Research Article

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The Influence of Stakeholder Management, Teacher Characteristics, Reward Systems, On the Effectiveness of SMPIT In the Riau Islands

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Abstract: This research aims to examine 4 (four) variables using path analysis. The aim of this research is to reveal the influence of stakeholder management and teacher characteristics on the effectiveness of the Integrated Islamic Junior High School which is mediated by the reward system. In this research, the author used quantitative research methods with a sample size of 90 respondents from Bahtera Insani Bintan Integrated Islamic Junior High School, Ulul Albab Batam Integrated Islamic Junior High School, Fajar Divine 1 Integrated Islamic Junior High School, Batam, Integrated Islamic Junior High School Fajar Divine 2 Batam, Insan Cendikia Karimun Integrated Islamic Junior High School and Darul Mukmin Karimun Integrated Islamic Junior High School in the Riau Islands province. The data collection method used is in the form of a questionnaire which is then processed with statistical analysis. The results include: 1). Stakeholder management has a direct effect on the effectiveness of SMP-IT by 10.1%. 2). Teacher characteristics have a direct effect on the effectiveness of SMP-IT by 10.9%. 3). Stakeholder management and teacher characteristics simultaneously have a direct effect on the effectiveness of SMP-IT by 68.7%. 4). Stakeholder management has a direct effect on the reward system by 24.6%. 5). Teacher characteristics have a direct effect on the reward system by 30.2%. 6). Stakeholder management and teacher characteristics simultaneously have a direct effect on the reward system by 79.5%. 7). The reward system has a direct effect on the effectiveness of SMP-IT by 52.7%. 8). Stakeholder management has a direct influence on the effectiveness of SMP-IT through the reward system by 40.3%. 9). Teacher characteristics have a direct influence on the effectiveness of SMP-IT through the reward system by 58.9%. 10). Stakeholder management, teacher characteristics and the reward system simultaneously have a direct influence on the effectiveness of SMP-IT by 86.6%. The conclusion is that stakeholder management, teacher characteristics and reward systems can influence the effectiveness of SMP-IT. And it can be explained that apart from being an exogenous variable, the reward system is also able to play its role as an intervening variable.

Keywords: stakeholder management, teacher characteristics, reward systems, and effectiveness

Introduction

Integrated Islamic Junior High School is a type of school in Indonesia that combines Islamic religious education with the national curriculum. The aim of this school is to provide holistic education that integrates religious knowledge and general knowledge in a quality learning environment. These schools are usually founded by Islamic organizations or foundations. The development of Integrated Islamic Junior High Schools in Indonesia continues to increase in line with increasing public interest in obtaining education that integrates Islamic values with the national curriculum. Currently, there are many integrated Islamic junior high schools throughout Indonesia. These schools also continue to develop the curriculum and supporting facilities in order to provide quality and holistic education.

The main elements that can influence the effectiveness of SMPIT are school principals, teaching staff/teachers, educational staff who play an important role in improving school quality, especially school principals as policy makers and teachers as the main person responsible for implementing an effective educational process in the educational unit. The effectiveness of SMPIT is the achievement of the school's goals in preparing work programs, teachers who are

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committed to carrying out their duties, success in achieving goals which give rise to feelings of pleasure in getting rewards as rewards, the principal's commitment to mobilizing human resources in internal formal and external informal activities, liqo-tarbiyah, mabit, muqayyam activities with an approach contemporary science.

The first factor in realizing SMPIT's effectiveness in achieving school goals, namely preparing a work program in the form of a commitment that can be implemented is: 1) Commitment to achieving the vision, mission and goals of SMPIT, 2) Commitment to carry out tasks according to SMPIT work standards, 3) Commitment to guide Quality human resources, 4) Commitment to developing team work, 5) Commitment to acting rationally. And the second factor that can influence the effectiveness of SMPIT is teachers who are committed to carrying out their duties, teachers who have high commitment, are trained and skilled, and have the desire to excel are very necessary. In commitment there is sincerity, a firm determination to improve quality, a very strong desire to carry out tasks to the maximum, to try to be better and strive to obtain quality and useful work.

Then the third factor is success in achieving goals which gives rise to feelings of pleasure with praise, respect, gifts, signs of appreciation. Praise is the easiest form of reward to do. Praise can be in the form of words, such as good, good, very good and so on. Respect is an attitude of showing deep respect or appreciation felt towards another person. Prizes are rewards in the form of gifts in the form of goods. Rewards in the form of giving goods are also called material rewards. Awards are assessed in terms of their "impression" or "memorable value". Therefore, this reward or sign of appreciation is also called a symbolic reward. This symbolic reward can be in the form of letters of service, certificates.

Then the four factors that can influence the effectiveness of SMPIT are the school principal's managerial skills, implementation of learning

supervision, formation of school culture, and teacher performance. The leadership role of the principal is highly valued as a key factor contributing to the successful relationship between school-based management and school improvement and as such is an important dimension of successful school-based derived from a qualitative case study conducted among a number of different secondary schools in Gauteng province, is an attempt to conceptualize the essential and critical leadership role of school principals ensuring school improvement through effective school-based management in South Africa.

Measuring school performance is an important issue in Whole School Development (PSS) / School Integrated Development (SID). In line with the increasing dynamics of society's demands and demands for transparency, accountability, flexibility and better services, measuring school performance has become a key component in planning, development, implementation and school management. The empirical facts found by researchers in the field are that there are SMP-IT with an organizational environment that is not yet effective, including inadequate availability of resources, facilities and infrastructure, organizational management model, qualifications of teaching staff, and responsibility of stakeholders. As a result of these factors, it will certainly influence the institution's performance to achieve its goals.

Based on the description of the grand theory and grand tour above, it can be assumed that there are problems regarding organizational effectiveness at SMP-IT in the Riau Islands Province. Therefore, researchers are very intense in uncovering and analyzing aspects of stakeholder management, teacher characteristics, reward systems and SMP-IT effectiveness. Thus, in this research the researcher intends to conduct research with the title; The influence of stakeholder management, teacher characteristics,

and reward systems on the effectiveness of SMP-IT Riau Islands Province.

