learning process. Classroom management is done to support the learning process more qualified. Classroom management is one of the essential skills that must be mastered teacher, for classroom management with regard to efforts to create and maintain optimal conditions for the process of learning. Therefore, a good classroom management will have an impact on teacher performance is optimal in achieving education goals.

Interest-class management essentially been contained in the objectives of education, both generally and specifically. The general objective is the provision of facilities Class Managements for a variety of learning activities of students in the social, emotional and intellectual class. Facilities are provided that enable students to learn and work, the creation of a social atmosphere that give satisfaction, atmosphere of discipline, intellectual, emotional and attitude, as well as the appreciation of the students. Destination Class Management is that teaching can be done optimally, so that teaching objectives can be achieved effectively and efficiently, provide convenience in an effort to monitor student progress in his studies. With the Class Management, the teacher is easy to see and observe any progress / development achieved by students, especially students who are classified as slow and provide ease in raising important issues to be discussed in class for the improvement of teaching in the future. Thus, the Class Management for the purpose of to create conditions in which class groups form a good classroom environment, allowing students to act according to his ability. Then, with a first-class management products must conform to the objectives to be achieved. While the goal of classroom management for teachers develop an understanding in the presentation of the lesson by opening the smooth and proper speed, be aware of students' needs and has the ability to give clear instructions to the students. To learn how to respond effectively to disruptive student behavior and has a more comprehensive remedial strategy that can be used in connection with student behavior problems that arise in the classroom. It can be concluded that for every teacher is able to master classes using a variety of approaches to adjusting the existing problems, so as to create a conducive atmosphere, effective and efficient.

III. RESEARCH METHODS

This research is a quantitative type of path analysis (path analysis). According Riduwan path analysis is used to analyze the patterns of relationships between variables in order to determine the effect of directly or indirectly, a set of independent variables (exogenous) to the dependent variable (endogenous). The research was conducted at SMP Muhammadiyah in the city of Medan. Research planned implementation starting in January 2016- finish. The study population was all teachers of SMP Muhammadiyah Medan totaling 297 teachers in 13 schools.

IV. RESEARH RESULTS AND DISCUSSION

Description Data Research

Based on the results of data processing of research instruments, the obtained statistic descriptive of classroom management variables (X), and teacher performance variable (Y). Table 4.1 in the picture presented a summary of the calculation data, that great ideal score, lowest score, the highest score obtained, mean, standard deviation, variance, mode and median. Summary results of the calculations complete data can be seen in the following table.

Table 1. Results of Descriptive Statistics

No	Statistics	Data Variable	
		X	Y
1	Highest score ideal	190	200
2	Lowest score	38	50
3	Highest score obtained	175	151
4	Lowest score obtained	84	101
5	Mean	128.43	130.90
6	Standard Deviation	23.61	11.95
7	Variance	557.74	142.83
8	Mode	114.00	135.00
9	Median	129.00	131.00

Information:

X = Class Management

Y = Performance of teachers

1. Description of Classroom Management Variable (X)

The frequency distribution of classroom management variable is as Table 2.

Table 2. Frequency Distribution of Classroom Management (X)

No	Interval			Absolut Frequency	Relative Percentage (%)
1	84	-	94	17	9.94
2	95	-	105	19	11.11
3	106	-	116	23	13.45
4	117	-	127	23	13.45
5	128	-	138	24	14.04
6	139	-	149	25	14.62
7	150	-	160	24	14.04
8	161	-	171	13	7.60
9	172	-	182	3	1.75
Total				171	100.00

Based on Table 2 can be explained that the percentage score Classroom Management (X) is the mean score as much as 14.04% (24 respondents), below the average score as much as 47.95% (82 respondents), and 38.01% (65 respondents) are above average. While the tendency of variable data Class Management is like Table 3.

Table 3. Level Trend Data Class Management

No	Range of values	Absolut Frequency	Relative Percentage (%)	Category
1	≤ 76	0	0.00	Very bad
2	77 – 114	54	31.58	Bad
3	115 – 152	90	52.63	Good
4	≥ 153	27	15.79	Very good
Total		171	100.00	

Based on Table 3 above obtained the propensity score variable data Class Management is no respondents categorized as very weak; 31.58% (54 respondents) with a weak category; 52.63% (90 respondents) with strong category; and 15.79% (27 respondents) with a very strong category. Thus, it can be stated that the Class Management in SMP Muhammadiyah Medan is located in the strong category.