Literature Review
Effectiveness of SMPIT

SMPIT effectiveness comes from two syllables, namely effectiveness and SMPIT. Effectiveness comes from the English language, namely effectiveness, which means effectiveness, efficacy, efficacy and potency. Effectiveness is closely related to effect and effectiveness. Effect means effect, consequence, impression, efficacy, impact, influence and Effective means effective, efficacious, potent, applicable, efficacious, influential and useful while SMPIT is an acronym for Integrated Islamic Junior High School which combines an Islamic curriculum characterized by Islamic law and superior extracurricular programs combined with the general curriculum under the auspices of the education office work unit.

Effectiveness is the relationship between output and objectives or it can also be said to be a measure of the level of output, policies and procedures of the organization. Effectiveness is also related to degree. Effectiveness is the relationship between output and objectives or it can also be said to be a measure of the success of an operation in the public sector so that an activity is said to be effective if the activity has a major influence on the ability to provide community services which is a predetermined target.

Stakeholder Management.

According to Armstrong's theory, human resource management (HR) involves all management decisions and actions that influence the nature of the relationship between the organization, employees, human resources, a broader, comprehensive and strategic perspective related to the organization's vision. It is necessary to adopt a long-term perspective in managing people and consider people as potential assets rather than simply costs. Has a mission to establish policies that govern how HR activities are developed and implemented in a way that makes them more mutually reinforcing. It is also important to respect the interests of all stakeholders.

According to Armstrong, stakeholders refer to the view that organizations must consider the interests of all parties involved or affected by organizational activities, both directly and indirectly and emphasize the importance of recognizing and meeting the needs of organizational stakeholders, such as employees, customers, shareholders, society, and environment. In Armstrong's view, an organization's success depends on its ability to create balanced and mutually beneficial relationships with all parties involved.

Teacher Characteristics

The word character is absorbed from English, namely character. Character in Arabic is called akhlak. Morals is the plural of the word khuluq which means customs, mannerisms, character. Thus, etymologically, character or morals can be interpreted as manners, character and disposition. Ethics or morals are often found in everyday language which means the same as morals or character. The term morals often appears in society, but the term character is often used in the world of education. Character is a condition inherent in a person's soul which is shown in everyday actions spontaneously, without consideration or research. If his actions give rise to good deeds, then his character is good. However, if what appears is a bad act then the character is bad.

Meanwhile, Rawana, Franks, Brownlee, Rawana, & Neckoway stated, "Character education programs have gained increasing interest in the past decade and are designed to produce students who are thoughtful, ethical, morally responsible, community oriented, and self-disciplined." The goodness of behavior in

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question is manifested in a personality that is wise, ethical, moral, responsible, community-oriented and self-disciplined.

Rewards System

A system is a set of practices or activities together and interacting to achieve a goal. According to the English–Indonesian dictionary, the word reward means reward, wages, prizes and punishment means punishment. A reward is a situation or verbal statement that can produce satisfaction or increase the likelihood of an action being carried out. In Arabic, the equivalent of the word reward is targhib. Targhib is a motivation to achieve a goal. Success in achieving a goal that satisfies the motivation is considered as a reward or reward that causes feelings of pleasure.

Targhib is a promise accompanied by persuasion and seduction to postpone benefits, delights, enjoyment, but the delay is definitely good and pure, and is carried out through good deeds or preventing oneself from dangerous delights (bad work). Targhib also means, service, appreciation, gift, reward and reward.

Method

Research Approach

This research uses a quantitative approach with a survey design. This survey research attempts to provide a quantitative description or numerical description of several tendencies, behaviors or opinions of a population by examining samples from that population. From this sample, the researcher generalizes or makes claims about the population.

This research method uses a survey method with a multi-analysis research approach. The survey research in question is to explain causal relationships and test hypotheses. The study developed in this research was carried out using literature studies and field studies. Data collection techniques used questionnaires or questionnaires distributed in six (6) SMPITs, namely SMPIT Bahtera Insani Bintan, SMPIT Ulul Albab Batam,

SMPIT Fajar Divine 1 Batam, SMPIT Fajar Ilah 2 Batam, SMPIT Insan Cendikia Karimun and SMPIT Darul Mukmin Karimun which are in Riau archipelago province.

This research was carried out based on the goal to be achieved, namely finding the magnitude of the direct and indirect influence of behavioral variables where each variable is thought to have a mutual influence on one variable and another. Data analysis uses inferential statistics with the Path Analysis method to determine the direct and indirect influence of each research variable. The data collection process was carried out through a survey method using a questionnaire as a research instrument. There are four variables analyzed in this research, namely (1) stakeholder management (X1); (2) teacher characteristics (X2); reward system (X3); and the effectiveness of SMP IT (X4).

Population and Sample

The definition of population according to Creswell is "a population is a group of individuals who have the same characteristics" which means a group of individuals who have the same characteristics. According to Sugiyono, population is "a generalized area consisting of objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then draw conclusions." The target population in this research was all teachers at SMPIT in the Riau Islands province.

The sampling technique used is a sampling technique from the existing population using purposive sampling, which is one part of the data collection technique in quantitative research. According to Krisantono, the aim of using purposive sampling is to obtain a representative sample. Purposive sampling is a type of probability sample. Purposive sampling is a random sampling methodology where the sample group is targeted to have certain attributes. Certain attributes are the same accreditation status

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or one level, advantages of purposive sampling The margin of error with purposive sampling is low, cost effective and can produce substantial results in real time. Due to the large population and due to time and cost considerations, the sample that the author took was representative of several SMPITs from the city districts that were the research area, namely SMPIT Bahtera Insani Bintan, SMPIT Ulul Albab Batam, Fajar Divine 1 Batam, Fajar Divine 2 Batam SMPIT Insan Cendikia Karimun and SMPIT Darul Mukmin Karimun in the Riau Islands province. The number of samples from the 6 SMPITs that were the research objects was 126 people. The number of samples mentioned above can be said to be representative. The method for determining respondents was by simple random sample selection. The trial sample used was 36 teachers, this was done for the validity and reliability of the instrument. Furthermore, 90 teachers were used for research sample data.

Result And Discussion

Stakeholder management (X1) has a direct effect oneffectiveness of SMP-IT (X4)

Based on the results of inferential statistical analysis using path analysis. These results indicate that the value of the path coefficient has a total influencestakeholder managementtoeffectiveness of SMP-ITnamely 0.132. The t-count is 3.146 at a significance level of α = 0.05, resulting in a t-table value of 1.987. So it can be stated that the t-count > t-table value (3.146 > 1.987) means that the direct path coefficient is significant. Furthermore, it is known that the value of the determinant coefficient r^2 is 0.101 (10.1%). Then it can be decided to reject H0 and accept H1, which means thatstakeholder managementdirect influence oneffectiveness of SMP-ITamounting to 10.1% and the remaining 89.9% is influenced by other variables outside of the variablesstakeholder management. The meaning is that the conditions are getting

betterstakeholder managementowned bySMP-ITthen it will be even higherorganizational effectivenessin the Riau Islands Province. This means thatstakeholder managementin this research it can be interpreted as an important variable and has a direct influence oneffectiveness of SMP-IT. This means that the conditions are getting betterstakeholder managementowned bySMP-ITthen it will be even higherorganizational effectiveness.

Stakeholder management ensures that stakeholders are appropriately involved in all aspects of a project, program or portfolio, the aim is to ensure that the views and attitudes of all stakeholders are understood, influencing stakeholders to become advocates for the work. Maximize the impact of stakeholder support and minimize the impact that does not support stakeholders.

The effectiveness of SMP IT is the school's ability to carry out its functions optimally, both economic functions, social-humanitarian functions, political functions, cultural functions and educational functions. The economic function of schools is to provide provisions for educators and education staff so they can carry out economic activities so they can live prosperously. The social and humanitarian function of schools is as a medium for educators and education staff to adapt to community life. The political function of schools is as a vehicle for gaining knowledge about the rights and obligations of citizens. The function of culture is a medium for transmitting and transforming culture. The function of education is that schools serve as a vehicle for the process of maturation and personality formation of educators and education staff.

Leaders or stakeholders must have expertise in their field, giving tasks or authority to those who are not competent will result in damage to the work and even the institution that oversees it.Leadership or stakeholders in the world of education is always associated with the leadership role, namely the Principal and other institutional

leadership positions which include relationships with teachers, education staff, students, parents of students and other people outside the community where the madrasah is located. One of the factors that determines the success and sustainability of an institution is whether the leadership is effective or not. The failure and success of an institution is largely determined by the leader, because the leader is the controller and determiner of the direction the institution wants to take towards the goals it wants to achieve.

Effectiveness is the level of achievement of results in efforts to achieve goals. This can also be interpreted as being ordered to always carry out introspection and improvement in order to achieve a better future. Looking at the past, namely to use it as a lesson for the future or also make the lessons of the past a big investment for the future. Based on the description above, it can be believed that there is a significant influence between stakeholder management on the effectiveness of SMP IT.

Teacher characteristics (X2) has a direct effect oneffectiveness of SMP-IT (X4)

Based on the results of inferential statistical analysis using path analysis. These results indicate that the value of the path coefficient has a total influenceteacher characteristicstoeffectiveness of SMP-ITnamely 0.218. The t-count is 3.279 at a significance level of $\alpha = 0.05$, resulting in a t-table value of 1.987. So it can be stated that the t-count > t-table value (3.279 > 1.987) means that the direct path coefficient is significant. Furthermore, it is known that the value of the determinant coefficient r^2 is 0.109 (10.9%). Then it can be decided to reject H0 and accept H1, which means thatteacher characteristicsdirect influence oneffectiveness of SMP-ITamounting to 10.1% and the remaining 89.9% is influenced by other variables outside of the variablesteacher characteristics. The meaning is that the conditions are getting betterteacher characteristicsowned bySMP-ITthen it will be

even higherorganizational effectivenessin the Riau Islands Province. This means thatteacher characteristicsin this research it can be interpreted as an important variable and has a direct influence oneffectiveness of SMP-IT. This means that the conditions are getting betterteacher characteristicsowned bySMP-ITthen it will be even higherorganizational effectiveness.

The effectiveness of SMP IT refers to the empowerment of all school components as a place of learning organization based on their respective main tasks and functions within the program structure with the aim that the educational unit achieves the results. The effectiveness of SMP IT refers to the empowerment of all components of the school as a place of learning organization based on the main tasks that have been determined namely achievement. An effective school is a school that can achieve the targets it has set for itself. Excellent and effective schools are schools that can achieve targets by setting high targets. A school is said to be effective if the school can achieve what has been planned.

In Islamic education there are various kinds of teachers, namely the Prophet Muhammad SAW, parents, teachers, lecturers, and others. In Islamic teachings teachers are highly valued. Teachers in society are also highly respected and respected. The teacher's main task is to develop a mission to teach and invite people to obey God's law, perfect and purify their hearts to draw closer to God.

Effectiveness is the level of achievement of results in efforts to achieve goals. This can also be interpreted as being ordered to always carry out introspection and improvement in order to achieve a better future. Looking at the past, namely to use it as a lesson for the future or also make the lessons of the past a big investment for the future. This has deep meaning and motivation regarding self-introspection and the importance of good time management so it is important to always plant goodness to be reaped in the future (the end)..Based on the description above, it can

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be believed that there is a significant influence between teacher characteristics on the effectiveness of SMP IT.

Stakeholder management (X1) and teacher characteristics (X2) simultaneously has a direct effect oneffectiveness of SMP-IT (X4).

Based on empirical evidence, stakeholder management and teacher characteristicssimultaneously have a direct influence oneffectiveness of SMP-IT. This can be proven by obtaining the results of inferential statistical analysis using path analysis. These results indicate that the value of the multiple path coefficient has a total effectstakeholder managementAndteacher characteristicstoeffectiveness of SMP-ITnamely 0.687. The F-count is 36.758 at a significance level of α = 0.05, resulting in an F-table value of 3.951. So it can be stated that the value of F-count > F-table (36.758 > 3.951) means that the multiple path coefficient is significant. Furthermore, it is known that the determinant coefficient r² is 0.687 (68.7%). Then it can be decided to reject H0 and accept H1, which means thatstakeholder managementAndteacher characteristicssimultaneously have a direct influence oneffectiveness of SMP-ITamounting to 68.7% and the remaining 31.3% is influenced by other variables outside of the variablesstakeholder managementAndteacher characteristics. The meaning is that the conditions are getting betterstakeholder managementAndteacher characteristicsowned bySMP-ITthen it will get higher and higher tooorganizational effectiveness.