2. Description of Teacher Performance Variable (Y)

The frequency distribution of teacher performance variable data is as Table 4.

Table 4. Distribution of Teacher Performance Variable

No	Interval			Absolut Frequency	Relative Percentage (%)
1	101	-	106	3	1.75
2	107	-	112	10	5.85
3	113	-	118	18	10.53
4	119	-	124	21	12.28
5	125	-	130	27	15.79
6	131	-	136	29	16.96
7	137	-	142	34	19.88
8	143	-	148	17	9.94
9	149	-	154	12	7.02
Total				171	100.00

Based on Table 4 and Table 4 it can be seen that the highest score of 151, the lowest score of 101, a mean of 130.90, the median of 131, the mode of 135, the standard deviation of 11.95, while the ideal highest score of 200, the lowest score ideal 50, ideal mean of 125 and SD is ideal for 25. So, the mean of research findings (observation) is greater than the mean ideal, namely: $130.90 > 125$, so that the teacher's performance is expressed in both categories. While the level of teacher performance variable data tendency can be seen in Table 5.

Table 5. The trend level Teacher Performance Data

No	Range of value	Absolut Frequency	Percentage Relative (%)	category
1	50 – 87	0	0.00	Very bad
2	88 – 125	60	35.09	bad
3	126 – 163	111	64.91	good
4	164 – 200	0	0.00	Very good
Total		171	100.00	

Based on Table 5 above can be seen that the respondent no one has a very good performance in the category, as many as 111 people (64.91%) had a good performance in the category, as many as 60 people (35.09%) had a good performance in categories not, and none have the performance in the category is not very good. So, the research found that the tendency of the performance of teachers in both categories.

Test Requirements Analysis

The use of path analysis as part of the parametric statistics to test the hypothesis requires some requirements analysis to test data normality, linearity and significance of regression.

1. Normality Test

Table 6. Results of Data Normality

Variable		X	Y
N		171	171
Normal Parameters ^{a,b}	Mean	128.43	69.90
	Std. Deviation	23.61	11.95
Most Extreme Differences	Absolute	0.065	0.076
	Positive	0.064	0.051
	Negative	-0.065	-0.076
Kolmogorov-Smirnov Z		0.854	0.994
Asymp. Sig. (2-tailed)		0.459	0.277

Based on the summary of normality test results can be seen that the value $\text{Asymp. Sig. (2-tailed)} > \alpha$. It can be concluded that the data Class Management (X), and teacher performance (Y) is a normal distribution.

2. Test and significance Linearity of Regression

By using the tools of computer application SPSS for Windows version 20 obtained a summary of the linearity test and test the significance of regression for each pair of variables endogenous to exogenous variables as presented in the following table.

V. CONCLUSION

Classroom management directly affects the performance of teachers. The results of this study indicate that class management 2.60% direct influence on the performance of teachers. This illustrates the effect of classroom management on teacher performance. Classroom management is a skill that must be held by teachers in deciding, understand, diagnose and ability to act towards the improvement of classroom atmosphere to aspects that need to be considered in class management is the nature of class, the driving power of the class, the classroom situation, selection and creative action. According Mudasir benefits of classroom management functions are:

1. Class Management besides giving significance to creating and maintaining optimal conditions of class, class management serves to give and equip facilities for all kinds of tasks such as: assist the group in the division of tasks, helping the formation of groups, facilitate cooperation in finding the organization's goals, assist individual to working with a group or class, helping working procedures, changing the conditions of the class.
2. Maintaining the jobs it can run smoothly. Management problem class can be grouped into two categories: individual and group problem issues. The management of the class itself is essential for a school, because it will always be associated with the life that exists in the school. Classroom management refers to a system of mutual understanding held by members of an organization that distinguishes the organization from other organizations.

Based on the research conducted, it is concluded that Class Management direct impact positively on the performance of Muhammadiyah Junior High School teacher in the city of Medan. In other words, the better the Class Management, the higher the performance of Muhammadiyah junior high school teacher in the city of Medan.