Stakeholders are a number of people who collaborate and interact with each other to achieve common goals for the school. Stakeholders are a collection of individuals who join together and have the same commitment to achieving school goals. Weak stakeholder management will make it difficult for schools to develop or even decline further.

The characteristics of a good teacher are that they have a high willingness to learn, do not lag behind technological developments, are good at exploring students' potential, teach without class boundaries, are creative and full of innovation. A teacher with character is a teacher who is ready to continuously review the direction of his life and life and make the teaching profession an awareness of a calling in life that will bring the school's effectiveness in achieving the school's vision, mission and goals.

The effectiveness of SMP IT can be realized by establishing good cooperation with all educational stakeholders. The existence of partnerships between schools, communities and families can create quality schools. With a cooperative relationship between the school and the community, a combination of the facilities and infrastructure owned by the school and those owned by the community can be achieved. A harmonious relationship between the school and the community in developing joint programs will certainly improve the quality of the school. Apart from strong support from stakeholders in schools, a reward system is also implemented to encourage educators and education staff to improve their competencies to achieve achievements.

Leaders or stakeholders must have expertise in their field, giving tasks or authority to those who are not competent will result in damage to the work and even the institution that oversees it.Leadership or stakeholders in the world of education is always associated with the leadership role, namely the Principal and other institutional leadership positions which include relationships with teachers, education staff, students, parents of students and other people outside the community where the madrasah is located. One of the factors that determines the success and sustainability of an institution is whether the leadership is effective or not. The failure and success of an institution is largely determined by the leader, because the leader is the controller and determiner of the

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direction the institution wants to take towards the goals it wants to achieve.

In Islamic education, there are various teacher figures who can be used as role models, namely the Prophet Muhammad SAW, parents, teachers, lecturers, and others. In Islamic teachings teachers are highly valued. Teachers in society are also highly respected and respected. The teacher's main task is to develop a mission to teach and invite people to obey God's law, perfect and purify their hearts to draw closer to God.

Effectiveness is the level of achievement of results in efforts to achieve goals. This can also be interpreted as being ordered to always carry out introspection and improvement in order to achieve a better future. Looking at the past, namely to use it as a lesson for the future or also make the lessons of the past a big investment for the future. This has deep meant and motivation regarding self-introspection and the importance of good time management, so it is important to always plant goodness to be reaped in the future. Based on the description above, it can be believed that there is a significant influence between stakeholder management and teacher characteristics on the effectiveness of SMP IT.

Stakeholder management(X1) has a direct effect onreward system (X3)

Based on the results of inferential statistical analysis using path analysis. These results indicate that the value of the path coefficient has a total influencestakeholder managementtoreward systemnamely 0.347. The t-count is 5.358 and at the significance level $\alpha = 0.05$, the t-table value is 1.987. So it can be stated that the t-count > t-table value (5.358 > 1.987) means that the path coefficient is significant. Furthermore, it is known that the value of the determinant coefficient r^2 is 0.246 (24.6%). Then it can be decided to reject H0 and accept H1, which means thatstakeholder managementdirect influence onreward systemamounting to 24.6% and the remaining 75.4% is influenced by other variables outside of the variablesstakeholder management. The meaning is that the conditions are getting betterstakeholder managementowned by SMP-IT will be even betterreward systemfor IT Middle School teachers in Riau Islands Province. This means thatstakeholder managementin this research it can be interpreted as an important variable and has a direct influence onreward system. This means that the conditions are getting betterstakeholder managementowned by SMP-IT will be even betterreward systemfor the teacher.

Sustainability and success in an organization really depends on the parties involved, namely the stakeholders. Stakeholders are parties or groups who have an interest, either directly or indirectly, in the existence or activities of the school. Sustainability and success in an organization really depends on the parties involved, namely stakeholders. When a crisis strikes a school, stakeholder management plays a very important role. Mistakes in managing relationships with stakeholders during a crisis will have negative consequences for the school.

In general, stakeholders are grouped into two parts, namely internal stakeholders and external stakeholders. Internal stakeholders are foundation administrators, school principals, teacher councils and educational staff who are within the scope of the school foundation. External stakeholders are those who have an interest in the school, and are outside the school, such as the government, education service, education council, educational organizations and the community. School programs will be able to run smoothly if they receive support from stakeholders.

Leaders must have expertise in their field, giving tasks or authority to those who are not competent will result in damage to the work and even the institution that oversees it.Leadership or stakeholders in the world of education is always associated with the leadership role, namely the Principal and other institutional leadership positions which include relationships with

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teachers, education staff, students, parents of students and other people outside the community where the madrasah is located. One of the factors that determines the success and sustainability of an institution is whether the leadership is effective or not. The failure and success of an institution is largely determined by the leader, because the leader is the controller and determiner of the direction the institution wants to take towards the goals it wants to achieve.

In education, the term reward is used when educators and education staff successfully complete a task well. So it is not uncommon to find rewards as a form of positive reinforcement given to teachers as a form of gratitude, appreciation for someone's abilities and achievements, a form of encouragement or a sign of trust. Rewards can be in the form of words of praise, certificates or even material and something fun for educators and education staff. Based on the description above, it can be believed that there is a significant influence between stakeholder management on the reward system.

Teacher characteristics (X2) has a direct effect onreward system (X3).

Based on the results of inferential statistical analysis using path analysis. These results indicate that the value of the path coefficient has a total influenceteacher characteristicstoreward systemnamely 0.476. The t-count is 6.178 and at the significance level $\alpha = 0.05$, the t-table value is 1.987. So it can be stated that the t-count > t-table value (6.178 > 1.987) means that the path coefficient is significant. Furthermore, it is known that the value of the determinant coefficient r^2 is 0.302 (30.2%). Then it can be decided to reject H0 and accept H1, which means thatteacher characteristicsdirect influence onreward systemamounting to 30.2% and the remaining 69.8% is influenced by other variables outside of the variablesteacher characteristics. The meaning is that it gets betterteacher characteristicsowned by SMP-IT will be even betterreward

systemgiven to SMP-- IT teachers of Riau Islands Province. This means thatteacher characteristicsin this research it can be interpreted as an important variable and has a direct influence on the reward system. This means that it gets betterteacher characteristicsowned by SMP-IT will be even betterreward systemfor the teacher.

The character of an effective teacher is mastering the subject matter and expertise or good teaching skills, having good teaching strategies and supported by goal setting methods, teaching design and classroom management, and requiring commitment and motivation such as a good attitude and attention to pupils or pupils.

Reward systems have been widely implemented as a school's effort to improve management performance in achieving organizational goals. Compensation or reward is believed to be one of the determining factors to motivate educators and education staff to increase productivity so that they can produce good performance and achievements. The reward system is also important for foundations and schools, because the reward system shows the organization's efforts to maintain human resources or in other words, so that employees (educators and education staff) have high loyalty and commitment to the school.

Teacher characteristics as a general term to describe the personal attributes, training, preparation and experience that teachers bring when entering the profession and the working conditions they face. Teacher characteristics are the nature and ability to carry out the main tasks of educating, teaching, guiding, directing, training, assessing and evaluating students as a job that already exists in their souls. In Islamic teachings teachers are highly valued. Teachers in society are also highly respected and respected. The teacher's main task is to develop a mission to teach and invite people to obey God's law, perfect and purify their hearts to draw closer to God.

In education, the term reward is used when educators and education staff successfully

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Stakeholder management (X1) andteacher characteristics (X2) simultaneously has a direct effect onreward system (X3)

Based on empirical evidence, stakeholder management And teacher characteristics simultaneously have a direct influence onreward system. This can be proven by obtaining the results of inferential statistical analysis using path analysis. These results indicate that the value of the multiple path coefficient has a total effectstakeholder managementAndteacher characteristicstoreward systemnamely 0.795. The F-count is 49.053 and at the significance level α = 0.05, the F-table value is 3.951. So it can be stated that the value of F-count > F-table (49.053 > 3.951) means that the multiple path coefficient is significant. Furthermore, it is known that the value of the determinant coefficient r² is 0.795 (79.5%). Then it can be decided to reject H0 and accept H1, which means thatstakeholder managementAndteacher characteristicssimultaneously have a direct effect onreward systemamounting to 79.5% and the remaining 20.5% is influenced by other variables outside of the variablesstakeholder managementAndteacher characteristics. The meaning is that the conditions are getting betterstakeholder managementAndteacher characteristicsowned by SMP-IT will be even betterreward systemfor SMP-IT teachers in the Riau Islands Province. This means thatstakeholder managementAndteacher

characteristicscan be interpreted as an important variable and has a direct influence onreward system. In other words, if conditions get betterstakeholder managementAndteacher characteristicsowned by SMP-IT will be even betterreward systemfor the teacher.

Stakeholders are parties from inside and outside the organization (internal and external) who have an interest in and influence the performance, existence and continuity of the organization. Through stakeholder management, it can be ensured that information has been conveyed to stakeholders appropriately and quickly. Stakeholders play a role in formulating strategic plans so that they can assist leaders in achieving organizational goals. Collaboration must be demonstrated through the involvement of leaders in carrying out their main tasks by directing, influencing, encouraging subordinates and stakeholders towards the goals to be achieved.

The character of an effective teacher is mastering the subject matter and expertise or good teaching skills, having good teaching strategies and supported by goal setting methods, teaching design and classroom management, and requiring commitment and motivation such as a good attitude and attention to pupils or pupils.Stakeholders must have expertise in their field, giving tasks or authority to those who are not competent will result in damage to the work and even the institution that oversees it.

In education, the term reward is used when educators and education staff successfully complete a task well. So it is not uncommon to find rewards as a form of positive reinforcement given to teachers as a form of gratitude, appreciation for someone's abilities and achievements, a form of encouragement or a sign of trust. The reward system is a form of recognition for a particular achievement given in the form of material and non-material. by the institution to individuals or groups of employees so that they can work with high motivation and excel in achieving school goals. Every institution

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uses various rewards or rewards to attract and retain people and motivate them to achieve organizational goals. Implementing a reward system will help optimize leadership commitment in influencing educators and education staff to achieve school goals. Based on the description above, it is suspected that there is a significant influence of stakeholder management and teacher characteristics on the reward system.

Reward system (X3) has a direct effect on effectiveness of SMP-IT (X4).

Based on the results of inferential statistical analysis using path analysis. These results indicate that the value of the path coefficient has a total influencereward systemtoeffectiveness of SMP-ITnamely 0.780 and the t-count is 9.901 at the significance level $\alpha = 0.05$, the t-table value is 1.987. So it can be stated that the t-count > t-table value (9.901 > 1.987) means that the path coefficient is significant. Furthermore, it can also be seen from the value of the determinant coefficient r^2, which is 0.527 (52.7%). Then it can be decided to reject H0 and accept H1, which means thatreward systemdirect influence oneffectiveness of SMP-ITamounting to 52.7% and the remaining 47.3% is influenced by other variables outside of the variablesreward system. The meaning is that it gets betterreward systemowned by SMP-IT Riau Islands Province, it will be even bettereffectivenesshis organization. This means thatreward systemcan be interpreted as an important variable and has a direct influence oneffectiveness of SMP-IT. This means that it gets betterreward systemowned by SMP-IT will be even highereffectivenesshis organization.

Reward systems have been widely implemented as a school's effort to improve management performance in achieving organizational goals. Compensation or reward is believed to be one of the determining factors to motivate educators and education staff to increase productivity so that they can produce good performance and achievements. The reward system is also important for foundations and schools, because the reward system shows the organization's efforts to maintain human resources or in other words, so that employees (educators and education staff) have high loyalty and commitment to the school.