Suggestion

Based on the findings, it is suggested to several parties associated with the study, as follows:

1. School principals are advised to practice to develop the ability of instruction. One of them by following the leadership training of various agencies to develop her abilities. In addition principals also have to keep learning and strive to design the task of every teacher in achieving targets in the school. The school principal suggested to reward (reward) for teachers who excel. With the appropriate award would motivate teachers to work better. Besides, It is suggested to the school to establish cooperation in the work of teachers in schools. Things that encourage teachers to continue to work should continue to be pursued principals to motivate teachers to work better.
2. Teachers are encouraged to seek to raise its performance better. In this case the teacher can perform tasks taught him all the more. In addition, the work can be improved teacher motivation by building cooperation in the working group.

REFERENCES

- [1]. Bernardin, C.I dan Russel. (1993). Merencanakan Perubahan. Terjemahan. Jakarta: Intermedia.
- [2]. Colquitt, Jason A., Jeffery A. LePine, dan Michael J. Wesson. (2009). Organizational Behavior: Improving Performance and Commitment in the Workplace. New York: McGraw Hill
- [3]. Djamarah, Syaiful B. dan Aswan Zain. 2006. *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta
- [4]. Mahfidin. 2012. "Studi Literatur Tentang Peran Muhammadiyah Dalam Mengembangkan Pendidikan di Indonesia". *Jurnal Tarbawi. Vol 1 No Maret 2012. Hal 43-54*
- [5]. McCormick, John and Phill Freeman. "If the Mountain Won't Come to McCormick" Improving Pupils' Classroom Performance: a practitioner's case study". *Journal Education Action Research. Vol 2 No. 6. 1996.*
- [6]. Mudasir. (2011). *Manajemen Kelas*. Pekanbaru: Press-Riau.
- [7]. Muijs, Daniel and David Reynolds. (2008). *Effective Teaching: Teori dan Aplikasi*. Terjemahan. Yogyakarta: Pustaka Pelajar
- [8]. Nadeem, M, Rana, M.S, dan Lone, A.H. (2011). "Teacher's Competencies and Factors Affecting the Performance of Female Teachers in Bahawalpur (Southern Punjab) Pakistan". *International Journal of Business and Social Science Vol. 2 No. 19, October 2011.*
- [9]. Pedhazur, Elazar J. (1982). *Multiple Regression in Behavioral Research. Explanation and Prediction*. New York: CBS College Publishing.
- [10]. Riduwan dan Engkos Achmad Kuncoro. (2012). *Cara Menggunakan dan Memaknai Path Anaysis*, Bandung: Alfabeta.
- [11]. Riduwan. (2008). *Belajar Mudah Penelitian Untuk Pegawai-Karyawan dan Peneliti Pemula*. Bandung: Alfabeta
- [12]. Robbins, Stephen P. dan Marry Coulters. (2007). *Manajemen: Jilid 1. Edisi Kesepuluh*. Jakarta: Indeks.
- [13]. Robbins, Stephen P. dan Timothy A. Judge. (2007). *Perilaku Organisasi*. Terjemahan. Jakarta: Salemba Empat.
- [14]. Sagala, Saiful. (2007). *Manajemen Strategik dalam Peningkatan Mutu Pendidikan*. Jakarta: Alfabeta
- [15]. Stiffler, Mark A. (2006). *Performance: Creating the Performance Drive Organization*. New Jersey: John Weley and Son Inc.
- [16]. Timpe, Dale E. (1992). *Kinerja: Seri Ilmu dan Seri Manajemen Bisnis*. Jakarta: Pustaka Ilmu.
- [17]. Varadi, Margareth. (2009). "Schools Effective. Session 2". *Journal Schools of Education. Vol 2 No 3. University of New South Wales. 2009. Pp 23-43.*
- [18]. Zuhdi, Muhammad. (2007). "Sikap Profesional Guru Dalam Meningkatkan Mutu Pendidikan". *Jurnal Ilmu Pendidikan, Vol 2 No 3. Desember 2007. UNJ.*
- [19]. Zainun, Buchairi. (2004). *Manajemen dan Motivasi*. Jakarta: Balai Pustaka.