The effectiveness of SMP IT can be achieved if there is commitment within the leadership. This is because leaders are the parties who have the most influence on the sustainability of an organization. Leaders who have high commitment will be able to achieve effective schools. Measuring the effectiveness of SMP IT can be done by looking at the work results achieved by the school. Effectiveness can be measured through the success or failure of an organization in achieving its goals. If an organization achieves its goals, then the organization can be said to have run effectively.

In education, the term reward is used when educators and education staff successfully complete a task well. So it is not uncommon to find rewards as a form of positive reinforcement given to teachers as a form of gratitude, appreciation for someone's abilities and achievements, a form of encouragement or a sign of trust. The reward system is a form of recognition for a particular achievement given in the form of material and non-material. by the institution to individuals or groups of employees so that they can work with high motivation and excel in achieving school goals.

Effectiveness is the level of achievement of results in efforts to achieve goals. This can also be interpreted as being ordered to always carry out introspection and improvement in order to achieve a better future. Looking at the past, namely to use it as a lesson for the future or also make the lessons of the past a big investment for the future. This has deep meaning and motivation regarding self-introspection and the importance of good time management so it is important to always plant goodness to be reaped in the future (the end)..Effectiveness is the level of

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achievement of results in efforts to achieve goals. Based on the description above, it can be believed that there is a significant influence between the reward system on the effectiveness of SMP IT.

Stakeholder management (X1), has a direct effect oneffectiveness of SMP-IT (X4) through reward system (X3).

Based on empirical evidence, stakeholder managementhave a direct influence oneffectiveness of SMP-ITthroughreward system. This can be proven by obtaining the results of inferential statistical analysis using path analysis. These results indicate that the value of the path coefficient has an influencestakeholder managementtoeffectiveness of SMP-ITthroughreward systemnamely 0.578. The t-count is 3.662 and at the significance level α = 0.05, the t-table value is 1.987. So it can be stated that the t-count > t-table value (3.662 > 1.987) means that the path coefficient is significant. Furthermore, it is known that the value of the determinant coefficient r² is 0.403 (40.3%). Then it can be decided to reject H0 and accept H1, which means that directlystakeholder managementdirect influence oneffectiveness of SMP-ITthroughreward systemamounting to 40.3% and the remaining 59.7% is influenced by other variables outside of the variablesstakeholder managementmediated byreward system. The meaning is that the conditions are getting betterstakeholder managementowned by SMP-IT will directly get better tooorganizational effectivenessmediated byreward system. This means thatstakeholder managementcan be interpreted as an important variable and has a direct influence oneffectiveness of SMP-ITthroughreward system. This means that the conditions are getting betterstakeholder managementowned by SMP-IT will be even higherorganizational effectivenessmediated byreward system.

A stakeholder is a person or group who has an interest either directly or indirectly in an organization because it can influence or be influenced by the organization's actions, objectives and policies set. Stakeholder management is a process for identifying and involving stakeholders during the development process of educational institutions.

The effectiveness of SMP IT is related to assessing the level of achievement of objectives both quantitatively and qualitatively. Effectiveness is a measure of an organization's success in managing and utilizing the limited resources owned by the organization. Effectiveness is considered a measure of management success.

Reward systems have been widely implemented as a school's effort to improve management performance in achieving organizational goals. Compensation or reward is believed to be one of the determining factors to motivate educators and education staff to increase productivity so that they can produce good performance and achievements. The reward system is also important for foundations and schools, because the reward system shows the organization's efforts to retain human resources or in other words, so that employees (educators and education staff) have high loyalty and commitment to the school.

Leaders or stakeholders must have expertise in their field, giving tasks or authority to those who are not competent will result in damage to the work and even the institution that oversees it.Leadership or stakeholders in the world of education is always associated with the leadership role, namely the Principal and other institutional leadership positions which include relationships with teachers, education staff, students, parents of students and other people outside the community where the madrasah is located. One of the factors that determines the success and sustainability of an institution is whether the leadership is effective or not. The failure and success of an institution is largely determined by the leader, because the leader is the controller and determiner of the

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direction the institution wants to take towards the goals it wants to achieve.

Effectiveness is the level of achievement of results in efforts to achieve goals. This can also be interpreted as being ordered to always carry out introspection and improvement in order to achieve a better future. Looking at the past, namely to use it as a lesson for the future or also make the lessons of the past a big investment for the future.

In education, the term reward is used when educators and education staff successfully complete a task well. So it is not uncommon to find rewards as a form of positive reinforcement given to teachers as a form of gratitude, appreciation for someone's abilities and achievements, a form of encouragement or a sign of trust. The reward system is a form of recognition for a particular achievement given in the form of material and non-material. by the institution to individuals or groups of employees so that they can work with high motivation and excel in achieving school goals. Based on the description above, it can be believed that there is a significant influence between stakeholder management on the effectiveness of SMP IT through the reward system.

Teacher characteristics (X2), has a direct effect on kepeffectiveness of SMP-IT (X4) through reward system (X3)

Based on empirical evidence, teacher characteristics have a direct influence oneffectiveness of SMP-ITthroughreward system. This can be proven by obtaining the results of inferential statistical analysis using path analysis. These results indicate that the value of the path coefficient has an influenceteacher characteristicstoeffectiveness of SMP-ITthroughreward systemnamely 0.348. The t-count is 3.084 and at the significance level α = 0.05, the t-table value is 1.983. So it can be stated that the t-count > t-table value (3.084 > 1.987) means that the path coefficient is significant.

Furthermore, it is known that the value of the determinant coefficient r² is 0.589 (58.9%). Then it can be decided to reject H0 and accept H1, which means that directlyteacher characteristicsdirect influence oneffectiveness of SMP-ITthroughreward systemamounting to 58.9% and the remaining 41.1% is influenced by other variables outside of the variablesteacher characteristicsmediated byreward system. The meaning is that the conditions are getting betterteacher characteristicsowned by SMP-IT will directly get better tooorganizational effectivenessmediated byreward system. This means thatteacher characteristicscan be interpreted as an important variable and has a direct influence oneffectiveness of SMP-ITthroughreward system. This means that the conditions are getting betterteacher characteristicsowned by SMP-IT will be even higherorganizational effectivenessmediated byreward system.

Teacher characteristics as a general term to describe the personal attributes, training, preparation and experience that teachers bring when entering the profession and the working conditions they face. Teacher characteristics are the nature and ability to carry out the main tasks of educating, teaching, guiding, directing, training, assessing and evaluating students as a job that already exists in their souls.

SMP-IT effectiveness is the school's ability to maximize school functions. So the principal can display the school's functions when given the right input. Assessment of school effectiveness needs to be carried out by examining how all components of the school interact with each other in an integrated manner to support educational success in the school.

The reward system consists of all components in the organization, including people, processes, rules and procedures, as well as decision-making activities involved in allocating compensation and benefits to employees. educators and education personnel as

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compensation for their contributions to the organization. The reward system will have a positive impact on leadership commitment so that it can improve the performance of employees (educators and education staff) which ultimately can achieve organizational effectiveness. Teachers in society are also highly respected and respected. The teacher's main task is to develop a mission to teach and invite people to obey God's law, perfect and purify their hearts to draw closer to God.

Effectiveness is the level of achievement of results in efforts to achieve goals. This can also be interpreted as being ordered to always carry out introspection and improvement in order to achieve a better future. Looking at the past, namely to use it as a lesson for the future or also make the lessons of the past a big investment for the future. This has deep meant and motivation regarding self-introspection and the importance of good time management so it is important to always plant goodness to be reaped in the future (the end).

In education, the term reward is used when educators and education staff successfully complete a task well. So it is not uncommon to find rewards as a form of positive reinforcement given to teachers as a form of gratitude, appreciation for someone's abilities and achievements, a form of encouragement or a sign of trust. The reward system is a form of recognition for a particular achievement given in the form of material and non-material. by the institution to individuals or groups of employees so that they can work with high motivation and excel in achieving school goals. Based on the description above, it can be believed that there is a significant influence between teacher characteristics on the effectiveness of SMP IT through the reward system.

Stakeholder management (X1), teacher characteristics (X2), andreward system (X3) **simultaneously has a direct effect on effectiveness of SMP-IT (X4).**

Based on empirical evidence, stakeholder management, teacher characteristics And reward system simultaneously have a significant influence oneffectiveness of SMP-IT. This can be proven by obtaining the results of inferential statistical analysis using path analysis. These results indicate that the value of the multiple path coefficient has a total effectstakeholder management, teacher characteristicsAndreward systemtoeffectiveness of SMP-ITnamely 0.745. The F-count is 53.121 and at the significance level $\alpha = 0.05$, the F-table value is 3.952. So it can be stated that the value of F-count > F-table (53.121 > 3.952) means that the multiple path coefficient is significant. Next, it can be seen that the value of the determinant coefficient r^2 is 0.866 (86.6%). Then it can be decided to reject H0 and accept H1, which means thatstakeholder management, teacher characteristicsAndreward systemtogether (simultaneously) have a direct effect oneffectiveness of SMP-ITamounting to 86.6% and the remaining 13.4% is influenced by other variables outside of the variablesstakeholder management, teacher characteristicsAndreward system. the meaning is that the conditions are getting betterstakeholder management, teacher characteristicsAndreward systemowned by SMP-IT will be even bettereffectivenessorganization at SMP-IT Riau Islands Province. This means that stakeholder management, teacher characteristics And reward system can be interpreted as an important variable and has a direct influence oneffectiveness of SMP-IT. This means that the conditions are getting betterstakeholder management, teacher characteristicsAndreward systemowned by SMP-IT will be even higherorganizational effectiveness.

Stakeholder management plays a role in helping create policies, rules, projects, so that they are in line with achieving the direction of organizational development. In its implementation, each stakeholder has a different

role, but all aim to develop educational institutions.

The character of an effective teacher is mastering the subject matter and expertise or good teaching skills, having good teaching strategies and supported by goal setting methods, teaching design and classroom management, and requiring commitment and motivation such as a good attitude and attention to pupils or pupils.

Everything an organization provides to satisfy one or more individual needs is called reward. Providing these rewards is the leader's effort to provide remuneration for the work of educators and education staff, so that they can encourage them to work harder and have more potential. Leaders provide rewards when the work of an educator and education staff meets or even exceeds the standards set by the school.

The effectiveness of SMP IT is also related to the formulation of what must be done with what has been achieved. So a school will be called effective if there is a strong relationship between what has been formulated to be done and the results achieved by the school, conversely a school is said to be ineffective if this relationship is low. Implementing a reward system in schools can encourage increased competence of educators and education staff to produce achievements for the school. Collaboration must be demonstrated through the involvement of leaders in carrying out their main tasks by directing, influencing, encouraging subordinates and stakeholders towards the goals to be achieved.

Leaders or stakeholders must have expertise in their field, giving tasks or authority to those who are not competent will result in damage to the work and even the institution that oversees it.Leadership or stakeholders in the world of education is always associated with the leadership role, namely the Principal and other institutional leadership positions which include relationships with teachers, education staff, students, parents of students and other people outside the community where the madrasah is located. One of the factors

that determines the success and sustainability of an institution is whether the leadership is effective or not. The failure and success of an institution is largely determined by the leader, because the leader is the controller and determiner of the direction the institution wants to take towards the goals it wants to achieve.

In Islamic education, teachers in society are highly respected and respected. The teacher's main task is to develop a mission to teach and invite people to obey God's law, perfect and purify their hearts to draw closer to God. In education, the term reward is also used when educators and education staff successfully complete a task well. So it is not uncommon to find rewards as a form of positive reinforcement given to teachers as a form of gratitude, appreciation for one's abilities and achievements.

Effectiveness is the level of achievement of results in efforts to achieve goals. This can also be interpreted as being ordered to always carry out introspection and improvement in order to achieve a better future. Looking at the past, namely to use it as a lesson for the future or also make the lessons of the past a big investment for the future. This has deep meaning and motivation regarding self-introspection and the importance of good time management so it is important to always plant goodness to be reaped in the future (the end). Based on the description above, it can be believed that together (simultaneously) there is a significant influence between stakeholder management, teacher characteristics and the reward system on the effectiveness of SMP IT.

Conclusion

Based on the analysis of research results and discussions presented in it can be concluded as follows:

1. Stakeholder managementdirect influence oneffectiveness of SMP-IT. Based on the magnitude of the influence value obtained from the test results, it can be seen how

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influential it isstakeholder managementtoeffectiveness of SMP-IT. Therefore, efforts can be made for SMP-IT education providers to implement itstakeholder management who has integrity. In this way, you can directly optimize the effectiveness of your organization.

2. Teacher characteristicsdirect influence oneffectiveness of SMP-IT. Based on the magnitude of the influence value obtained from the test results, it can be seen how influential it isteacher characteristicstoeffectiveness of SMP-IT. Therefore, good efforts can be made to maintain itconditionteacher characteristicsowned bySMP-IT. So that organizational effectiveness can be achieved optimally as expected.

3. Stakeholder managementAndteacher characteristicssimultaneously have a direct effect oneffectiveness of SMP-IT. Based on the magnitude of the influence value obtained from the test results, it can be seen how influential it isstakeholder managementAndteacher characteristicstoeffectiveness of SMP-IT. Therefore, efforts can be made for SMP-IT stakeholders to be able to carry out their management well by maintaining good, conducive teacher characteristics. So that organizational effectiveness can be achieved optimally as expected.

4. Stakeholder managementdirect influence onreward system. Based on the magnitude of the influence value obtained from the test results, it can be seen how influential it isstakeholder managementtoreward system. Therefore, stakeholders can make good efforts to implement management with integrity to implement a reward system. So that the goals of the SMP IT organization can be achieved optimally as expected.

5. Teacher characteristicsdirect influence onreward system. Based on the magnitude of

the influence value obtained from the test results, it can be seen how influential it isteacher characteristicstoreward system. Therefore, efforts can be made for the educational community or teachers to become educators with integrity and character. So that the reward system can be implemented well, and will directly impact the productivity of the organization.

6. Stakeholder managementAndteacher characteristicssimultaneously have a direct effect onreward system. Based on the magnitude of the influence value obtained from the test results, it can be seen how influential it isstakeholder managementAndteacher characteristicstoreward system. Therefore, stakeholders can make good efforts to implement a reward system for educators or teachers with character. So that the reward system will directly impact the productivity of the organization.

7. Reward systemdirect influence oneffectiveness of SMP-IT. Based on the magnitude of the influence value obtained from the test results, it can be seen how influential it isreward systemtoeffectiveness of SMP-IT. Therefore, efforts can be made for SMP-IT education providers to be able to maintain and improve the reward system for their teachers. So that directly the effectiveness of the organization can be achieved optimally as expected.

8. Stakeholder managementdirect influence oneffectiveness of SMP-ITthroughreward system. Based on the magnitude of the influence value obtained from the test results, it can be seen how influential it isstakeholder managementtoeffectiveness of SMP-ITthroughreward system. Therefore, efforts can be made for SMP-IT education providers to implement itstakeholder management with integrity and characteristics for the teaching community at SMP IT through a reward

system. That way they can optimize their potential. So that organizational effectiveness can be achieved optimally.

9. Teacher characteristicshas a direct effect on kepeffectiveness of SMP-ITthroughreward system. Based on the magnitude of the influence value obtained from the test results, it can be seen how influential it isteacher characteristicstoeffectiveness of SMP-ITthroughreward system. Therefore, good efforts can be made to maintain itconditionteacher characteristicsowned bySMP-IT, it is necessary to have a reward system provided for teachers. So that organizational effectiveness can be achieved optimally as expected.

10. Stakeholder management teacher characteristicsAndreward systemsimultaneously have a direct effect oneffectiveness of SMP-IT. Based on the magnitude of the influence value obtained from the test results, it can be seen thatstakeholder management, teacher characteristicsAndreward systemtogether (simultaneously) have a direct effect oneffectiveness of SMP-IT. Therefore, efforts can be made for the stakeholders and leaders of SMP-IT to be able to carry out their management well with integrity and character for the teaching community at SMP-IT through a reward system provided for teachers. So that organizational effectiveness can be achieved optimally as expected.

Based on the conclusions explained above, the novelty of this research can be described as follows:
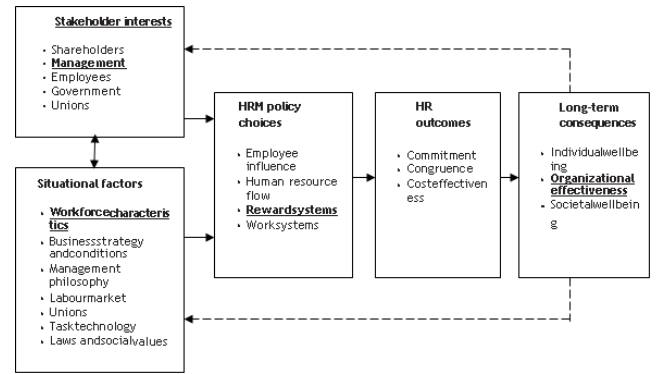

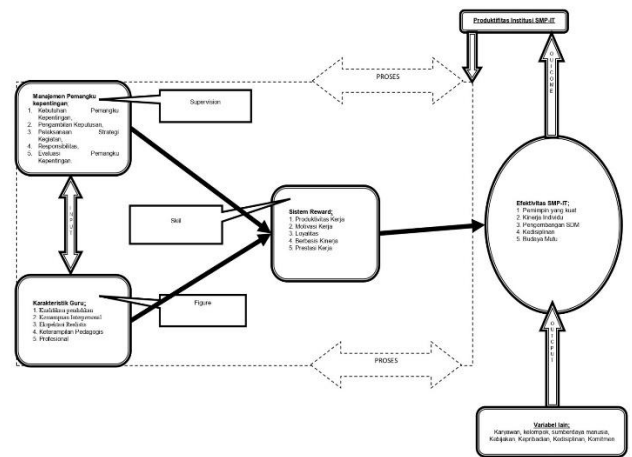**Figure 1.** Organizational Effectiveness Theory, Model; Michael Armstrong

Figure 2. Development model; Organizational Effectiveness

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